



Redesdale Primary School

Positive Relationships Policy & Procedures

(incorporating School Behaviour Policy)

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REDESDALE PRIMARY SCHOOL

Positive Relationships Policy & Procedures

Introduction

At Redesdale Primary School we fully support the rights of all members of our community to work, learn and play in a safe supportive and stimulating environment.

We are proud to be a Thrive school and all members of our community are fully committed to work together to establish a positive school ethos and promote effective learning within an environment where all children and young people can feel valued and respected.

We must ensure that at the centre of our positive relationship practice is a knowledge and understanding of all children, their differences and similarities. Mutual respect is essential, all members of our community must be treated fairly and sensitively acknowledging and respecting all cultural, emotional, social and spiritual differences.

Throughout school life we are seeking to develop positive attitudes, raise the self-esteem of all children and establish school and education as being of value. It is hoped that this will be achieved through a range of class and school strategies that reward effort and achievement.

All members of staff accept their responsibility for establishing positive professional relationships with the children to support healthy brain stem development to meet each child's individual social and emotional needs.

Staff work with children on teaching acceptable codes of behaviour and the use of rewards and sanctions in line with policy. All members of our community must aim at all times to be good role models.

The positive relationships policy and procedures have been reviewed in relation to safeguarding and child protection.

This policy takes into account information provided in:

- Equality Act 2010
- Education Act 2011
- DfE Use of Reasonable Force Guidance July 2013
- DfE Behaviour in Schools Advice September 2022
- DfE Preventing and Tackling Bullying Advice July 2017
- DfE Searching, Screening and Confiscation Advice July 2022
- DfE Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement Guidance September 2022
- DfE Keeping Children Safe in Education September 2022

Aims

At Redesdale Primary School we:

- All have the right to learn.
- Are responsible for supporting the rights of others and ourselves.
- Have rules to support our right to learn and achieve in a safe environment.
- Have rewards to celebrate the right choices we make and our successes.
- Have consequences to help us learn to take responsibility for our actions and to support us to make the right choices in future.
- Have a Code of Conduct by which all children and staff demonstrate they are responsible members of our community and understand our expectations.
- Build confidence among children and young people to show empathy and understanding.
- Work with members of our school community to raise awareness and develop respect of both our own and others' behaviours.
- Use agreed methods of reporting and responding to incidents of inappropriate and positive behaviours.
- Identify a clear system to deal with appropriate behaviour and refer children when necessary for additional support from our Thrive practitioner team or wider professionals.
- Use Thrive screening and incident data (Pupil Concerns & Behaviour Logs) to improve the effectiveness of our positive relationships system and to target resources efficiently to meet individual children's needs.
- Share good practice and develop training when necessary to ensure consistency in approach and standards of expectation.

A Positive Approach to Relationship Management

An effective relationship and behaviour management policy is one that seeks to support and lead children towards high self-esteem and self-discipline. This occurs when positive, good relationships are formed and high expectations of good behaviour are clearly set.

We believe that self-esteem affects all thinking and behaviour impacts on learning and achievement. We aim to provide positive everyday experiences that enable our children to reach their full potential.

The Core Beliefs

Behaviour can change and every child can be successful once they are equipped physically to recognise bodily sensations and feelings.

The Thrive approach helps us understand the needs being signalled by a child's behaviour and gives us targeted strategies and activities to help them re-engage. Helping children to **Stop, Feel, Think and Act** appropriately.

Positive support is more likely to change behaviour than controlling and punishing. Positive systems for rewarding good behaviour will increase children's self-esteem and in turn help children achieve.

An acute awareness of every individual child's needs through our class based Thrive screening enables us to support them and act with compassion and fairly. We support children in acquiring and practicing self-discipline and the necessary skills to enable them to make the right choices in their actions. Reinforcing good behaviour helps our children feel good about themselves.

