new wave federation

Behaviour Policy

2026 - 2027

Kindness

Focus

Creativity

Responsibility

Collaboration

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Behaviour Policy Aims

At the New Wave Federation we know that good behaviour is central to a good education. We want our pupils and staff to flourish in an environment that is calm, safe and supportive. We know that where behaviour in a school is poor, both pupils and staff suffer, resulting in missed learning, anxiety, child-on-child abuse and high staff turnover. This policy sets out the ways in which we create a culture at the New Wave Federation to promote good behaviour, and prevent and manage poor behaviour effectively.

This policy is designed to be read and understood by our pupils, staff and families. It has been written alongside the following statutory and guidance documents from the DfE:

- *Behaviour and discipline in schools*
- *Searching, screening and confiscation at school*
- *The Equality Act 2010*
- *Use of reasonable force in schools*
- *Supporting pupils with medical conditions at school*
- *Sexual violence and sexual harassment between children in schools and colleges*
- *Keeping children safe in education*
- *Special educational needs and disability (SEND) code of practice.*

1. Creating & Maintaining High Standards of Behaviour

In our schools, we work tirelessly to create a culture that promotes excellent behaviour. We do this by:

- Having a clear vision of what good behaviour looks like;
- Being clear about permitted and prohibited behaviours;
- Having high expectations of all pupils' behaviour and conduct;
- Training all staff to give them a clear understanding of this policy and the confidence to implement it consistently;
- Ensuring everyone in our school is treated with dignity, kindness and respect.

1.1. Our Vision & Values

Creating a culture of excellent behaviour requires a **clear vision** of what good behaviour looks like. Working together, the leaders, staff and pupils have created a shared vision of the five core values that underpin our behaviour system:

Kindness

Being thoughtful, generous, positive, and supportive in all that we do. Actively caring for others through words and actions, being respectful to everyone we meet. Being kind to our school, our community and the planet that cares for us.

Focus

Concentrating on all our tasks in school to achieve the highest possible standards. Understanding the connection between focus and how we make progress as individuals and as a group. Setting ourselves goals and remaining focused on the steps we need to take to achieve them.

Collaboration

Achieving more together by working as part of a team and understanding our roles and responsibilities, sharing and doing our best to get along with different people. Taking a leading role and subordinate roles in tasks. Building confidence and self respect through teamwork.

Responsibility

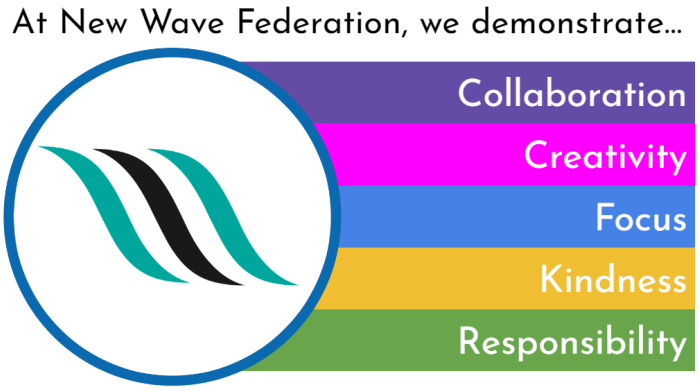
Taking a responsible attitude to school life, seeking to improve and achieve the highest standards, working purposefully with others. Adopting responsible learning behaviours, taking the right decisions, making the right choices. Understanding the importance of sustainability and tackling climate change and the role we play as responsible citizens in helping to solve the problems facing the world.

Creativity

Being curious about the world, seeking new ways to be innovative in all aspects of the curriculum, when solving problems and asking thoughtful questions. Putting creative energy and effort into all areas of school life and demonstrating resilience when faced with a challenge.

1.2. Our Behaviour System

We display our 5 values prominently in all our schools and in every classroom, and refer to them regularly in assemblies so that everyone knows what they are, and to remind staff to reinforce them constantly throughout the day.



Praise

We believe that children's best behaviour results from positive reinforcement. We use specific praise, linked to our values to reinforce our expectations, as well as to encourage all pupils to follow our school rules. Staff try to find every opportunity to praise children when they are showing appropriate behaviour. We use sentence starters like:

"I love how you collaborated/were creative/focused/were kind/were responsible by..."

