



**Behaviour Policy
Full Policy**

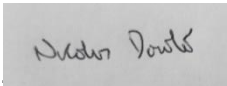
Date of latest review: September 2025

Review completed by: Headteacher

Date of next review: September 2026

Review

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed..... Governing Body

Please read this policy alongside our school Safeguarding policy and other relevant policies such as Teaching and Learning, Child on Child Abuse, Anti-Bullying and Home School Agreement.

This policy has been updated to include information as set out in the DfE guidance for September 2022

Cirencester Primary School is a positive, respectful and caring learning community

Aims and Purpose

Cirencester Primary and Nursery School aims to create a safe environment in which all pupils can learn and reach their full potential.

We believe in providing a safe, welcoming, happy, calm and purposeful school environment in which children can learn effectively and reach the highest standards of which they are capable. These high standards must be adhered to for the duration of the extended school day, this includes as pupils are coming into school and the school grounds, after school clubs, trips, residential visits and as children are leaving the site and the immediate vicinity of the school grounds at the end of the day.

Everyone works together

Our Head teacher and senior leaders in the school model a set of behaviours for everyone to follow. Some roles within our school have key responsibilities for aspects of behaviour.

Suspensions and Expulsions are the responsibility of the head teacher and governing body

Searches and confiscations are the responsibilities of the head teacher and deputy head teacher, the designated safeguarding lead and the deputy safeguarding lead.

Support plans for behaviour are the responsibility of the school SENCo in conjunction with class teachers.

Nurture Support is the responsibility of our Nurture Support teacher who is also a trained ELSA. (Emotional Literacy Support Assistant)

Everyone is a teacher of behaviour- all adults who work in our school are responsible for leading and teaching positive behaviour. Everyone in the school has a responsibility to praise and sanction in line with the policy. Everyone has the right to deliver the agreed consequences. When sanctions are given, following an incident of unacceptable behaviour, an element of support is provided to our pupils. This takes the form of a targeted discussion, where an explanation of what they did wrong is explained, along with the impact of their behaviour on others. Pupils are supported in making a change in the choices they make if faced with a similar situation in the future.

We believe that the partnership between home and school plays a vital role, and that all members of the school community should be valued and supported equally. Cirencester Primary School believes that a system of mutual respect between all of its members is at the heart of the organisation. We expect our pupils (and adults) to behave consistently well irrespective of the company they are in.

A whole school community approach to discipline is the means to achieving high standards of behaviour. Our whole school community includes: all pupils, parents, carers and guardians, all members of staff, visitors and governors. All adults who work in the school must lead by example. This means modelling the school values all of the time. Meetings, which take place between teachers and parents, pupils, other teaching and non-teaching staff, must be conducted in a calm, professional and measured manner to ensure opinions, thoughts and ideas can be aired without fear of being ridiculed, chastised or intimidated.

The aim and purpose of this policy is to ensure consistency of approach within our school community, this includes- when children are at school, in lessons and assembly, when moving around our school site, at play and lunchtimes, in our Breakfast Club, in our after-school programme, on trips, visits, events outside of school and when children are in their school or sports uniform and represent and uphold the reputation of the school.

1. Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To refuse to give pupils attention and importance for poor conduct
- To help pupils take control over their behaviour and be responsible for the consequences of it.
- To build a community which values being respectful, polite and well-mannered, truthfulness and being trustworthy, having a sense of personal responsibility and care for others
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To provide simple, practical procedures for staff and pupils that:
 - Recognise behavioural norms
 - Positively reinforces behavioural norms
 - Promote self-esteem and self-discipline
 - Teach appropriate behaviour through positive interventions

Objectives

- To promote mutual respect between all members of the school community
- To provide a safe and positive learning environment, where praise, and the encouragement of being inquisitive and curious learners will allow all learners the opportunity to succeed
- To engender a strong sense of responsibility for our own behaviour within our school and in the vicinity of the school.

Rights

Every member of Cirencester Primary School has the right to:

- Feel safe and happy within and around our school at all times
- Be treated with respect, consideration and courtesy

- Learn
- Enjoy their break times
- Speak out about any unwanted behaviour

Responsibilities

- All members of the school community have a responsibility to ensure this policy is consistently applied.
- Our approaches are based upon skills-led learning, and underpinned by calmness and consistency
- All children must ensure their behaviour meets the expectations of the school, including during lunch and break times, and during out-of-school activities

Expectations for all members of staff

We want all pupils to feel treated as valued individuals, they respect adults and accept their authority.