Our School's Expectations for Children & Adults

Responsibilities of Staff

All members of staff are expected to model our school ethos in their interactions with children and with other staff. We know that self-image is formed largely by how children feel they are perceived by adults and children with significance in their lives. All staff, children and visitors are expected to treat each other with respect. By doing this a calm environment is created, a place where children can feel safe, learning takes place and good behaviour is promoted. Staff should have high standards of expectations in terms of learning and behaviour. All staff are responsible for ensuring the school's positive relationships policy and procedures are fully implemented.

At Redesdale Primary School there is a whole school commitment to positive reinforcement using the Thrive Approach. There are high expectations and the standard of behaviour exhibited by all children reflects these expectations.

It is the responsibility of all adults in school to model our commitment to positive praise including acknowledging exemplary behaviour, politeness, kindness, tolerance, care and understanding. Every effort is made to highlight the positive aspects of children's behaviour in order to raise self-esteem and foster pride in themselves. The children are encouraged to be responsible, to set examples and to improve their behaviour. We provide children with opportunities to make choices and to positively influence outcomes in order to gain rewards and experience feelings of well-being, pride and satisfaction.

Children will also be clear about the logical consequences of unacceptable behaviour and why the behaviour is inappropriate. Everyone in school is treated with respect and valued as individuals who have rights, but who are also expected to accept responsibility for their own actions.

All staff should follow school policy and procedures using the Thrive Approach and receive training from our school Thrive Practitioners to ensure they understand the principles and practices of Thrive.

Our 5 Key Rules

We are **PROUD** to be at Redesdale Primary School:

- **P**olite
- **R**espect
- **O**pen and honest
- **U**nderstanding
- **D**o our best

Our PROUD rules are regularly shared with the children in assemblies and lessons to help children to work together to behave appropriately. Our PROUD rules are displayed in every classroom and around school and also link closely with our ABC's as part of our PE and Sports curriculum. Our expectations are as easy as our ABC'S:

- Attitude
- Behaviour
- Commitment
- Sportsmanship



‘We are PROUD to be at Redesdale Primary School’

We follow the 5 Key Rules at School

We do	We don't
We listen and we are polite to the person who is talking. (POLITE)	We don't interrupt.
We treat others with respect. We are friendly, kind and gentle to others. We look after our School and keep it safe for all. (RESPECT)	We don't hurt anybody's feelings and we don't waste or damage things.
We are open, honest and tell the truth. (OPEN AND HONEST)	We don't tell lies or hurt others by what we say.
We understand that we are all different and that is what makes us special. We care for each other. (UNDERSTAND)	We don't make fun of anyone because they are different.
We try our best and have a go. (DO OUR BEST)	We don't waste our own or others' time.

Listen and be polite to the person who is talking.

Treat others with respect, be friendly, kind and gentle. Look after our school and keep it safe for all.

Be open, honest and tell the truth,

Understand that we are all different and that's what makes us special.

Try your best and have a go.

Rewards, Sanctions & Consequences

The vast majority of our children behave well and are a credit to themselves, their parents/carers and the school. We believe in rewarding them for following 'Redesdale Primary School Rules' that govern all behaviour.

Our emphasis is on positive praise and rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

At the beginning of each year staff discuss expectations, reward systems and class contracts with the children however, all our systems are flexible and take into account individual circumstances. All Class Teachers should follow school procedures and policy and for some children individual behaviour plans detailing rewards and sanctions may be necessary.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated.

We encourage and acknowledge good behaviour and achievements with:

- **Verbal and non verbal praise** (including peer praise) including smiling at children, thumbs-up, nod, verbal praise to a parent about their child.
- **Rewards** - Stamps, stars, stickers, star of the day, whole class awards e.g. marble in the jar, extra playtime, smiley faces which go towards recognition of good/positive behaviour.
Sweets are not to be used as a reward as it is against our school rules.
- **Sending good work to other staff members for reward or praise** – this can be to a Class Teacher, School Administrator, Deputy Headteacher and even the Headteacher.
- **Special responsibility jobs** – Primary Leaders, Digital Ambassadors, Buddies, Class Monitors, etc.
- **Class/Individual Dojo's** – interactive avatars linked to individual children which are awarded points related to school/class rules. Children collect points/power tokens to win a prize/reward.
- **Star Learner of the Week** Certificates awarded to an individual child from each class during weekly Achievers Assembly. (Behaviour must be a focus at least once each half term.)
- **Times Tables Rock Stars** – awards for learning times tables.
- **Reading Rocks Awards** – Certificates awarded to an individual child for reading a specific amount of books/pages.
- **Headteacher Stickers** – Children are referred to the Headteacher/Deputy Headteacher as a result of good work/behaviour.
- **Letters/postcards/phone calls** to home for children's good behaviour and work.
- **Class/Individual Attendance Awards** for excellent attendance and punctuality each week and termly individual awards.

