



Behaviour Policy

(incorporating PDET's Statement of Behaviour Principles)

Appendices

This is a Trust Policy – details specific to individual academies and their procedures are added by the Academy in *Appendix 2*.

(For a copy of the policy for a specific academy which includes Appendix 2 – see individual academy websites).

Date	Revision & Amendment Details	By Whom
February 2024	Review and Approval	

Appendix 1 - Misbehaviour / Serious Misbehaviour

Definitions

Misbehaviour is defined as:

- Non-compliant behaviour (to adult requests)
- Low level disruption in lessons and at unstructured times
- Non-completion of classwork
- Rudeness to adults and other pupils
- Poor language.

Serious Misbehaviour is defined as, but not limited to:

- Persistent non-compliant behaviour (to adult requests)
- High level disruption in lessons and at unstructured times
- Repeated breach of the academy rules
- Threatening and / or intimidating behaviour
- Verbal aggression
- Swearing
- Any form of bullying*
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Sexting
- Physical aggression and / or violence
- Vandalism
- Theft
- Smoking
- Possession of any prohibited items. These are:
 - Knives or weapons;
 - Alcohol;
 - Illegal drugs;
 - Stolen items;
 - Tobacco and cigarette papers;
 - Fireworks;
 - Pornographic images.
- Having any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

*Bullying

Bullying is defined as:

“Bullying behaviour involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying.” (Torfaen definition 2008)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Premeditated and usually forms a pattern of behaviour rather than an isolated incident
- Involves dominance of one pupil by another, or group of others.

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, ridiculing
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Psychological	Deliberate acts which cause fear or anxiety
Discriminatory and Prejudice-based (including racial)	Taunts, graffiti, gestures
Homophobic	Because of, or focussing on, the issue of sexuality
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Religious	Related to religious beliefs and practices
Cultural	Related to cultural beliefs and practices
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

As a Trust it is recognised that:

- Bullying can occur. However, our intention is to ensure pupils learn in a supportive, caring and safe environment without the fear of being bullied and that staff are free from the fear of being bullied by pupils
- Everyone has the right to feel welcome, secure and happy
- Bullying of any sort prevents equality of opportunity
- All forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing
- By effectively preventing and tackling bullying, the Trust can help to create a safe and disciplined environment where pupils are able to learn and to fulfil their potential.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the academy to end the bullying. It is the Trust's aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos across the Trust.

Below is an image of the roles involved in bullying behaviour which are talked about with pupils across school. All roles have a responsibility in the anti-bullying process.



Appendix 2 - Individual Academy Information

Introduction

At William Law we have high expectations of behaviour from everyone who is part of our community. We believe the behaviour is a form of communication and we have a shared responsibility to learn from each other to ensure communication is being understood through fostering respectful relationships between all members of the school community.

The principles set out here apply equally to children and adults within our community, including parents and visitors. This policy must be agreed, enforced and modelled by every member of staff, including Class Teachers, Specialist Teachers, Learning Assistants, Administration Staff and Support Staff.

This policy applies to all people:

- In school
- Travelling to and from school
- On all school-based and educational visits and activities
- When representing or commenting on the school in any capacity

Our Aims and Values

Our aims and values are:

- To build strong relationships and a culture of respect
- For there to be a calm, purposeful and positive atmosphere in our Church of England school, where all children can reach their potential
- For the whole school staff to have a consistent approach to supporting behaviour that is clearly communicated to children, parents and other stakeholders.
- For children to take responsibility for their own behaviour and have pride in their conduct at school and outside of school.

This policy is designed to

- Promote positive relationships built on mutual respect and trust
- Encourage students to recognise that they can and they should make the 'right' choices
- Promote self-esteem, self-discipline along with the tools required to develop self-regulation
- Teach age appropriate behaviour through positive intervention
- Develop children's understanding of our William Law Learning Powers and how to apply them to daily life in school. This includes Behaviour Powers, Learning, Living & Loving Powers.
- Have a focused system of reward for positive behaviour and ensure high expectations of behaviour
- Ensure fairness and equity in our approach to supporting behaviour and encourage consistency of response to both positive and inappropriate behaviour
- Promote early intervention of inappropriate behaviour
- Enhance teaching and learning
- Develop in students a sense of self-awareness and an acceptance of responsibility for their own actions
- Ensure that every member of the school community feels respected, valued and included
- Ensure all members of the school community feel happy, safe and secure
- Ensure there is a consistent approach to managing behaviour from all members of staff

Expectations

Central to the policy are the choices children make. We refer to positive choices (which lead to positive consequences/rewards) and negative choices (which lead to consequences alongside opportunities for educational growth through pastoral development points and negative consequences, based around our William Law Behaviour Process & Sanctions in Consequences section below.

