

Positive Behaviour Policy 2024



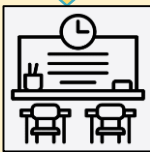
1



•Reminders verbal and non-verbal

- Make reasonable adjustments e.g. move within the classroom or to a space with less distraction,
- If behaviors do not improve - have a restart conversation at appropriate time (max 3 min). Encourage self-regulation.
- Restart recorded on Arbor
- FRESH START REPEAT**

2



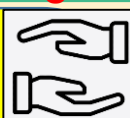
- If behaviours do not improve –there is an option to have reflection time in a partner classroom (Time to be decided by Partner Teacher based on child's age - use professional judgement)
- Class teacher to have a restart conversation with the child at an appropriate time (max 3min) Parents made aware.

3



- If restarts have happened more than **3 times in a week/3 days in a row** consider what an underlying cause could be (contact parents to build a picture and keep informed)
- If a **pattern is occurring** and **restarts are not working** then continue to log on Arbor and **teacher** and **Head of Lower/Upper school** have a conversation.
- Child has a restart with **Head of Lower/Upper school** at this stage.
- OPTIONS AT THIS STAGE** Complete Anxiety Map and Roots and Fruits. Next step IBP in collaboration with parents and SENDCo
- If a child has gone to Head of Lower/Upper School twice, after a third cycle of restarts child goes straight to AHT**

Protective and educational consequences for:



- Non compliance of a final draft of an IBP
- Derogatory language
- Premeditated violence
- Purposeful vandalism (large)
- Throwing objects at others causing a safety risk
- Record consequences using a risk management plan
- involve **AHT or HT**

For serious events such as extreme violence



Depending on severity and length of continuation:

- Internal or external exclusion
- Meeting with **AHT/HT**
- Meeting between parents and **AHT/HT**
- Risk reduction plan
- Involvement of SENDCo

For children with SEMH difficulties the above procedure may not be appropriate:

- If a child has an IBP it supersedes the above procedure
- Pupils on an IBP are regularly discussed at SLT meetings
- If Head of School has been involved with a child with additional needs 2x in a Half term – SLT to be involved