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School Behaviour Policy

Introduction

The Grampian Primary Academy (the school) is committed to providing an environment where all people can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.

Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero-tolerance approach to bullying and any such incidents will be dealt with promptly and firmly.

The school holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

Legislation and guidance

This policy is based on the following guidance from the Department for Education (DfE):

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on *Schedule 1 of the Education (Independent School Standards) Regulations 2014*; paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy. This policy also complies with our funding agreement and articles of association.

Aims

- To encourage good behaviour and respect for others within and outside of the school
- To promote self-discipline and proper regard for authority among students
- To state what is expected of pupils
- To state what is expected from parents and carers
- To provide guidance on possible rewards and sanctions
- To ensure that staff are seen to be fair and consistent

Who was consulted?

A committee of governors worked with the school council to agree what constitutes good behaviour and to develop this policy, in consultation with parents, pupils and staff. All pupils are consulted at the beginning of each academic year on the rules, rewards and sanctions.

Relationship to other policies

This Policy is linked to the following policies:

- Child Protection and Safeguarding
- Anti-bullying
- Exclusions
- Teaching and Learning
- Equality
- Home-School Agreement

Scope and publication

This policy is publicised to all parents, pupils and staff in writing at least once a year. The policy is also explained to all pupils at the start of each academic year; provided to all staff in the Staff Handbook; is available on the school website and on request. This policy can be made available in large print or other accessible formats if required.

The School Values, at Appendix A of this policy, as well as the tariff of Rewards and Sanctions, at Appendix B of this policy, are printed and sent home with each pupil and are also included in displays in each classroom.

School Values

Our values are the foundation of this policy. All children are expected to follow them. These values help the school community to function harmoniously, so that everyone can achieve their potential. The following is a summary of the School Values:

Respect

Each other

Self

Property

Environment

Community

Team

The School Values are set out in full at Appendix A. At the start of each academic year, each class will agree a set of class rules which are underpinned by these school values. The class rules are co-constructed by the teacher and the children and an agreement is made as to how the class will behave and learn together for the year ahead.

Conduct

Pupils are expected to be polite and show consideration towards each other, school staff and others. Pupils are required to assist the school with tackling bullying and to follow the school's Anti-bullying Policy.

Pupils, whether in or out of school, are expected to have:

- respect for others: their feelings, opinions, cultures, limitations including any differences;
- respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times;
- respect for the environment: their own, the school's and other people's property and the community in which we live;
- respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.

Pupils are required to observe the following basic rules in the classroom:

- Arrive on time with all the equipment needed for the lesson;
- Listen in silence when the teacher is giving instructions;
- Follow instructions promptly and accurately;
- Raise a hand to gain attention and only speak when invited;
- Stay in the allocated seat or workspace unless given permission to move;

The school has a Code of Conduct which sets out in detail the expectations of conduct for staff, Local Governing Body members and visitors to the school.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Coordinator (SENCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil support systems

We have the following pupil support systems in place at this school:

- Structured support for vulnerable pupils during unstructured times: Breakfast Club and Lunchtime club
- Relational interventions – meet and greet; Team Pupil check-ins
- Mentoring interventions: peer to peer mentoring; Learning Mentor 1:1 sessions

- Personalised behaviour and regulation plans
- One page profiles, including the child's voice
- Individualised rewards, including behaviour charts and home:school communication books
- Support from the Inclusion Team for staff and pupils

Rewards and sanctions

Rewards

We believe that rewards can be more effective than punishment in motivating pupils. Positive behaviour management may be defined as the strategies the school employs to promote a well ordered, purposeful school community. These strategies underpin the Behaviour Policy. It is the school policy to recognise, acknowledge and reward individual achievements by pupils.

The following are examples of areas considered to be worthy of individual recognition:

- Consistently improved standards of work;
- Good or outstanding pieces of work;
- Effort in class or for homework;
- Outstanding effort or achievement in extra-curricular activities;
- Service to the school or local community.

The foundation for the achievement of good behaviour will involve praise, rewards, and sound relationship between teachers and pupils. We may reward pupils in the following ways:

- verbal praise by staff
- class rewards - Gems
- sent to another teacher or HT with work
- celebration assemblies involving pupils and parents
- certificates and good news notes
- badges and cards
- special privileges

Sanctions

The school understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in determining the appropriate use of such sanctions, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil.