"In our class, we collaborate/are creative/focus/are kind/are responsible, and you showed this by..."

We avoid generic praise like "Well done!", "Good boy!" and "Good girl!".

Rewards

Children can be rewarded tokens for demonstrating any of our 5 values. These tokens, of the corresponding colour, are put into the class 'success jar'. Once the class jar is full, the class teacher can organise a reward. This could be a trip to the local park, a film in class or a chance to bring in toys from home. Pupils are involved in deciding what class reward they are working towards.

As well as the whole class reward, individual pupils are celebrated each week in assemblies for demonstrating our school values. These pupils receive a certificate that goes home with them, explaining why they have been chosen.

1.3. Our Expectations

We want all our pupils to know what excellent behaviour looks like. For this reason, we devote considerable training for staff and direct teaching time for pupils to ensure that everyone is very clear about how our values translate into everyday school life.

Value	In-Class	Around & Outside School
	• Using kind words; • Being sensitive to others' feelings. • Praising peers.	• Being respectful of the school environment, e.g. putting litter in the bin. • Being polite to others.
	• Concentrating on your learning. • Starting tasks immediately. • Completing all work to the best of your ability.	• Walking sensibly at all times. • Lining up silently. • STAR
	• Sharing ideas and being respectful of others' contributions. • Listening when others are talking.	• Including people in games at playtime. • Helping others set up and tidy up.
	• Ensuring you have the right equipment for learning. • Following instructions politely on the first time of asking.	• Ensuring uniform is correct and smart at all times. • Making sure you are in the right place at the right time.
	• Thinking of ways to solve problems. • Taking pride in your work.	• Being creative in your play.

1.4. Roles & Responsibilities

We believe that promoting excellent behaviour is everyone's responsibility. This is made clear in our staff induction, staff handbook and ongoing CPD. Within our collective responsibility and shared approach, different stakeholders have different parts to play.

The role of school leaders

School leaders at New Wave Federation are highly visible in order to model the behaviour standards they expect of staff and pupils. They routinely engage with pupils, teachers and families, building positive relationships with everyone, upon which the culture of good behaviour and a safe, supportive environment is built.

Our leaders are responsible for:

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- Inducting new staff, providing ongoing training, and supporting staff to implement the behaviour system;
- Ensuring that their school engages with experts, such as Educational Psychologists & Mental Health Teams, to best support individual pupils.
- Seeking support from external agencies to provide advice and expertise for school and staff and to support and work with families.

The role of teachers and staff

Our staff play an essential role in developing a calm and safe learning environment for pupils. They do this by: upholding the whole-school approach to behaviour; teaching and modelling expected behaviour and positive relationships; and challenging pupils if they fall short of expectations.

Our staff are responsible for:

- Communicating the New Wave Federation's approach to behaviour through explicit teaching;
- Modelling high expectations in every interaction they have with their pupils;
- Building positive, supportive, empathetic relationships with their pupils.

The role of pupils

Pupils have the right to learn in an environment that is safe and supportive and to be treated with dignity. To ensure this happens, we take time at the beginning of the school year and at strategic points in the school year, to make pupils aware of our behaviour standards, rules, rewards and consequences. We teach our pupils that they have a duty to follow our behaviour policy and uphold the school rules. Where necessary, we provide individual pupils with additional support. Pupil feedback is collected regularly to support our understanding of pupils' experience of behaviour in our schools.

The role of families

We believe that working with parents and maintaining a strong home-school partnership is essential to ensuring good behaviour in our schools. We work with parents by sharing this behaviour policy with them and providing information about our behaviour system at different points within the school year. We also keep parents regularly updated about their children's behaviour, both positive and negative.

In some cases, pupils may require additional support with their behaviour. As part of early intervention strategies, where behaviour is a concern, families may be invited to a Team Around the Child (TAC)

meeting. This is a vital opportunity for families, school staff, and other professionals to come together to address specific concerns and implement targeted support for the child. Following a TAC meeting, agreed targets and actions will be shared with families as a part of an individual behaviour plan for the child. It is essential for families to work alongside school to ensure success with implemented plans.

2. Responding to Misbehaviour

Whilst we continually work to maintain a positive culture in our schools, there are times when a pupil's behaviour is unacceptable, and they need to understand that there are consequences for this behaviour. We ensure that our response to misbehaviour is predictable, prompt and assertive so that we can restore calm and a return to normal behaviour as quickly as possible.

