Snodland CEP School

Behaviour policy

Chair of Governors: Mrs Charlene Davies

Headteacher: Mr D Pring

Date written: September 2025

Date of last update: October 2026

Date agreed and ratified: September 2025

Date of next full review: September 2027

Purpose and aims

Our overarching ambition is to create an inclusive school where children are supported to become confident, prosocial members of our school community who have both the skills and the intrinsic motivation to do the right thing, whether or not someone is watching.

We recognise that, as with all learning, children will enter our school gates at very different stages. Some children will already have developed a good level of pro-social and pro-learning skills due to the support and experiences they have enjoyed. It will be easy for them to learn and play successfully. Other children will not have been so lucky and may have greater needs and more difficulties than their peers. This means it will be much harder for them to follow routines, work with others and meet the daily demands of school and they will need greater support. Our inclusive school needs to be a place where every member feels safe, content and able to learn.

We want to inspire children to set aspirational goals for themselves and be intrinsically motivated to achieve them. We know that a person never rises to low expectations and so we will always insist children work hard to become the best they can possibly be, in every way. We also know that some children will find meeting our high expectations much harder; as such we will always combine our very high expectations with equally high support.

We recognise that learning means children will not always get things right. This is as true of the skills associated with behaviour as it is with reading, writing or maths. We are educators, not controllers. Therefore, when children do not meet expectations, we will focus on working with them so they can do better next time.

We aim to:

- Secure a calm, supportive and enjoyable environment for children and adults alike, to ensure all children have the opportunity to receive the best possible education.
- Support all children in meeting their physical, emotional and learning needs fully and with increasing independence so they feel great and can learn and play at their best.
- Support all young people in developing the skills needed to learn and play successfully and with increasing independence.
- Have a consistent approach to behaviour throughout the school community and beyond so that all adults supporting our children use a shared language and a consistent approach.
- Establish a whole-school approach to maintaining high standards of behaviour that is consistent and reflects the distinctively Christian values of the school, supporting children to prepare and plan to meet them and responding and following up when they do not manage to do so.
- Ensure that all members of our school community are aware of these procedures and follow them consistently.
- Agree clear expectations with children ahead of tasks and events and provide opportunities for them to plan and prepare to be at their best.
- To foster a community where every child is championed by adults who endeavour to understand and support them, promoting restorative practices rather than focusing on rule enforcement and consequences
- To give children the skills to recognise the behaviours that are good for them and everyone around them



School Values and Keys to Learning

Love: Children show kindness and **respect** to all people. They value dignity and equality and stand up against injustice.

Faith: Children believe in themselves and others and aspire to be the best that they can be, showing **resilience** when they find themselves in a difficult or challenging situation.

Unity: Children work in **collaboration** with others to improve themselves, those around them and the world they live in.

Peace: Children are honest and take **responsibility** for their behaviour and actions, asking for and receiving forgiveness as well as forgiving others.

Hope: Children demonstrate **positivity** to enable them to realise their full potential.

Joy: Children show **curiosity** and passion about their learning and the world around them and take pride in their achievements.

See Behaviour Values poster in Appendix 1.

Roles and Responsibilities

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (see Appendix 2)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation The Headteacher is responsible for:

- Reviewing and approving this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles
- Ensuring a happy, safe, secure and well-maintained school environment that encourages positive behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of children
- Ensuring that no pupil will be discriminated against because of race, religion, culture or other individual need and ensuring the safety of all
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand our school vision, rules and routines, and how best to support all pupils
- Offering regular and appropriate training at individual and whole school level so that all staff can fulfil their duties as set out in this policy Staff are responsible for:

- Creating a calm and safe environment for children
- Modelling expected behaviour and positive relationships
- Ensuring that children behave in a way that is safe for themselves and others
- Implementing behaviour guidelines consistently, using the school systems for rewards and consequences
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Recognising and valuing the needs of individual children
- Ensuring there is effective supervision of all pupils at all times (including break and lunchtime)
- Enabling children to take an increasing responsibility for their own learning and conduct
- Liaising with parents/carers about matters which affect their child's happiness, progress and behaviour by keeping parents/carers well informed and attending meetings when requested
- Ensuring new pupils understand the procedures and guidelines that are in place

- Recording behaviour incidents
- Providing a personalised approach to the specific behavioural needs of particular pupils with the support of the SENCO and the Inclusion Manager where applicable Parents/carers are responsible for:

- Accepting, contributing to and supporting the school's behaviour policy, rewards and consequences
- Accepting responsibility for the conduct of their children and supporting their child in adhering to the school's behaviour policy
- Liaising with the school abut matters which affect their child's happiness, progress and behaviour, including keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested Pupils are responsible for:

- Following school behaviour values, rules and guidelines
- Developing strong pro-social skills so they talk and act in ways that are good for those around them and contribute positively to the groups and communities in which they belong.
- Engaging with coaching conversations in order to make positive changes to behaviour in the future
- Build the skills needed to achieve well in the classroom and beyond.

Routines

Antecedent strategies, implemented at whole school and whole class level, help to establish a calm, positive, predictable and motivating learning environment that will ultimately promote positive behaviour. Clear and established routines that all staff, children and parents/carers adhere to are the first step to positive behaviour management:

School uniform

Staff	Children	Parents/carers
Staff will be dressed professionally and role model the expected standards. This includes adhering to the staff code of conduct, staff dress code and modelling expected standards for students such as removing coats and scarfs in school.	Children will wear the correct school uniform (including PE kit on PE days) to school every day and will follow the school policy regarding jewellery, make-up, nail varnish etc.	Parents/carers will ensure children come to school each day in the correct school uniform.
Staff will check children are wearing the correct uniform every day and will address 'fixable' issues with uniform immediately e.g. if children are wearing a hoodie instead of a school jumper, if a child is wearing nail varnish or a red bow in their hair.	Children will look smart, with polo tops tucked in.	Parents/carers will make sure children don't come into school wearing jewellery (other than stud earrings), make up (including eyelashes) or nail varnish/acrylic nails.
Staff will speak to parents/carers if a child is not wearing the correct uniform.	Children will not bring smart devices into school.	Parents/carers will inform the school immediately if their child has a valid reason for not being able to wear an item of the school uniform.

Travelling to/from school

Staff	Children	Parents/carers
Staff on the gates will welcome children and parents/carers into the school every day and will say goodbye at the end of the day.	Children will remember that whilst walking to school, their uniform is recognised by the public and therefore they are representing the school and will behave in a respectful manner to their peers and members of the public.	Parents/carers will ensure children arrive at school in time for registration at 8.50am.

Staff will inform SLT if any parents/carers/children tell them about incidents that have happened on the way to/from school so that this can be addressed.	Children will arrive at school between 8.40am and 8.50am, ready for registration at 8.50am.	Parents/carers will drive carefully near the school site and will park sensibly (and preferably at the Community Centre), being mindful of other parents/carers and children.
	Children will report any incidents to the school of other children showing poor behaviour outside of school whilst wearing our school uniform.	Parents/carers will report any incidents to the school of children showing poor behaviour outside of school whilst wearing our school uniform.
	Children will travel to and from school in a safe manner, remembering what they have learnt about Road Safety in school.	Parents/carers will ensure children are collected from school at the end of the day at 3.20pm.