We understand that it is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied.

The school has a range of disciplinary sanctions that may be implemented as appropriate and these are set out in full as a tariff system at Appendix B of this policy. Sanctions include:

- withholding of praise
- withdrawal of privileges and/or responsibilities
- removal from the classroom
- repetition and additional work
- yellow and red cards

- lunchtime and playtime detentions
- referral to senior staff
- warning letter to parents
- weekly home:school diary
- seclusions
- fixed term exclusion
- permanent exclusion

In all cases of misconduct, including those outside of the school, the Headteacher will consider whether the police or the local authority's community safety officer should be notified of the disciplinary action taken. The police will always be informed where the pupil's behaviour is criminal or poses a serious threat to a member of public.

Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the school's child protection procedures will be followed.

Beyond the school gate

This policy applies to all pupils at Grampian Primary Academy when they are in school, and in some circumstances, at the discretion of the Headteacher, when they are out of school and during half term and holidays.

In particular our policy covers any inappropriate behaviour when pupils:

- are taking part in any school organised or school related activity
- are travelling to or from school
- are wearing school uniform
- are in some way identifiable as a pupil within our school or CST
- behaviour could have repercussions for the orderly running of the school
- pose a threat to or affects the welfare of another pupil or member of the public
- could adversely affect the reputation of the school or the Trust.

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools
- Good behaviour on the way to and from school.
- Positive behaviour, which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Exclusions

Permanent or fixed-term exclusion are possible sanctions for a breach of this policy. The school will follow government guidance on exclusions, unless there is good reason to depart from it. The school aims to operate within the principles of fairness and natural justice.

Please refer to the school's Exclusions Policy for further details on exclusions, including the school's approach, procedures, and reviews.

Searching pupils

School staff can search pupils with their consent for any item which is banned by the School Rules (Set out at Appendix A).

The Headteacher, the Deputy Headteacher and the SENCo have the power to search pupils or their possessions, without consent, where they suspect the pupil has a prohibited item. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out by a staff member of the same sex in the presence of the pupil and another member of staff of the same sex where possible. Any member of staff can carry out a search if he or she reasonably believes there is a risk that serious harm will be caused to a person if the search is not conducted immediately and another member of staff cannot be summoned.

Searches without consent can only be carried out on the school premises or where the member of staff has lawful control or charge of a pupil, for example on school trips.

Staff may retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. For example, alcohol, fireworks, tobacco or cigarette papers may be disposed of. These items will not be returned to the pupil.

Phones and other electronic devices

When an electronic device, such as a mobile phone, has been seized by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so.

There is **no need to have parental consent** to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, the member of staff will give the device to the police as soon as possible. Material that is suspected to be relevant to an offence will not be deleted before giving the device to the police.

If the staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they will decide, in consultation with the

Headteacher, whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of school discipline.

Use of reasonable force

All school staff have the power to use reasonable force to prevent pupils:

- committing an offence
- injuring themselves or others
- damaging property and
- to maintain good order and discipline in the classroom.

The Headteacher, the Deputy Headteacher and the SENCo use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

When restraint is used by staff, this is recorded in writing and in serious cases, the parents of the pupil will be informed. Force is never used as a form of punishment.

The restraint record should include the following information:

- the name(s) and the job title(s) of the member(s) of staff who used reasonable force
- the name(s) of the child(ren) involved
- when and where the incident took place
- names of staff and child(ren) who witnessed the incident
- the reason that force was necessary
- behaviour of the child(ren) which led up to the incident
- any attempts to resolve the situation
- the degree of force used
- how it was applied
- how long it was used for
- the child's/children's response and the eventual outcome
- details of any injuries suffered by either staff or child(ren)
- details of any damage to property
- details of any medical treatment required (an accident form will be completed where medical treatment is needed)
- details of follow-up including contact with the parents/carers of the child(ren) involved
- details of follow up involvement of other agencies, police, social services.

Child witnesses may also be asked to provide a written account if appropriate. A copy of this entry will be kept on the child's file and retained in line with school guidelines.

Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

Bullying

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and the school's Anti-bullying Policy will be followed.

Partnership with parents/carers

Parents/carers are expected to sign the Home-School Agreement and are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents/carers are required to use their best endeavours to ensure that their children's behaviour does not prevent others from learning effectively.

Parents/carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour.

Parents do not have the legal right to withhold permission for detentions and are expected to co-operate with the school to ensure that pupils can return home safely at a later time.

Multi-agencies and external advice

Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils, they include:

- Structured support for vulnerable pupils during unstructured times: Breakfast Club and Lunchtime club
- Relational interventions – meet and greet; Team Pupil check-ins
- Mentoring interventions: peer to peer mentoring; Learning Mentor 1:1 sessions
- Personalised behaviour and regulation plans
- One page profiles, including the child's voice
- Individualised rewards, including behaviour charts and home:school communication books
- Support from the Inclusion Team for staff and pupils

Monitoring, evaluation and review

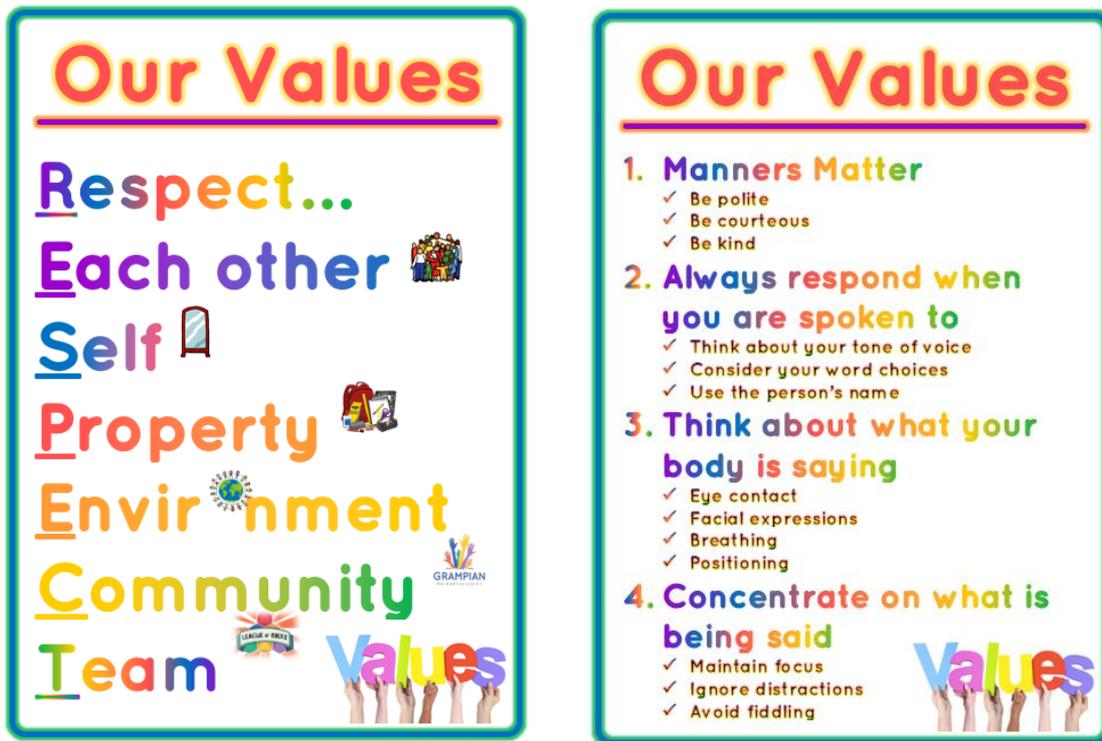
The Headteacher will evaluate the impact of this policy by collecting and analysing data by year group, gender and ethnicity on:

- number and range of rewards for good behaviour each term;
- number of yellow and red cards issued;
- sanctions including fixed-term and permanent exclusions – number of, and analysis of behaviour;
- instances of bullying and action taken;

Prior to any review of the policy, feedback will be sought from the school council, pupils, staff and parents on the effectiveness of the policy.

This effectiveness of this policy will be reviewed at least once a year by the Local Governing Body. The policy will be reviewed every year by the Trust.

