

## Kestrel Mead Behaviour Policy

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<b>Author:</b>	Zoe Simpson/ Kat Nixon
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### Revision History:

Version	Date	Author	Summary of Changes:
1	January 2018	Zoe Simpson Kat Nixon	
2.0	January 2020	Ellie Newnham	Addition of behaviour plan stage within policy
2.1	December 2020	Claire Irons	Updated appendices
3.0	April 2021	Ellie Newnham	Addition of trust physical intervention statement
4.0	November 2021	Ellie Newnham	Addition of trust search and confiscation Addition of updates for choices.
5.0	January 2022	SLT	Phase leader age specific adaptations to the behaviour policy. Changes made to reflect current practice.
6.0	February 2022	Natalie Rowe	Amendment to policy in regards to DFE guidance around suspension and not exclusion wording.
7.0	February 2023	SLT	No changes
8.0	November 23	SLT	No changes

## ***“Be the Best You Can Be”***

The Academy Council, Staff and Parents of Kestrel Mead Primary Academy believe that the teachers have the right to teach and the children have a right to learn. We aim to provide a happy atmosphere in which staff and parents work together for the welfare of the children, and where children adopt good standards of behaviour and positive values to develop a sense of self-discipline and an acceptance of responsibility for their actions. We encourage children to be respectful, resilient, compassionate and curious. The principle that underpins our approach to school behaviour is that no-one has the right to prevent another child from learning and to embed characteristics that will support children throughout their life.

### **Aims**

- To maintain a consistent approach from all staff and parents to both positive and negative behaviour.
- Promote good behaviour, self-discipline and respect.
- Prevent bullying.
- To ensure children are respectful, resilient, compassionate, and curious.

### **Standards of Behaviour**

The school plays an essential role in the moral and social development of the children in our care. Our behaviour expectations demand a positive policy of encouraging socially acceptable behaviour and high standards of work, rewarding and praising wherever possible and the setting of good examples by staff and parents. We aim to emphasise the positive rather than criticise. At school we must work to the standards of behaviour based on the basic principles of respect, resilience, compassion and curiosity. Equally, unacceptable behaviour and the consequences of such behaviour must also be clearly stated. If a situation arises where a child fails to follow the behaviour expectations, staff will intervene to ensure appropriate behaviour resumes.

We should aim to:

- Create a positive environment.
- Maintain an atmosphere free from prejudice and bullying \*\*.
- Promote respect, resilience, compassion and curiosity.
- Enforce rules for behaviour in school, on the playground and whilst out on school trips.

What is bullying? “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online” (Anti-Bullying Alliance)

### **School Ethos - “Be the Best You Can Be”**

Our Golden Rules:

- Always show RESPECT
- Demonstrate RESILIENCE
- Explore with CURIOSITY
- Act with COMPASSION

These characteristics have been chosen by the staff, pupils and parents of the school as being the key qualities they aspire to achieve before they finish their time at Kestrel Mead Primary Academy.

### **What Staff will do to ensure good behaviour**

- Praise and reward positive behaviour.
- Lead by example.
- Be fair and consistent.
- Support children taking into account pupils with additional need.
- Facilitate restorative conversations in order to solve conflicts (Restorative justice).
- Follow each stage of the behaviour policy.

### **Rewards**

We will emphasise rewards for the reinforcement of good behaviour, rather than concentrate on the failures. The rewards set have a motivational role, helping the children to understand the importance of good behaviour and how it is valued.

- Verbal praise.
- Class dojo points leading to celebrations assemblies where children are rewarded with badges and parents are invited to attend (COVID permitting)
- Demonstrating pride in work through displaying it within the classroom and corridors
- Positive feedback from staff and peers to celebrate work created
- Children who complete the behaviour system are awarded a tie and become a school ambassador

- Lunchtime rewards – on the playground children will be given dojo point wrist bands. Wellbeing leaders will also have the responsibility to give them out when character behaviours are seen.

### **Class Dojo Points**

Children will receive rewards for demonstrating our key characteristics: respect, resilience, compassion and curiosity. This will come in the form of class dojo points. This is an online reward system. Each child is given a personalised avatar with their name written below. When a staff member sees a child demonstrating any of the school's Character behaviours, they can award a Dojo point to that child. Parents will be able to access this system which will allow them to share in their child's successes.

Every time a child gets 70 dojo points they receive a badge. The children's names are collected and their parents are invited to the next celebration assembly, where they will see their child get a badge (\*covid permitting). See [Appendix 1](#) for information about the badges.

### **Being an Ambassador at Kestrel Mead**

If a child achieves all of the character badges before the end of Year 6 they will receive a school tie and act as an ambassador undertaking important roles and responsibilities.

Ambassadors become role models for children in school, demonstrating model behaviour to younger children and will support children to make the right choices. Ambassadors will have the opportunity to choose from a range of different responsibilities within school from being a teacher PA to helping to run the library to supporting the sports coaches. See [Appendix 2](#) for a full range of roles available.

