



Positive Behaviour Policy

The principles of this policy apply to Key Stage 1 and 2 children at Attenborough School. Annex A outlines the policy adjustments for our EYFS children acknowledging that reward and response require adjustment to match the age and additional known need of different groups/individuals

Introduction

- We believe that children need to be able to learn in a safe and emotionally supportive environment and that this is an essential prerequisite for learning.
- We believe in maintaining high expectations for behaviour and giving praise and rewards to children who **consistently** meet shared expectations and who act as effective role models for others.
- We believe that when bullying occurs, it needs to be resolved promptly by working with all parties concerned. The whole school community will continually work together to give a clear message that bullying is not tolerated in our collective WE CARE culture.
- We believe that there must be clear procedures in place to respond to all unacceptable behaviour choices which negatively impact on the education or welfare of the individual and others in our school.

From this point forward, children are referred to as learners.

1.1 Positive Character behaviours

Be Kind: We will encourage learners to be kind to others and to think of ways to solve problems which do not involve hurting others. This means that learners must keep each other physically and emotionally safe and that actions that cause danger or risk to others will not be tolerated. This point is fundamental to the school's approach to tackle and prevent bullying.

Be Helpful: We will encourage our learners to understand that they come to school to learn and that it is unacceptable to stop the learning of others. We believe in 'working together' and supporting others to achieve, whether in lessons, in the dinner hall or in the playground. We enjoy and celebrate the success and achievements of our peers.

Listen to others: We believe that everyone's opinion should be heard. Everyone in our school should be treated with respect and should feel comfortable when expressing their views or opinions. We do not always have the same opinions but will acknowledge others, attempting to resolve differences in a changemaker fashion.

Be Honest: Through WE CARE, we encourage the mindset of learning from mistakes and reflection. Honesty is an integral value which we believe in as a school and will support our learners in becoming the successful global citizens of tomorrow. Therefore, we expect honesty from all as a cornerstone for future trust and unity.

Share time and talents: We will encourage learners to value relationships in school and devote time to each other 'working together.' This includes sharing our talents and time to support others to help them to improve and identify themselves within our school culture.

1.2 Positive WE CARE learning behaviours



1.3 Positive reinforcement

We have developed a range of rewards to support the embedding of a culture of care through positive reinforcement of expected/appreciated behaviour choices.

Character Behaviour

Team (House) Points

When demonstrating Global Character traits, all learners are rewarded through our House system. This has a positive effect of consistently reinforcing what 'character success in our culture' looks like and acknowledges positively the expected acts of kindness and care. Every child is a member of one of our four house teams. House points are collated in classrooms and collected weekly by our Senior

Prefects (Year 6) and Prefects (Year 5). These points are accumulated on a half-term basis and the Team Cup is awarded to the House with the highest total of House points. House Point progress and results are further celebrated in the school's monthly achievement bulletins.

Kingfisher Award

This is presented to three learners across the school in monthly Kingfisher Achievement assemblies. Certificates are used to recognise and reward positive character and conduct in relation to our Global Character traits/values both within school and across the wider community "We Care about others" School-based colleagues can nominate learners for a Kingfisher Award and parents are encouraged to share note-worthy character behaviours beyond the school gates. Kingfisher Character winners are further celebrated in the school's monthly achievement bulletin.

Learning behaviour

Merit Points

When demonstrating WE CARE learning behaviours, all learners are rewarded through individual merit points. Learners collect merit points on Merit cards (10 merit points). When 10 merit points have been achieved, all learners are rewarded with a merit sticker. Teaching colleagues and the Headteacher will record merit progress and when a child achieves a multiple of ten full merits, a special certificate/badge is awarded in weekly Achievement assemblies. Gold Merit winners (30 merits); Platinum Merit winners (50 merits) and Amethyst Merit winners (100 merits) are placed in our Hall of Fame board within the main hall. Obsidian winners (200 merits) are displayed in our Main School Office. Parents are invited into assemblies on the special occasions of 10, 30, 50, 100, 130 and 200 merit milestones. The names of all learners achieving a merit milestone are celebrated further in the school's monthly achievement bulletin.