Arrival at school

Staff	Children	Parents/carers
SLT (or another member of staff in their absence) will be at the gate and will greet all children and parents/carers with warmth and care when they arrive at school.	Children will say good morning to the member of staff on the gate and be polite and courteous.	Parents/carers will ensure their children come into school sensibly through the school gates and will ensure children walk sensibly to their classroom door.
The member of staff on the gate will ask any children who ride their bike/scooter onto the school grounds, to dismount and walk their bike/scooter to the designated parking areas.	If riding a bike or scooter to school, children will dismount outside the school gate and then walk the bike/scooter to the designated parking areas.	Parents/carers will not bring dogs onto the playground unless they are a small dog which can be carried onto the school site.
The member of staff on duty will be available to speak to parents/carers if they have any concerns to raise or if there is anything they need to discuss.	Children will walk sensibly to their classrooms where they will be greeted at the classroom door by their teacher or TA.	If attending Breakfast Club, parents/carers will ensure their children do not arrive in school before 8.15am for safeguarding reasons and will wait with their children at the gate until a member of staff comes to collect them.
The class teacher or TA will be on the classroom door every morning and will greet children with warmth and care. They will make a positive comment to begin the day and will adopt a 'fresh start' approach each day.	If attending Breakfast Club, children will enter through the wooden gate, place their belongings neatly on the benches at the side of the hall and will sit sensibly and be polite and respectful to the BC staff.	
If attending Breakfast Club, a member of the BC staff will greet children at the wooden gate by Clocktower and will tick them off on the register.	If children have a phone, they switch it off before entering the school site and hand it to the class teacher/TA when they arrive at their classroom.	
Teachers/TAs will ensure a timetable for the day and Early Morning Work is displayed as children enter the classroom.	When they enter the classroom, children hang their belongings on their peg, sit down quietly and begin their Early Morning Work.	
Teachers/TAs expect a quiet classroom as children arrive.		
Staff will start the register at 8.50am.		

Leaving school at the end of the day

Staff	Children	Parents/carers
Teachers/TAs will say a prayer with their class at the end of the day before the children are dismissed.	Children will be polite and courteous to staff as they leave the school site.	Parents/carers will make sure their children are collected at 3.20pm.
SLT (or another member of staff in their absence) will be at the gate and will dismiss all children with warmth and care.	Children won't start riding their bikes and scooters until they have left the school site.	Parents/carers will be respectful to staff, other parents and will ensure their children behave in the same way.
Staff will usher parents/carers and children out of the school as quickly as possible so that after-school clubs can get started as quickly as possible.	Children won't use their mobile phone until they have left the school site.	
Staff will ensure children don't start riding their bikes or scooters until they have left the school site.		
Staff will ensure children don't start using their phones until they are off the school site.		

Speaking to adults

Staff	Children	Parents/carers
Staff will greet students around the school with a smile and a positive greeting.	Children will speak to all adults in the school with respect and say please and thank you.	Parents/carers will speak to all adults in the school with respect and say please and thank you.
Staff will speak to students with respect and use manners by saying please and thank you.	Children will refer to all adults by their title and surname (e.g. Mrs Hunt) regardless of their role or if they are a visitor, as a sign of respect.	Parents/carers will use respectful language when speaking to all adults in the school in person, on the phone or via email.
Staff will use students' first names, rather than nicknames or surnames, when speaking to them as a sign of respect. Where staff do not know a student's name, they will ask	Children will use respectful language rather than slang terms when speaking to all adults in the school.	Parents/carers will raise concerns with the appropriate adult at the school, starting with the class teacher. If raising a concern via email, parents/carers will understand that emails will be responded to as soon as possible (and in most cases within 48 hours).
Staff will speak clearly, calmly and concisely to students at all times.	Children will stand up straight, remove hands from pockets and not fidget when having a conversation with an adult in the school.	
Staff will speak to students about any behaviour issues or concerns in private, not in public.	Children will stop when approached by an adult and engage in a conversation and/or follow instructions given first time, every time.	
Staff will communicate with parents/carers with respect and professionalism.		

Speaking to peers

Staff	Children	Parents/carers

Staff will always speak to each other with respect and professionalism in all forms of communication (e.g. face to face, emails etc).	Children will always speak to each other with respect, using an appropriate tone and volume, inside and outside of the school.	Parents/carers will use respectful language when speaking to each other.
Staff will challenge children who do not speak to others with respect and will use consequences and restorative conversations as appropriate.	Children will tell an adult if any behaviour such as bullying or offensive language is used.	Swearing or offensive language is not allowed on the school site.
	Children will speak appropriately to adults e.g. they will not use 'slang'	Parents/carers will support the school in any consequences issued if children are not respectful to each other.

Moving around the school

Staff	Children	Parents/carers
Staff will walk around the school, modelling our expectations to the children.	Children will walk around the school, being mindful of others who are learning, especially in shared areas like the library.	Parents/carers will only enter their child's classroom if invited to do so.
Staff will speak to children and other members of staff with positivity and kindness.	Children will clear up shared areas when they have finished with them e.g. in the library or the pod.	If parents/carers need to access the school office, they will do so via the main school gate and will not attempt to enter the school through a classroom or through the school hall.
Staff will challenge any children who are not moving sensibly around the school and will remind children of the right way to move around the school.	Children only leave the classroom if they have been given permission by an adult to do so.	
Staff (and children) will clear up shared areas when they have finished with them e.g. in the library or the pod.		

Lunch and break times

Staff	Children	Parents/carers
Staff will lead their class out onto the playground, ensuring they walk sensibly in a line until they are on the playground (or hall if going direct to the hall for lunch).	Children walk sensibly onto the playground (or into the hall) at the beginning of break/lunch time.	Parents/carers encourage children to be polite to adults and children and to play nicely with their peers at break and lunch times.

Staff on duty will be on the playground (or in the hall) on time.	If the field is shut, children need to stay on the playground only.	Parents/carers will support the behaviour policy and any consequences issued for not following break and lunch time protocols.
Staff will wear a high visibility vest (hi vis) on the playground and will have a medical bag/walkie-talkie.	Children use the equipment that is provided by the school – they don't bring equipment in from home and they don't attempt to hide school equipment to avoid sharing with other children.	
Staff will be in their allocated areas/zones whilst on duty and won't be standing and talking to other members of staff for safeguarding/health and safety reasons.	Children aim to use the toilet at break/lunch time so that they don't need to go during lesson time (unless absolutely necessary) which will disrupt their learning.	
Equipment is set up and ready for the children to use at lunchtime and Play Leaders facilitate play in their zones.	Children line up on the playground when the bell goes at the end of break/lunch, quickly, quietly and sensibly and wait for their teacher/TA to take them back to class.	
Teachers/TAs will be ready to meet their class on the playground when the bell goes at the end of break/lunchtime so that they can escort them back to class as quickly as possible so that vital learning time isn't lost.		