All staff

1. **Meet and greet** at the door.
2. **Model** positive behaviours and build relationships.
3. **Plan** lessons that engage, challenge and meet the needs of all pupils.
4. Use a **visible recognition** mechanism throughout every lesson.
5. Be **calm** and prevent before sanctions are used.
6. **Follow** up every time, retain ownership and engage in reflective dialogue with pupils.
7. **Never ignore** or walk past pupils who are behaving badly.
8. Use positive messages and that positive messages are sent home
9. Use Celebration Assembly to praise pupils who have demonstrated exemplary learning.

Our Values

At Cirencester Primary School we look for opportunities to praise children, for showing or demonstrating our school values being positive, respectful and caring.

Positive behaviour will always be rewarded by praise (verbal and non-verbal) and teachers visiting each other's classrooms are encouraged to comment on the excellent behaviour they see.

Likewise, every teacher will use a system of tactical ignoring of poor behaviour or use of non-verbal cues. For example, praising the good behaviour of others.

Our Cirencester Code

As a school our aim is for children to develop their learning skills and attitudes to learning through our Cirencester code:

Curiosity, creativity, communication, collaboration, and confidence are all important skills that can help people succeed in many different situations.

Children are rewarded in school for demonstrating this code in their learning with Class Dojo points (1/2 points). Classes will have awards for the class obtaining 100, 200 points,

Curiosity – I can ask questions, I can find out more, I can problem solve.

Creativity – I can use my imagination, I can express my ideas, thoughts or feelings in lots of ways, I can be open-minded to new ideas and experiences.

Communication – I can look and listen to others, I can actively listen and hold a conversation, I can communicate my ideas clearly in writing with varied vocabulary.

Collaboration – I can take turns in pairs/group, I can cooperate, I can work with others on a shared goal.

Confidence – I can ask for help, I can try new things, I can speak in front of others,

Behaviour Stages – Principles, Aims and Approach

At Cirencester Primary, our Behaviour Stages provide a clear, consistent framework to encourage positive behaviour and ensure all pupils can thrive. Our approach is underpinned by our core values of being Positive, Respectful and Caring, and by the Cirencester Cs – Communication, Creativity, Collaboration, Caring and Curiosity.

Principles

Every child has the right to learn and every adult has the right to teach in a calm and safe environment.

Positive behaviour is taught, modelled and celebrated at all times.

Staff use calm voices, non-verbal cues and positive reframing to encourage self-regulation.

Restorative conversations help pupils reflect, repair and reset relationships.

A “wipe the slate clean” approach gives pupils the chance for a fresh start after each incident.

Aims

To create a safe, respectful and inclusive school where all pupils feel valued.

To support pupils to make the right choices by recognising and rewarding positive behaviour.

To apply consistent consequences when behaviour falls short, ensuring fairness and clarity for all.

To involve parents and carers in supporting pupils at appropriate stages.

To equip pupils with strategies that develop their communication, collaboration and resilience, preparing them for lifelong learning.

Behaviour Stages Overview

Positive Choices – Pupils are praised and rewarded for showing the Cirencester Cs, being respectful and caring, and trying their best.

Stage 1: Gentle Reminder – Non-verbal or verbal prompt to help a pupil refocus (e.g. calling out, chatting, losing focus).

Stage 2: Think Time – Short time-out in class or during break/lunch for repeated low-level behaviours, with parents informed.

Stage 3: Reflection Zone – More serious or repeated behaviours (e.g. refusal to work, swearing, physical contact) lead to reflection forms, loss of privileges and restorative conversations.

Stage 4: Serious Actions – Persistent or serious behaviours (e.g. fighting, targeted verbal abuse, damaging property) result in referral to Phase Leader/SLT, parent meetings and behaviour reports.

Stage 5: Larger Consequences – The most serious behaviours (e.g. assault, bringing a weapon, significant damage) involve the Headteacher and may lead to suspension, managed move or exclusion.