To ensure our staff respond consistently, fairly and proportionately, in all our classrooms, we have a positive behaviour display showing the following:

2.1. In-class Consequences

- Teachers use an array of least intrusive skills to redirect behaviour.
- If teachers decide to move a child's name to either '**Stop & Think**' they must be clear with the pupil what they are doing wrong, and what the pupil can do to fix this.
- At least one verbal warning is always provided for pupils in between each stage.
- Teachers regularly help pupils to make the right choices to move their name back to '**Ready to Learn**'. This may include supporting children to access sensory breaks, use the calm corner to regulate or practise expected behaviours with a member of school staff.

2.2. Out-of-class Consequences

- If a pupil on '**Stop & Think**' is unable to make the right choices, or if their behaviour is

inappropriate, then they must be moved onto '**Home Contact**'.

- '**Home Contact**' necessitates time away from class with the appropriate senior member of staff. The length of time out of class is usually no more than 20 minutes, however, this will vary depending on the needs of the child and the severity of the behaviour.
- During this time, the children complete a 'Consequence Questions' form that will be shared with their phase leader, headteacher and their parents/carers. These forms, along with a letter stating what the child did are kept on file.
- Three 'Home Contact' forms completed in one half term result in the child missing the next 'Success Reward'. Alternative arrangements are made for the child during this time. Three home contacts for a similar behaviour in one half term may also trigger an **Internal Exclusion**.
- Where a single incident involves highly disruptive, unkind or dangerous behaviour, it would lead directly to a '**Home Contact**' and, in some cases, an **Internal Exclusion**.
- An **Internal Exclusion** requires a pupil to complete their learning in another class, away from their peers, for a period of 0.5-3 days. Their playtime and lunchtime arrangements may also be modified to prevent interaction with their peers. An **Internal Exclusion** is at the discretion of the Headteacher, or Deputy Headteacher in their absence. If a pupil refuses to complete their Internal Exclusion in the designated learning space, then the consequence could be escalated to a fixed-term suspension (see section 2.4).
- Whenever possible, parents of any child receiving a '**Home Contact**' are called/met with the same day to discuss actions including Individual Behaviour Plans or targets, if deemed appropriate. However, on occasions, the home contact may not be given until the following day or after the incident has been fully explored and pupil voice has been gathered.
- If children repeatedly demonstrate '**Home Contact**' behaviours in wrap-around care, including disruptive or high risk behaviour, then the school reserves the right to withdraw them from the provision for a fixed period.

Behaviour Plans, Multi Agencies and External Advice

Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. These strategies will usually be discussed with families beforehand as part of a Team Around the Child (TAC) meeting, and may include:

- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school
- Report Cards with pupil targets
- Individual behaviour plans (IBPs) or Pastoral Support Plans (PSPs)
- Support from the SENCo (Special Educational Needs Co-ordinator), identified teaching assistants, teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Learning Mentor support
- Counselling provision
- Alternative curriculum provision
- Reduced timetable
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, Local Authority Behaviour Specialists

2.3. Responding to the behaviour of pupils with SEND

We have the highest expectations of all our pupils but recognise that some pupils with SEND might require additional support. When considering the behaviour of our SEND pupils, we consider whether their SEND might be a contributing factor to any misbehaviour and implement adjustments to our behaviour system in order to meet individual children's needs. For example, a pupil with speech and language difficulties might need a longer time and specific prompts to follow instructions from an adult.

If the behaviour of a pupil with SEND is a barrier to their learning, we incorporate behaviour targets into their individual support plan. We ensure that all adults know triggers for misbehaviour and are confident using a range of strategies to support them. These strategies can include: short, planned movement breaks; adjusted seating plans; sensory cushions; fidget toys. Staff are provided with training so they understand specific conditions, such as autism and ADHD.

2.4. Fixed-Term Suspensions and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard DfE guidance, School suspensions and permanent exclusions (August 2024). We refer to this guidance in any decision to exclude a child from school.

Only the Headteacher has the power to exclude a child from school. They may exclude a child for one or more fixed periods, for up to 45 days in any one school year (also known as 'suspensions'). In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher suspends a child, either they or the Deputy Headteacher informs the parents immediately, giving reasons for the suspension. At the same time, they will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher may write to parents informing them that their child has been suspended but this will always have been done in agreement with the Headteacher.