Staff should never walk past or ignore students who are failing to meet expectations it is everyone's responsibility. Always redirect students by referring to our school expectations:

'The William Law Way: Learning, Living, Loving together'

Language is Key

There are two key reasons for using the language of 'choice' (positive and negative choice):

- It promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed), i.e. there are always different behavioural options (we don't accept/expect that some children will always behave in such a way) and;
- It avoids labelling children – instead, we refer to the choices we all make and that we should always try to make good choices.

Praise is key to nurturing motivated, engaged children who make positive choices and consequently build positive relationships. Throughout school, all stakeholders (not just staff but children, parents and visitors) should aim to 'catch' positive behaviour. If we became complacent, many positive choices could be taken for granted and many children who always make positive choices could become 'invisible'.

Relationships and consistency are the key to successful outcomes and to develop and nurture this, an Emotion Coaching approach along with Restorative Justice underpins how we engage with children.

All staff will:

<p>Acknowledge the behaviour we expect to see at William Law.</p> <p>"The William Law Way"</p>	<ul style="list-style-type: none"> • Deliberately and persistently catch students doing the right thing and praise them in front of others. • Address the behaviour type and use the language of choices that have been made whilst coaching and supporting undesirable behaviour choices that have been made • Know their classes well and develop positive relationships with all students • Actively use the Recognition Boards each day to record positive behaviours in the classroom and playgrounds.
<p>Share your calm, not join their chaos.</p>	<ul style="list-style-type: none"> • Remain calm and keep their own emotion separate from their engagement with behaviour management of pupils. Negative behaviours should receive a calm and balanced response and not be met with a reactive emotional response from adults. • Relentlessly work to build mutual respect. • Demonstrate unconditional care and compassion • Enforce any sanctions as soon after the event as possible. • Discuss negative behaviour choices in private
<p>Use a voice volume appropriate to need.</p>	<ul style="list-style-type: none"> • Shouting at children is not acceptable and there is never a situation that would arise that would require this. • The only exception to this would be if a child was presenting a danger to themselves or others in which case, shouting "STOP!" for example would be enough.
<p>We praise on public and remind in private</p>	<ul style="list-style-type: none"> • When required adults will remind pupils quietly or privately about expected behaviour choices. To show respect to pupils we avoid loud or public reminders but will be vocal in praising good choices and showing pride in those who demonstrate these positive traits.

Meet every morning with a smile to foster positive relationships

- Our aim at William Law is to greet every pupil with a smile each day to allow the best chance to foster strong respectful relationships. Everyday at William Law is a chance to start a fresh.

Rewards & positive recognition

We work on the principle that positive reinforcement and recognition of a “job well done” will be enough for most learners. To support this, rewards are linked directly to our learning powers. It is the staff member’s responsibility to explicitly identify to the child the learning power and behaviour that is being celebrated through use of the Recognition Boards in each classroom.

Additionally, a house point system is used to acknowledge and reward positive behaviour and build a sense of collaboration within smaller community groups in school – House Teams. House team events and competitions result in team rewards.

Celebration Assemblies are an opportunity to publicly celebrate the positive choices children have made in their behaviour or learning in school.

Notes/Postcards home are an opportunity to allow family and friends the chance to encourage, reward and support positive behaviour and relationships at home.