### **New to school – Class Dojo**

Any new children will enter at the mid-range point in the behavioural system for their year group. These children will still have the opportunity to complete the reward system and earn their tie at the end of Year 6.

### **Restorative Justice – A Way of Resolving Conflict..** [See Appendix 3](#)

Restorative justice brings those harmed by crime or conflict and those responsible for the harm into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.

Restorative approaches, such as conversations and conferences, encourage pupils to think about how their behaviour has affected others: both children and staff. It helps children to develop respect, responsibility and truth telling. By developing skills that build and maintain relationships, then the wrong-doer is less likely to repeat the initial behaviour. It focuses on the need of the child harmed and how the wrong-doer can repair the harm caused. This is done by showing a dislike for the child's action and not the child themselves. Restorative Approaches acknowledges the intrinsic worth of the person and their potential contribution to the school community. Staff at Kestrel Mead are trained in facilitating Restorative Conversations and Restorative Conferences, which actively engage children in a process that repairs relationships. Staff model respectful behaviour to pupils, staff and parents. At Kestrel Mead we promote children making their own choices, understanding that they do not always get it right, and supporting them in developing their emotional intelligence and skills in resolving conflicts. *Suggested Script Appendix 4*

### **Behaviour support for pupils** - See [Appendix 4](#) (*Infant and Junior*)

Pupils who are not showing the best version of themselves will be supported to make better choices through the behaviour system;

- Friendly warning
- Warning
- Reflect and Repair
- Choices

### **Choices** See [Appendix 5](#) (*Infant and Junior*)

Choices is an instant or delayed restorative conversation with the Phase Leader or Vice Principal to understand the incident further and complete the choices reflection form.

Choices will always be communicated to parents by the class teacher and logged onto CPOMS. When Phase leader has completed choices conversation, they will complete a reflection form and this incident will be logged onto an excel form (saved in SLT folder) and CPOMS.

Choices are monitored by the inclusion leader to give indication of those children who may need more support and guidance from within school or external agencies.

### **Behaviour conferences**

If children receive 3 choices in a half term, then the phase leader will call a behaviour conference with the parents where a behaviour support plan will be created. The Inclusion leader will attend this meeting and the child may be placed onto the SEN register to support their needs. The positive behaviour plan will be reviewed at each half term see [Appendix 6](#)

### **Lunchtime football**

Lunchtime football is being offered by a qualified sports coach at the juniors every lunchtime for children in years 3-6. Lunchtime is split into 2 slots: Year 3 and 4 children share the football pitch in one slot and Year 5-6 share on the other. The sports coach then referees the football matches to ensure fairness within the game. Every child has an opportunity to access football and will wear a bib, given by their class teacher, at lunchtime to indicate their choice.

### **Lunchtime at Infants**

All adults are provided with small coloured cards following the behaviour system in the classrooms. Adults use this as a visual representative of the behaviour system outside as well as in the classroom. Children have a reflection time outside if they reach reflect and repair or choices. This is communicated with class teacher.

**Yellow and Red report system as a result of serious isolated incidents** or pupils failing their positive behaviour plan. See [Appendix 7](#)

**Yellow** – If the child struggles to meet the terms and guidelines of the behaviour plan, or have demonstrated a serious breach to the behaviour expectations, a yellow card is introduced. This will be communicated to parents by the phase leader. The yellow card is a blank timetable which is completed by the class teacher/supporting teaching assistant. The class teacher in collaboration with a member of SLT identifies types of behaviours which are at a detriment to their learning. The teacher then uses a smiley face system to judge behaviour. The expectation will be a minimum of 50 out of 55 smiles in one week and will be personalised for each child. Children still go out at break and lunchtime. At this point, if the child gets less than **4 sad faces**, they will come off yellow report, **5 sad faces**, they will stay on a yellow report, **more than 5 sad faces**, they will go on a red report. If there is a serious incident they would then escalate to red report. Each week the report is signed by a member of SLT and added to the child's CPOMS records by that member of SLT.

**Red** – Following a serious incident, failing a yellow report or after an internal suspension a child is put onto a red card. This will be communicated to parents by the phase leader or Vice Principal. This follows the same format as the yellow report system but the child has to spend break and lunch times with a member of SLT. Each day the report is signed by a member of SLT and added to the child's CPOMS records at the end of the week. If the child receives less than **4 sad faces**, they will go onto a yellow report, **5 sad faces**, they will stay on a red report, **more than 5 sad faces**, they may be excluded (at discretion of the Principal or Vice Principal.)

### **Restraint and Control**

Physical Intervention in line with Department for Education and Leicester City Council Health and Safety guidance, members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the academy. The Principal and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items such as knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Physical Interventions will also be written within a child's positive behaviour/handling plan to ensure the child is aware of which intervention they may need. Further information on this can be seen in the school's physical intervention policy.