The Headteacher informs the Local Authority and the school's Governing Body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

Fixed Term Suspension

The Governors have arrangements in place to review fixed-term suspensions, for pupils on roll, which would lead to a pupil being excluded for over five days but not over 15 days. These arrangements allow for parents to make representations to the Governing Board. Following a suspension or exclusion, parents are contacted immediately, where possible. A letter is sent to the parents giving details of the suspension and the date the suspension ends. Parents have a right to make representations to the Governing Board, as directed in the letter. A reintegration meeting will be held following the expiry of the fixed term suspension. A Behaviour Support Plan may be considered as a support strategy to help students modify the behaviour which had led to a fixed term suspension and the targets will be agreed with the Headteacher, pupil and parents.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. It will usually be the formal step in a process for dealing with disciplinary offences subsequent to a wide range of other strategies, which have been used without success. It is an acknowledgement that the incident is a single episode whereby a serious breach of the Behaviour Policy has occurred, and/or all available strategies have been exhausted and/or the permanent exclusion is a last resort. Permanent Exclusion might follow (for example) persistent and defiant misbehaviour including harassment (which would include bullying).

The Governing Board will appoint a Pupil Disciplinary Committee which will be made up of between three and five members of the board. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they take into account the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Executive Headteacher or Headteacher must comply with this ruling.

Reasons for Suspensions and Exclusions

Reasons for suspensions and permanent exclusions may include one or more of the behaviours listed below:

- Physical assault against a pupil;
- Physical assault against an adult;
- Verbal abuse or threatening behaviour against a pupil;
- Verbal abuse or threatening behaviour against an adult;
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy;
- Bullying;
- Racist abuse;
- Abuse against sexual orientation or gender reassignment;
- Abuse relating to disability;
- Destructive behaviour that causes damage to property.

2.6. Behaviour outside of school premises

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil within our school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In the cases above, the Executive Headteacher or Headteacher may notify the police of any actions taken by/against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The New Wave Federation is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools;
- Good behaviour on the way to and from school;
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public;
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school;
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term suspension or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour;
- The extent to which the reputation of the school has been affected;
- Whether pupils were directly identifiable as being a member of one our schools;
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff);
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

3. Specific Behaviour Issues

Certain behaviours evolve, for example, with the increasing prevalence of technology, and we ensure we review our policy to keep up-to-date with issues that affect our pupils:

3.1. Child-on-child abuse (bullying)

The Governors, staff and pupils of the New Wave Federation accept the following definition of "bullying" taken from: Primary National Strategy SEAL materials (2006)

Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:

- It is ongoing (not the same as a conflict between two equals or a random, unprovoked, aggressive act)
- It is deliberate
- It is unequal – it involves a power imbalance (this can result from size, number, higher status, being "different" or having access to limited resources)

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying.

Principles

Bullying happens in every school and the effects can be long lasting, sometimes devastating.

- We take bullying seriously in our schools and will not tolerate it.
- We work proactively to address the issue explicitly with children and provide opportunities to develop understanding, empathy and self- esteem.
- We also react to bullying decisively and consistently with appropriate sanctions.
- Children are not "bullies" or "victims". Bullying is not a character trait but a set of behaviours.
- Even "perfectly nice" and popular children can use bullying behaviours on occasion. "Witnesses" to bullying also have a role to play.

- All “sides” in a bullying incident will be listened to calmly and with respect.
- We involve parents in our approach to preventing or addressing bullying behaviour.

Strategies

The schools take part in National Anti-Bullying Week through assemblies, Class Worship Time and PSHE lessons. Adults are alert to bullying behaviours both inside the school and in the playground and address incidents immediately.

The Law

The New Wave Federation endeavours to comply with the legal requirements placed on schools and the Governing Body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that ***“encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils“ (Education and Inspections Act 2006, section 89).***

The school will exercise their legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

Schools are required to comply with the equality duty ‘The Equality Act 2010’. The public sector equality duty has three aims:

- *Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by law*
- *Advance equality of opportunity between people who share a protected characteristic and people who do not share it*
- *Foster good relations between people who share a protected characteristic and people who do not share it.*

Reporting and Recording Incidents of Bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the pupil’s class teacher to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures. Incidents may then be referred to the Executive Headteacher or Head of School. Pupil voice is important at our schools and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. The Whole School Behaviour Policy also reinforces the school’s expectation as to how members of the school community should conduct themselves.