Reward System	Who for?	Why?
House points	Individual Reception to Year 6	House points are awarded to identify desirable behaviours shown by children and are collected in a team box to work together to earn the most points for each house team. This promotes a sense of healthy competition and team spirit across the whole school.
Recognition Board	Individual Reception to Year 6	Each week a Learning Power, manner and desirable classroom behaviour is identified and throughout the day, when a child is “caught” observing that behaviour then their name is placed on the recognition board. When the whole class have earned their names on the recognition board it is the responsibility of the adult leading the lesson to have collective praise – e.g. a round of applause, a silent cheer, a pat on the back, a handshake etc.
Positive Note home	Individual Reception to Year 6	Teacher to send home a note to each child at least once in the year to identify something that has been achieved “over and above” the usual.
Achievement Assembly	Individual Reception to Year 6	One child each week is identified to achieve the Learning Power certificate. They are publicly, positively recognised for working towards the Learning Power of the week.
Excellence Assembly	Individual Reception to Year 6	Two children per class, per term are identified to achieve an award for an identified area of excellence. Families of the children are invited into school to observe the children receiving their award.
Postcards Home	Individual Reception to Year 6	Post cards can be sent home by any member of staff for exceptional behaviours or achievements throughout the year. They must be recorded by Mrs Walden.

Consequences

Staff at William Law employ consequences if a child is not able to follow expectations or make positive choices. Consequences are linked directly to a child violating or obstructing another child’s rights; or not demonstrating their

responsibilities. It is the staff member's responsibility to explicitly identify to the child the expectation that is not being met. A 'Consequence Ladder' is used to ensure the sanction is proportionate to the action and where possible it is always used as a teaching and learning opportunity. (See Appendix 3)

Consequences are not intended to humiliate or make an example of any child. The aim is to help the child think about their choices and take responsibility for changing their behaviours.

In Years 1 to 6 there is a graduated system of consequences based on specific behaviour. EYFS operate under a similar system, whereby positive praise and recognition is the first response, however when a sanction is required, this is used as a teaching opportunity and reflection time is given and a discussion at an appropriate level is had. If necessary, children may miss a proportionate amount of their unstructured time allowance and parents may be notified.

At William Law we use a variety of consequences which are tailored to suit the needs of the individual learner. These may include:

<u>Adults Leading Class Teachers</u>	Non-verbal eye contact warning	Non-verbal physical interaction	Discreet verbal warning	Move to partner class for 10 minutes	<u>Supported by Team leader</u>
Other Teachers	Partial loss of break with teacher	Partial Loss of lunch with teacher	Spoken to by Team Leader Restorative conversations/ Apology letters	Partial Loss of Break with Team Leader/ SLT Restorative conversations/ Apology letters	Behaviour & Inclusion lead/SEND CO
Team Leaders	Partial Loss of Lunch with Team Leader/ SLT Restorative conversations/ Apology letters	Full loss of break or lunch that day or for multiple days Restorative conversations/ Apology letters	Internal seclusion with teacher for a period of 30 minutes	Internal seclusion with SLT for a fixed period of 30 minutes	Assistant Headteacher
Assistant Headteacher	Internal seclusion of ½ day without SLT	Internal seclusion for ½ day with SLT	Internal seclusion of whole day without SLT	Internal seclusion of whole day with SLT	Deputy Headteacher/ Head of School
Deputy head teacher/Head of School	Fixed term suspension ½ day to multiple days		Permanent exclusion		Headteacher/ Executive Headteacher
					Trust Level Support
Head Teacher/Executive headteacher					Local Authority Inclusion team

N.B. The table above is not exhaustive and offers an indication of the types of consequences that may be chosen, some situations are resolved with natural consequences and do not require further consequences. Each situation is taken on an individual basis and takes account of the specific's and any previous similar incidents that may have occurred recently. As with all interactions at school, not meeting behaviour expectation is a point for learning, reflection and growth. Behaviour management must be supportive and constructive for children to develop their emotional intelligence fully and begin to use a more robust level of self-control. These skills are learnt over time and in with consistent boundaries and expectations in place at both school and at home.

The William Law Way

Learning, Living, Loving Together

Behaviour Blueprint

Adult Behaviour

- Acknowledge the behaviour we expect to see at William Law
 - **The William Law Way**
- Share their calm, not join their chaos
- Use a voice volume appropriate to need
- Praise in public, remind in private
- Meet every morning with a smile

Over and Above Recognition

- Praise
- House points
- Recognition board
- Postcard home
- Phone call home
- Certificates

3 Rules

- Learning
- Living
- Loving

We believe the behaviour is a form of communication and we have a shared responsibility to learn from each other to ensure communication is being understood through building respectful relationships.

Stepped responses– in private

1. Verbal/Non-Verbal warning
2. In class quiet reflection using microscript
3. Calming time outside the classroom
4. Restorative conversation using restorative questions

Microscript

I've noticed that.....You know the William Law Way....Can you remember when this happened before and how you felt...I expect you to....I can see you chose to...do you think this was a good choice?...What could a better/different choice have been?...