In the hall at lunchtime

Staff	Children	Parents/carers
Staff will be on time and in the correct place for lunch duty.	Children come into the hall quietly and sensibly. If children are having a school dinner they will join the back of the queue in single file and wait patiently.	Parents/carers will pack sensible lunches for their children to eat at lunchtime.
Staff will be proactive when on duty. They will manage queues and support the catering staff.	If children are wearing a coat, they will take this off to eat their lunch and will place it on the benches at the side of the hall.	Parents/carers will support the behaviour policy and any consequences issued for unacceptable behaviour in the hall at lunchtime.
Children are led into the hall for lunch by an adult (either straight from class by their teacher/TA or by a Play Leader from the playground).	Children are polite and respectful to staff in the hall at lunchtime and will sit where they are directed to sit by staff.	
Staff direct children to their seats and will monitor school dinners and packed lunches to ensure children are eating enough before going back outside.	Children sit down when they are eating and talk to the children on their table but don't shout or call out to children on other tables.	
Staff will follow the school behaviour policy and challenge inappropriate behaviour which is too loud, boisterous, intimidating or dangerous	Children will clear up any mess they have made and throw away any rubbish from their table.	

Staff will ensure school dinners clear their plates/trays correctly and will ensure children clear up any mess they have made before leaving the hall.		

Collective Worship

Staff	Children	Parents/carers
Staff ensure children are lined up in register order when they come into the hall for Worship. Staff are aware of children who may need to sit near to an adult in Worship and will plan for this in advance.	Children walk into Worship in silence and sit down in silence, listening to the music and having some quiet reflection time	Parents/carers who attend Worship will follow the same rules as their children and therefore won't talk as children are coming into Worship and will actively participate.
Staff sit on chairs (not benches) on both sides of the hall – if one side is adult-heavy, they will move to the other side of the hall to ensure there is sufficient staff representation on both sides of the hall.	Children actively participate in Worship e.g. by joining in with singing	
Staff actively join in with Worship and also monitor behaviour in their own class and of the children around them.	Children leave the hall in silence, reflecting on what they have learnt during Worship	
Staff ensure children come into the hall in silence and leave the hall in silence – this is the responsibility of the class teacher and not the adult leading Worship.		

Educational Visits and out of school activities

Staff	Children	Parents/carers
Staff, alongside the EVC will complete the process for organising Educational Visits in a timely manner using the online system to record all planning, risk assessments and other necessary documentation	Children arrive on time for the start of an educational visit, wearing the correct uniform or agreed appropriate attire in the case of visits that require non-school uniform.	Parents/carers will support the school in providing payment (where required) and returning a completed consent form for any educational visit in a timely manner
Staff will discuss any queries regarding the visit with the Educational Visits Coordinator well in advance of the trip.	Children walk quietly through the school when they are leaving so that they don't disturb others who are learning	Parents/carers will contact the trip leader in advance of the educational visit where they need to seek further advice or support
Staff will talk to the children prior to the trip so that children know what to expect, the timetable for the day and to remind children of behaviour expectations.	Children talk to the person next to them on the bus but they need to keep noise levels to a minimum and be respectful of the person driving the bus.	Parents/carers will support the school by providing students with the correct uniform or appropriate attire for the context of the educational visit
Staff will check that children are equipped with all necessary resources, provisions, and attire, prior to them leaving the school site.	Children follow instructions from adults at all times to ensure they remain safe throughout the visit.	Parents/carers will ensure children arrive safely, in a timely manner for the departure and plan for collection or safe journey home upon their return.

Staff will take responsibility for collecting a first aid kit prior to leaving for their educational visit	Children show exemplary behaviour outside of school and children and staff adhere to the school behaviour policy	Parents/carers will support the school behaviour policy and any consequences that are issued for behaviour during the educational visit.
Staff will celebrate the opportunity to enrich children's learning through educational visit opportunities and will treat the visit as a fresh start for each pupil		
Staff will wear a hi-vis and it is recommended that staff wear a school PE top so that they are easily recognisable to children and members of the public.		
Staff follow all trip procedures and are aware of risk assessments linked to the trip		

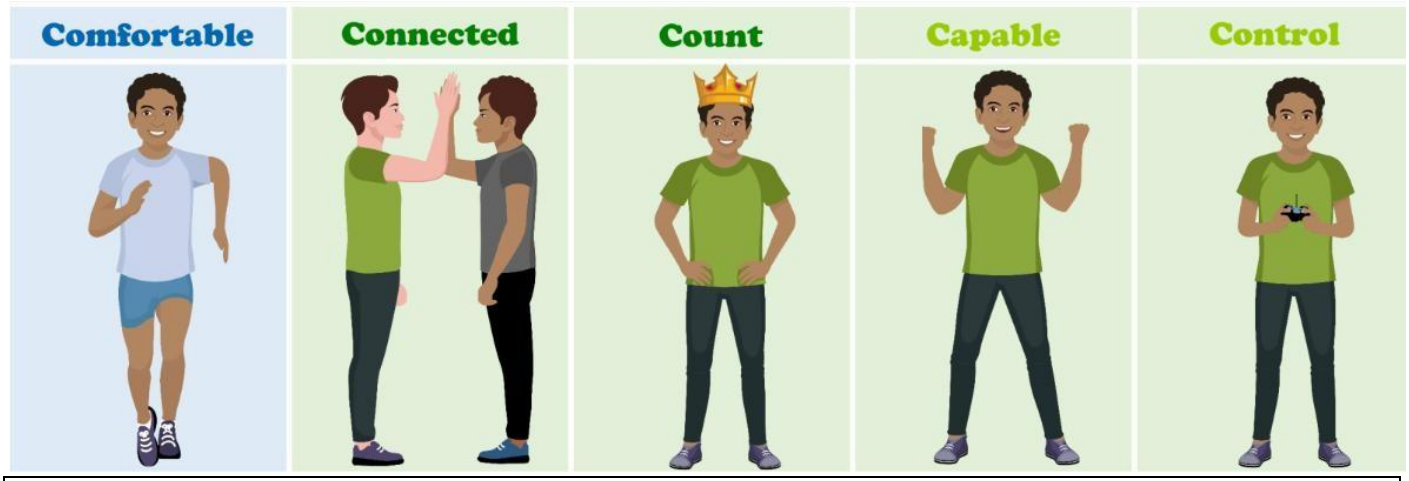
Strategies and provision to promote good behaviour

Meeting children's needs – The 5Cs

We all have needs which must be met well for our brain to be at its best. There are three main categories of needs:

- Needs linked to our body
- Needs linked to our feelings
- Needs linked to the way we think and learn

We can summarise all of our physical and emotional needs as our 5C needs:



Summarising our 5C Needs				
Comfortable	**Connected**	**Count**	**Capable**	**Control**