**Internal Suspension** See [Appendix 8](#)

- The school may implement a period of an internal suspension within the school premises or off site in certain circumstances based on Principal judgement of the action perpetrated. Internal suspensions will be communicated with parents by the Vice Principal or Phase Leader. A letter will be stored on the child's CPOMS file.
- For an internal suspension, the child will complete tasks provided by their class teacher with a given member of the senior leadership team. Child will also miss their playtime and lunchtime.
- A re-integration plan will be completed with the phase leader and class teacher to determine next steps, verbal support for the child.

At the point of an internal suspension, evidence gathering (through choices, internal suspension, SEND concerns from class teacher), the inclusion leader may determine the need to involve outside agencies to support or may require the child to be added to the SEND register to support their needs further. Each case will be different and determined through the evidence gathered.

**External Suspension** See [Appendix 9](#)

- The school will initiate a period of fixed term suspension in certain circumstances based on Principal judgement of the action perpetrated. External suspensions will be communicated with parents by the Vice Principal. A letter will be stored on the child's CPOMS file.
- School will always follow DfES guidelines for suspension\*
- For suspension school work will be given to be completed at home by the child.
- A reintegration meeting will be held with parents after the suspension to make arrangements for the child's return to school. This will be held by the Vice Principal and Inclusion Leader.

Please note, that Suspension is not the preferred outcome and that the school does not treat Suspension lightly. All Suspensions are documented by the school, monitored by the Local Authority and evidence of Suspension remains in the pupil's file held by the school.

The academy council suspensions panel will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the suspension if:

- the suspension is permanent;
- it is a fixed-term suspension which would bring the pupil's total number of school days of suspension to more than 15 in a term;
- it would result in a pupil missing a public examination or national curriculum test.

*\*In extreme and overt cases of unacceptable behaviour/ breaches of discipline the school may initiate a fixed term suspension (following DfES guidelines).*

#### **Pupils with additional needs** See **Appendix 10**

For pupils who have difficulties with social, emotional and mental health needs and require further support or personalisation to ensure success around behaviour will require a positive behaviour/handling plan (see Appendix 6). This will support both children and staff in understanding the children's needs and the strategies to support them whilst in the class or on the playground. All staff involved with the children, will have seen this plan and be aware of the responses/action to take to support the child in making the right choice. Some children will require specific reward charts to keep track of their behaviour and learning within the class, this will be written within the positive behaviour/handling plan and work alongside the plan.

#### **Search and Confiscation:**

Any searching of a pupil should be discussed and agreed by the Principal or DSL first. Any member of school staff can search a pupil for any item with their consent. Written consent is not required – staff may ask a pupil to turn out their pockets or to let them look in their bag, and if the pupil agrees, staff may go ahead. If staff suspect the pupil has a banned item in their possession and they refuse a search, an appropriate consequence will be given.

The Principal, DSLs or SLT may search a pupil without their consent.

This type of search will only be carried out if there are 'reasonable grounds' for suspecting a pupil may have a prohibited item in their possession.

Reasonable grounds may include:

- Hear other pupils talking about the prohibited item; or
  - Notice a pupil behaving in a way that causes you to suspect they're concealing a prohibited item
- 11 Prohibited items are:
- Knives or weapons
  - Alcohol or Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be, used to:

- Commit an offence
- Cause personal injury or damage to property

Other items include items which are:

- Banned by the Academy's rules, and
- Been identified in the rules as an item which may be searched for such as mobile phones.

Where possible the searcher will be the same sex as the pupil being searched, and another staff member must be present.

However, staff can search an opposite sex pupil and/or search without a witness present if:

- There's a risk that serious harm will be caused to a person if they don't conduct the search immediately
- It isn't reasonably practicable to summon another member of staff

#### **Carrying out searches**

- **Clothing** The searcher may not require the pupil to remove any clothing other than outer clothing (i.e. clothing not worn next to the skin or immediately over underwear). Intimate searches can only be conducted by a person with more extensive powers (e.g. a police officer).
- **Bags** These can only be searched in the presence of the pupil and another member of staff, except if:
  - There's a risk that serious harm will be caused to a person if they don't conduct the search immediately, and it isn't reasonably practicable to summon another member of staff

**Use of force** - Staff can use reasonable force when conducting a search for prohibited items.

**Confiscation** - Weapons or items which are evidence of an offence should always be passed to the Police. Alcohol, tobacco and cigarette papers and fireworks should be retained and returned to parents. Controlled substances should be stored in a locked cupboard and delivered to the police as soon as possible. If staff are not sure of the legal status of a substance but have reason to believe it may be a controlled drug, it should be treated as such.

**Stolen items** - If the items are valuable or illegal, they should be delivered to the police as soon as possible. If they're low value, items may be returned to the owner or retained or disposed of if returning them is not practicable.

**Pornographic images:** Should be disposed of, unless staff have reasonable grounds to suspect that their possession constitutes a specific offence (i.e. it is extreme or child pornography). In this case, they should be delivered to the police as soon as reasonably practicable.