Headteacher WE CARE Award

This is presented to one learner from each class every fortnight (FS2-Year 6) in our WE CARE Achievement assemblies. Certificates are used to recognise exceptional commitment to WE CARE learning behaviour/skills. The names of all WE CARE Award winners are further celebrated the school's monthly achievement bulletin.

1.4 Maintaining positive character behaviour through Consequence:

Non-participation in group/class learning provision.

Definition – when a learner refuses to join the class, or group learning on offer.

School colleagues will remain calm and remind the learner of ‘the right choice.’ If behaviour choice remains unchanged by feedback – school colleagues will allow for ‘take-up time,’ monitoring from a safe distance (if applicable). The school colleague leading the response will again reinforce the correct behaviour choice after 5 minutes of ‘take-up time’ – repeated cycle. Colleagues are encouraged to inform another colleague when they are out of immediate sight but still in sound range. Incidents of missed learning time which result in more than 15 minutes will be recorded internally by the class teacher to track frequency.

Class teachers will inform parents when missed learning exceeds 15 minutes in any given day/session. Assistant Headteacher and SENDCo will monitor missed learning on a half-term basis. Three significant incidents per half term (15 minutes or more), class teacher/AHT/SENDCo meet to discuss options and consider additional need/unrecognised need/support in managing transitions. Class teacher to meet with parents to outline supportive action to be taken.

Repeated events – Class teacher will inform the SENDCo and a meeting will be arranged with parents and an action plan agreed (if applicable). Ongoing internal monitoring of any support plan will continue.

Ignoring adult instruction or request

Definition – an adult need to engage with a learner and learner refuses (runs away or verbalises refusal)

School colleagues will check the instructions are understood. If understood and refusal re-occurs, consequence time should be issued. School colleague to inform the learner’s class teacher who will supervise the consequence time. For learners who are developmentally unable to learn from consequence sanctions – ensure message is clear (short simple instruction/clear visual cues and calm manner). If possible – return to the learner when calm to make it clear that it was not ok to ignore and give clear, developmentally appropriate explanation. If it is a learner who might need first aid – parents must be communicated with and informed. School colleague to inform the learner’s class teacher.

Repeated events – Class teacher will inform SENDCo and a meeting will be arranged with parents and an action plan agreed (if applicable). Ongoing internal monitoring of any support plan will continue.

Emotional Dysregulation

Definition – Emotions are not regulated. This will often come with secondary behaviours but addressing the dysregulation is the immediate priority.

School colleagues to refer to the guidance prompts (p.14-18 DCS Emotional Coaching booklet) – steps to be followed:

1. Regulate – Assessment of safety for all and supervision without judgement (this can be a lengthy process for some learners). Should regulation take longer than 15 minutes, parents should be informed.
2. Validate – Labelling and validating emotions – e.g. Labelling: “I can see you are (describe what can be seen) – I wonder if you are feeling ...?” Validating: “I understand why you feel...”
3. Behaviour limit – “It’s ok to feel X but it’s not okay to...” “Remember, we... (Use kind hands, show we are ready to listen...”
4. Problem-solve – “Can you think of a different way to show you feel...?” “Let’s think of what you could have done instead?”

Class teacher to be informed (if not involved/present in the above universal response). As a follow-up, class teacher will inform parents when regulate step exceeds 15 minutes, or if a behaviour pattern is identified). Class teachers are responsible for escalating concerns to school’s pastoral leads (Headteacher, Assistant Headteacher and SENDCo) in line with school policy directives.

Repeated events in which an additional need is present – Class teacher will inform SENDCo and a meeting will be arranged with parents and an adaption to individual plans agreed (if applicable).

Aggressive behaviour

Definition – Intention to: Intending/threatening to hurt a peer or adult.