Tackling Bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

Strategies for Dealing with the Bully

Within the new Wave Federation, we engage promptly with parents to ensure their support and involvement and then go through a series of stages;

- *Restorative justice approaches are taken if possible*
- *One to one interviews with staff or peer mentors*
- *Counselling offered*
- *Work with the educational psychologist or other outside agency*
- *Anger management strategies discussed*

Strategies to Support a Victim

- *Disciplinary sanctions as appropriate applied to the bully*

- *Counselling offered*
- *Mediation*
- *One to one parental interview, parental support and involvement*
- *Self-assertive strategies discussed*

3.2. Sexual violence and harassment

At New Wave Federation, we have zero tolerance towards any sexual harassment or violence. We advocate strenuously for high standards of conduct between pupils and staff and demonstrate and model manners, courtesy and dignified/respectful relationships. We know that responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

In the event of any such incident, we follow the Safeguarding Principles set out in Keeping children safe in education (KCSIE). The school's designated safeguarding lead (or deputy) advises on the school's initial response. Each incident is considered on a case-by-case basis. Where relevant, pupils who fall short of these behaviour expectations are sanctioned. Victims are reassured, supported and taken seriously and we never downplay or overlook sexual violence or harassment. As with all safeguarding matters, we always engage the designated safeguarding lead and make referrals to support services as appropriate.

3.3. Behaviour incidents online

Cyber-bullying can be defined as the use of information and communications technology, particularly mobile phones and the internet, deliberately to upset someone else. Cyber-bullying that occurs while pupils are under the school's direct supervision will be dealt with in line with the school's safeguarding policy.

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. The school, wherever possible, will support parents in this, and may impose a sanction upon the bully where this individual is recognisable.

3.4. Mobile phones

We believe that allowing access to mobiles in school introduces complexity and risk, including distraction, disruption, bullying and abuse, and can be a detriment to learning. For this reason, we do not allow pupils to have mobile phones with them during the school day. For some pupils, we understand they need or want to have mobile phones to contact family. These pupils bring their phones to the school office at the beginning of the day, and collect them at the end of the day.

3.5. Suspected criminal behaviour

If a member of staff suspects a pupil of criminal behaviour, they must report this to the head teacher and the designated safeguarding lead for them to gather information in order to establish the facts. In line with the school's safeguarding policy the head teacher ensures that all information is carefully documented. A decision about whether any police involvement is required is then taken. The investigation of any behaviour that is reported to the police, is then taken over by the police. However, we would ensure that the pupil and their family is supported by the school throughout the investigation.

Appendix 4.1: Incident Log

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_____ Primary School
Incident Reporting
2026-2027

This section of the form should be completed by the person first dealing with the incident

Adult Reporting:	**Date:**
Child:	**D.O.B**
Class:	**Siblings:**
SEND:	**Ethnicity**

Nature of Incident
Please try to record what was said, when and where did the incident take place, who observed it and who else was involved?

How would you categorise this incident?

Emotional	Sexual	Physical	Racist
Cyber Bullying	Homophobic	Sexist	Disability Discrimination
Other Discrimination	Radicalisation/Extremism	Other (please specify):	

Has the concern been shared with another member of staff?

Who:	When:
If not, why not?	

Has action been taken to address the concern?

Outcomes:	If not, why not?

This section of the form should be completed by a senior member of staff

Further action taken

Was the concern shared with the child's family/parent/care?

Yes		No
Date:	Time:	If not, why not?
Outcomes:		

Next steps and agreed actions

Signature of reporting adult		Date:
Signature of senior member of staff		Date:

When all actions have been taken, all forms must be filed in the correct place in the Headteacher's office

Appendix 4.2: Consequence Questions Form

Consequence Questions

How do you feel?

sad | upset | angry | worried | not sure

What Happened ?

Who was hurt?

How will you fix it?