I have sufficient sleep to feel energised for the day. I eat regularly and well. I hydrate throughout the day. I am free of pain. I exercise and feel physically healthy. The temperature, light and sound levels are ok for me around here. My body has enough movement to feel ok. I feel physically comfortable.	I feel people like and care about me I feel connected to others. I feel people respect and value me. I feel a sense of connection to adults, my peers and to the school/family as a whole I feel I belong and people accept and like me for who I am I feel a sense of belonging at home, with my group of friends, in clubs and at school. I don't feel an outsider. I feel people are on my side, even when I don't manager as well as others or make mistakes I know adults will support me, no matter what	I feel I count around here. I don't feel the underdog in any way. I feel I am as important as other people. I am given responsibilities and feel trusted. I feel my voice is as important as other people's. I feel listened to – my opinion and ideas count. I feel informed about important changes that will affect me. I feel an important part of the family, clubs I attend and school. When I don't, adults help me plan ways to improve this.	I feel I can do what I'm being asked to do and am given supports and help for things I find hard. I have lots of opportunity for showing my strengths. It helps me to feel capable. I feel I am doing well and making progress. I get feedback which is honest and based on real evidence – so I know it's true. I am helped to track my progress. I don't feel I'm 'doing work' for adults – I feel it's for me to learn, grow and improve. The use of coaching helps me to feel supported on an ongoing basis for things I find harder – I'm not just punished for it. I have opportunities for working with my peers, so I don't feel isolated.	I have autonomy and can make decision without feeling I have to check in about the small stuff. I am trusted to make decisions. I know what is expected of me. Communication is good so I know what is coming up and what to expect I have certainty about what is expected of me and what to expect each day.

<u>Inclusive Classrooms</u>

Staff have a sound understanding of the Mainstream Core Standards and are expected to use this document to ensure their classroom is inclusive. All classrooms should have visual timetables, sensory support systems (e.g. move and sit cushions for those children that need them, fidget tools, ear defenders etc.), Zones of Regulation display and 'check in' system, regular movement breaks/sensory room sessions where needed etc.

<u>Clear strategies for gaining children's attention</u>

Each teacher will have their own strategy for gaining attention – this needs to be consistent, understood by all children and shared with other adults who are working in the classroom. Examples are:

- Clapping a tune and children responding with the same tune
- Counting down from 3 to 0
- Verbal call out and response

<u>Prep 4 Best</u>

- Prior to any activity or event, adults should routinely use the 'Prep4Best' sequence, during which the class think through their needs, what might go wrong and decide what will help them to prevent this so they can be at their best.
    - This may not need to be repeated for regular activities once all children have established how they will be at their best but should be repeated regularly as a reminder and always take place prior to any new or unfamiliar task. ○ Prep4Best ensures all staff set consistently high expectations and ensures a proactive rather than reactive approach to behaviour.

    - Prep4Best is also a good habit for children to develop and prevents an individual from launching into a task without preparation.
- Children have access to their water bottle throughout the day
- Children are given the opportunity to go to the toilet before/during/after break/lunch so that they are ready to learn and don't need to do this during lesson time.
- Children can have a healthy snack (e.g. fruit, cheese, yoghurt, cereal bar) at break time
- Children have access to all the resources and equipment they need for each lesson so that they feel ready and prepared for learning
- Some children may need additional movement breaks throughout the day

<u>Movement breaks</u>

Movement breaks can be done as a whole class or for individual children. Staff need to consider which type of movement break would be most beneficial:

What energy state are the children in?	**Signs to look out for**	**Types of movement recommended to support regulation**
High energy	Moving in their seats, fidgety, loud, noisy, restless, overactive, off task, disruptive, hyperactive	Calming/organising activities
Just right energy	Just enough energy, relaxed and alert, able to focus, sitting upright, paying attention, listening, looking at the teacher/board, learning	Movement breaks benefit even those who already appear to be in a calm alert state. Movement can benefit these students by enabling them to remain in that state for longer.
Low energy	Sluggish, sleepy, yawning, zoning out, slouched posture, quiet, hard to engage.	Alerting activities
Class with a mix of energy levels	Some children have low energy, some have just right energy and some have high energy	Start with a short alerting activity and follow with a calming/organising activity. This helps everyone to finish in a calm alert state.

Examples of activities:

Alerting Movements Seated	**Alerting Movements Standing**

Chair aerobics - Straight leg raisers: Keep your ankles together and extend your legs until they are straight then lower back down. - Squats: Sit up straight, put your hands behind your ears, feet flat on the floor and lean your weight on your heels. Try keep your back straight but not rigid. Looking straight ahead can help. On a slow count of 1-5, stand up, then lower back down again to another slow count of 1-5. Continue for 5 repetitions. - Tummy Crunchers: Sit with your weight towards the front of the seat and your arms behind you, holding on to the back of the seat. Then bring both knees up together towards the chest. - Punching Arms: This can be done seated or standing. Using two hands punch the air in front of you for 1-3 minutes at any speed. It is important to ensure there is enough clear space in front of students. If standing, keep knees slightly bent and centre the core to maintain balance. **Chair sports** - Swimming: Move your arms as if doing the front or back crawl and kick your legs in front of you with toes pointed.	**Marching On The Spot:** March on the spot in seated or standing. Lift your knees up high one at a time and raise the opposite arm into the air. Lower your leg and arm together. Aim to complete the movement slowly whilst maintaining balance. **Jog On The Spot:** Increase your speed and transition from a march to a jog on the spot **High Knees:** Stand or sit with feet hip width apart. Lift up your right knee as high as it will go and raise your left arm in the air, then switch quickly so that the left knee and right hand are up before right foot and left hand are down. This is a quick movement. Continue the exercise for as long as needed. **Jumping Jacks or Half Jacks:** Stand with your feet hip width apart and arms by your side. Jump by moving your legs to the side and stretching your arms out like a star fish. Jump back into starting position (legs centred and arms by your side). Another option is to complete the exercise without the arms which is called a half jack. **Squat Hold:** Stand with feet hip width apart and lower into a squat position by bending your knees. Keeping your spine straight, chest lifted and your knees behind your toes. Hold this position for 30 - 60