Immediate reaction – (See dysregulation steps above). All colleagues to maintain a safe distance to avoid endangering themselves during Step 1: Regulate.

Colleagues are then responsible for informing class teachers who will then consider if referral to pastoral lead is required. Please note – all no chance behaviour listed on Page 9 will be referred to the pastoral leads.

1.5 Maintaining positive learning behaviour through Consequence:

Shared values in classroom and learning environments:

- **Respect One Voice** – listen to teachers and learners to allow all to learn and feel valued.
- **Show good manners** – follow guidance and instruction to maximise your potential.
- **Care about others** – show empathy towards others, we all belong.

If a learner demonstrates any of the following behaviours in a classroom/lesson environment, school-based colleagues will apply the following staged approach.

- interrupting a teacher or talking over a friend providing feedback in class.
- challenging or ignoring an adult decision or instruction in class.
- running or shouting in learning environments.

Stage 1- polite reminder / followed by a verbal warning (if required)

A school-based colleague will initially remind the learner of our shared values and encourage them to make a corrective choice regarding future behaviour. At this point, a verbal warning of consequence/time-out may also be issued should a learner continue to demonstrate unacceptable behaviour. This gives all learners a further opportunity to reflect and make a positive choice to correct future actions.

If demonstrated behaviour is deemed severe enough then school-based colleagues may begin at Stage 2 (below), issue of consequence without warning or refer directly to non-chance behaviours (Page 9).

Stage 2 – consequence issued.

If behaviour is severe enough, or continues after stage 1 reminders, a consequence/time-out period will be determined by the school-based colleague working with the learner. For Key Stage 1 & 2 learners (as deemed appropriate), consequence time will result in the learner re-considering their choices outside of lesson time with their class teacher.

Stage 3 – alternative learning environment

For (Years 1-6) and if appropriate, if unacceptable behaviour continues, the learner will be asked to continue their learning in the Year 6 classroom alongside Senior Prefects. Should this happen, the learner's class teacher will contact parents either by phone, a note in the home-school reading diary, or in person on occasions when it is deemed necessary to continue learning in the alternative classroom. For learners with identified additional need known to our SENDCo, the SEND Hub Room may also be used with SEND LSAs supporting learning tasks/ appropriate restorative activities.

When a Senior Prefect (Year 6) pupil demonstrates any of the identified unacceptable learning

behaviours at Stage 3, they will continue learning for that session in the Headteacher/ Assistant Headteacher Office. This will also apply to all learners who continue to demonstrate unacceptable learning behaviours after continuing their learning in the alternative classroom (The KS2 leader will determine when this is required and inform the Headteacher/Assistant Headteacher or SENDCo for learners with known additional need).

We expect that it would be a rare occurrence that a learner would find themselves in such a situation because of the positive systems in place. The Pastoral team (Headteacher, AHT and SENDCO will review any Stage 3 behaviour interventions at fortnightly intervals.

1.6 Breaktime and Lunchtime behaviour management

Shared values during breaktimes and lunchtimes in all play environments:

- Listen to adults so that we keep ourselves and others safe and happy.
- Play safely and kindly with others.
- Use and care for all equipment in an appropriate way.

If a learner demonstrates any of the following behaviours during playtimes and lunchtimes, school-based colleagues will follow the following staged approach.

- Not following an adult instruction.
- Saying unkind words or spoiling games of others.
- Using equipment in an unsafe, unkind or harmful manner.

Stage 1- polite reminder / followed by a verbal warning (if required)

A school-based colleague will initially remind the learner of our shared values and encourage them to make a corrective choice regarding future behaviour. At this point, a verbal warning of consequence/time-out may also be issued should a learner continue to demonstrate unacceptable behaviour. This gives all learners a further opportunity to reflect and make a positive choice to correct future actions.

If demonstrated behaviour is deemed severe enough then school-based colleagues may begin at Stage 2 (below), issue of consequence without warning or refer directly to non-chance behaviours (Page 9).