Restorative Questions

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the action?
4. How have they been affected?
5. What needs to be done to make things right?
6. What could we do differently next time?

Relentless Routines

Accepting only the acceptable

Respectful Relationships

Positive Praise

The consequences ladder is relevant to all children in Years 1 to 6. In some cases, where a child needs more personalised support, they will be referred to the Inclusion Manager and a formalised Behaviour Plan may be devised or external support sought. (See Appendix 3)

Consequence Ladders will be accessible in all classrooms.

Playtime/Lunchtime (unstructured times) consequences also follow a graduated system as identified.

All consequences will be recorded on an online system and will be reviewed and monitored by the Inclusion Manager on a half termly basis.

Responding to Misbehaviour Outside the Academy

Reports may be made to members of staff in relation to misbehaviour outside the academy by either pupils, parents, concerned citizens or other parents. The incidents may be raised by email, telephone or physical report by speaking directly to a member of staff. When such incident occurs, this should be raised in the first instance with a member of the Senior Leadership Team (SLT), either Team Leader level or higher.

A discussion should be had to identify the level of severity and in accordance with Trust Policy. Pupils may be spoken to, parents informed or invited in to meet and discuss further, or in most severe cases police involvement may occur or a children's social care referral can be made. This decision and outcome would be made by the Headteacher firstly, or a Designated Safeguarding Lead in school.

Bullying

See the academy's Anti-Bullying Policy

Parents

The school works collaboratively with parents so children receive consistent messages about expectations for behaviour through See-Saw and ParentPay. We aim to build a supportive dialogue between the home and the school. We inform parents immediately if we have concerns about their child's well-being or behaviour.

We expect parents to:

- be aware that all classes have clear expectations for behaviour and to support these expectations;
- co-operate with the school;
- support the school's decision when applying consequences to deal with any specific incident/ issue.
-

If parents have any concern about the way that their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Team Leader who will consult with the ~~Inclusion Manager~~ Assistant Head or Head of School or ~~Deputy Headteacher~~ in the first instance, should this be necessary. If these discussions cannot resolve the concern, contact with the Executive Head can be made, if still not resolved, a formal grievance or appeal process can be implemented.

Monitoring

The ~~Headteacher~~ Head of School and Leadership Team monitor the effectiveness of this policy on a termly basis. The ~~Headteacher~~ Head of School reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a log of concerns as appropriate.



The William Law Way

Scripted Conversations

Remember how important the language we choose to use is. At William Law we talk about **distressed** learners when they are visibly struggling emotionally or **dysregulated** if it is obvious that a sensory need has not been met and the learner is struggling with focus, attention, manners, engagement etc as a result.

Praise in public for following school expectations.

- Recognition boards
- Teacher note home
- Post card home
- Celebration assembly
- Excellence assembly
- House points

Remind in private by using gentle reminders of the William Law way and following the stepped consequences ladder. Use the child's name, gentle approach, child level, eye contact and deliver message.

- I see you haven't got your school shoes on today, try and remember to wear them tomorrow. At William Law we take pride in our appearance.
- I noticed that you chose to....(noticed behaviour). This is your verbal warning. I know you can make the right choice to show learning/living/ loving together.
- Child running.... "I can see that you are going to try and do fantastic walking. Remember at William Law we are careful in our movements to keep everyone safe to show living together. I wouldn't want you to fall and hurt yourself as that would make us both sad."
- Do you remember when....(model of previous positive choices)? That is what I expect from you. Think carefully. I know you can make the right choice.
- I have noticed you are not ready to do your work. You are not showing you are ready to learn. At William Law we are respectful of everyone's right to learn and show learning together. Do you remember you got all your work finished yesterday and felt proud of yourself. That is what I need to see today.

Verbal warning:

- I noticed you chose to... (noticed negative behaviour). This is a reminder that we need to show the William Law way. This is your verbal warning. You now have the chance to make a positive choice to show learning/living/ loving together.
- I noticed you chose to... (noticed negative behaviour). This is a reminder that we need to be Learning, Living and Loving together. This is your verbal warning. You now have the chance to make a positive choice.