**Electronic Devices:** If during a search staff find an electronic device, you may examine its data or files. The Principal, DSL or SLT may delete files – if you there is a good reason to do so and:

- The device is prohibited by school rules, or
- Staff reasonably suspect it has been, or is likely to be, used to:
- Cause personal injury or damage to property

A 'good reason' to examine devices or erase data or files is if staff reasonably suspect that data or files on the device in question have been, or could be, used to:

- Cause harm
- Disrupt teaching
- Break the school rules

**Evidence related to an offence:** If staff have reason to believe that the device contains evidence in relation to an offence, it must be given to the police as soon as reasonably practicable. If the device, data or files related to the offence, **DO NOT** delete these before handing the device over.




**Reporting searches to parents-** There is no obligation to inform parents before a search takes place, and there is no requirement for their consent to search their child. However, parents will be informed as a matter of courtesy and fostering of collaborative relationships. There's no requirement to make or keep a record of a search but incidents where items are found, will be recorded on CPOMS.

### Appendices

<b>Appendix 1</b>	<b>Class Dojo overview</b>
<b>Appendix 2</b>	<b>Ambassador</b>
<b>Appendix 3</b>	<b>Restorative conversation script</b>
<b>Appendix 4</b>	<b>Behaviour Support- Infant and Junior</b>
<b>Appendix 5</b>	<b>Choices- Infant and Junior</b>
<b>Appendix 6</b>	<b>Behaviour conferences</b>
<b>Appendix 7</b>	<b>Monitoring, Yellow and Red support systems</b>
<b>Appendix 8</b>	<b>Internal suspension</b>
<b>Appendix 9</b>	<b>External suspension</b>
<b>Appendix 10</b>	<b>Pupils with additional needs</b>

**Appendix 1- Class Dojo Overview**

All badges now have a value of 70 dojo points. Teachers should aim for every child to get 1 badge per term with the hope of getting 3 in a school year. This should still work when giving out 1-2 dojo points per child per day. The table below should show how an AVERAGE child should progress through the behaviour system.

 AUTUMN - Reception	 SUMMER - Year 1	 SPRING - Year 3	 AUTUMN - Year 5	 SUMMER - Year 6
 SPRING - Reception	 AUTUMN - Year 2	 SUMMER - Year 3	 SPRING - Year 5	
 Reception SUMMER -	 - Year 2 SPRING	 AUTUMN - Year 4	 SUMMER - Year 5	
 AUTUMN - Year 1	 SUMMER - Year 2	 SPRING - Year 4	 AUTUMN - Year 6	
 SPRING - Year 1	 AUTUMN - Year 3	 SUMMER - Year 4	 SPRING - Year 6	

## **Appendix 1**

The information that follows shows the order that badges should be given out starting in January 2018 and concluding when all children have caught up to the original badge chart.

**Reception** – Badge 1 – Yellow badge – They have caught up to the behaviour policy so continue as shown on the table.

**Year 1** – Badge 1 – Character badge – They have caught up to the behaviour policy so continue as shown on the table.

**Year 2** – Badge 1 – Character badge

- Badge 2 – Blue badge – They have caught up to the behaviour policy so continue as shown on the table.

**Year 3** – Badge 1 – Character badge

- Badge 2 – Character badge
- Badge 3 – Green Badge – Autumn Year 4 – They have caught up to the behaviour policy so continue as shown on the table.

**Year 4** – Badge 1 – Character badge

- Badge 2 – Character badge
- Badge 3 – Character badge – Autumn Year 5
- Badge 4 – Yellow badge – Spring Year 5 - They have caught up to the behaviour policy so continue as shown on the table.

**Year 5** – Badge 1 – Character badge

- Badge 2 – Character badge
- Badge 3 – Character badge – Autumn Year 6
- Badge 4 – Character badge - Spring Year 6
- Badge 5 – Tie – Summer Year 6

**Year 6** – Badge 1 – Character badge – Spring Year 6

- Badge 2 – Tie – Summer Year 6

## **Appendix 2 – Ambassador**

### **Ambassador Roles**

Children who are awarded with a tie will choose and fulfil one of the following jobs:

- Sports ambassador
- Library monitor
- Read and support children in lower year groups
- Teacher PA
- STEM ambassador
- Playground ambassador
- Office PA
- Lunchtime ambassador
- Assembly ambassador
- Sticky Curriculum ambassador



### **Appendix 3: Restorative conversation- Suggested script for engaging pupils in the behaviour system**

#### **a) "Friendly warning"**

"Pupil A, this is your friendly warning, I'd like you to.....[state behaviour you want to change/see].....because its [state how it's affecting you/others]."

Continue to implement positive behaviour management strategies.

#### **b) Warning**

"Pupil A, I've explained that your behaviour is affecting .....This is your formal warning. Next time I come over/if I have to interrupt learning again etc, then, unfortunately, you will need to complete Reflect and Repair Time."