Stage 2 – consequence issued

If behaviour is severe enough, or continues after stage 1 reminders, a consequence period will be determined by the school-based colleague. For Key Stage 1 & 2 learners (as deemed appropriate), consequence time will result in the learner re-considering their choices the following day during breaktime/ lunchtime with the Headteacher or Assistant Headteacher.

1.7 Universal response to ‘no-chance’ behaviours

We have identified behaviours which are classified as ‘no-chance’ behaviours. Total non-compliance, which significantly impacts on the learning culture of the classroom, endangers collective safety, or seriously damages school property or resources. These behaviours are referred directly to the Headteacher, in their absence the Assistant Headteacher or SENDCo. The behaviour may be logged on My Concern and parents are informed. If required, parents may be invited to a meeting to discuss the behaviour action and if deemed necessary a Positive Behaviour Plan will be devised by the class teacher and SENDCo.

<i>No Chance Behaviours – these are to be investigated outside of our universal Consequence/ Time-out procedures</i>	
<ul style="list-style-type: none">• <i>Intentionally injuring, or attempting to injure another, including spitting</i>• <i>Intentionally damaging the property of another, or school property</i>• <i>Swearing; Racist, Homophobic or offensive comments directed at another</i>	<p>In these instances, learners will be referred to the Headteacher, Assistant Headteacher or SENDCo for investigation and next step action.</p> <p>These incidents may be recorded on My Concern for future reference.</p>

1.8 Exceptions – learners with additional need

Should scenarios occur when there are learners who are unable to meet our universal expectations, and repeated ‘unacceptable behaviours’ present themselves (due to known additional needs); these will be recorded on the school’s internal review procedures for learners with DCS Individual Support Plans (ISPs). Information will be shared and updated by the school’s pastoral leaders and the learner’s class teacher to ensure inclusive and supportive consideration is given to behaviour management outcomes. Engagement with parents and external services will be a feature of our behaviour management approach in such scenarios and may lead to adaptations of (ISPs). School will also provide individual, group or universal support to all victims and witnesses of aggressive or unkind behaviour as required, working closely with parents in such situations.

1.9 Positive Behaviour Plan

If a learner needs more support to meet our universal expectations set out in this policy, this would be described in a Positive Behaviour Plan (PBP). Our SENDCo will initially liaise with professional colleagues and parents and if required as a next step, external support agencies to build a team around the learner to best support an individual learner’s needs.

Where appropriate, parents will be contacted and invited into school to participate in the development of the PBP if a learner is exhibiting a **pattern of behaviour** that may need additional support. A PBP will contain clear targets and expectations for behaviour and detail the agreed strategies between school and home. This will ensure a consistent and positive approach to the learner's behaviour demonstration. The progress of all learners on a PBP will be closely monitored to determine the impact of strategies employed and to acknowledge improvement. During this time, we believe it is particularly important that there continues to be close communication between home and school. This may take the form of contact through an agreed journal, or in exceptional cases, a telephone call.

- If the PBP is ineffective and repeated incidents of severe behaviour occur, with the parent's permission, external professionals linked to EPSL will be contacted, e.g. Educational Psychologist. Where this multi-agency work is initiated, meetings will be documented.
- Physical intervention may be necessary to prevent an individual harming themselves or others (please see DCS Restrictive Intervention and Restraint Directive 3.2.12)
- If a learner is causing a significant risk of harm to themselves or others, they may be excluded for a set period or permanently. In these scenarios, the MOD exclusion policy will be followed. Professional judgement is applied by the Headteacher, Assistant Headteacher and SENDCo and consultation with the school's Area Education Officer (DCS) will also be sought. Both the age and need of a learner will be considered and a supportive multi-agency reintegration procedure will be followed.