I am ready to return to class and 'Say yes to Success'

Name: Class: Date:

Adult Comment and Signature:

CONSEQUENCE QUESTIONS

NAME	CLASS	DATE
WHAT HAPPENED?		HOW DO YOU FEEL?
WHO ELSE WAS INVOLVED?		WHAT WILL YOU DO DIFFERENTLY NEXT TIME?
HOW CAN YOU REPAIR THE DAMAGE?		ADULT COMMENT & SIGNATURE

Appendix 4.3: Home Contact Letter to Family

Date:

At New Wave Federation, we demonstrate…

Collaboration
Creativity
Focus
Kindness
Responsibility

Dear Parent/Carer of:

Class:

RE: Home Contact Behaviour Incident

As you are aware, the school follows a behaviour policy called 'Excellence for All'. The policy focuses on behaviours which support learning, encouraging our pupils to be responsible and imaginative children who have respect for others. We have recently shared information about this system with you in a letter.

Unfortunately, an incident occurred today where your child demonstrated behaviours which were contrary to our expectations. This is very unfortunate and has been taken seriously by the school. Your child's class teacher will be contacting you to discuss the incident and a senior member of staff will ensure you are given details of the incident and what happens next. All incidents of unacceptable behaviour are logged.

Name
Headteacher

This is the ____ incident involving your child this half term.

Today, your child _____ was involved in an incident which is described below.

Teacher_____ Senior Leader _____

Appendix 4.4 - Positive Management Plan

new wave federation

New Wave Federation Positive Management Plan within School
(name)

Year: (class) **D.O.B:** (dob) **Date:** (date)

Environment and triggers (situations which cause / lead to difficulties)

-

Prevention (describe any changes to routines, personnel or environment which might reduce the risk) Praise points/ Strengths)

Prevention:

-
-

Strengths:

-
-

Things to avoid

-

What might happen (describe the behaviour/ what looks like/ sounds like)

Low Level

-

Middle Level

-

Extreme

-

Managing (what to do, step by step, who will do it)

Low Level

Depending on the behaviour, adults could:

-

Medium

-

Extreme

What do do:

-

Who will do it:

-

Follow up:

Appendix 4.5 - Helpful Strategies

Strategies to help children to always be 'Ready to Learn'

It is important that children recognise that they can play an important role in supporting children to demonstrate learning behaviours. Children need to feel that the teacher has dealt with them fairly and that they have given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- ***Tactical ignoring***

For a short period of time.

- ***Tactical pausing***

Pause, emphasises attention and focus.

- ***Non-verbal cueing***

A clear, discussed cue that gives a message.

- ***Name reminder***

Integrate name into teacher talk.

- ***Proximity praise***

Praising a pupil for following expectations to direct another pupil without drawing attention to negative behaviour.

- ***Behavioural direction***

Use the child's name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.

- ***Rule reminder***

Could ask a question 'What is our rule for.....?'

- ***When.....then.....***

Keeps focus on the desired outcome whilst allowing pupil to see the next steps.

- ***Partial agreement***

Partially agree then redirect. Keep focus on required behaviour and do not get into discussion. I understand that you feel / think..... but I would like you to.....

- ***Stuck record***

I would like you to..... The rule is.....