- Cycling: Hold on to the seat of your chair and pedal your legs as if riding a bike. - Paddling: Use an imaginary paddle to paddle a canoe (both sides).	seconds. It can be helpful to have your arms out in front of your chest for balance. **Squat Jump:** Ask students to first lower into a squat position. Then from there, jump straight up and swing your arms overhead. Return to squat. Repeat for 30 seconds. **Quarter Turn Squat Jumps:** Ask students to first lower into a squat position. From there, using your arms and legs to jump up and turn 90 degrees to the left. Land softly with your knees bent and return to the squat position. Repeat and continue to turn 90 degrees until you face the front again. **Criss Cross Crunches:** Stand with feet hip width apart and hands behind your head. Twist your body by, bringing your left elbow down and across the body. Raise the right knee up and across to meet the left elbow. Repeat with the right elbow and knee for 15-20 repetitions. **Wall Push Up:** Stand facing a clear wall, arm's length from the wall. Extend your arms out to measure the correct distance. Place both hands against the wall. Slowly lower your chest towards the wall bending your elbows to a 90 degree angle. Pause once the upper arms form a 90 degree angle. Push yourself back up to the starting position. Repeat 5 times. **Wall Sit:** Stand tall against a wall with your head and back touching the wall. Stand with your feet shoulder-width apart and a few inches away from the wall. Rest both arms at your sides. Bend the knees and lower into a squat position until your thighs are parallel to the floor and hold the position for 20-30 seconds. Return to starting position by straightening your knees and standing tall again. Repeat once more. **Lunges:** Stand with feet hip width apart and place hands on your hips. Step forward with your left leg and slowly lower the right knee towards the ground until the front knee is bent at least 90 degrees. Keep the rear knee just off the floor. Keep the torso upright and look forward. Pause and hold, then push off the front foot to return to the standing. Alternate with right and left leg one at a time. Repeat to complete a lunge on each leg 5 times.	
Calming/Organising Movements – Muscle Work Movements	**Calming/Organising Movements – Yoga Movements**	**Calming/Organising Movements – Breathing/Relaxation Movements**

Toe Raisers: Stand or sit with feet hipwidth apart. Raise your toes (not heels) off the ground one at a time. Repeat 10 times.	**Breathing:** In a seated position, place both feet flat on the ground, feet and body facing forward, (pause) straighten your back and spine, sitting upright in your chair.	**Mindful Breathing & Body Scan:** Gently come back to your breath, inhale and slowly exhale. You may like to close your eyes and put one hand on your chest (pause) and

Chair Push Up: Sitting on the edge of the chair, grab the edges of the seat and push up so your bottom is lifted off the chair. Hold for 5-10 seconds.

Chair Pull Down: Grab the legs of the chair in each hand and pull your bottom into the chairs surface for 5 to 10 seconds.

<u>Book aerobics</u>

Bicep Curls: Hold a book in one hand and bend at the elbow to raise the book towards your shoulder.

Triceps Push Backs: Hold a book in one hand and lean forward over the desk with the other hand holding the desk. Hold the arm up with the book parallel to the body, bend the elbow to 90°and raise and lower the book extending backward up to shoulder level.

Twists: Hold the book to the chest with both hands and twist slowly from side to side.

Overhead Lifts: Hold the book in one or two hands and lift it above the head in one smooth motion.
Hold for 10 seconds.

Slowly take a deep breath in and out. Place one hand on your chest and the other hand on your stomach or lower rib cage, (pause) slowly take a breath in through your nose (pause), feel your belly and rib cage rise with each inhale and notice how your chest falls with each exhale. Sitting tall, spend a few moments here.

Shoulder Stretch: Sit up nice and tall, take a deep breath in…and a slow long exhale. Now drop the hands onto the knees. Roll shoulders forward and backwards in circular motions. On an inhale squeeze shoulders up to the ears, hold (pause) and on an exhale slowly release. Repeat this a number of times, noticing how the neck and shoulders feel.

Side Stretch/Twist: Bring your right hand to the outer edge of your left leg. Bring you left hand behind you for a gentle twist. Inhale lift your heart, exhale twist a little more. Release and come back to centre. Repeat on the other side.

Cat/Cow: Gently move forward on your chair. Sitting straight and lengthening your spine long with both feet on the ground. On an inhale arch the spine back (pause) roll your shoulders down, opening the chest. On an exhale round the spine (pause) and lower chin to chest, letting the shoulders and head come forward. Repeat these movements for a few rounds. Gentle inhaling and exhaling as you move

Sunshine Arms: Inhale straighten arms by your side and sweep both arms up over head to touch. Exhale and gently bring both your arms back to your side (pause) and repeat. Gently inhaling and exhaling as you move.

Hand Press: Gently press both hands and fingers together in prayer position across your chest.

your other hand on your stomach (pause). Notice how your chest rises with each inhale and falls with each exhale. You may like to imagine your breath like the river of an ocean flowing in and flowing out. Try to stay focused on your breathing for the next few moments. Bring your attention to your body on your chair. Then feel the weight of your body on your chair. Make sure that your back is straight and that you are comfortable. Take a few deep breaths. While you are breathing relax your shoulders, (pause) your hands, your stomach muscles, (pause) the muscles in your face, let go off all the tightness in your body. Now bring your attention back to your breath. Notice how your breath feels against your mask, (pause) is it warm or cold? Filling your lungs and back out through your nose, (pause) notice your stomach and chest rise and fall each time you breathe. Now bring your attention to this process, (pause) focus on the feeling of the breath, the inhalation and exhalation. You may notice your mind wandering, if so, that is ok, (pause) that is what minds do. Try and bring your attention back into the room and focus on your breathing. Take some time here to check in how your body feels now. Slowly come back into the room and open your eyes.

Progressive muscle relaxation: Bring awareness to your feet and toes, breathing in deeply and slowly releasing. Curl your toes down and tense the muscles in the soles of your feet and release the muscles in your feet as you exhale (repeat x2). Now bring your awareness to the back of your lower legs, tighten these muscles and hold and let the muscles go limp as you exhale. Feel your muscles relax. Now tense the front of the thighs, hold for a moment and release (repeat x2). Now, gradually tighten muscles in

	Pushing both hands against each other and hold here for three breaths. Slowly inhaling and exhaling as you push. Release the pressure on the hands for a breath and push again. **Eagle Arms:** Bend your elbows, (pause) cross your left elbow over the right elbow. Press the back of your hands together, (pause) or wrap your left hand around your right hand and press your palms together. Move your elbows up and keep your fingers active. Lengthen your spine, broaden through the collarbones. (Do the same on the other side of the body) Hold here for a few breaths and gently release. Repeat with the left arm underneath. **Forward Fold:** Slowly move forward from your hips (pause), folding forward until your stomach is resting on your legs (pause) and your hands are touching the floor or ankles. Look at the ground. Inhaling and exhaling here. Inhale and gently come back up to seated and release. **Gentle Back Bend:** Sit back on your chair for a gentle back bend. Interlace fingers behind your chair and look up. Releasing and slowly coming back to centre. Take a moment to check in on your breathing and how your body feels after this gentle movement exercise. **Standing/Mountain Pose:** Stand with your feet hip width apart, pour your weight into your feet. Hug your outer hips to the midline, (pause) pelvis staked over the foundations of your feet. Lengthen through the front, sides and back of the body. Broaden through the collarbones, lengthen through the spine to the tip of your crown (pause) looking forward. Use the breath as a focus point, you do not need to change your breathing, (pause) instead just pay attention to your breath.	your lower back, hold this for a few seconds and release and repeat. Feel the tension leaving your muscles, relaxing more and more. Gradually tighten all the muscles in your legs from your feet to your lower back and hold, gently release and notice your body feeling more relaxed (repeat x 2). Now bring your awareness to your stomach and tighten these muscles. Release your breath and let go on an exhale, repeat. Now focus on your back, draw in a nice deep breath and then tighten these muscles and release your breath and letting go of any tension. Bring awareness to your shoulder muscles and your neck. Slowly draw in a nice deep breath and bring your shoulders up to your ears and squeeze these muscles firmly and slowly release and repeat. Let go of all the tension in your arms and hands, tighten the muscles in your arms and hands and slowly release. Notice how relaxing it is to release that tension. Now, tighten the muscles in your face, squeeze your eyes closed, breathing in and out and then relax all your facial muscles, feel your face softening (repeat). Bring awareness to the muscles in your jaw, open your mouth as wide as you can and exhale and allow your mouth to gently close (repeat). Now, let your mouth relax and let the breath float out, listen to the sound of your breathing and notice how your body feels now. Noticing if your body feels relaxed and calm. Gently come back to the classroom.