2.0 Evaluation and review

To ensure that our approach maintains the highest possible standards of behaviour and conduct through our WE CARE values; in addition to preventing, identifying and stopping incidents of bullying; the following evaluation measures are employed:

- School leaders will monitor behaviour through discussion with colleagues and informal observations of behaviour during each school day. Behaviour concerns may also be shared in teaching team meetings or through internal school monitoring systems.
- The Headteacher, Assistant Headteacher, SENDCo and Key Stage Leaders monitor the impact of any behavioural issues through conversations with learners.
- Leaders, including the Headteacher, will maintain a high visibility approach throughout their time in school.
- Serious incidents of behaviour referred to Pastoral leads will be shared with appropriate colleagues in school.
- The pastoral leaders liaise regularly with colleagues to identify behaviour and bullying issues. This includes monitoring the consistent application of this policy across the school and

ensuring that teaching colleagues have effective behaviour management strategies. Training needs are identified and supported, this includes positive de-escalation learning.

- The Headteacher will liaise regularly with other pastoral leads to discuss any issues and to plan strategies.
- The Headteacher reports to Governors and DCS on the effectiveness of this policy in practice and standards of behaviour in school each term through the Core Visit monitoring programme.
- This Policy is reviewed by our SGC in the light of practical experience of its implementation. Amendments may be considered as new, or more effective practice is developed and refined to meet changing learner individual or collective need.

Reviewed: December 2025 / January 2026

SGC ratified: January 2026

Annex A: Positive Behaviour Policy – Early Years Foundation Stage (EYFS)

The principles of this annex apply to EYFS at Attenborough School. Annex A outlines the adjustments for our EYFS children acknowledging that reward and response require adjustment to match the age and additional known need of different groups/individuals

Introduction

- We believe that EYFS learners need to be able to learn in a safe and emotionally supportive environment and that this is an essential prerequisite for progress.
- We believe in maintaining high expectations for behaviour and giving praise and rewards to learners who **consistently** meet shared expectations.
- We believe that there must be clear procedures in place to respond to all unacceptable behaviour choices which negatively impact on the education or welfare of the individual and other learners in our school.

A.1 Positive Character behaviours (FS2)

Be Kind: We will encourage learners to be kind to others and to think of ways to solve problems which do not involve hurting others. This means that learners must keep each other physically and emotionally safe and that actions that cause danger or risk to others will not be tolerated. This point is fundamental to the school's approach to tackle and prevent bullying.

Be Helpful: We will encourage our learners to understand that they come to school to learn and that it is unacceptable to stop the learning of others. We believe in 'working together' and supporting others to achieve, whether in lessons, in the dinner hall or in the playground. We enjoy and celebrate the success and achievements of our peers.

Listen to others: We believe that everyone's opinion should be heard. Everyone in our school should be treated with respect and should feel comfortable when expressing their views or opinions. We do not always have the same opinions but will acknowledge others, attempting to resolve differences in a changemaker fashion.

Be Honest: Through WE CARE, we encourage the mindset of learning from mistakes and reflection. Honesty is an integral value which we believe in as a school and will support our learners in becoming the successful global citizens of tomorrow. Therefore, we expect honesty from all as a cornerstone for future trust and unity.

Share time and talents: We will encourage learners to value relationships in school and devote time to each other ‘working together.’ This includes sharing our talents and time to support others to help them to improve and identify themselves within our school culture.

A.2 Positive WE CARE learning behaviours (EYFS)



A.3 Positive reinforcement

We have developed a range of rewards to support the embedding of a culture of care through positive reinforcement of expected/appreciated behaviour choices.

Character Behaviour (FS2)

Team (House) Points

When demonstrating Global Character traits, all learners are rewarded through our House system. This has a positive effect of consistently reinforcing what ‘character success in our culture’ looks like and acknowledges positively the expected acts of kindness and care. Every child is a member of one of our four house teams. House points are collated in classrooms and collected weekly by our Senior Prefects (Year 6) and Prefects (Year 5). These points are accumulated on a half-term basis and the Team Cup is awarded to the House with the highest total of House points. House Point progress and results are further celebrated in the school’s monthly achievement bulletins.

*FS1 and (2-3) provision learners are rewarded with stickers when demonstrating positive character behaviours.