At every stage, pupils are supported to reflect on their behaviour, understand its impact on others, and learn how to make better choices in line with our values and the Cirencester Cs.

How we adjust expectations for children with additional needs

We have high expectations for all pupils. All pupils have to understand how to improve their behaviour and meet our expectations. We discuss this with pupils and their parents. Where appropriate, our DSL will look at factors outside of school which need to be taken into consideration, and our SENCO will work with pupils with SEND and their parents to discuss the level of additional behavioural support needed. We use a graduated approach to provide support, acknowledging that children will need differing levels of support to control their own behaviours.

Some pupils with special educational needs will have high behaviour needs which need Behaviour Support Plans. These children have a particular set of strategies, identified by specialists, to support and improve their behaviour. The support and strategies used to support these children will be different from the main part of the school policy. At Cirencester Primary School, we recognise the need to have a different set of strategies in place to support pupils with high behavioural needs. It is important that everyone needs to feel like they belong.

Where unacceptable behaviour occurs from pupils who are already on support plans, an immediate risk assessment review is carried out and a team meeting set up where parents, external agencies and the school can identify what additional support is required in order to reduce the risk of a repeat offence.

Some pupils will require a period of de-escalation- this involves removing pupils to a calm and safe place, where de-escalation can take place. A variety of strategies are used to support de-escalation, ranging from complete silence and no contact, talking strategies, drawing/art strategies, physical strategies and sometimes a combination of these. When children are ready, they can be reintegrated with the class. This takes time depending on the needs and complexities of the child. Adults working in the school use their professional expertise to identify which pupils require a period of de-escalation as part of the behaviour improvement plans.

Other children may have special educational needs which contribute to difficulties in modulating their emotions and controlling their behaviours, such as a sensory processing issues or some examples of autism. Staff will work with specialists and parents to identify the underlying causes which may be contributing to difficulties in a child controlling their behaviour, and suggest adaptations (such as change to the classroom environment) or additional support (such as Social stories, CBT or ELSA sessions) which will support that child.

Many children will have Special Educational Needs which do not impact on their ability to control their own behaviour, and will need no additional support.

Nurture and ELSA Support

Some pupils will work with our Pastoral Team to improve particular aspects of social behaviour and behaviours for learning in the classroom. Pupils will be provided with a block of support which can be in class or in the Nurture Room, depending on the activities required to improve focus/emotional well-being and/or behaviour.

Restorative Practices for Conflict Resolution

For occasions when our school values are not being followed and there is conflict between members of our school community, we use restorative approaches to help pupils understand the impact of their actions and how to put it right. We believe that by using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong they will be asked to put things right and change their behaviour so it does not happen again. All children are supported in a constructive way to face up to consequences which will be put in place as a result of the behaviours which have taken place.

By using the Restorative Approach, it allows ALL parties to have their say AND be listened to. When our pupils find themselves in particular conflict or upset we will ask them:

- Tell me what happened? (Story Telling)
- What were you thinking at the time? / How did that make you feel?
- What were you feeling inside at the time?
- Who has been affected by this? (Impact) What are you feeling about this?
- Looking back was this the right thing to do?
- What could you have done differently? What should have happened to avoid this upset?
- What needs to happen now? (Solution Focus) What do you think should happen now so you begin to feel better?
- What are you thinking now? What must you do to put this right? What would you like to happen now so you feel this has been dealt with fairly?
- What are you feeling now? What still needs to happen?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Most situations can be dealt fairly and promptly by using the above questions. If a child continues to misbehave, teachers refer to the School Behaviour Scale.

The Power to Discipline Beyond the School Gate.

Pupils are reminded that our school values must be modelled when members of Cirencester Primary School community are involved activities such as:

- ✓ school trips, visits and activities in and out of school
- ✓ travelling to and from school
- ✓ wearing school uniform
- ✓ some way identifiable as a pupil at the school
- ✓ online activity (which must conform with the acceptable use policy signed by all families)

- ✓ interactions with members of our school community, online or offline, which take place outside of the school day

and that failure to do so may result in action by the school.

Searching and Confiscating.