	Rocket/Side Twist: Press your hands together in prayer position across your chest (pause) and reach to the sky like a rocket. Inhale, reach arms straight over head. Reach to the right, (pause) extending and grounding down through the hips, hold here. Stretch and reach over to the right. Come back to centre and hold in centre for a breath. Inhale extend both hands over to the left, (pause) grounding down in the chair. Inhale and exhale in this side stretch and (pause) gently come back to centre.	

Sensory Room

Some children require more sensory input during the school day and a sensory space can positively impact on children's learning and wellbeing when used appropriately. The Sensory Room is available to all children and is a space for children to regulate so that they can be better prepared for learning and interacting with others. Prior to using the sensory room, staff should consider strategies that can support children in the classroom/the broader classroom environment e.g. movement breaks.

The space should be used proactively and not reactively, where possible. Ideally, the space should be used at regular scheduled times of the day to support and maximise a child's participation in learning/school based activities.

Children should never be forced to use the space and it shouldn't be used as a reward or for managing behaviour.

Each child who uses the sensory room will have their own individualised sensory need and therefore the room needs to be used to suit the needs of the individual child. For this reason, only one child at a time should use the room. The adult in the room needs to be calm and regulated so that they can support the child through coregulation. The adult should guide the child towards either calming or alerting activities depending on what he/she needs. If a child needs alerting activities then a calming activity should be done before going back to class. Zones of Regulation or sensory card activities can be used in the sensory room.

The most important piece of kit in a sensory room is always the person facilitating the session.

Sensory spaces can also be set up in classrooms for those children that need a calming space to retreat to on a frequent basis.

The Learning Retreat

Some children find it incredibly difficult to learn in the classroom environment due to their additional needs and therefore the school has a specialist provision available to ensure the needs of these children can be met more effectively, whilst ensuring they, and their peers, continue to remain safe in school and continue to learn. The Learning Retreat is a space in school where children can acquire additional curricular skills to support successful inclusion in the classroom and wider spaces of the school, including the playground, lunch hall and worship.

The number of children accessing this provision is limited and will be decided by the SLT and SEN team.

Lunchtime Club

Lunchtime Club is available for FS/KS1 and KS2. KS2 Lunch Club is run by the school's ELSA in the Reset Room. This is open to all children who need a less unpredictable and overwhelming space to play at lunchtime. Lunchtime Club is indoors, providing a quieter space for children who struggle with a busier outdoor space. There are structured activities available.

Zones of Regulation

The four Zones of Regulation are used to categorise and identify the variety of feelings and energy states we all experience. Learning about The Zones of Regulation framework provides us with an easy way to think about, communicate around, and care for our feelings. Since every person experiences a wide range of feelings, we stress that all the Zones are okay, and you should not attach judgement or shame to any one Zone. Children have access to a variety of tools to help them to regulate: Tool of the Week – The Zones of Regulation

Recognition of expected behaviour

At Snodland CEP School we believe that recognising expected and appropriate behaviour will increase the likelihood of children continuing to show expected and appropriate behaviour in the future.

Individual recognition:

- Specific verbal feedback (linked to the school values and keys to learning where possible) e.g. "Thank you for showing good sitting on the carpet", "Well done for working well with your partner to solve that maths problem"
- Name on the class recognition board • Keys to learning stickers
- 'Tell me why I'm a star today' stickers
- Celebration of learning on Facebook
- Headteacher Award each week
- Keys to Learning celebration at the end of every term
- Class attendance certificate each week
- Times Tables Rock Stars/Numbots certificates/trophies
- Specific verbal feedback to parents/carers about their child
- Postcards home to parents/carers

Children should be reminded all the time that behaviour needs to be 'good for me, good for you, good for everyone'.



All classes should have this visual displayed in their classroom.

Consequences

Children need to see that their actions matter because if their actions matter, then they matter. Consequences are feedback to children on how well they have behaved so that they can understand if they are doing the right thing or not – they are not about sanctioning children to be 'good', instead we are trying to change their future behaviour.

All children need boundaries and need to know that some behaviours are unacceptable. Boundaries help children to feel safe. Having consequences for unacceptable behaviours helps the whole school community to know what behaviours are unacceptable and what is encouraged.

<u>Stage 1: Verbal and non-verbal responses to 'low level' unacceptable behaviours/to promote expected behaviours (whole class and individual)</u>

- Adult to give a reminder about expected behaviour/school rules. "Good for me, good for you, good for everyone".
- Whole class reminder rather than an individual reminder e.g. "I'm just waiting for a few more children to put their pen down"
- Use of "No thank you" to a specific action/behaviour (and positive praise when the child corrects their behaviour)
- Reminder for a child to 'fix' their sitting/looking etc.
- Direct verbal reminder about green behaviour expectations e.g. "NAME, show me good sitting, thank you"
- Recognise the children who are showing the expected/green behaviour e.g. "Well done NAME and NAME for showing good sitting", "Well done NAME for putting your hand up rather than calling out"
- Non-verbal reminder e.g. show a visual or put finger to lip to remind children that there's no talking at that point
- Non-verbal reminder – point at Behaviour Values poster and at the specific rule that you want to remind the child of
- Reminder of behaviour expectations rather than telling them off: "Remember, we use kind words in our school". Model expectations at all times.
- Expectations reminder: could ask a question 'What is our expectation for……?'
- Direct an adult in the class to move to and support an individual child
- Chunk tasks (verbally and visually): "Write the date and the first sentence - I'll come back to check in with you in 5 minutes".
- Assess whether the child/whole class needs a movement break
- Identify agreed calm-down areas/safe space: if a child becomes wound up/anxious, encourage and allow him/her to remove self to agreed place
- Use of timers for the whole class/individual children

Praise the child if they are able to model good behaviour as a result of the reminder.

<u>Stage 2: Private chat</u>

If the reminder is not successful in changing the behaviour, the teacher/TA needs to have a private conversation with the child. Ask the child to come and have a chat with you/step out of the classroom with you for a moment – don't send them out of the classroom as that sets the wrong tone and the conversation won't have the desired effect. The conversation should follow this structure:

1. Start with curiosity and a space for the child to speak: "Are you ok? I thought it would be better to talk away from everything. I was wondering what was wrong/if everything is ok."

