



Behaviour Policy

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1. Introduction

At The Shrubbery School we want every pupil to reach their full potential. We want them to grow socially, personally and academically and we want them to become responsible, caring and successful members of society. This behaviour policy enables children to do that as well as enabling teachers to teach in an orderly and disruptive free environment.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, and have an ethos of respect and responsibilities. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way and in encouraging positive behaviour in and around school.

2. Legal Framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including but not limited to, the following:

- Education Act 2011
- Education and Inspections Act 2006
- Health Act 2009
- The School Information (England) Regulations 2008 (amended 2018)
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) Use of reasonable force
- DfE (2015) Special educational needs and disability code of practice
- DfE (2018) Mental health and behaviour in schools
- DfE (2024) Behaviour in schools: Advice for headteachers and school staff
- DfE (2024) Keeping children safe in education 2025
- DfE (2024) Creating a school behaviour culture: audit and action planning tools

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

3. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, reflecting the high expectations and values of our school.
- Ensure that all learners can learn and succeed in a calm, safe and supportive environment, where staff promote and maintain clear expectations for behaviour.
- Outline how pupils are expected to behave.
- Define what the school considers to be unacceptable behaviour, including bullying.

- Summarise the roles and responsibilities of different people in the school community with regards to behaviour and management
- Outline our system of rewards and sanctions

4. Purpose

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management implementing a “behaviour curriculum” which clearly sets out what positive behaviour should look like. This will allow the pupils at The Shrubbery to enjoy a calm, caring, safe environment which will support every child both emotionally and educationally to give them the best possible chance of success.

Our expected standards of behaviour are clearly communicated to learners, staff members, parents and carers. Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- Setting high expectations: Children need to know what is expected of them, where, when and why.
- Adopting a calm and caring ethos: To support children effectively we consider each individual's needs, showing that we care enough to be firm and/or compassionate and remain calm and focussed when supporting positive behaviour changes.
- Being consistent with our approaches: All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all.
- Implementing a positive approach: All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour we will endeavour to use positive approaches that take account of individual's needs.
- Adopting de-escalation strategies: Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention.

5. Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- Discrimination Not giving equal respect to an individual based on age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- Harassment Behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour Deliberately acting in a manner to cause annoyance or irritation
- Bullying A type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils

- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour depending on the severity of the behaviour.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We do not tolerate bullying-

- Bullying will never be ignored
- All instances of bullying will be recorded

Every instance of bullying will be addressed, in line with this policy, with each child or young person involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern. Our PSHE curriculum supports children to understand and develop healthy, strong relationships with their peers. As a school, we participate in significant events through the year such as, Anti-Bullying Week, World Mental Health Day, Hello Yellow Day to help staff to support all children to develop positive relationships and wellbeing which enable them to reach their full potential in their learning and social development.

6. Roles and Responsibilities

Proprietor

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

Headteacher

- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Reporting to the proprietor on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Inclusion Manager

- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teachers and support staff

- Setting the tone and ethos for positive behaviour within the school.
- Establishing clear and consistent routines.
- Using positive strategies including the use of rewards and praise.
- Building positive relationships and creating and maintaining a calm and safe environment for learners.
- Modelling appropriate behaviour and positive and professional relationships. Including, no shouting.

- Understanding and meeting the academic, behavioural and emotional needs of all learners.
- Managing low-level disruption, quickly and effectively.
- Recording behaviour incidents promptly on Bromcom and informing parents/carers.
- Teaching learners how to behave safely and responsibly online.
- Ensure strategies outlined in individual behaviour plans/risk assessments are implemented effectively.
- Building positive relationships and communicating effectively with parents and carers.
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and where appropriate the pupil themselves.
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Supporting their child in adhering to the school's behaviour policy.
- Support their child in adhering to the school's behaviour policy
- Informing the school of any changes in circumstances that may affect their child's behaviour.
- Discussing any behavioural concerns with the class teacher directly and promptly.
- Raising any concerns about the management of behaviour with the school directly
- Respecting the caring ethos and values of the school.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Take part in any pastoral work following incidents of concern (for example: attending reviews of specific behaviour interventions)
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Pupils