Classroom timeout

- I noticed you chose to... (noticed negative behaviour). This was not the right choice to make at this time. You need to sit on the other side of the classroom/reflection area to have some time to think about this choice. After the time given I will tell you. You can then join in and show me what a brilliant job you can do.

Restorative Meeting Conversation

1. What happened?
2. What were you feeling/thinking at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What should we do to put things right?

2 minute intervention script

1. Are you ok? I have noticed...How are you doing today? Just checking in...
2. I have noticed... I understand that... I have notice that you are struggling to follow the WLW... I can see that
3. We are going to talk about... Shall we talk about...Perfect opportunity... Let's talk about...
4. We've agreed that at WL we... I'd just like to revisit our expectations at WL... In our class we have agreed... At WL we...
5. How can I help? Can I offer help? What do you need? Which of these would be helpful (offer choice)? Should we work together with this?
6. When we go back in... remember when we go back in I need you to... Thank you for listening, I know you can make the right choices. Please remember we're all here to help you and if you need any more help just come back to me.

Appendix 2

Learning	Living	Loving
Learning, living and loving to be the best we can be and to flourish.		
<ul style="list-style-type: none"> • We show our Learning Powers. We are creative, inquisitive and reflective. • We communicate our thinking to others clearly. • We always try our best even when things are hard. • We use ‘ around, down, left, right and then up’ when we are stuck. This means we look around our classroom for resources to help us, then our books, we then ask our partners for help. We then ask an adult. We know how to access help with our learning. • When others are talking in class, we show that we are focused and listening. We ensure our eyes are to the person talking, our body position is faced towards the person talking. We show our whole body listening. • We can articulate our learning when asked by an adult. • We are prepared to communicate our learning and thoughts through cold calling. • We are engaged and focused in discussions when asked. • We actively take part in Think Pair Share, choral reads and cold calling. • We use and look after our resources needed for learning. • Our presentation is always tidy. This is applicable to all written work. LO and date underlined 	<ul style="list-style-type: none"> • We show our Behaviour Powers everyday. We show independence, resilience, self-control, communication and respect. • We show our Living Powers of collaboration and we encourage others. • We wear the correct school uniform and follow uniform expectations for our hair with pride • When the ‘stop sign’ is shown we stop everything we are doing and raise our hand. • We work quietly in our classroom to allow everyone to focus. • An adult leads us when we are walking as a class. • We always walk silently around school. • We walk on the left- hand side of the corridor. • We listen attentively in assembly, ensuring we are listening and only talking when asked. • We show appreciation to others who have achieved especially in assembly. 	<ul style="list-style-type: none"> • We show our Loving Powers of pride and empathy. • We show kindness to everyone. We are respectful to all. • We are not bystanders, we help others when needed. This includes asking adults for help. • We say hello to others and smile when greeted. • We always say ‘please’ and ‘thank you’. • We say “excuse me” if we need to interrupt someone or if someone is in our way. • We know that manners are important 100% of the time, whether in school or on trips • We are patient. • We show cooperative turn taking, respectful listening and appropriate responding when talking to our talk partners and when working in a group. • We know that everyday is a fresh start. • We should show forgiveness. • We are thankful and we celebrate everyone’s successes and contributions.

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• We open and hold doors for others - we wait for adults to walk through a door first• If you see something on the floor, pick it up and put it away/hang it up• We go straight out to play after lunch and will not walk through school.• We ensure that we are wearing the correct clothing depending on the weather.• Our reflection garden is a quiet area. We sit silently thinking and praying or complete the activity set. Only eight children will be in the reflection area at any time.• At break time we 'freeze' at the first whistle and then walk to our classroom on the second whistle.• We sit on our chairs appropriately in the classroom.• We actively listen in the classroom and in assemblies to adults and our peers.• We use the correct language, for instance "Please may I go to the toilet?" or "Would you mind helping me with my work?".• We look after our school, this includes our classroom resources and books.• When arriving through the gates of school we walk with our scooter /bike. | |
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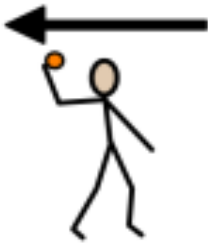
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What
happened?



tired



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hungry



angry



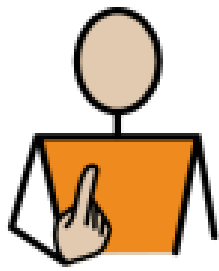
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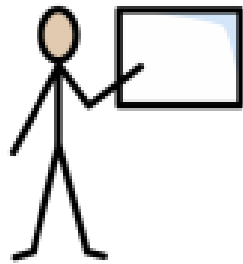
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What thinking
or feeling?