- **Book Tokens/prizes/vouchers** for individuals with 100% attendance at the end of each year.
- **Non-uniform days** for classes or individuals who show excellent behaviour/commitment.
- **Parent/teacher consultation** – positive comments and feedback in meetings with parents and end of year reports (recognising behaviour and attitude to school).
- End of Half Term event/disco/party.
- Any other reasonable reward suggested by individual classes.

Class Dojo

Our class reward system 'Class Dojo' works effectively to promote the PROUD Key Rules and our school 'star learner' behaviours (collaborative, co-operative, resilient, good listeners and communicators, inquisitive, active learners, good citizens and team players, etc). It is a web based rewards system, based on a virtual character (avatar). It is simple and fun and allows teachers to use it as an effective classroom recognition tool. It ensures that children follow clear rules and will specify rewards and sanctions for not following rules.

By recognising and rewarding 'good' behaviour and learning habits Class Dojo engages and excites children, motivating them to strive for higher achievements. It also empowers and involves parents in their child's class based achievements. Children collect points to gain 'power tokens' (25 points) which they can swap for a reward of different amounts, such as going in to lunch early, sitting on the Teacher's chair for the day, wearing non-uniform for a day. Teachers also use Class Dojo to have regular communication with parents. Messages can be sent via Class Dojo and Class Stories can also be created to update parents on learning that week.

Headteacher Awards

As part of our weekly 'Achievement Assembly' children are highlighted by staff and rewarded for good behaviour as well as for their learning achievements. This will also include a Headteacher Award/Certificate describing the child's achievements related to our Star Learner behaviours for learning. This strategy is to promote that **all** children understand that if they are sensible, try their best and follow schools' expectations for behaviour they will be rewarded for their efforts.

School Trips, Visitors and Events

We expect children to treat others with respect when they visit our school and to abide by our '**Five Key Rules – PROUD**'. It is even more important when children are out of school on a visit, a sporting event or other educational experiences that they follow the school rules as they are the ambassadors for our school.

Staff have high expectations of all our children when they plan and organise events outside of school and children should behave appropriately, as the majority do. Trips and school events are important for children to experience however, if a child chooses not to follow school rules and routines in school the Senior Leadership Team will make the decision whether the child will be allowed to attend. At school we encourage children to understand that behaviour is about their own choices and that others are not responsible for this. This sanction is only incurred when others have not been successful in changing a child's behaviour. Parents/carers will always be informed of the decision and that this decision will be made by the Deputy Headteacher or Headteacher.

Attendance & Punctuality Rewards

Punctuality and consistent good attendance will be rewarded weekly in assembly by a certificate for the class with the highest attendance figures. At the end of each term individual children that qualify for 98%+ attendance and punctuality will be presented with gold, silver or bronze certificates.

Any suspected cases of truancy or unauthorised absence **MUST** be reported to the Headteacher who will decide the most appropriate course of action. The school works closely with the Local Authority to address problems with attendance.

Support using the Thrive Approach

The procedures outlined in the following section are to help deal effectively with inappropriate behaviour. All Class Teachers are responsible for maintaining the high standards of behaviour in school. If a child exhibits inappropriate behaviour, staff should initially calmly attune and validate with the child using observation and saying what you see as well as unpicking when appropriate using 'I'm wondering if..' strategy to ask a child what has happened. Safe spaces are available in school where children can calm down, with support, if appropriate to the individual child's needs.