Implement preventative strategies:

"In order to help you, I would like you to....move seat/take away item etc."

#### **c) Reflect and Repair Time**

"You have chosen to [continue] talking/annoying/time wasting etc....I can see you need extra help understanding how your behaviour is affecting yourself and others, we will talk about it during R and R time at playtime/lunchtime/a time that doesn't impact on others."

Carry out a **Restorative Conversation** as part of the child's reflect and repair time – at teacher's convenience.

- "What has happened? What were you thinking/feeling at the time?"
- "Who has been affected by your behaviour?"
- "How has your behaviour impacted others?"
- "How can you repair the harm that you have caused?" Pupil to ACT on it!

Prevent further escalation/provide a way back for the child:

"Let's see you take responsibility for your actions and change your behaviour."

"Take a moment outside the classroom and come in when you're ready to learn again."

#### **d) CHOICES**

"I am upset/disappointed etc, that you are still choosing to/have chosen to annoy/upset/distract etc....You now need to discuss how to repair the harm you have caused in CHOICES on Friday."

Children to complete the CHOICES form on Friday afternoon.

Other possible strategies/things that could be said/done to support the child:

"To prevent you harming others or yourself anymore, I'd like you to....sit/stand with me, discuss this with me at break/lunch time, stay with me during lunch, think it's important that we discuss what's happened with parents at the end of the day, you talk about your choices with your teacher/PL/SLT etc.

## Infant Behaviour Steps

### 1) Low-Level Disruption:

**STEP 1 - Friendly warning**

**STEP 2 - Verbal warning**

**STEP 3 - Reflect and Repair Time – restorative conversation during time out (visual sand timer) (appendix 1)**

**STEP 4 - 3 incidents of reflective and repair in a week will trigger CHOICES**

- Talking at an inappropriate time such as over the teacher or during a quiet task
- Making silly noises which are not appropriate to the situation
- Taking too long to settle down when given instructions or deliberately time-wasting behaviour
- Arguing with peers, nagging, pleading and seeking attention unnecessarily (SEND/individual needs must be recognised here)
- Reluctant to follow instructions and join in with learning activities

### 2) Threatening or intimidating behaviour towards pupils or staff:

**STEP 1 - Reflect and Repair Time – restorative conversation during time out (visual sand timer) (appendix 1)**

**STEP 2 - 3 incidents of reflective and repair in a week will trigger CHOICES**

- Unkind words
- Excluding others
- Being intimidating to others (without physical harm)
- Arguing back with adults following instruction or warning
- Refusal to follow instructions and join in with learning activities

### 3) Behaviour that harms, or is at risk or harming, others or myself:

**STEP 1 – 1 incident triggers immediate CHOICES**

- Hitting
- Biting
- Kicking
- Spitting
- Swearing
- Pinching
- Throwing objects at others
- Thieving
- Leaving the classroom, or building, without permission
- Racial, sexual or homophobic comments/actions
- Being in a dangerous location

### CHOICES

At the Infant building choices will take place at between 2:20 – 2:50 ON the day of the incident

Phase leaders will carry out restorative conversations during this time.

Teachers are to take children to their own Phase Leader, however if unavailable on this day, EYFS take to Sophie Hart & KS1 take to Emma Hill

### SEND & INDIVIDUAL BEHAVIOUR PLANS

The above may differ for children with behaviour SEND needs as they may follow an individual behaviour plan more suitable to support their needs.

# Juniors

## 1) Low-Level Disruption:

### a) "Friendly warning"

Talking at an inappropriate time such as over the teacher or during a quiet task. **#TALKING**

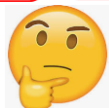
Making excessive or silly noises which are not appropriate to the situation **#NOISE**

Deliberately annoying or distracting another student, physically or verbally. **#ANNOY**

Taking too long to settle down when asked to be quiet or deliberately time wasting. **#TIME**

Arguing back, nagging, pleading and seeking attention unnecessarily. **#ARGUE**

Making requests at an inappropriate time, e.g. water bottles, toilet **#INAPPROPRIATE**

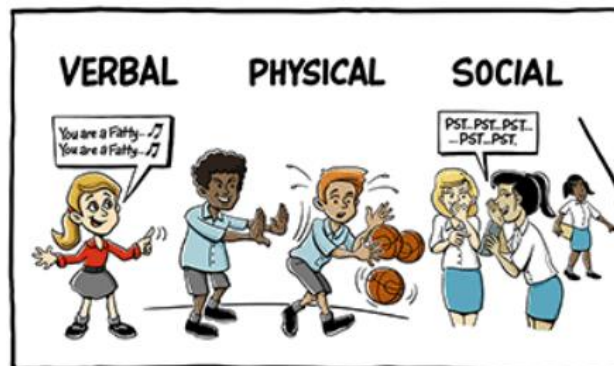


### b) Warning

c) Reflect and Repair Time – restorative conversation (appendix 1)