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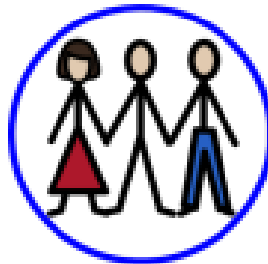
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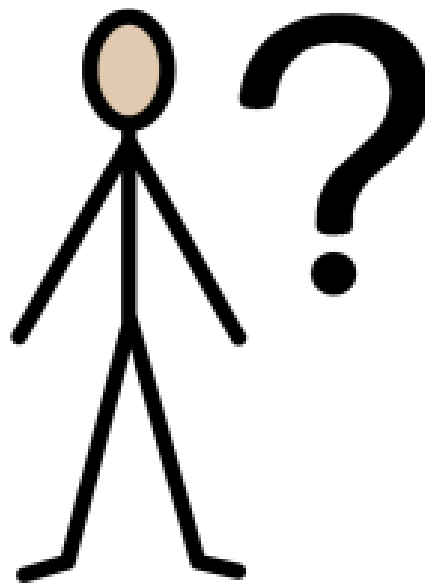
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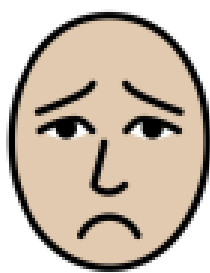
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family



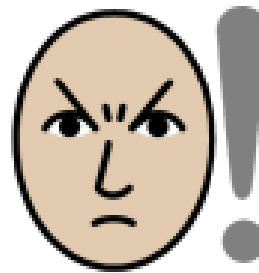
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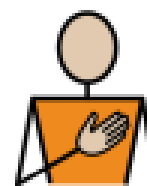
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sorry



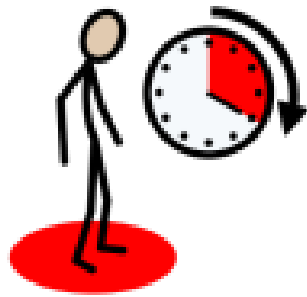
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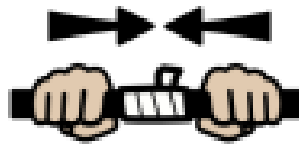
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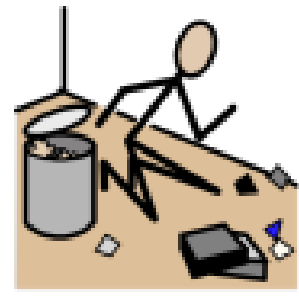
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and feeling now?



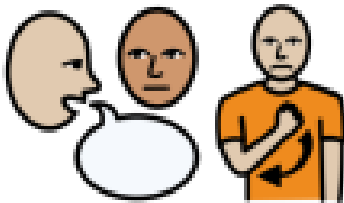
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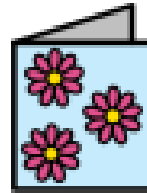
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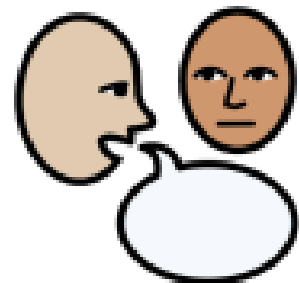
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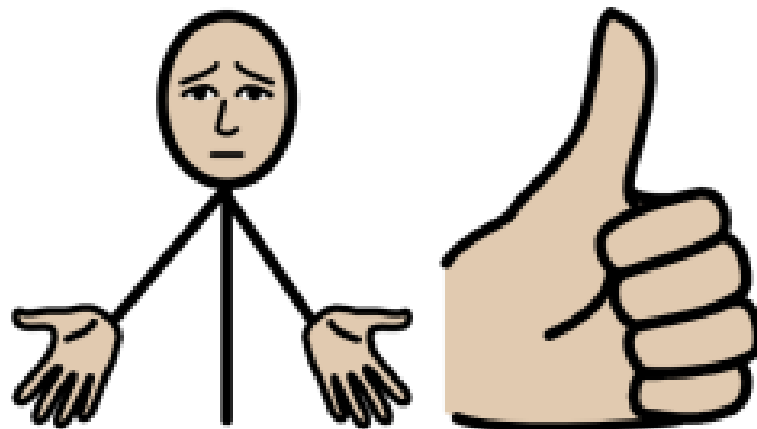
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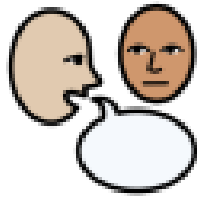
make a
card