Sanctions and Consequences

This policy is designed to empower both teaching and support staff in our mutual desire to create a safe, fair, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these over-riding rules:

Be calm – Children should be dealt with calmly, firmly but fairly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should 'fit' the offence and be linked to the behaviour. Logical consequences should be designed to teach children at Redesdale Primary School more appropriate behaviour.

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions/consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is an effective deterrent.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear which rule has been broken and what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the child that is sanctioned.

(Further information about these sanctions is available in the DfE Behaviour in Schools Advice September 2022)

Each day will be a fresh start. However, if a child continues to break the rules each day or cannot meet behaviour expectations, the Class Teacher will refer to the Behaviour Log/Pupil Monitoring Form with a member of the Senior Leadership Team. This could lead to an informal 'Time Out' session with a member of Senior Leadership Team. Parents will be contacted by

telephone to inform them that their child's behaviour continues to be a cause for concern. Parents are then asked to meet with senior staff to implement further action.

Reflection Time

When a child is referred to 'Reflection Time' for inappropriate behaviour during playtime, lunchtime, assembly and clubs their name should be added to the 'Lunchtime Club' spreadsheet on the Shared Drive and in the 'Class Behaviour Log'.

The adult who referred the child must inform the Class Teacher why they are on reflection and add in the child's name, date and 'reason for the reflection time' column and sign their name.

Please use one of the drop down criteria/statements in the Behaviour Log:-

- Rude to adult
- Hurting others
- Causing damage
- Unacceptable behaviour
- Being dishonest
- Ignoring instructions

The adult on 'Reflection Time' adds to the reasons column to show what has been done about the child's behaviour i.e.

- Reflection Time adult on duty discussed consequences with child.
- Child has completed reasons for behaviour form
- Discussion on reasons for behaviour and how not to let it happen again
- Spoken to Deputy Headteacher/Headteacher and parent/carer asked to come in.

Positive Handling

At Redesdale Primary School we only use **positive handling** as a last resort, however when this is required it is undertaken with the child's best interest at heart. A child will only be held(restrained) for one of the following reasons:

- When a child is endangering their own safety or others.
- When a child is putting another student or staff at risk.
- When a child is trying to damage school property.

This will usually only be a member of the Senior Leadership Team, however, there are occasions where a member of school staff may have to use positive handling (reasonable force) to safeguard children.

'All members of school staff have a legal power to use reasonable force'
(DfE Use of Reasonable Force Guidance July 2013)

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'

'Schools can use reasonable force to:

- *Remove disruptive children from the classroom where they have refused to follow an instruction to do so.*

- *Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.*
- *Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.*
- *Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and*
- *Restrain a pupil at risk of harming themselves through physical outbursts.'*
(DfE Use of Reasonable Force Guidance July 2013)

Confiscation of inappropriate items

If a child brings an inappropriate item to school, staff are legally allowed to confiscate, retain or dispose of a child's property as long as it is reasonable in the circumstances. Staff may search a child if it is suspected that the child is concealing a 'prohibited item' which includes knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. If a prohibited item is found then legislation sets out what must be done with it.

(Further information about 'Confiscation of inappropriate items' is available in DfE Searching, Screening and Confiscation Advice July 2022)

Pupils behaviour and conduct outside of school premises

'Schools have the power to sanction pupils for misbehaving outside of the school premises to such an extent as is reasonable'
(DfE Behaviour in Schools Advice September 2022)

At Redesdale Primary School we will follow the sanctions set out in our Positive Relationships Policy & Procedures and Anti-Bullying Policy in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed on children.

Conduct outside the school premises, including online conduct, that school may sanction children for include misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a child at the school.
- could have repercussions for the orderly running of the school
- poses a threat to another child
- could adversely affect the reputation of the school.

In all cases of misbehaviour, a member of staff can only sanction the child on school premises or elsewhere when the child is under the lawful control of the staff member.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents as these are essential in promoting and maintaining high standards of behaviour.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if

the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate the policy and expectations to parents. All parents and carers will be asked to sign the home-school agreement in September or on entry to school.

Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the Class Teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Senior Leadership Team/Headteacher so that strategies can be discussed and agreed before more formal steps are required. (see Appendix 3 – Behaviour Stages and Protocols)

Equal Opportunities and Disability Discrimination

All children will be treated equally and fairly within school. There will be no discrimination regardless of age, sex, race, gender, disability, religion, belief or in line with the Equality Act 2010.

The school endeavours to make reasonable adjustments in relation to children's needs to ensure that all children are treated fairly in line with this policy – this may include improving the physical environment or improving the accessibility of information to disabled children and their parents/carers.

Staff ensure children know all issues of discrimination and prejudice including the use of derogatory language will be addressed by staff.

This policy should be read in conjunction with, but not limited to, the following documents:

- RPS Safeguarding & Child Protection Policy
- RPS Cyber-Bullying Policy
- RPS Anti-Bullying Policy
- RPS Single Equality and Diversity Scheme
- RPS Inclusion & Special Educational Needs & Disabilities Policy & Information Report
- RPS Online Safety & Acceptable Usage Policy
- RPS Social Networking Policy
- RPS Child on Child Abuse Policy and Guidance
- Keeping Children Safe in Education (September 2022)
- Working Together to Safeguard Children (July 2018 updates July 2022)

Appendix 1- Our Code of Conduct

Our expectations are that adults and children will:

1. Listen to each other.
2. Care for all people and treat them with respect and politeness.
3. Disagree without losing their tempers.
4. Care for their surroundings and belongings of all.
5. Ensure that other people are not put at risk by their actions.
6. Respect other peoples' views.

Expected behaviours for the classroom

1. Follow our Key Rules and Classroom Rules.
2. Come into class quietly and settle down quickly ready to learn.
3. Put up your hand if you need attention.
4. Listen, do as a trusted adult tells you first time.
5. Be friendly and help each other.
6. Focus on your own learning.
7. Speak quietly to each other.
8. Tidy up and put away equipment.
9. Wait until you are told before you leave the classroom.

Expected behaviours in the corridors and shared areas:

1. Respect other classes when moving to a different area in school.
2. Show good manners around school and speak to each other politely on the corridors.
3. Walk sensibly and quietly throughout school.
4. Hold doors open for adults, visitors and other children.
5. Keep shared areas and corridors tidy.

All school staff will ensure that they take shared responsibility for behaviour in the corridors.

Expected behaviours for the dining hall:

1. Come to the dining hall quietly.
2. Remember to say 'please' and 'thank you' to adults and other children.
3. Be polite to the dinner staff and do as a trusted adult tells you first time.
4. Eat your lunch quietly and sensibly.
5. Talk quietly to the people next to you.
6. Clear up and clean up when you have finished.
7. Leave the hall sensibly.

Expected behaviours for the playground:

1. Be kind and friendly and share with others.
2. Play happily, safely and sensibly and do not put others at risk by selfish actions.
3. All children and staff to use appropriate language.
4. Solve problems together peaceably. Seek a Teacher, Lunchtime Supervisor or Buddy for support if needed.
5. Listen to, follow instructions and be polite to the adults on duty.
6. Respect each other - say only nice things to each other.

Lining up at the end of playtime and lunchtime breaks:

1. Two rings on the bells will happen at the end of playtime and lunchtime breaks.
2. On the first bell children stop playing as soon as the bell sounds and stand still. All games will be stopped and equipment held. Staff will wait until all children are still.
3. On the second bell all children **walk** to their lines.
4. Children to stand sensibly in their class lines to await their Teacher.
5. Walk quietly to class.

Appendix 2 - Playtimes & Lunchtimes

The playground is where social exchanges and behaviour can become strained very quickly. Children behave better if they are occupied with appropriate games in the playground. Playground equipment is provided by Duty Staff or Class Teachers. The playground is developed to facilitate different activities i.e. football pitches, tyre park, trim trail, outdoor classroom and a range of other equipment.