- Pupils will be made aware of the following during their induction into the behaviour culture:
- Demonstrate respect, good manners and consideration for themselves and others, following the schools 6R's, which are, respect, resilience, resourcefulness, reasoning, reflective and responsibility.
- Uphold the caring ethos and values of the school.
- Greet each other, adults, and visitors courteously, including holding open doors and allowing them to pass through doorways first.
- Always look smart, in perfect uniform.
- Demonstrate self-awareness through appropriate posture, tone of voice, and language.
- Have high expectations of their own and others' behaviour.
- Develop excellent learning habits and social communication skills that they need to be successful.
- Develop independence, be resilient, have high self-esteem and accept responsibility for their own actions.
- Have a no tolerance approach to bullying and work with adults to create a positive and safe learning environment.
- Respect and show pride in their school environment.

7. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

8. Social, emotional and mental health needs (SEMH)

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted, and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

9. Rewards and effective classroom management

At the Shrubbery, the behaviour rules have been developed in collaboration with staff and pupils and is the foundation of a positive and consistent approach to behaviour management. As a school we aim to create an environment which is safe, where everyone feels respected and where pupils come into each lesson ready to engage in learning, this is following the schools 6 R's which are:

respect
resilience
resourcefulness
reasoning
reflective
responsibility

We believe that self-regulation and respect are at the heart of good behaviour. We foster and expect good behaviour from all children. Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.

Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated and engaged.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Follow the 6R's at all times.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff, visitors and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom charter and routines

The school has an established set of clear, comprehensive, and enforceable classroom rules, linked to the 6R's which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teacher.

The school has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The Headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any consequences for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily and as required. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the consequences.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing charters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practiced throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a classroom charter which they are required to read and sign. All rules outlined in the classroom rules agreement

are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

For younger pupils, parents will read the classroom rules agreement with their child and sign it on their behalf.

Behaviour curriculum and culture

Our Culture Positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet the classroom door/gate. This may be a simple 'Good morning' to provide a consistent check in and enthusiastic welcome to every child.

All adults will be looking out for children who show Shrubbery Values 6 R's and go **over and above**. The school will recognise that positive praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- **They define the behaviour that is being rewarded.**
- The **praise** is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- **Praise is related to effort**, rather than only to work produced.
- **Perseverance and independence** are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

Immediate – immediately rewarded following good behaviour.

Consistent – consistently rewarded to maintain the behaviour.

Achievable – keeping rewards achievable to maintain attention and motivation.

Fair – making sure all pupils are fairly rewarded.

In addition, we wish to give recognition to pupils who go 'over and above.' 'Over and above' behaviours include exceeding our school values, impacting the wider Shrubbery community and showing kindness to others.

Ways that children will be recognised for doing so:

- House points linked to good behaviour
- End of term Shrubbery certificates

In addition, all staff should take time to recognise positive behaviours and reward success through making proactive use of:

- Verbal praise
- Stickers

- House points
- Star of the day, Star of the Week
- School Leaders visiting children in school
- Certificates, following celebration assembly
- Marbles in a jar
- Communicating praise to parent / carers via a phone call or written message
- Positions of responsibility, such as a Head Boy / Head Girl, Class Ambassadors and Playground Buddy.

House Points Rewards System:

House – 25 house points.

Bronze – 50 points. A bronze certificate and badge will be given to the child along with a pencil.

Silver- 75 points - A silver certificate and badge will be given to the child along with a rubber.

Gold – 100 points. A gold certificate and badge will be given to the child along with a ruler.

Shrubbery Star (blue)– 150 points. A Shrubbery Star certificate will be given to the child along with a blue Shrubbery Star badge.

Crown - 200 points

Rankin Award - 300 points

Visual system – Behaviour Blueprint

In order for our children to know regulate their behaviour, a Behaviour blueprint is in place in all classrooms and all working areas of the school (hall, playground, intervention rooms) to support adults and children.