- ***Direct questions***

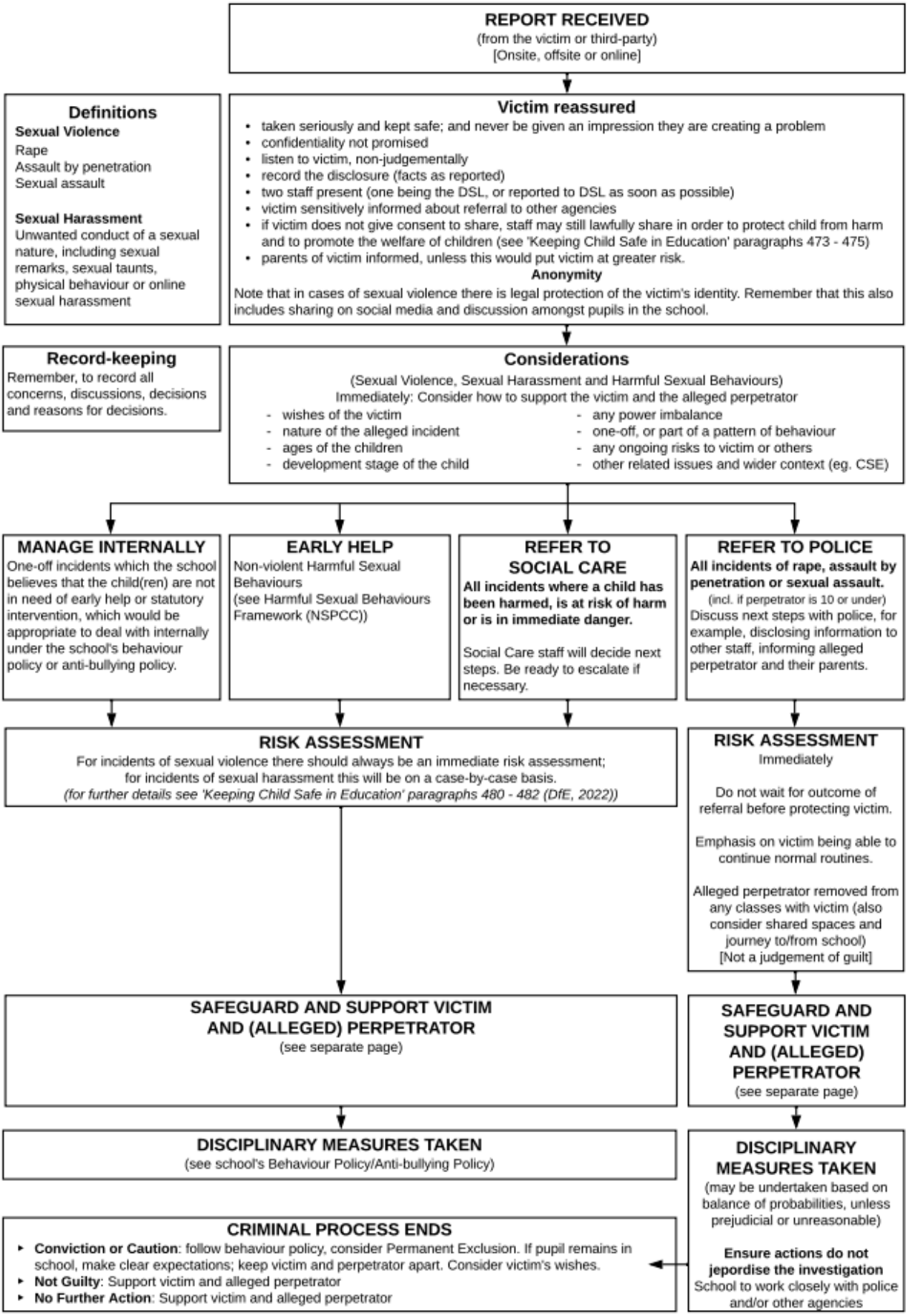
'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.

- ***Directed choices***

Within known rules or routines - refer back to rights, roles and responsibilities.

- ***Assertive comment/direction/command***

Appendix 4.6 - Child-on-child Sexual Violence/Harrassment Flowchart



Appendix 4.7 - Behaviour and Consequences Flowchart

Behaviours	Level
• Not listening or answering back • Calling out • Noise and attention seeking • Inappropriate tone of voice or body language • Wearing or bringing in inappropriate items • Rocking on chairs • Work avoidance • Off task • Running indoors • Poor lining up	**Level 1** **Warning 1 & 2**
• **Repeated incidents of the above** • Pushing, pinching or poking • Play fighting or careless physical contact • Unsafe choices using equipment/resources • Littering • Interfering or arguing • Dishonesty • Being indoors during play or lunchtime	**Level 2** **Stop & Think**
• **Repeated incidents of the above** • Hiding or running away • Intentional behaviour (hitting or hurting) • Intentional spitting • Throwing threatening objects • Name calling, teasing or discriminatory language • Rude or offensive gestures • Endangering others or themselves • Continued defiance • Swearing/inappropriate language use • Refusing to follow adults' instructions	**Level 3** **Home Contact**
• Violent behaviour (punching, kicking, slapping, hurting or hitting) • Bringing in or using offensive items • Vandalism or theft • Intentional or unintentional discriminatory language or actions • Inappropriate talking, touching or bullying behaviours • Defiance to the point that actions are a danger to themselves and/or those around them • Repeated incidents of home contact behaviours in a half term period	**Level 4** **Internal Exclusion**
	Level 5 **External Suspension**

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