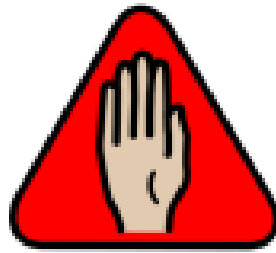
talk



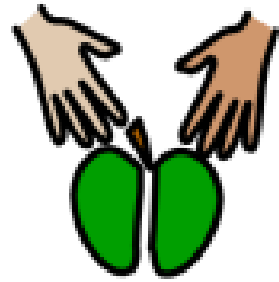
How make it
better?



ask for
help



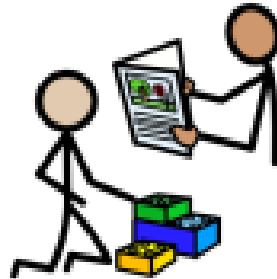
stop



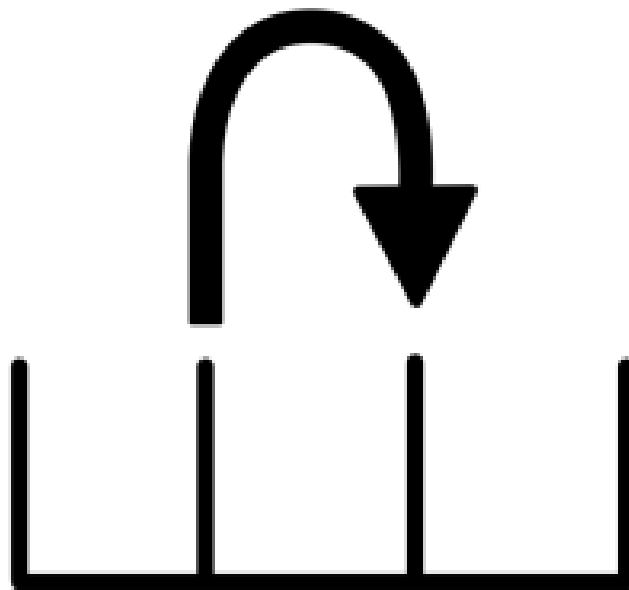
share



talk to my
friend



wait



Next time...



worried



fidgety



confused



angry



excited



scared



What were you
thinking or feeling?



distracted



silly



not okay



frustrated



tired



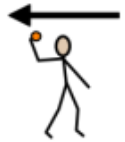
giggly



fizzy



out of control



threw
something



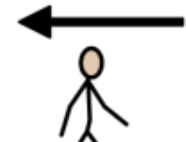
pushed
someone



shouted at
someone



rude to
someone



walked off



scribbled on
work



What happened?



ripped my
work



spat at
someone



broke
something



something
else



unkind to
someone



kicked
someone



hurt
someone



something
else



me



my friend



my teacher



another child



my TA



my mum



Who has been
affected?



a group



my dad



midday
supervisor



my family



someone
else



sad



sorry



guilty



stressed



ashamed



better



What are you thinking
or feeling now?



not okay



mad



okay



calm



scared



unsure



fizzy



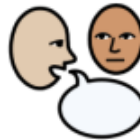
something
else



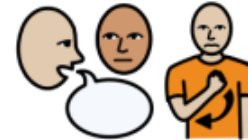
make a plan



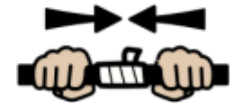
write a letter



talk to
someone



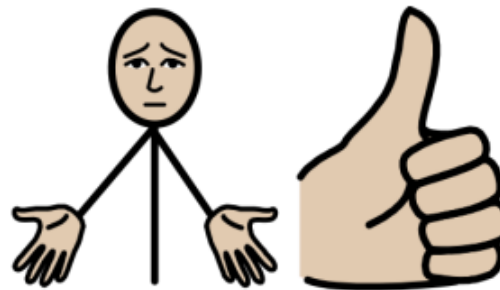
say sorry to
someone



fix something



thinking time



What needs to
happen to put it right?