This behaviour expectation applies in all places in school, drop off and pick up point, off site during and after school:

- With teachers, pupils, support staff and midday staff and visitors
- In lessons, at playtime and at drop off and picking up times
- School Trips
- Sport Events
- After School Clubs
- Shrubs (Wrap Around Care)

Sanctions

Sanctions may be imposed on the children by teachers and Senior Management Team – this may include loss of privileges or lunch/break time, depending on the severity and reasons for the sanctions. In some cases letters may be sent home asking parents/carers to come to school for a meeting with the Head Teacher/teacher to discuss possible options. This may include:

9. Behaviour Stages and Consequences

The Shrubbery School has a staged approach to categories and appropriately respond to incidents of poor behaviour. This will involve the use of reasonable and proportionate consequences and be applied consistently and fairly, so that learners recognise that misbehaviour will always be addressed.

- Behaviour will be addressed holding the pupil accountable for their actions but not to demean them by belittling or shouting.
- Within this approach, staff members will consider where further strategies and support can be used to rectify or prevent incidents occurring e.g. de-escalation techniques.

- The following table contains some examples of behaviours in each stage and examples of consequences and/ or support. This list is not exhaustive.
- Lunch supervisors to report stage 1 and 2 incidents to class teachers. Stage 3 incidents to be reported to Senior Leadership Team.

Stage 1	
Incident	<p><u>Isolated incidents</u></p> <p>Low level behaviours which hinder learning of self and others</p> <ul style="list-style-type: none"> • Repeatedly talking • Inappropriate language • Being unkind to others • Inappropriate behaviour and volume, in and around the school • Not following school expectations of conduct
Consequence / Support	<p>Consequences:</p> <ul style="list-style-type: none"> • Verbal reminder • Reflection time, at break or lunchtime • Restorative conversation <p>Support:</p> <ul style="list-style-type: none"> • De-escalation strategies, 'I can see you might be feeling frustrated, is that right?' • Positive verbal reminder (praise) • Visual prompts, silent signals Appendix 2 – Behaviour Blueprint • Change of seating arrangement • Brain break in another classroom (if necessary to support movement as another de-escalation strategy) • Stay above the line Appendix 10
Adults involved	<p>Class teachers-including reporting to parents and carers</p> <p>Teaching Assistant / Lunchtime supervisor</p> <p>Parent / Carer if appropriate</p> <p>Added to Bromcom if consistently happening</p>

Stage 2	
Incident	<p><u>Incidents</u></p> <p>Disrespecting and/ or persistent behaviours e.g. spitting, rolling eyes, answering back Defiance / non-compliance</p> <p>Pushing / poking</p> <p>Bullying</p> <p>Low level physical contact</p> <p>Misuse of media</p> <p>Leaving the classroom without permission</p> <p>Low-level conflict e.g. football game fall out, imaginative play fall-out</p>

Consequence / Support	<p>Consequences:</p> <ul style="list-style-type: none"> ● Lost learning time made up during break / lunch ● Conversation with parent / carer – via Class Teacher ● Letter of apology / verbal apology <p>Support:</p> <ul style="list-style-type: none"> ● De-escalation strategies, ‘You appear to be feeling annoyed, irritated, can you tell me why?’ ● Restorative conversation/meeting ● Positive verbal reminder ● Visual prompts, silent signals, now and next (if needed) ● Supervised and agreed brief learning-breaks during a session, 2-minute brain breaks. ● Mentor support (older pupil) ● Playground buddy / play leader support (sports coach) ● Behaviour stool- visual discussion point ● Positive Weekly Behaviour Chart Appendix 8 ● Behaviour Plan Appendix 5 and 6
Adults involved	<p>Class Teacher- reporting to parents</p> <p>Teaching Assistant / Lunchtime supervisor</p> <p>Pastoral Lead/Sports coach</p> <p>Parent / Carer</p> <p>To be added to Bromcom</p>