3 incidents of reflect and repair in a week will trigger choices

## 2) Threatening or intimidating behaviour towards pupils or staff:



c) Reflect and Repair Time – restorative conversation (appendix 1)

# Monday playtime and lunchtime

## 3) Behaviour that harms, or is at risk of harming, others or myself:

- Biting
- Hitting
- Kicking
- Spitting
- Swearing
- Pinching
- Throwing objects at others
- Thieving
- Leaving the classroom, or building, without permission
- Racial, sexual or homophobic comments/actions
- Being in a dangerous location

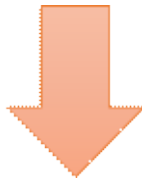
# Juniors

1<sup>st</sup> and 2<sup>nd</sup>  
CHOICES within  
a half term



Phone call /  
conversation at  
home time by  
**class teacher**

2 x CHOICES within a week



- Second CHOICES to be carried out immediately by **SLT. (Instant Choices)**
- Phone call home by **phase leader**
- **Teacher** and **phase leader** to put support strategies in place.

More than 2 CHOICES within a week  
OR  
More than 2 CHOICES within a half term (third to be carried out by PL/VP immediately)



- **Restorative Conference:** meeting with teacher, **phase leader** and parents **behavioural Support Plan** constructed (appendix 2).



1. **Restorative Conference:** meeting **phase leader** and parents and **Behaviour Report** constructed (appendix 3).



2. **Internal suspension:** phone call and letter home to parents by **SLT** and internal suspension carried out at opposite site for 1 Day.



**External Suspension, Restorative Conference review with Principal/Vice Principal and Reintegration Support Plan** (appendix 4)

A severe incident resulting in significant harm or disruption – at the discretion of SLT.



- **Internal suspension:** phone call and letter home to parents by **SLT** and internal suspension carried out at opposite site for 1 Day.



**External Suspension, Restorative Conference review with Principal/Vice Principal and Reintegration Support Plan** (appendix 4)

**Appendix 5 – Choices form- INFANTS**

Name:	Date:	Member of staff:
<b>REFLECT - What happened? What were you thinking or feeling at the time? (Why)</b>		
<p><b>REPAIR – How did they feel at the time?</b></p> 		
<p><b>Choice of words to support describing:</b> Angry, Frustrated, Cross, Unhappy, Annoyed, Upset, Sad, Cross, Ok, Fine, Happy, Cheerful</p>		
<b>REPAIR– Timeout to think about - How are you going to repair the harm to the person right now?</b>		
<p><b>Some ideas:</b></p> <ul style="list-style-type: none"> <li>• Say sorry</li> <li>• Play with them if they want me to</li> <li>• Leave them alone if they want me to</li> <li>• Help them with a task</li> <li>• Try to repair damage to school property</li> <li>• Make a card or letter</li> <li>• Think of job to help member of staff you have caused harm to</li> </ul>		
<p><b>How I will repair my actions:</b> _____</p>		
<b>COMPLETE REPAIR</b>		
<p><b>REPAIR – How do they now feel as you have tried to repair the harm?</b></p> 		
<p><b>Choice of words to support describing:</b> Angry, Frustrated, Cross, Unhappy, Annoyed, Upset, Sad, Cross, Ok, Fine, Happy, Cheerful</p>		
<b>What will you do differently next time?</b>		

**Appendix 5 – Choices form- JUNIORS**

Name:	Date:	Member of staff:
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<b>What happened?</b>		
<b>What were you thinking or feeling at the time?</b>		
<b>Who has your behaviour affected?</b>		
<b>How has your behaviour made others feel?</b>		
		
<b>How are you going to repair the harm to the person/s harmed?</b>	<b>How are you going to reflect on this and move forward?</b>	
		
<b>How does the person harmed feel now?</b>		
  		

**For the adult completing the forms:**

Kestrel Mead behaviour policy has a restorative justice approach for those who have made the wrong choice. Restorative justice brings those harmed by crime or conflict and those responsible for the harm into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.

It is an important part of the process of 'choices' that children reflect on their behaviour with adult support where needed.

**Appendix 6: Behaviour Support Plan Page 1 – To be completed by the teacher, PL/SLT and parents during a Restorative Conference.**

Pupil's Name:	Parent(s) present:	Teachers present:	Date:
Background: What has happened for the pupil to need this plan?			
Behaviours seen at home:	Behaviours seen in the classroom:	Behaviours seen on the playground:	
Triggers for these behaviours at home:	Triggers for these behaviours in the classroom:	Triggers for these behaviours on the playground:	
Support strategies to help at home:	Support strategies to help in the classroom:	Support strategies to help on the playground:	

Parent(s) signature: \_\_\_\_\_ Teacher signature: \_\_\_\_\_ Review meeting date: \_\_\_\_\_ End Date: \_\_\_\_\_

**Appendix 6: Behaviour Support Plan Page 2 - Pupil Agreement:**

- I understand that this plan has been created to help me make better choices.
- I know that I will need to work with my parents and teachers to make choices that do not harm others or myself.
- I will do my best to think about how my behaviour affects others and repair any harm that I have caused, or may cause in the future.