Appendix A: The School Values



Appendix B: Tariff of rewards and sanctions

1. Agreed Rewards and Sanctions Procedures - In Class

1.1. Rewards for Good LEARNING Behaviour

Children generally will respond according to what we reward, as they think these are the things that we must value most. At Grampian, we have decided that there are 6 key learning attitudes and dispositions that we value above everything, these we call our 'Rocks':

- Dare To Be Different
- Aim High
- Thinking For Myself
- I Can Do It
- More Than Just Me
- How Well Did We Do

When a child stands out for displaying one of these learning behaviours, the reward will be a 'Rock Point' for whichever 'Rock' they are achieving against. 'Rock Points' will be awarded against the attitude outcomes for the relevant year group. In line with our conduct Stars and Steps systems, we have a Bronze - Silver - Gold reward system for learning behaviour:

- **BRONZE: 4 ROCK POINTS (for 4 different rocks in a week):**

- Child is presented with a 'Bronze Rock Badge' in the whole school awards assembly at the end of the week
- Child is named and praised in the School Newsletter

- **SILVER: 5 ROCK POINTS (for 5 different rocks in a week):**
 - Child is presented with a 'Silver Rock Badge' in the whole school awards assembly at the end of the week
 - Child is named and praised in the School Newsletter

- **GOLD: 6 ROCK POINTS (for 6 different rocks in a week):**
 - Child is presented with a 'Gold Rock Badge' in the whole school awards assembly at the end of the week
 - Child is named and praised in the School Newsletter

1.2 Rewards for good CONDUCT Behaviour in KS1 and KS2

Each teacher should negotiate rewards with or choose rewards for their own class. Once decided upon the agreed rewards must be displayed next to the sanctions in the classroom. These are some of the possible rewards that may be given for good work and behaviour:

- ✓ Praise
- ✓ Motivational stickers
- ✓ Smiley faces on work
- ✓ Team points
- ✓ Hierarchy of certificates
- ✓ Raffle tickets towards an end of day / week prize draw
- ✓ 'Star of the day' elections (against agreed criteria)
- ✓ 'Star pupil' prizes
- ✓ Extra playtime
- ✓ Choice of favourite lesson

All staff will make use of the following whole school reward procedures:

- **STAR 1: Child's name label placed on STAR 1**
 - 1 Team Point

- **STAR 2: Child's name label placed on STAR 2**
 - 2 Team Points

- **STAR 3: Child's name label placed on STAR 3**
 - Child receives a 'Good News Note' to take home

- **STAR 4: Child's name label placed on STAR 4**
 - Child is sent to Parent and Pupil Support Manager to receive a 'Bronze Award Card'
 - Child is named and praised in the School Newsletter

- **STAR 5: Child's name label placed on STAR 5**
 - Child is sent to the Deputy Headteacher to receive a 'Silver Award Card'
 - Child is named and praised in the School Newsletter

- **STAR 6: Child's name label placed on STAR 6**
 - Child is sent to the Headteacher to receive a 'Gold Award Card'
 - Child is named and praised in the School Newsletter

1.3 Consequences for poor CONDUCT Behaviour in KS1 and KS2

Listed below is a 'Step' procedure to help teachers prevent and respond to disruptive / unacceptable behaviour in the classroom. It is anticipated that teachers will continue to employ their normal classroom teaching and behaviour management techniques to work with all children, particularly those experiencing difficulties.

These behaviour management techniques will include:

- **Appropriate classroom management strategies:**
 - Organising the classroom and seating arrangements appropriately to ensure all pupils can succeed;
 - Ensuring the school day is well-structured and good routines are established and maintained;
 - Setting appropriate tasks and ensuring sufficient scaffolding and support is available for pupils to achieve the task;
 - Breaking-up long periods of concentration to allow pupils a have a rest and then refocus
- **Positive behaviour management strategies:**
 - Celebrating and praising children who are making good choices and following the class rules
 - Promoting collective responsibility through table points

When a child chooses to break one of the class rules the whole class will be given **a verbal reminder** of the positive aspect of behaviour that is required (reminded of what to do rather than being told what not to do) and the child will then be given an opportunity to make a good choice about their behaviour. Individual children within a class may also be given a 1:1 remainder when a class rule is broken. The consequences of choosing to break a rule after a verbal reminder has been given will be:

- **STEP 1: Child's name label placed on Step 1:**
 - A formal reminder of the behaviour that is required by the rule that has been broken
- **STEP 2: Child's name label placed on Step 2:**
 - Leave class 2 minutes late at playtime
- **STEP 3: Child's name label placed on Step 3:**
 - 'Yellow Card'
 - Miss 5 minutes of next playtime with the Pupil and Parent Support Manager
 - Class Teacher to complete incident form and pass to Pupil and Parent Support Manager
 - Class teacher speaks to the parent at the end of the day to explain the yellow card
 - The parent should sign and return to the card to school the next day
- **STEP 4: Child's name label placed on Step 4:**
 - Pupil and Parent Support Manager requested
 - Pupil and Parent Support Manager issue 'Red Card' and speak to child warning of a seclusion if poor behaviour continues
 - Pupil and Parent Support Manager complete 'Incident Form'
 - Miss whole of next playtime with the Pupil and Parent Support Manager

- Pupil and Parent Support Manager contacts parents at end of day, or during the day if they feel it necessary, to explain the Red Card
- **STEP 5: Child’s name label placed on Step 5:**
 - Pupil and Parent Support Manager requested
 - Pupil and Parent Support Manager places the child on in-school seclusion
 - Pupil and Parent Support Manager complete ‘Incident Form’
 - Child taken to see Headteacher
 - Pupil and Parent Support Manager complete a PEX (Pre-exclusion warning), issue to parents and copy to the Local Authority
 - The Pupil and Parent Support Manager arrange a meeting to discuss the PEX with the child’s parent(s) / carer(s)
 - The Pupil and Parent Support Manager agree and implement Individual Behaviour Programme (MEP) with the child and the parent(s) / carer(s)
- **STEP 6: Child’s name label placed on Step 6:**
 - Pupil and Parent Support Manager complete ‘Incident Form’
 - Headteacher will consider whether to begin the exclusion procedures listed in section 5;

If a child does not return a yellow card or red card signed by the child’s parent / carer the next day, the Pupil Support Team will contact parents as immediately as possible to inform them. If it is found to be the child’s own deliberate fault, the child will receive a detention during their next playtime.

In the case of severe incidents, the Pupil and Parent Support Manager must bring the matter to the Headteacher’s attention. The Headteacher reserves the right to move straight to the Exclusion Level procedures listed in section 6 below if appropriate.

1.4 Cumulative Consequences (KS2 Only - per half-term)

KS2
<ul style="list-style-type: none"> ➤ 1st red card in half-term = playtime detention ➤ 2nd red card = playtime + lunchtime detention ➤ 3rd red card = full-day in-school seclusion ➤ Next STEP 3+ incident = exclusion
<ul style="list-style-type: none"> ➤ 2 yellow cards = 1 red card

KS1

- 1st red card in half-term = playtime detention
- 2nd red card = playtime + lunchtime detention
- 3rd red card = playtime + lunchtime + afternoon detention
- 4th red card = ½ day in-school seclusion
- 5th red card = full-day in-school seclusion
- Next STEP 3+ incident = exclusion

- 2 yellow cards = 1 red card

The class teachers for each class will maintain a record of these rewards / consequences to be collated on a weekly basis by the admin team and monitored the Parent and Pupil Support Manager.

Appendix C: Managing Behaviour in the Early Years

1. Aims of the policy

At Grampian we believe that children and adults achieve of their best in a calm and ordered environment in which everyone knows what is expected of them. Where children are free to develop their play and learning without fear of being hurt or adversely affected by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. This is vital in the development of personal, social and emotional development as a core element of our curriculum. We believe that all children, staff and parents have an entitlement to be in an environment in which they feel safe and cared for. Positive behaviour is promoted at all times and our children have an entitlement to consistency from all staff in its promotion. We have close links with a range of external agencies and will work with them where appropriate.