Stage 3	
Incident	<p>Repeated defiance and non-compliance</p> <p>Running around school / attempting to leave premises</p> <p>Putting self or others at risk, in the school / during off-site activities Using items to threaten others</p> <p>Fighting</p> <p>Physical altercation with peers</p> <p>Offensive / prejudiced language used to hurt or provoke a reaction aimed at a peer or an adult</p> <p>Damaging property of others without intent to hurt or harm (reactive)</p> <p>Theft / stolen goods</p> <p>Physical aggression aimed towards others</p>

<p>Consequence / Support</p>	<p>Consequences:</p> <ul style="list-style-type: none"> ● Learning time lost made up during break / lunch time ● Conversation with parent / carer – via SLT or Head Teacher ● Letter of apology / verbal apology ● Behaviour Plan ● Suspension (extreme cases or if multiple incidents) <p>Support:</p> <ul style="list-style-type: none"> ● De-escalation strategies, ‘I can see that you’re feeling upset, anxious, do you know why?’ ● Positive verbal reminder ● Restorative conversation/ meeting ● Visual prompts ● Supervised and agreed brief learning-breaks during a session ● Mentoring support e.g. social group/ story ● Behaviour Risk Assessment ● External support ● Listening ears, see Forward Thinking Birmingham for self-referral form
<p>Adults involved</p>	<p>Class Teacher – meetings with parents and SLT</p> <p>Behaviour Plan</p> <p>Member of the Senior Leadership Team – Headteacher</p> <p>Pastoral Lead</p> <p>SENDCo</p> <p>Parent / Carer</p> <p>Outside agency</p> <p>To be added to Bromcom</p>

10. Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school’s procedures for handling child- on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary consequences for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary consequences, will not jeopardise the police investigation.

11. Prohibited items, searching pupils and confiscation

The Headteacher and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorized members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force may be used are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images.

Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to any person, including the pupil themselves, or damage to property.

12. Behaviour outside of school premises

This behaviour expectation applies in all places in school, drop off and pick up point, off site during and after school:

- With teachers, pupils, support staff and midday staff and visitors
- In lessons, at playtime and at drop off and picking up times
- School Trips
- Sport Events
- After School Clubs
- Shrubs (Wrap Around Care)

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing a school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy. The school will impose the same consequences for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose consequences once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

13. Data collection and behaviour escalation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom.
- Attendance, permanent exclusion and suspension data.
- Use of pupil support units, off-site directions and managed moves.
- Incidents of searching, screening and confiscation.
- Anonymous surveys for staff, pupils and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be monitored and objectively analysed termly by the Headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

14. Learner transition

The school will support learners to understand behaviour expectations by offering a transition day, prior to moving into the next year group. This will set behaviour and classroom expectations before the move each September.

To ensure a smooth transition to the next year, learners have with the opportunity to meet with their new teacher(s). In addition to this, teachers will meet to share information about the individual learners in their class.

To ensure behaviour is continually monitored and the right support is in place, information related to a learner's behaviour needs may be transferred to relevant staff at the start of the term or year.

Transition booklets with relevant pictures to support those learners that find transitions particularly difficult (highlighted via the teacher/ SENCO meetings) will also be given to pupils to take home over the summer break. This will enable pupils to familiarise themselves with what they will need to remember on their return: new classroom, coat peg, new teacher etc.



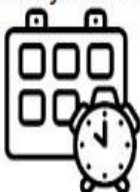
15. Monitoring and reviewing

This policy will be reviewed by the Behavioural Lead and Headteacher on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders

Appendix 1

This is how we do it here Use this blueprint as a reminder of daily behaviour practice within The Shrubbery School. 'When adults change, everything changes,' Paul Dix			
Our Behaviour Code 6 R's	Visible adult consistencies 1. Consistent calm behaviour 2. First attention to best conduct 3. Relentless routines	Routines 1. Meet and greet 2. Smooth transitions 3. Super dining and manners 4. Ready to learn – high expectations 5. Consistent politeness and good manners	Rewards Verbal praise and acknowledgement Over and above recognition certificates Positive news phone call/notes/email House points Daily star of the day
<p style="text-align: center;">Stepped sanctions and microscript</p> <p>1. Reminders – A reminder of the rules delivered privately where possible - 'I notice that... I need you to...'</p> <p>2. The caution – A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so. and refer to previous examples of good behaviour.</p> <p>3.30 second script - If the pupil still does not engage, use the 30-second script. Attach, 'Stay behind two minutes after class.' to this step. This two minute cannot be removed or reduced.</p> <p>4. Time out – A time to reflect upon behaviour within the classroom or child may choose to go to self regulation spaces. 'Have some time out to reflect on the situation. When you return in ...mins I need you to...'</p> <p>5. Restorative conversation – Restorative 5 questions used for the teacher to decide appropriate sanction with the child.</p> <p>6. Support steps – In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, or another class teacher. This may take the form of an internal exclusion but will always involve a restorative conversation.</p> <p>A behaviour plan will be introduced if the incident or cumulation of incidents warrant this approach. This will be specified on a personalised Plan for certain children identified with behaviour as an additional support need.</p>			Restorative conversation The Restorative Five: <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected?

Appendix 2

Our behaviour blueprint			
<p>Our code</p> <p>6 R's</p> <p>Respect</p> <p>Resilience</p> <p>Resourcefulness</p> <p>Reasoning</p> <p>Reflective</p> <p>Responsibility</p>	<p>Visible adults</p> <p>1, Calm and friendly</p>  <p>2, Praise</p>  <p>3, Daily routines</p> 	<p>Routines</p> <ol style="list-style-type: none"> 1. Meet and greet 2. Smooth transitions 3. Super dining and manners 4. Ready to learn – high expectations 5. Consistent politeness and good manners 	<p>Rewards Verbal and</p> <p>praise and Acknowledgement</p> <p>Over and above recognition certificates</p> <p>Positive news phone call/notes/email to parents</p> <p>House points</p> <p>Daily Star of the Day –</p>
<p>Stepped sanctions</p> <ol style="list-style-type: none"> 1. Reminders 2. The caution 3. 30 second script 4. Time out to reflect 5. Restorative conversation – 5 Questions 6. Support steps 		<p>Restorative conversation</p> <p>The Restorative Five:</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? 	

Appendix 3

Appendix 3 - Behaviour Script

Step 1: Reminder of school rules.

6 r's

Respect,

Resilience

Resourceful

Reasoning

Reflective

Responsibility

Step 2: Caution (Conversations: Assertive Sentence Stems)

You need to...

I need to see you...

I expect...

I know you will...

Thank you for...

I have heard what you said, now you must...

We will...

These do not need to be used in isolation.

Step 3: Last chance: 30 second script

I noticed you are....

It was the rule about.....that you broke.

You have chosen to...

Do you remember last week when you...

That is who I need to see today...

Thank you for listening. Say it and walk away.

Step 4: Time out (Thinking Space):

Reroute a power play I understand...

I need you to...

Maybe you are right...

Be that as it may...

I've often thought the same...

I hear you...

Step 5: Restorative five (choose 5 for KS2, 3 for KS1/EYFS)

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel?

Who has been affected?

How have they been affected?

What should we do to put things right?

How can we do things differently in the future?

This is not about getting an apology

Appendix 4 Desired behaviours in school

In the Classroom	In and around school	Breaktimes/lunchtimes
<ul style="list-style-type: none"> • Follow class rules • Listening to each other • Follow instructions • Showing kindness and respect • Working in a team/cooperation • Ready to learn • Appropriate volume for work • Showing growth mindset • Respecting Personal Space • Recognise and celebrate each other's achievements • Be independent • Respect the classroom environment 	<ul style="list-style-type: none"> • Polite and courteous • Smile • Be calm • Walk • Tidy – care for the environment • Demonstrate respect for others • Be smart • Punctual • Take pride • Respectful to everyone 	<ul style="list-style-type: none"> • 1st bell – stop/tidy up, 2nd bell – walk to line up • Have healthy snacks • Use toilet during playtime • Follow instructions • Demonstrate good manners • Respect equipment and tidy up • Respect personal space • Respect physical boundaries • Share and take turns • Respect the environment
<p>Assemblies</p> <ul style="list-style-type: none"> • Enter calmly and in silence • Sit smartly/dress smartly • Be ready to listen • Engage with the subject matter • Show respect for others • Be punctual 		