How will you know that your parents and teachers are happy with the choices you are making?

completed before/at the review meeting:

To be

<b>Self-Reflection</b>	<b>Feedback from my teacher</b>	<b>Feedback from my parents</b>
What do you feel you've done well?	What I've done that has made my teacher happy:	What I've done that has made my parent(s) happy:
How does that make you feel?		
What do you think you still need to work on?	What I still need to work on:	What I still need to work on:

**If the behaviours are repeated within one half term of the end of this support plan a Behaviour Report will be implemented.**

**Appendix 7: Yellow Behaviour Report** – to be implemented following a behaviour support plan, in order to monitor behaviour.

A detailed pupil timetable completed by class teacher for each lesson and shown to VP at break, lunch and end of the day. Breaktimes and lunchtimes will be outdoors. Parents will be informed of this process by Phase Leader.



**Kestrel Mead Primary Academy Behaviour Support Plan**

**Yellow Plan**

**Start Date**.....**End Date**.....

*On completion of a yellow plan children will have clear strategies in place based on the restorative conference.*

	8.30-8.55	8.55-9.15	9.15-9.40	9.40-10am	10.00-11am	11.00-11.15	11.15-11.45	11.45-12.15	12.15-1.15	1.15-2.15pm	2.15-3.20pm	School signature

**This plan is your responsibility. If you lose it, you will restart it. On completion, a VP will take this report from you to place on your file.**

My Choice codes:

- 1.
- 2.
- 3.
- 4.

If you receive:

Less than **4 sad faces**, you will come off report

**5 sad faces**, you will stay on a yellow report

**More than 5 sad faces**, you will go on a red report.

You are expected to receive **more than 50** out of 55 possible sessions across the week, if you do not you may be placed on a red support plan for a week or remain on a yellow support plan for an additional week.

Start Date.....End Date.....

**3 incidents of inappropriate behaviour while on this support plan could result in an internal suspension**

**Appendix 7: Red behaviour report** – to be completed following an external suspension outlining how the pupil will be supported on their reintegration into school.

Start Date.....End Date.....

**Kestrel Mead Primary Academy Behaviour Support Plan**

**Red Plan**

**Start Date.....End Date.....**

*On completion of a red plan a further week on a yellow plan will take place.*

	8.30-8.55	8.55-9.15	9.15-9.40	9.40-10am	10.00-11am	11.00-11.15	11.15-11.45	11.45-12.15	12.15-1.15	1.15-2.15pm	2.15-3.20pm	School signature

**This plan is your responsibility. If you lose it, you will restart it. On completion, a VP will take this report from you to place on your file.**

My Choice codes:

- 1.
- 2.
- 3.
4. You are expected to receive **more than 50** positives out of 55 possible sessions across the week, if you do not you may receive an internal suspension or remain on a red support plan for a further week. Two internal suspensions will lead to an external suspension.

If you receive:

- Less than **4 sad faces**, you will go onto a yellow report
- 5 sad faces**, you will stay on a red report
- More than 5 sad faces**, you may be excluded

**Appendix 7- Breaktime and lunchtime monitoring sheet-** This will be used for children who find breaktimes and lunchtimes challenging and will be implemented following a behaviour support meeting. Depending on the outcome of this monitoring, the decision may be made to progress to a yellow behaviour report

Breaktime and Lunchtime monitoring

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

	Monday	Tuesday	Wednesday	Thursday	Friday
Breaktime 10:20 – 10:40					
Lunchtime 12:15 – 1:15					

**Following an internal suspension a yellow behaviour plan will be implemented see appendix 3**

**Appendix 8- Internal suspension example letter**

*(To be added on to headed paper)*

DATE

FAO: Parents of \_\_\_\_\_

I am writing to inform you of the school's decision to internally exclude CHILD within school for a day on DATE. This means that he/she will not be allowed to work with other children in school for this period. We realise that this suspension may well be upsetting for you and your family, but the decision to exclude has not been taken lightly. We believe that an internal suspension will allow us to stop and reset CHILD'S behaviour and give HIM/HER time to reflect on his actions.

*Brief Summary of Incident/Reason for Internal Suspension*

We would like to arrange a reintegration meeting on Tuesday morning with both of you in order to further discuss his/her behaviour and ways that we can support him/her.

Yours sincerely,

**Phase Leader/Vice Principal/Principal**

**Appendix 9- External suspension example letter**

*(To be added on to headed paper)*

DATE

Dear \_\_\_\_\_,

I am writing to inform you of my decision to exclude CHILD for a fixed period of DAYS. This means that he/she will not be allowed in school for this period. **The suspension began on DATE and ends on DATE.**

We will expect to see CHILD back in school on DATE where you will need to accompany him/her to a reintegration meeting. This will involve\_\_\_\_\_.