Kingfisher Award (FS2)

This is presented to three learners across the school in monthly Kingfisher Achievement assemblies. Certificates are used to recognise and reward positive character and conduct in relation to our Global Character traits/values both within school and across the wider community “We Care about others” School-based colleagues can nominate learners for a Kingfisher Award and parents are encouraged to share note-worthy character behaviours beyond the school gates. Kingfisher Character winners are further celebrated in the school’s monthly achievement bulletin.

Learning behaviour

Merit Points (FS1 and FS2)

When demonstrating WE CARE learning behaviours, all FS1 and FS2 learners are rewarded through individual merit points. Learners collect merit points on Merit cards (10 merit points). When 10 merit points have been achieved, all learners are rewarded with a merit sticker. Teaching colleagues and the Headteacher will record merit progress and when a child achieves a multiple of ten full merits, a special certificate/badge is awarded in weekly Achievement assemblies. Gold Merit winners (30 merits); Platinum Merit winners (50 merits) and Amethyst Merit winners (100 merits) are placed in our Hall of Fame board within the main hall. Obsidian winners (200 merits) are displayed in our Main School Office. Parents are invited into assemblies on the special occasions of 10, 30, 50, 100, 130 and 200 merit milestones. The names of all learners achieving a merit milestone are celebrated further in the school’s monthly achievement bulletin.

*2-3 provision learners are rewarded with stickers when demonstrating WE CARE learning behaviours.

Headteacher WE CARE Award (FS2)

This is presented to one learner from FS2 every fortnight in our WE CARE Achievement assemblies. Certificates are used to recognise exceptional commitment to WE CARE learning behaviour/skills. The names of all WE CARE Award winners are further celebrated the school’s monthly achievement bulletin.

A.4 Maintaining positive character behaviours in EYFS:

Non-participation in group/class learning provision.

Definition – when a learner refuses to join the class, or group learning on offer.

School colleagues will remain calm and remind the learner of ‘the right choice.’ If behaviour choice remains unchanged by feedback – school colleagues will allow for ‘take-up time,’ monitoring from a safe distance (if applicable). The school colleague leading the response will again reinforce the correct

behaviour choice after 5 minutes of 'take-up time' – repeated cycle. Colleagues are encouraged to inform another colleague when they are out of immediate sight but still in sound range. Incidents of missed learning time which result in more than 15 minutes will be recorded internally by the class teacher to track frequency.

Class teachers will inform parents when missed learning exceeds 15 minutes in any given day/session. Assistant Headteacher and SENDCo will monitor missed learning on a half-term basis. Three significant incidents per half term (15 minutes or more), class teacher/AHT/SENDCo meet to discuss options and consider additional need/unrecognised need/support in managing transitions. Class teacher to meet with parents to outline supportive action to be taken.

Repeated events – Class teacher will inform the SENDCo and a meeting will be arranged with parents and an action plan agreed (if applicable). Ongoing internal monitoring of any support plan will continue.

Ignoring adult instruction or request

Definition – an adult need to engage with a learner and learner refuses (runs away or verbalises refusal)

School colleagues will check the instructions are understood. If understood and refusal re-occurs, consequence time should be issued. School colleague to inform the learner's class teacher who will supervise the consequence time. For learners who are developmentally unable to learn from consequence sanctions – ensure message is clear (short simple instruction/clear visual cues and calm manner). If possible – return to the learner when calm to make it clear that it was not ok to ignore and give clear, developmentally appropriate explanation. If it is a learner who might need first aid – parents must be communicated with and informed. School colleague to inform the learner's class teacher.

Repeated events – Class teacher will inform SENDCo and a meeting will be arranged with parents and an action plan agreed (if applicable). Ongoing internal monitoring of any support plan will continue.

Emotional Dysregulation

Definition – Emotions are not regulated. This will often come with secondary behaviours but addressing the dysregulation is the immediate priority.