Only our authorised members of staff are permitted to carry out searches and confiscate prohibited items. The authorised members of staff are:

Head Teacher

Deputy Head teacher in HT's absence

Designated Safeguarding Lead

Deputy Designated SL in their absence

Any searches will be carried out in an appropriate, discrete and respectful manner and the results of any searches will be recorded in My Concern. The authorised members of staff will search with a witness present.

Possession of Prohibited Items.

The following items are prohibited in this school namely: laser pens and lasers, pen knives, knives, blades or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes and vaping items, fireworks, pornographic images, any item that could be used to commit an offence or personal injury or damage to property.

If any member of staff has reasonable grounds to believe a child may be carrying prohibited items, the Head teacher has the right to stop, request, screen and search for these items.

Any pupil found in possession of them will face disciplinary sanctions.

Break times

Our expectation is that behaviour during break and lunch time is of the same standard as that in class. In other words, pupils respond to directions and instructions from our midday supervisors in the same respectful manner as when they are with their class teachers.

Members of teaching staff take turns to act a duty staff during morning break and the school employs supervisors to attend to needs at lunchtime.

Suspensions and Permanent Exclusion

Suspensions are only used when all other steps have failed to improve behaviour, or other children or adults are unsafe due to the behaviour of an individual. An internal suspension is given to a pupil for a short period, between 0.5 and 3 days depending on the severity of the incident. The child receives their normal education in school, but not in the classroom with the other children. Often break times and lunchtimes happen in isolation of the other children, but always with adult supervision and support for the duration of the suspension.

A pupil can also be suspended from school (external suspension) for one or more fixed periods not exceeding 45 days in the school year and where possible these will be for the shortest possible time. The length of time will be given for the exclusion and where exclusion is longer than one day then work will be set and marked.

Where a suspension is longer than 5 days then the school will consult with the LA on the educational provision and supervision that it is required to provide. Children who are suspended for less than 5 days must be kept indoors by the parents during school hours. A parenting contract maybe initiated after a suspension has taken place in consultation with the Head teacher.

Fixed Term External Suspension: in the first instance, will usually be for a short period (1-3 days). If the pupil incurs additional suspensions these may be for a longer duration at the discretion of the Head teacher.

Once the suspension period is over, parents and child will have a re-entry meeting with the Head teacher, where a plan to modify the child's behaviour will be agreed.

Managed Move: managed move to another school is to enable the pupil to have a fresh start in a new school. The head teacher may ask another head teacher to admit the pupil. This should only be done with the full knowledge and cooperation of all the parties involved, including the parents, governors and the LA, and in circumstances where it is in the best interests of the pupil concerned.

Permanent Exclusion: a decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort. Exclusion will take place as a result of a serious breach of discipline which has arisen at school. Only the Head teacher has the right to exclude a pupil. Exclusion will be enforced when other pupils or staff are deemed to be seriously affected by that pupil's presence in school.

Restraining Pupils and the use of Reasonable Force

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is used either to control or restrain. This can range from guiding a pupil to safety by the hand/arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, staff will only use force to control pupils and to restrain them where there is an immediate risk of harm or danger. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. At Cirencester Primary School we avoid using physical contact and reasonable force, we use vocal instructions, dialogue, de-escalation techniques and discussion as our first set of responses. Only when absolutely necessary, to avoid escalation of an incident and/or harm to others would some staff be used to physically move a child. Staff have been trained using the Team Teach handling techniques, whereby we guide children and we do not restrain them. We would only restrain a child if they were in immediate or potential danger to themselves or others.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

At Cirencester Primary School may use reasonable force to:

- ✓ remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- ✓ prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- ✓ prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- ✓ prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- ✓ restrain a pupil at risk of harming themselves through physical outbursts.

All incidents that require physical handling of children are recorded on a Physical Handling log which is kept by the school's Designated Safeguarding lead.

Recording of Incidents (My Concern Information Sharing System)

At Cirencester Primary School we use a web-based recording, reporting and information sharing resource called: My Concern. Teachers are required to log incidents on My Concern that are persistent or of a physical nature. The Head teacher monitors all incidents of recorded behaviour through this resource. The type and frequency of behaviour incidents is analysed and information relating to improving standards in behaviour is discussed at staff meetings, SLT meetings and Governors meetings. Whenever an adult has to restrain a child, this will be recorded on our My Concern system.