Strategies that Duty Teachers and Lunchtime Supervisory Assistants may use to deal with any behaviour problems are:-

- Call the child aside and motivate towards acceptable behaviour.
- Use of Thrive strategies.
- Time-out within the play area for a limited time.
- Ban them from using equipment for a day if they are not using it appropriately.
- Child walks with the Teacher/ Supervisor.
- Report incident to SLT
- Send child to 'Reflection Time' where their name is recorded on the Behaviour Log and the child loses lunchtime playtime.
- Refer child for support/intervention (The child may be encouraged to go to 'Lunchtime Club' to help with their behaviour.)
- All incidents of a serious nature should be reported to the Deputy Headteacher or Headteacher immediately.

For minor incidents e.g. being silly, stone throwing away from others, being unkind, telling lies the child may be asked to stay with a member of staff or walk around the playground with them.

For some children who are on Thrive screening at the being or doing stage, their playtime play may be unsafe, they may require separate playtimes/physical activity support in a contained safety/behaviour plan, parents will be informed and modelled safe play will be put into place.

According to the severity or repetitive nature of the incidents parents/carers may be informed and further action may be taken.

Appendix 3 – Behaviour Stages & Protocols (Behaviour in Lessons/Class)

Stage		Teacher Action		Thrive Response
3 STEP SYSTEM	1	A) Verbal Warning (2 chances)	First time a rule is broken the teacher will discuss with the child the possible consequences of their actions. Child given opportunity to amend behaviour.	Do you feel fuzzy inside? What colour are you today? How can I help you to change your colour? Listen to the child!
	2	B) Written Warning (2 chances) C) Loss of Dojo Points/Loss of privileges	After a child breaks a rule after 2 verbal warnings their name is <ul style="list-style-type: none"> ○ written on the board ○ moved from the visual behaviour chart Once a child breaks a rule after 2 written warnings he/she then: <ul style="list-style-type: none"> ○ loses 1 dojo point ○ may lose a playtime ○ sits out for a set time period If the child still breaks the rule then; <ul style="list-style-type: none"> ○ he/she is recorded on the Behaviour Log after repeated unacceptable behaviours. 	Understand which stage the child is at to know how to respond appropriately – being, doing, thinking.... Use of redirection and re-engagement strategies. Remind the child of the expectations, explain that you understand how they are feeling, I know you don't like..... But we don't behave like this..... We don't hit..... We follow classroom/school rules.
	3	Informal notification to parents Pupil Monitoring Form	Teacher to inform parents (either in person or by telephone) about behaviour and child being placed on Pupil Monitoring Form. (2 week duration initially) Teacher and child agree on behaviour targets. Teacher monitors child's behaviour and signs form daily and liaises with SLT and parents.	Intervention sessions with Thrive Practitioner.....check ins Use of redirection and re-engagement strategies. Staff communication and feedback Parent involvement and feedback

Vital Relationship Functions – ATTUNEMENT, VALIDATION, CONTAINMENT, SOOTHING & REGULATING.

4	Informal 'Time Out' session with SLT	<p>Teacher to arrange for child to work with member of SLT for session.</p> <p>Child reports to member of SLT with work to complete and to discuss behaviour.</p> <p>Parents informed by member of SLT</p>	<p>Use of redirection and re-engagement strategies.</p> <p>Staff communication and feedback</p> <p>Parent involvement and feedback</p> <p>SLT to use Thrive strategies to keep child calm.</p>
5	Visit to Headteacher Internal Exclusion	<p>SLT to send child to Headteacher.</p> <p>Parents to be informed.</p> <p>Child will be internally excluded. Child will lose breaks / lunchtimes during this period. Child will report to DHT/HT with work.</p>	<p>HT to understand which stage the child is at to know how to respond appropriately – being, doing, thinking...</p> <p>Remind the child of the expectations, explain that you understand how they are feeling,</p> <p>I know you don't like.....</p> <p>But we don't behave like this.....</p> <p>We don't hit.....</p> <p>We follow classroom/school rules.</p> <p>HT to use Thrive strategies to keep child calm</p>
6	Fixed Term Exclusion	Headteacher follows North Tyneside Exclusion Policy and Procedures	
7	Permanent Exclusion	Headteacher follows North Tyneside Exclusion Policy and Procedures	