School colleagues to refer to the guidance prompts (p.14-18 DCS Emotional Coaching booklet) – steps to be followed:

1. Regulate – Assessment of safety for all and supervision without judgement (this can be a lengthy process for some learners). Should regulation take longer than 15 minutes, parents should be informed.
2. Validate – Labelling and validating emotions –e.g. Labelling: “I can see you are (describe what can be seen) – I wonder if you are feeling ...?” Validating: “I understand why you feel...”
3. Behaviour limit – “It’s ok to feel X but it’s not okay to...” “Remember, we... (Use kind hands, show we are ready to listen...”
4. Problem-solve – “Can you think of a different way to show you feel...?” “Let’s think of what you could have done instead?”

Class teacher to be informed (if not involved/present in the above universal response). As a follow-up, class teacher will inform parents when regulate step exceeds 15 minutes, or if a behaviour pattern is identified). Class teachers are responsible for escalating concerns to school’s pastoral leads (Headteacher, Assistant Headteacher and SENDCo) in line with school policy directives.

Repeated events in which an additional need is present – Class teacher will inform SENDCo and a meeting will be arranged with parents and an adaption to individual plans agreed (if applicable).

Aggressive behaviour

Definition – Intention to: Intending/threatening to hurt a peer or adult.

Immediate reaction – (See dysregulation steps above). All colleagues to maintain a safe distance to avoid endangering themselves during Step 1: Regulate.

Colleagues are then responsible for informing class teachers who will then consider if referral to pastoral lead is required. Please note – all no chance behaviours listed on Page 9 will be referred to the pastoral leads.

A.5 Maintaining positive learning behaviour through Consequence:

Shared values in classroom and learning environments:

- **Respect One Voice** – listen to teachers and learners to allow all to learn and feel valued.
- **Show good manners** – follow guidance and instruction to maximise your potential.
- **Care about others** – show empathy towards others, we all belong.

If a learner demonstrates any of the following behaviours in a classroom/lesson environment, EYFS colleagues will apply the following staged approach.

- interrupting a teacher or talking over a friend providing feedback in class.
- challenging or ignoring an adult decision or instruction in class.
- running or shouting in learning environments.

Stage 1- polite reminder / followed by a verbal warning (if required)

EYFS colleagues will initially remind the learner of our shared values and encourage them to make a corrective choice regarding future behaviour. At this point, a verbal warning of thinking time may also be issued should a learner continue to demonstrate unacceptable behaviour. This gives all learners a further opportunity to reflect and make a positive choice to correct future actions.

If demonstrated behaviour is deemed severe enough then EYFS colleagues may begin at Stage 2 (below), directing thinking time without warning or refer directly to non-chance behaviours (Page 19).

Stage 2 – thinking time directed

If behaviour is severe enough, or continues after stage 1 reminders, a thinking time period will be determined by the EYFS colleague working with the learner.

Stage 3 – alternative learning environment (FS2)

For learners with identified additional need known to our SENDCo, the SEND Hub Room may also be used with SEND LSAs supporting learning tasks/appropriate restorative activities.

A.6 Breaktime and Lunchtime behaviour management (FS2)

Shared values during breaktimes and lunchtimes in all play environments:

- Listen to adults so that we keep ourselves and others safe and happy.
- Play safely and kindly with others.
- Use and care for all equipment in an appropriate way.

If a learner demonstrates any of the following behaviours during playtimes and lunchtimes, school-based colleagues will follow the following staged approach.

- Not following an adult instruction.
- Saying unkind words or spoiling games of others.
- Using equipment in an unsafe, unkind or harmful manner.

Stage 1- polite reminder / followed by a verbal warning (if required)

A school-based colleague will initially remind the learner of our shared values and encourage them to make a corrective choice regarding future behaviour. At this point, a verbal warning of thinking time may also be issued should a learner continue to demonstrate unacceptable behaviour. This gives all learners a further opportunity to reflect and make a positive choice to correct future actions.