Appendix 5 Example of a behaviour plan

Behaviour Plan	
Pupil Name: Year:	
Date of birth: Date plan starts: 17/09/25 Date of next review: A month later	Medical conditions/needs: Staff working with the pupil: In class Additional Support: Pastoral <u>Lead</u> <u>SENDCo</u> etc.
All about Me I love playing games like Top Trumps, ball games and computer games. I like to race cars and play with dinosaurs. I like the room to not be too noisy. I like to fiddle with toys like poppits or squeezey balls.	
Targets What are we working towards? <ul style="list-style-type: none">• Listening appropriately to adult instructions• Staying in the classroom/ school grounds• Communicating what is making Pupil's name cross How do we get there? <ul style="list-style-type: none">• Small instructions – one step at a time, use of visuals and timetables• Now and Next boards• Use of choosing• Building engagement with focused tasks• Use of fidget toys	
(Green) Strategies for positive behaviour When Pupil's name is in the green phase, he will use now and next pictorials and follow instructions. He will attend to and complete tasks. He will listen to where he needs to be in the playground or classroom and follow those instructions. Pupil's name shows he is in the green zone because he smiles and giggles. In this stage, he likes to play reciprocally with adults and children. How do we maintain positive behaviour? <ul style="list-style-type: none">• Show full attention – ask questions about his learning such as "Can you show me what you are doing?"• Repeat the visual timetable "Nowand Next....."• Praise for good listening• Good pace Rewards, motivators <ul style="list-style-type: none">• Pupil's name's choice (2 activities)• Quiet area in class• Time on laptop games• Box of toys picked by Pupil's name	
(Amber) Early warning signs Behaviours I might Display What does it look like? <ul style="list-style-type: none">• Shouting no repeatedly• Crying• Quiet and withdrawn	

- Curling up into a ball

What triggers it?

- Change in activity or change in staff
- Engaging in a task he does not want to do, especially reading and/or writing
- Tiredness
- Morning times (if it hasn't gone well on way to school)

How do we prevent an incident?

- Look out for the early warning signs and act quickly. Direct Pupil's name to worry monster and feed it with sad or angry thoughts
- Quiet space
- Use of calm down box
- Offer food (banana works well)
- Zones of regulation breathing exercises
- Use fidget toy

(Red) Reactive strategies

What does it look like?

- Kicking objects
- Banging lockers with head, body or feet
- Hurting himself
- Shouting
- Running away (normally outside if possible)
- Curling into a ball and seeking objects to hide under such as a chair or table.

What triggers it?

- Saying no
- Conforming to school rules and being told to
- Firm tone of voice (to tell reprimand) and loud voices
- Any perceived unfairness of reprimands (eg Pupil's name getting 'told off' and not someone else who he thinks was also doing something)

How do we diffuse the situation?

What to do

- Encourage Pupil's name to leave the class- go to a bigger space where you can give him room but somewhere he is safe
- Keep a distance but watch.
- Do not talk or engage at this point, talking will escalate the situation
- Tell Pupil's name that he has space and time to calm.
- If Pupil's name is kicking, explain that you are taking shoes off because he will hurt himself
- Only talk to Pupil's name again when he has come to you or is looking like he wants to play with you. At this point suggest going outside to play football or play Top Trumps. Give warning that he will be returning to classroom after 10 minutes.

What not to do

- Use humor
- Try and interrupt
- Use empty threats

Phrases to use

- I can see that you are feeling ...
- Is it possible that...
- I think that...
- Do you think if...
- You have time and space to calm

Calming techniques

- Calm breathing (bunny breaths, blowing out birthday candles)
- Throwing (safely)

At what stage should another member of staff be informed? Who should this be?

- When he is causing a danger to himself or others.
- Disrupting learning using behaviour that can't be ignored.
- Inform ____, ____, _____

(Blue)Support after an incident

How do we help Pupil's name reflect and learn from the incident?