2. Accept where we are: “I asked to speak to you because I noticed you were struggling to keep to our rules.”
3. Signal where we're going: “This is just a pause. I want to get you back in and working.”
4. Reset expectations: “I need you to…”
5. Offer help. “What do you need most right now to help you get back to learning?” Or just “How can I help you now?”
6. Plan to go back in: “Okay, breathe. We need to go again.” Or, “When we go back in...”

Stage 3: Time out and follow up/coaching conversation

Where the child continues the behaviour, they will be asked to leave the classroom and go to the office for some ‘time out’. This is a time for reflection. Say: ‘Think carefully about your behaviour while you are here. I will come back in 5 minutes (child to take a timer so that it is only 5mins) and we will talk’.

Follow the time out with a follow up/coaching conversation:

- What happened?
- How did this make people feel?
- Who has been affected and how?
- What should we do to put things right?
- How can we do things differently in the future?

The coaching conversation may not be able to take place immediately after the time out but should happen as soon as possible and only when the child is calm and regulated. Children need to complete any learning missed in the lesson at play time, lunch time or at home.

Stage 4: Support from a member of SLT

If stages 1-3 haven’t been successful then support from SLT should be requested. This should be seen as the last resort where either the child or other children in the class are not safe or behaviour is disrupting teaching and learning and it is therefore impossible for the teacher to teach the class.

In some extreme cases, where a pupil’s misbehaviour is causing significant disruption or is deemed serious enough by a staff member, it is appropriate to move straight to stage 4.

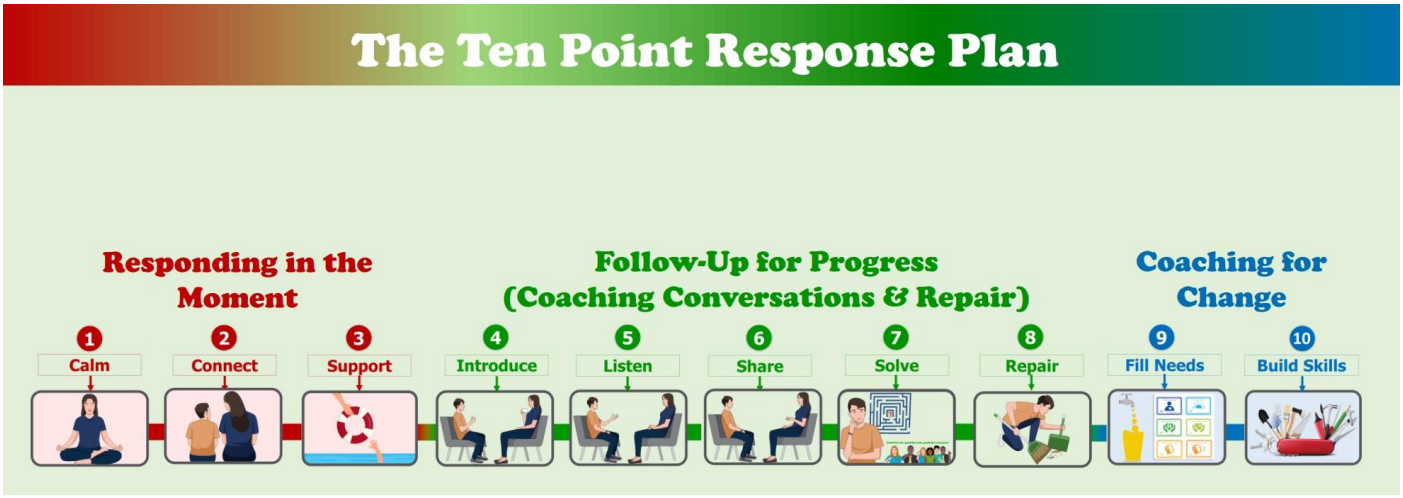
A coaching conversation will always take place after a Stage 4 incident.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This may include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil’s escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “When you return to your seat, I can help you with your work”

De-escalation for children presenting difficult and dangerous behaviours



Responding in the moment

When things go wrong it is important to stay calm, connect and support (CCS).

- Calm: Focus on staying calm and kind, even when the young person is saying and doing things which are hurtful, worrying or even dangerous.
- Connect: Say and do things which show you 'get' how things are for them. Help them to feel supported and cared for. Say things that help them to feel that you are there for them and understand what they are experiencing. You don't have to agree with their actions – this is the 'paramedic stage' and you can address your concerns at a later time.
- Support: Offer them something that might help, offer them options so that they have a sense of control over the situation. Stay focused on the fact that this is the 'paramedic stage' and addressing the behaviour can happen later.

Possible situations and how to approach/manage them:

Situation	Actions
Child has left the classroom or is refusing to come in after break/lunch.	Adult to stay with the child to make sure they are safe. "I can see that you need some help. I'm here to help you. Talk and I will listen" "I understand that you're upset because **** wasn't playing the game fairly. Maybe we can go to the sensory room or the learning retreat to calm down." Praise child if they return to class once regulated.
Child has left the classroom feeling angry/frustrated.	Adult to follow from a distance to ensure they are safe. Do not chase or give lots of attention. Don't attempt to discuss the incident. "NAME, I can see that you are angry/upset/frustrated. When you're ready, I'm here." SLT only need to be notified if the child becomes a danger to themselves or others. Calling SLT to support when support isn't needed can add to their heightened state and isn't necessarily the help that they need.

A child is causing damage in the classroom	"NAME, you are not safe in class. You can go to the sensory room/outside/learning retreat or to SECOND CHOICE". If child refuses to leave, an adult needs to remove the other children from the classroom. "NAME, I can see that you are angry/upset/frustrated. When you're ready, I'm here." Adult to notify SLT that the situation has occurred. SLT to be called for support if the child is a danger to themselves or someone else.

- Avoid multiple adults being around a child
- Whilst a child is in a dysregulated state, do not discuss behaviour incidents in front of them as it can be a trigger to increase anxiety.
- Don't over talk or offer too many choices/alternatives – give them time to process their options.
- Don't 'cheerlead', lecture or criticise
- A coaching conversation can happen when they are regulated and ready to talk – sometimes this might not even be until the next day

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible, following strategies taught in Safer Handling training
- Be used in a way that maintains the safety and dignity of all concerned • Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Coaching Conversation

If we don't 'follow-up' then we will forever be 'mopping up' – therefore it is essential that coaching conversations take place so that children can change their behaviour in the future.

1. Introduce: Introduce the issues in a way that helps the child to stay calm and feel supported. Use phrases such as "Don't worry, you're not in trouble." Introduce issues in a matter-of-fact way so that the child doesn't become defensive, "I noticed…"
2. Listen: Listen in a way which aims to really find out what life is like for the child, stay curious and ask open, 'clean' questions (questions that make sure the person is not influenced by the coach's on thoughts, feelings and beliefs) to find out more. Repeat back their words, ask more questions to probe – try to get to the core of the issue so they understand. Guide the child from what they don't want to what they do want and how to get there. Don't lecture, criticise or persuade them to think differently.