I realise that this suspension is upsetting for you and your family, but the decision to exclude CHILD has not been taken lightly. He/She has been excluded for this fixed period because of the impact of this incident that I will outline in this letter.

Incident

*(Brief over view of the incident written here)*

You have a duty to ensure that your child is not present in a public place in school hours during this suspension; nor can he/she be present on school property. We will set work for CHILD to complete on the days.

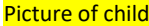
You have the right to make representations about this decision to the Academy Council at Kestrel Mead Primary Academy. If you wish to, please contact Mr Mark Durkin c/o Kestrel Mead Primary Academy as soon as possible via the school office.

Yours sincerely

Mrs Z Simpson  
Principal

**Appendix 10- Positive Behaviour/Handling Plan for pupils with additional needs who require a more personalised approach to behaviour.**

**Positive Handling/Behaviour Plan**

CHILDS NAME			
<b>D.O.B.:</b>  <b>Year Group:</b>  <b>Class Teacher:</b> <b>Key Worker:</b>		<i>Behaviour is Communication</i>	
		<b>How I feel and what I do:</b> I would like you to know...	<b>I find it difficult to...</b>
<b>Staff Member completing:</b>  <b>Updated:</b>  <b>Next Update:</b>		<b>It would help me if you could...</b>	<b>I will help myself by...</b>

Additional support (including Physical Intervention guidance) Summary of support offered prior to, during and after the incident	
	What you can do to help me...
<b>Before</b>	<p>Signs that I am beginning to struggle (“bubbly”)</p> <ul style="list-style-type: none"> <li>• Not paying attention</li> <li>• Restlessness</li> <li>• Fidgeting</li> <li>• Shouts out loudly</li> <li>• Distracts other members of the group</li> <li>• Swinging on his chair</li> </ul> <p>THIS IS EDITED BY INCLUSION LEADER, CLASS TEACHER, PUPIL</p>
	<p>If I display ‘bubbly’ behaviours, please do the following:</p> <ul style="list-style-type: none"> <li>• Give me a choice of two positive actions to take</li> <li>• Avoid telling me off or shouting at me, simply talk to me and have a conversation about my behaviour which you need me to change</li> <li>• Remind me of the smiley chart and that how I can earn extra time with X</li> <li>• Remind me of the learnful strategies I can complete to calm myself time</li> <li>• Remind me of the 5-point scale and the choices that I can make.</li> <li>• Take me on a 5 minute walk away to regain my thoughts.</li> <li>• Use distraction techniques/send me on a job when you can see my wobbling</li> </ul> <p>THIS TO BE COMPLETED BY INCLUSION LEADER, CLASS TEACHER &amp; PUPIL</p>
<b>During</b>	<p>If I begin to escalate my behaviour, I will:</p> <ul style="list-style-type: none"> <li>• Ignore direct instructions</li> <li>• Refuse to make a choice when given two options</li> <li>• Snatching an item from someone else</li> <li>• Throwing things across the classroom</li> <li>• Verbal violence to my class teacher and other children.</li> </ul> <p>THIS IS EDITED BY INCLUSION LEADER, CLASS TEACHER, PUPIL</p>
	<p>If I am posing a danger to myself and others, please do the following:</p> <ul style="list-style-type: none"> <li>• Give me direct instructions and time to recover my emotions outside of the classroom</li> <li>• Provide me with a timer to show how long I have been in the room and how I can recover my thoughts</li> <li>• Provide me with sensory objects such as balloons to distract/ divert my ideas.</li> <li>• Remind me of the 5-point scale and the choices that I can make.</li> </ul> <p>THIS TO BE COMPLETED BY INCLUSION LEADER, CLASS TEACHER &amp; PUPIL</p>

<b>After</b>	<p>You will know I am calm and ready to reflect when:</p> <ul style="list-style-type: none"> <li>• I am quiet</li> <li>• I am still</li> <li>• I am actively using my sensory techniques in a positive way</li> <li>• When I engage either verbally or non-verbally (thumbs up/down) in discussion about my feelings or behaviour</li> </ul> <p>THIS IS EDITED BY INCLUSION LEADER, CLASS TEACHER, PUPIL</p>	<p>When I am ready to reflect, please do the following:</p> <ul style="list-style-type: none"> <li>• Please use the following steps when I am calming down: silent time, listening time and/or talking time</li> <li>• Talk about historical positives</li> <li>• Talk about the specific positives within the rest of my day</li> <li>• Put the behaviour intervention you have had to take with me in to perspective for me – “small blip”. Compare it to positive elements of my day.</li> <li>• Congratulate me when I have calmed down</li> </ul> <p>THIS TO BE COMPLETED BY INCLUSION LEADER, CLASS TEACHER &amp; PUPIL</p>
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