- Talk about how it makes others feel? Let him say sorry
- Model your feelings on Zones of Regulations and talk about how you get out of red, yellow or blue zones.
- Tidy up anything that was thrown/left untidy
- Do not mention a previous day – start a fresh

Is there anything that staff can learn about working with Pupil's name?

- Read the All about me separate document.
- Be mindful of Zones of Regulation as a way of supporting Pupil's name to understand his emotions
- If you are not involved in the calm down process, walk past without speaking to Pupil's name as this increases his behaviour and takes longer to get back to green

Is there anything we can implement to support Pupil's name?

- Meet and Greet in the morning from the office.
- Teach Pupil's name about his feelings
- Refer for support from _____
- Refer to educational psychologist and pediatrician.

Agreement:

Parent name

Parent signature

Date

Staff name:

Staff

signature:

Date:

Appendix 6 Example behaviour Report letter

Before placing a child on a behaviour plan, parents/carers need to be informed.

Due to the recent negative behaviours displayed by (child's name), we will be placing them on a behaviour plan. This will allow us to work with you to ensure that your child follows our expectations and school rules to enable them to be safe and reach their learning potential.

(Child's name) will need to show an improvement in their behaviour by:

- making sure that they play in the correct zone for their year group (being in the correct place at the right time)
- making sure they take care of school property
- using kind words to pupils in school
- listening and following adult instructions

This report card will be completed in school. To help us to know about how home is going too, we would like you to sign to say you have seen this tracker every day and also reflect on good behaviour at home too.

We hope to see an improvement in (child's name) behaviour. We would like to review (child's name) behaviour with you on (insert date) at (time).

Thank you for your support with this matter. I am sure that we can work together to make sure that (child's name) behaviour is improved.

Miss Crump (Headteacher)

Parental Agreement Statement

I agree to support the school with helping to improve (child's name) behaviour. I will discuss with (child's name) behaviour choices and sign the behaviour chart and ensure it is returned to school each day. I understand that improvements in behaviour are needed to ensure that (child's name) can achieve her very best and also be safe at school.

Signed: _____

Date: _____

Appendix 7 Use to support children on Stage 1 Behaviour Plan

_____’s review of the day completed with Class teacher

Date _____

Morning:

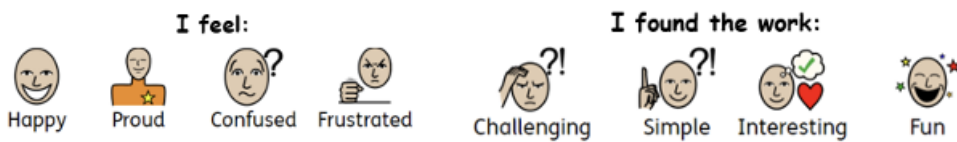


What went well? Think of 2 things

Even better if...

Rating

Afternoon:



What went well? Think of 2 things

Even better if...

Rating

Appendix 8.

Behaviour Chart (Reward Chart) to be completed with the pupil and then shared with the parents/carers and reviewed

Behaviour chart

	8:30-9:00	9:00-10:00	Playtime 10:00-10:15	10:15 - 11:00	11:00 - 12:00	Lunchtime 12:00-13:20	13:20-14:00	14:00 -15:00	15:00 -16:00
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

NB- The Reward Chart needs to be edited to the pupil's interests and uploaded on to Bromcom, at the end of each week, as evidence and shared with parents/carers and the pupil. Once this is implemented, it needs to be communicated to all staff involved with the children to ensure it is implemented for continuity.

Appendix 9



The Three-Legged Stool of Behaviour

My Body (Regulation)

- Tired & Hungry
- Fidgety & Stress
- Overwhelmed

My Learning (Competence)

- Can't Do It
- Confused
- Avoiding Work

My People (Connection)

- Left Out
- Upset & Angry
- Seeking Attention

Which leg is wobbling?

Reasoning Reflection Resilience Resourcefulness Respect Responsibility