Equal Opportunities

Children with Special Educational Needs who misbehave but who may not fully understand the implications of their actions will be given training and support in managing their behaviour.

Staff working with children who have a disability or special need will be given regular training in order to support them effectively if that need affects behaviour.

Dis-application from the curriculum may be considered where a child will benefit from a more diverse curriculum.

Other than in the most exceptional circumstances, we will avoid permanently excluding pupils with EHCPs and make every effort to avoid excluding pupils who are being supported at School Support under the new Special Educational Needs Code of Practice, including those who are being assessed for an EHCP. The school will seek to put measures in place to support children and try every practicable means to keep the child in school, including seeking LA and other professional advice and support where appropriate, and asking the LA to consider carrying out a statutory assessment. For a pupil with an EHCP, where this process has been exhausted, the school will liaise with their LA about initiating an interim annual review of the pupil's EHCP.

Other than in the most exceptional of cases, we will avoid excluding children with a disability and will seek to make reasonable adjustments to support them effectively in school. The definition of disability under the Act covers pupils with physical, sensory or learning disabilities. Discrimination occurs where a person treats a disabled pupil less favourably than other pupils for a reason which relates to their disability, without justification. It also means failing to take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers. What constitutes a reasonable step will depend on the circumstances of each case.

The reasonable adjustments duty requires schools to think ahead, anticipate the barriers that disabled pupils might face and remove or minimise them before a disabled pupil is placed at a substantial disadvantage and the school is committed to doing so.

Vulnerable children will also be given due care and consideration before excluding to ensure they are not discriminated against.

School will take all practicable measures to ensure that no protected group is discriminated against by the application of school rules, which will be applied with equity for all children. Staff will be sensitive to the background of all children when formulating behavioural policy.

When reviewing and imposing sanctions, the School will ascertain if poor behaviour towards other pupils or staff has been motivated by, or the harm exacerbated by, a victim's protected characteristics and seek to address discriminatory behaviour and its causes immediately.

Harassment, discrimination and bullying (including child on child abuse)

Harassment, discrimination and bullying are not tolerated. Where allegations are made these will be investigated and sanctions applied as appropriate. There are separate policies for Anti Bullying and Safeguarding of Pupils.

Nursery Behaviour Expectations

In the nursery the adults have high behaviour standards and there is an expectation that the children will comply with these standards. Children are informed about the nursery rules formally soon after they start through carpet time, snack time and playtimes, and reminders throughout the sessions when required.

The nursery has a values board to help remind the children about our expectations.

Positive and desired behaviour is rewarded in the following ways:

- In the first instance (and most often) verbally and shared with the other children and with the other members of staff.
- With stickers which are awarded to a child where they are consistently working and playing within the boundaries or have made a caring and considerate action towards another child.
- For outstanding behaviour a child may be taken to the member of SLT for recognition.
- Parents are informed of exceptional positive behaviour that may occur.

Undesired behaviour

- The child is spoken to and are expected to apologise should any incident arise.
- Other members of staff will support each other in expressing why child and adult are 'feeling sad' and hope that the situation is resolved quickly and warning of consequences are issued, such as restrictions on playing outside or being asked to go inside may be used
- Child is given choices where they need help in making the right decisions
- If a child persists in their undesired behaviour or if an incident is serious enough, they are asked to sit out and have some time to think about their behaviour. An adult will then go back after this thinking time and talk to the child and discuss their behaviour. Adults will give the child appropriate sentences to help the child, should a similar situation arise.

- Children may be required to play and work with an adult to carry out a variety of tasks under close supervision
- Parents or carers are informed upon collection about any incidents that occur.
- If there is persistent and recurrent undesired behaviour, then a behaviour chart will be introduced. The child and the parent will be informed about how the behaviour chart will work. The child has specific targets to meet in order to put a smiley face or a 'thumbs up' on the chart each day. The chart is sectioned into different short portions that naturally fall in the nursery session. If a child completes a set at the end of each day then a sticker is received.
- In the event of an extreme behaviour issue a child will be taken to the Early Years Lead.
- The child will be asked to say what has happened and if unable to, the adult will explain; the child will be expected to apologise to all to rebuild the relationship. The parent will be informed at the end of the session. The child will be taken back to the Early Years Lead when a positive incident has taken place in order to rebuild relationships further.