2. Expectations

At Grampian we have clear expectations relating to the children's behaviour which are appropriate to their age, maturity and developmental stages. This is achieved by:

- discussing and agreeing the rules governing the conduct of the group and the behaviour of the children are discussed and agreed;
- adults ensuring that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour;
- expectations of appropriate behaviour explained to children in line with their level of understanding and maturity;
- all adults try to provide a positive model for the children with regard to friendliness, care and courtesy;
- positive reinforcement of good behaviour is used with all children throughout the day;
- adults praise and endorse desirable behaviour such as kindness, willingness to share, caring for others, following instructions and good listening;
- positive steps are taken to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

3. Consequences

Staff should emphasise that they disapprove of the behaviour not the child, that children will always be encouraged to comfort and make amends e.g. asked to get a tissue for tears, give it a rub, give a comforting cuddle if their behaviour has hurt another person.

The range of consequences we use may consist of:

- Consequences are only appropriate as a last resort and the children should be given a clear understanding of the consequence that may happen if they continue with the behaviour.
- Consequences for young children are immediate and relatively short.
- Children who misbehave are given one-to-one adult support in seeing what was wrong and working towards a better pattern. Through discussion with an adult, children are encouraged to discuss right/wrong choice using a thumb as a visual

prompt.

- Removal from the group or activity if behaviour is disrupting other children or threatening their safety. Where appropriate an alternative activity may be suggested or the child may be asked to have a period of 'time-out' alone or with an adult as appropriate.
- In any case of misbehaviour it will always be made clear to the child in question that it is the behaviour and not the child that is unwelcome.
- Adults remain calm and do not shout or raise their voices in a threatening way.
- Any behavioural problems are handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.

In our Reception class, children are gradually introduced to the rewards and sanctions found in the main school's behaviour policy using the stars and steps approach.

Reception Stars are used in the classroom to identify children making right choices, independently:

- **STAR 1** (Pictorial Representation: to have small smiley face on star):
 - Child's name label placed on STAR 1
- **STAR 2** (Pictorial Representation: to have larger smiley face on star):
 - Child's name label placed on STAR 2
 - Receive a special sticker
- **STAR 3** (Pictorial Representation: to have Well Done note on star):
 - Child's name label placed on STAR 3
 - Receive a Well Done note from FS staff
- **STAR 4** (Pictorial Representation: to have certificate on star):
 - Child's name label placed on STAR 4
 - Receive a Certificate from Parent and Pupil Support Manager

Reception Steps:

The children will have verbal warnings identifying their behaviour as unacceptable, using the phrase "*..... is making the wrong choice and making me sad/cross*" and offer examples of self-correction, identifying positive behaviour in other children in the group. Should they continue to make the wrong choices then they will be placed on the Steps - with the consequences associated with each level.

- **STEP 1** (Pictorial Representation: sad face on step):
 - Child's name will be placed on step 1
 - The child will be given thinking time on a chair in the classroom
 - Child will be told action making the wrong choice and making me feel sad/cross and positive behaviour (right choice) in peers pointed out
- **STEP 2** (Pictorial Representation: sad face with tears on step):
 - Child's name will be placed on step 2
 - The child will be given thinking time on a chair in the classroom
 - Child will be told action making the wrong choice and making me feel sad/cross and positive behaviour (right choice) in peers pointed out
 - Adult will ensure that further support is provided with positive approach

- towards making right choices
- **STEP 3** (Pictorial Representation: sad face with tears and grown-ups talking):
 - Child's name will be placed on step 2
 - The child will be given thinking time on a chair outside the classroom
 - Adult will support the child in identifying the wrong choice to the Pupil and Parent Support Manager
 - Pupil and Parent Support Manager will take the child back into the classroom and help the child to identify children who making the right choices.
 - Adult will ensure that further support is provided with positive approach towards making right choices.
 - FS staff will ask to speak to parents at the end of the day to discuss the child's behaviour

4. Partnership with parents/carers

In order to be really successful in promoting positive behaviour the setting and parents/carers must work in partnership.

In Nursery if a child has time out from an activity because of inappropriate behaviour then parents/carers will be informed on collection of the child. In Reception if a child has been placed on a step then parents/carers will be informed at the end of the school day.

If parents/carers have any concerns or worries relating to their children's development in the area of personal, social and emotional development staff should meet with them to discuss ways of working together.