If demonstrated behaviour is deemed severe enough then school-based colleagues may begin at Stage 2 (below), issue of thinking time without warning or refer directly to non-chance behaviours (Page 19).

Stage 2 – thinking time issued

If behaviour is severe enough, or continues after stage 1 reminders, a thinking time period will be determined by the school-based colleague. This will be recorded and passed to the FS2 provision lead to action.

A.7 Universal response to ‘no-chance’ behaviours in EYFS

We have identified behaviours which are classified as ‘no-chance’ behaviours. Total non-compliance, which significantly impacts on the learning culture of the classroom, endangers collective safety, or seriously damages school property or resources. These behaviours are referred directly to the Headteacher, in their absence the Assistant Headteacher or SENDCo. If required, parents may be invited to a meeting to discuss the behaviour action and if deemed necessary a Positive Behaviour Plan will be devised by the Provision lead and SENDCo.

EYFS No Chance Behaviours – these are to be investigated outside of our universal thinking time procedures

<ul style="list-style-type: none"> • <i>Intentionally injuring, or attempting to injure another, including spitting</i> • <i>Intentionally damaging the property of another, or school property</i> • <i>Swearing; Racist, Homophobic or offensive comments directed at another</i> 	<p>In these instances, learners will be referred to the Headteacher, Assistant Headteacher or SENDCo for investigation and next step action.</p> <p>These incidents may be recorded on My Concern for future reference.</p>
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A.8 Exceptions – learners with additional need

Should scenarios occur when there are learners who are unable to meet our universal expectations, and repeated ‘unacceptable behaviours’ present themselves (due to known additional needs); these will be recorded on the school’s internal review procedures for learners with DCS Individual Support Plans (ISPs). Information will be shared and updated by the school’s pastoral leaders and the learner’s class teacher to ensure inclusive and supportive consideration is given to behaviour management outcomes. Engagement with parents and external services will be a feature of our behaviour management approach in such scenarios and may lead to adaptations of (ISPs). School will also provide individual, group or universal support to all victims and witnesses of aggressive or unkind behaviour as required, working closely with parents in such situations.

A.9 Positive Behaviour Plan

If a learner needs more support to meet our universal expectations set out in this policy, this would be described in a Positive Behaviour Plan (PBP). Our SENDCo will initially liaise with professional colleagues and parents and if required as a next step, external support agencies to build a team around the learner to best support an individual learner’s needs.

Where appropriate, parents will be contacted and invited into school to participate in the development of the PBP if a learner is exhibiting a **pattern of behaviour** that may need additional support. A PBP will contain clear targets and expectations for behaviour and detail the agreed strategies between school and home. This will ensure a consistent and positive approach to the learner’s behaviour demonstration. The progress of all learners on a PBP will be closely monitored to determine the impact of strategies employed and to acknowledge improvement. During this time, we believe it is particularly important that there continues to be close communication between home and school. This may take the form of contact through an agreed journal, or in exceptional cases, a telephone call.

- If the PBP is ineffective and repeated incidents of severe behaviour occur, with the parent's permission, external professionals linked to EPSL will be contacted, e.g. Educational Psychologist. Where this multi-agency work is initiated, meetings will be documented.
- Physical intervention may be necessary to prevent an individual harming themselves or others (please see DCS Restrictive Intervention and Restraint Directive 3.2.12)
- The MOD Exclusion Policy is only applicable to learners of compulsory school age (term after the 5th birthday). However, if a learner in EYFS poses significant risk of harm to themselves or others, the principles of the named Exclusion policy will be applied with professional judgement by the Headteacher, Assistant Headteacher and SENDCo. When deemed necessary, sessions for EYFS pupils will be concluded early and parents required to collect their child(ren) to prevent further harm to self or others if emotional regulation cannot be achieved. Should repeated incidents occur (pattern of behaviour), a supportive multi-agency approach will be followed by the school.

A.10 Evaluation and review

Annex A (EYFS) will be monitored and reviewed in line with the Positive Behaviour Policy.