3. Share: Share concerns in a way that helps them to feel supported. Say what you have noticed. Try to use 'I', not 'you' to stay as a 'positive challenger' rather than a 'blamer'.
4. Solve: Invite the child to problem solve and think of solutions that will work for everyone. Use phrases such as "I wonder if you can work out a way in which you feel good and I/others do too?". When they respond with "don't know", have other phrases which are calm and positive yet also keep pursuing in a way that is kind yet definite.
5. Repair: Help the child to see different perspectives, help them to work out who and what needs repair (link to 5Cs) and help them to plan where the 'repair' will take place. It is essential to hold 'repair' every time a child causes harm or disadvantage to a person or thing. Help the child plan repair for any harm done through their words or actions – it is not for planning how the child can feel and do better next time as Coaching Conversations focus on that. Ensure that everyone disadvantaged by the incident feels cared for and supported and that amends have been made.
    - If a child refuses to repair, it is a sign that they have weaker skills in empathy. There is no point forcing an apology as this can cause greater resentment for all parties and will not improve the child's skill of empathy. If the child says 'I don't care', stay calm and kind and explain that empathy is a skill and it sounds like this is something that they need to work on/develop. ○ It is important to maintain high expectations – if a child does not have strong skills in empathy yet, additional sessions should be planned in which they learn and practise the skill.

Repair Time is separate to a Coaching Conversation and they have very different purposes: the purpose of the Coaching Conversation is to problem-solve the concerns and needs of all parties and find a solution to enable the child to do better next time. Repair Time on the other hand is about reflecting on any amends that should be made and building the skills of social cognition and empathy.

Coaching Time/Coaching for Change

Some children will require more intensive support to help them manage their behaviour. Coaching Time should take place in the event that a Coaching Conversation has been used several times yet not led to any noticeable improvement.

It is vital that the child does not see Coaching Time as a punishment but rather as a commitment to wanting them to do better so they can achieve well. This message should be emphasised to the child and everything should be done to ensure the experience is a positive one for the child, whilst also firmly holding them to account for making progress.

Coaching Time should be carried out in a spirit of support with an adult with whom the child has a good relationship, such as the class TA.

Coaching Time should incorporate the following different elements:

1. Make sense of responsibilities and difficulties
2. Plan ways to meet 5Cs in helpful ways
3. Practise skills
4. Plan ways to manage better next time.

It is vital that time is given to coaching for change in order to help the child identify which of their 5Cs are not being met and to help them to build skills to show more pro-social and pro-learning behaviours:

FLEXIBLE	REGULATED	DELIBERATE	ATTENTIVE
			
I will do something I do not really want to do. I can manage ok when things change. I can think of different solutions to a problem. I can compromise a bit of what I want so that other people have some of their wishes too. I can take turns. I can shift my opinion when I hear more information. I can do things in a different way than I am used to.	I can change my energy to suit the mood and situation. I regulate my emotions when tasks are challenging for me or a bit boring (task tolerance control). I persevere with an idea or task and can tolerate the unpleasant feeling of challenge or boredom. I regulate and manage my emotions in a way that is ok for others around me when things go wrong or don't go my way (frustration or disappointment control). I regulate and manage my emotions when I feel anxious, worried or sad (anxiety control). When I experience big feelings (affect), I use a strategy to quickly become calm so other people around me are not affected badly.	I can stop before I say something, holding on to what I want to say or do until I have thought through the impact of it. I can hold on to a feeling of desire and have ways to manage it rather than acting upon it immediately (e.g. when waiting my turn to speak or buying something). I can now be deliberate about the things I say and do, making sure they are helpful to me and others before I go ahead. I know the areas in which I can be impulsive. I watch out for these triggers and prepare ahead of time so I am ready with my strategies to avoid them.	I can keep my thoughts and attention on something for as long as most people my age. I am able to control my attention on tasks chosen for me by an adult. I am able to control my attention on tasks which are hard for me or a bit boring for me. I can ignore things which aren't to do with the task I am doing, such as people walking in to the room, people speaking, noises, things moving outside of the window etc. I can keep my attention on the important, relevant information and can select this well. I can shift my attention when needed; e.g. I can focus on what the teacher is saying and then on someone giving a message to the class.

If three Coaching Times have taken place and these have not led to a change to the unhelpful behaviour, an individual plan and a coaching programme should be put in place. The Coaching Programme is a more intensive level of support for children who have higher levels of difficulty. The school's ELSA will be used to offer this support.

Communication with parents/carers

Parents/carers need to be informed by the class teacher if stage 3 (time out) is reached at any point. Parents/carers will be informed by the class teacher/SLT (depending on the incident/situation) if an incident reaches stage 4.

If a child has 3 or more incidents in a week (or regular incidents in a term) then a meeting with parents and SLT will be arranged and a behaviour plan may be put in place.

Playtimes/lunchtimes – how a dispute is dealt with

Incidents at break and lunch time should be dealt with in the same way as they would be in the classroom, following the 4 stage approach.

Remember:

- Listen – all children have the right to tell you their side of the story
- If you need to have a private conversation with a child (Stage 2), this can be done on the playground or in Oak hall
- Time out (Stage 3) can take place in the office. Always remember to have a follow up conversation afterwards!
- Ask for support from SLT (Stage 4) for serious behaviour e.g. swearing, answering back, refusing to carry out an adult's request, aggressive behaviour etc.

Recording and monitoring behaviour

Incidents that reach stage 3 or stage 4 should be recorded on the school's Microsoft Form. Incidents will be checked by SLT each day and a weekly meeting will take place to discuss reoccurring incidents. An overview will be presented to Governors at each FGB meeting.

Regular time will be given at staff meetings to review behaviour incidents and to have honest and reflective conversations about how staff managed a behaviour incident and what went well or what we might do differently next time.

Appendix 1

Snodland Church of England Primary School

Our behaviour values



We are kind to everyone





We always tell the truth, we forgive each other and ask for forgiveness





We work together in harmony





We believe in ourselves and each other





We aspire to be the best that we can be





We are enthusiastic about our learning and take pride in our achievements



Appendix 2 – Behaviour Principles

- We strive to ensure that every child understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Our Behaviour Policy, which is understood and supported by all stakeholders, is rooted in our Christian Values and the power of forgiveness and learning from and being responsible for our actions
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life
- Rewards and consequences are used consistently by staff, in line with our behaviour policy
- The decision to use physical intervention and/or reasonable force, will be based on individual circumstances and the professional judgement of staff and will always follow the principles and strategies of Safer Handling training that staff have participated in
- We believe that bullying or harassment of any description is unacceptable, even if it occurs outside of school, and we aim to be proactive in preventing and tackling bullying so that children feel safe all of the time
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board of Snodland CEP School annually.