Raising Awareness of this Policy





































We will raise awareness of this policy via:


- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events such as whole school and class assemblies
- meetings with school personnel
- communications with home such as newsletters and of end of half term newsletters
- reports such annual report to parents and Head teacher reports to the Governing Body
- information displays in and around the school.

Appendix 1 – Child version of the Behaviour Stages

POSITIVE– RESPECTFUL – CARING



Stage	Behaviours	What Happens?
<p> Great Choices! 'I AM MAKING THE RIGHT CHOICES' <input checked="" type="checkbox"/></p>	<ul style="list-style-type: none"> ✓ Listening & following rules ✓ Being kind & respectful ✓ Trying our best ✓ Demonstrating the Cirencester Cs 	<p>Rewards!</p> <ul style="list-style-type: none">  Praise for positive choices  Dojo points  Whole class awards
<p> Stage 1 – Gentle Reminders 'THINK & FIX'</p>	<ul style="list-style-type: none"> ◇ Calling out instead of raising hand ◇ Chatting when we should listen ◇ Not focusing on work 	<p>! Reminder</p> <ul style="list-style-type: none">  Non-verbal cue (look, hand signal)  Reminder card shown  Praise for positive choices
<p> Stage 2 – Think Time 'MAKE A BETTER CHOICE'</p>	<ul style="list-style-type: none"> ◇ Continuing Stage 1 behaviours ◇ Not listening to instructions ◇ Being disrespectful to adults – answering back ◇ Rough play / play fighting ◇ Refusal to complete work ◇ Name calling to be hurtful ◇ Not following school protocols 	<ul style="list-style-type: none">  Time Out (5-10 min)  Negative dojo  Talk with teacher  Parents informed  Praise for positive choices
<p> Stage 3 – Reflection Zone 'REFLECT ON YOUR ACTIONS'</p>	<ul style="list-style-type: none"> ◇ Repeating Stage 2 behaviours ◇ Challenging adults inappropriately ◇ Deliberately leaving the room without asking ◇ Inappropriate language ◇ Refusal to complete any learning tasks ◇ Harmful physical contact (pinching, biting, pushing, tripping) ◇ Stealing from pupils, adults or school property 	<ul style="list-style-type: none">  Sent to partner class (10 min) <u>OR</u>  Lunchtime detention  Reflection sheet  Parent meeting  Praise for positive choices  Loss of privilege (trips / sporting events)
<p>  Stage 4 – Serious Actions 'I NEED EXTRA SUPPORT TO IMPROVE MY BEHAVIOUR'</p>	<ul style="list-style-type: none"> ◇ Repeating Stage 3 behaviours ◇ Targeted physical assault on pupils or adults ◇ Intimidating behaviour towards adults or children ◇ Being deliberately verbally abusive and using offensive language ◇ Bringing the school into disrepute ◇ Deliberately damaging school property / buildings 	<ul style="list-style-type: none">  Sent to Phase Leader  Detention / Internal exclusion  Parent meeting  Restorative conversation  Behaviour report  Praise for positive choices
<p>  Stage 5 – Larger Consequences 'I NEED EXTRA SUPPORT BEYOND SCHOOL'</p>	<ul style="list-style-type: none"> ◇ Repeating Stage 4 behaviours ◇ Repeated unacceptable behaviour that stops others from learning ◇ Bringing a weapon to school ◇ Targeted physical assault on pupils or adult resulting in injury 	<ul style="list-style-type: none">   Parent meeting with Headteacher  Possible suspension  Local Authority involved  Behaviour contract

	◇ Significant and intentional damage to school property	 Praise for positive choices
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Appendix 2 - Behaviour Stages

Behaviour/s demonstrated	Appropriate action
<p>Protocols are being followed, no behaviour concerns</p>	<p>Regular verbal praise, praise points awarded, and feedback to home.</p>
Stage 1	
<ul style="list-style-type: none"> • Calling out • Chatting (in class or in line / assembly) • Wasting learning time (not completing the expected amount) <p>Move to STAGE 2 if shown 'Thinking' card twice after a reminder</p>	<ol style="list-style-type: none"> 1. Reminder – this may be enough 2. Non-verbal cue (look, raise of eyebrow etc.) Show 'Thinking card' 3. Repeat if necessary <p>RESET AFTER LUNCH – start stages again</p>
Stage 2	
<ul style="list-style-type: none"> • Continuation of Stage 1 behaviours within the same day staff to monitor if there are patterns e.g. always in maths etc to explore further <p>OR straight Stage 2 if:</p> <ul style="list-style-type: none"> • Being disrespectful to adults (answering back etc) and/or children (low level) • Not listening to instructions • Name calling to be hurtful • Rough play / play fighting (no intention to harm) • Refusal to complete learning tasks to an acceptable standard in a lesson <p>Move to stage 3 if 'Time out' x3 occasions in a day (including sent in at lunch)</p>	<ol style="list-style-type: none"> 1. Show 'Time-out' card – class reflection table whilst continuing to engage with lesson (EYFS: age/minutes equivalent KS1: 5 minutes, KS2: 10 minutes) 2. Equivalent is lost in own time (lunchtime in hall with SLT) 3. Negative dojo (Stage 2) given and message home <p><i>If breaktime, stand on wall for relevant time</i> <i>If lunchtime, send to SLT in hall for relevant time</i></p> <p>RESET AFTER LUNCH – start stages again (still inform parents if behaviour improves but S2 reached AM / lunch)</p> <p>If a straight Stage 2 incident: Negative dojo (Stage 2) Inform parents via Dojo</p> <p>If x3 (reminder plus 2x 'Thinking' cards) incidents of Stage 1 results in Stage 2 (accumulation): Inform parents via Dojo</p>
Stage 3	
<ul style="list-style-type: none"> • Continuation of Stage 2 behaviours <p>OR straight to Stage 3 if:</p> <ul style="list-style-type: none"> • Challenging adults inappropriately ('what?'/ disputing adult's account / refusing to accept responsibility for own actions) • Deliberately leaving the room without permission • Non-compliance with whole school expectations / protocols • Use of inappropriate language (swearing / discriminative remarks / sexualised comments) • Refusal to complete any learning tasks across a day • Harmful physical contact (pinching, biting, pushing, tripping) • Stealing from pupils or adults in school (as well as school property) <p>Move to Stage 4 if x3 incidents of a 'Reset' card shown in 3 consecutive days</p> <p>(Warning (x3) of trip due to unsafe behaviours / club / sporting event privilege)</p>	<ol style="list-style-type: none"> 1. Reset card shown – 10 minutes in partner classroom (Repeat twice before moving to stage 4) 2. Reflection form completed and returned to class teacher (to be logged on My Concern – scan copy) 3. Any missed learning to be sent home plus 10 minutes of lunch per reset 4. Negative dojo Stage 3 given <p><i>If breaktime, send in to MM to complete a reflection form</i> <i>If lunchtime, child completes form in hall and then loses 10 minutes of their time – if at the end of lunchtime then reflection form to be completed in class PM</i></p> <p>RESET AFTER LUNCH IF ONLY ONE RESET CARD ISSUED – If x2 then continue on Stage 3 for the rest of the day</p> <p>If a straight Stage 3 incident: Negative dojo (Stage 3) Dojo and phone call with parents to discuss next steps</p> <p>If 3 incidents of Stage 2 results in Stage 3 (accumulation): Dojo parents</p>
Stage 4	
<ul style="list-style-type: none"> • Continuation of Stage 3 behaviours – x3 incidents of a 'Reset' card in 3 consecutive days <p>Six reflection forms completed in one half term (approx. 1 per week)</p> <p>OR straight to Stage 4 if:</p> <ul style="list-style-type: none"> • Fighting or targeted physical assault to staff or pupils (punching / kicking with intent) • Intimidation towards staff (in personal space) • Being deliberately verbally abusive to pupils and/or staff 'Go kill yourself / Get off me you 'swear-word' / hate language • Bringing the school into disrepute (actions outside of school) • Deliberately damaging school property (buildings etc) Graffiti etc 	<ol style="list-style-type: none"> 1. Pupil sent / referred to phase leader* who will complete an investigation and record on My Concern. (*on teaching days – MM to initiate) 2. Detention / internal exclusion appropriate to incident 3. Negative dojo issued (Stage 4) 4. Parents to attend meeting with class teacher and phase leader 5. Restorative conversation arranged with appropriate staff / children - supported by class teacher 6. Implementation of a behaviour report for repeated offences (x2 Stage 4 incidents) <p><i>If breaktime, send in to phase leader</i> <i>If lunchtime, send to SLT member in hall</i></p>

<p>Move to Stage 5 if repeat Stage 4 incidents in a day / week</p>	<p>Nurture team informed and consider additional support</p> <p><i>If a straight Stage 4 incident: follow procedures as set out above</i></p> <p><i>If 3 incidents of Stage 3 results in Stage 4 (accumulation), phase leader to arrange meeting with teacher / parents / pupil to form a behaviour report</i></p>
<p>Stage 5</p>	
<p>• Continuation of Stage 4 behaviours - Frequent occurrences in a day / 4 days Daily persistent disruptive behaviour that stops all pupils from learning across a week Evidence of all stages of behaviours across a half term</p> <p>OR straight to stage 5 if:</p> <ul style="list-style-type: none"> • Serious one-off incident • Weapon brought into school or use of item as one • Deliberate assault on adult or pupil causing injury • Significant, intentional damage to property 	<ol style="list-style-type: none"> 1. Pupil sent/referred to the headteacher who will complete an investigation and record on My Concern 2. Meeting with class teacher, headteacher and parents to consider next steps – possible suspension / managed move / permanent exclusion 3. Implementation of a behaviour contract contributed to school, pupils and parents <p><i>If breaktime, send to headteacher</i> <i>If lunchtime, send to headteacher</i></p> <p>Nurture team involvement LA notified and involved where necessary</p> <p><i>If a straight Stage 5 incident: follow procedures as set out above</i></p> <p><i>If a repeat of Stage 4 incidents (accumulation), phase leader arrange meeting with teacher / parents / pupil to explain next steps</i></p>



My Behaviour Reflection Form

Date:

Name:

Class:

Class of timeout:

TICK next to all the sentences to explain what happened

1. Why have you been sent to your partner class?

- I hurt someone
- I shouted or used unkind words
- I didn't follow instructions
- I damaged something or made a mess
- Not sure / Something else _____

2. Why did you do it?

- I was feeling angry
- Someone did something to me
- I didn't want to do something I was told to
- I was upset or sad
- I don't know

3. Who was affected by what I did?

Teacher Another child (Who? _____) Another adult in school

Me

4. How did it make them feel?

Happy Sad Angry Scared Confused







5. How I was feeling at the time?

Happy Sad Angry Scared Confused Okay

6. How I am feeling now?

Happy Sad Angry Scared Confused Okay

7. What can I do next time?

-  Stop and think about my actions first
-  Say sorry and not react
-  Listen carefully
-  Take a deep breath
-  Ask for help from an adult
-  Walk away

Is there anything else you want to say about what happened?

Conversation with adult on return. Scan and add to My Concern

How can we stop this happening again?
What can I (adults) do to help you achieve this?
What do I (pupil) need to remind myself of before I act?
Any next steps needed:

Pupil: _____

Teacher / adult: _____

Appendix 4 Reflection Sheet KS2

My Behaviour Reflection Form

Date:

Name:

Class:

Class of

timeout:



1. What happened? Explain what happened in your own words:

2. Why do you think it happened? Try to explain what led to the behaviour and why you did what you did.

I think it happened because:

3. Who was affected by what I did? Think about anyone who may have been hurt, upset or affected.

The people affected were:

4. How do you think they felt? Describe how you think others felt about what happened.

They might have felt:

5. How were you feeling at the time? What were your emotions?

I was feeling:

6. How are you feeling now? Write a sentence to describe how you feel.

I feel:

7. What could I do differently next time? How will you make a better choice next time.

Next time, I will try to:

8 . Is there anything else you want to say about what happened?

Conversation with adult on return. Scan and add to My Concern

How can we stop this happening this again?

What can I (adult) do to help you achieve this?
What do I (pupil) need to remind myself of before I act?
Any next steps needed:

Pupil: _____

Teacher / adult: _____