tidy
something



think about
zones



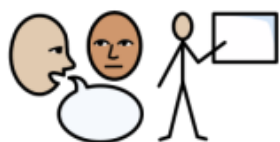
lost chances
slip



quiet time



something
else



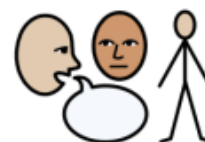
talk to a
teacher



ask for quiet
time



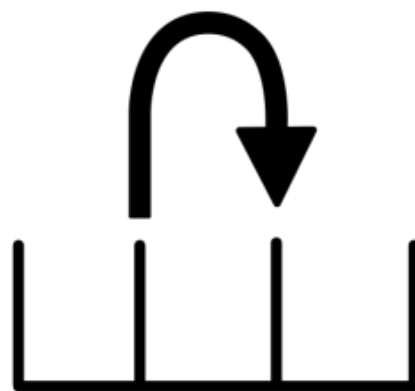
fiddle with
something



talk to
someone



walk away



Next time I could...



play with
someone else



1 2 3
count to 10



take deep
breaths



sit near
someone else



something
else



Appendix 5 William Law School Consequences Ladder – Middle School

Level 4	Time with Headteacher/Head of School/ Executive Headteacher
Level 3	Time with Assistant Headteacher/ Behaviour Lead/ SENDCO
Level 2.2	Time Team Leader
Level 2.1	Reflection time in buddy class
Level 1.2	In class quiet reflection time for 10 minutes
Level 1.1	Verbal warning or non-verbal warning
Level 0	You are on task



Appendix 6 William Law School Consequences Ladder – Upper School



Level 4	Time with Headteacher/Head of School/ Executive Headteacher
Level 3	Time with Assistant Headteacher/ Behaviour Lead/ SENDCO
Level 2.2	Time Team Leader
Level 2.1	Reflection time in buddy class
Level 1.2	In class quiet reflection time for 10 minutes
Level 1.1	Verbal warning or non-verbal warning
Level 0	You are on task

Appendix 6 The William Law Way - Consequences Ladder

Level	Graded incidence of behaviour	Order of Consequences (linked to behaviours)	Staff Involvement	Parental Involvement
Zero	Children on task	Positive praise in public	None	None
One	<p>Low level breaking of school expectations and other behaviours such as:</p> <ul style="list-style-type: none"> Not lining up correctly/quietly Distracting others during lessons Taking other children's equipment without asking Talking during instructions being given Talking in assembly Off task behaviour/tactical avoidance Low level lack of respect for their own, other children's or school property 	<p>1.1 Non-verbal warning in the moment:</p> <ul style="list-style-type: none"> Eye contact/body language/movement closer to child/moving objects subtly away etc <p>Then, with a clear explanation of behaviour or clear verbal warning with explanation of behaviour. <i>"Danny, you are disrupting other people's learning by talking and at William Law we allow our peers to learn without distractions. Thank you"</i></p> <p>1.2 In class reflection time for 5 minutes to take place in learning space or within the classroom.</p> <p><i>If behaviour continues:</i> move to consequence 2.1 (calming time outside the classroom in Buddy Class) with a follow-up conversation with their own class teacher / PPA teacher at next available opportunity using restorative questions to support conversations.</p>	<p>Class teacher/PPA teacher</p> <p>Teaching assistants</p>	None
Level	Graded incidence of behaviour	Order of Consequences (linked to behaviours)	Staff Involvement	Parental Involvement
Two	<p>Continuation of Level One behaviours or frequent demonstration of the following during learning times:</p> <ul style="list-style-type: none"> Speaking when an adult is speaking Calling out Walking round the room Consistent off task talking Making rude noises on purpose 	<p>2.1 Reflection time within a Buddy class. The child is given a timeout. Work can be sent with them if appropriate and the child is ready to engage. They will be spoken to by their own class teacher at the beginning of the next break time, or as close to the behaviour incident as possible, using restorative questions to support conversation. Teacher/ adult leading/ PPA teacher to update class behaviour log</p>	<p>Adult leading lesson to take responsibility for sending children to calming time outside classroom.</p> <p>Adult leading lesson to take responsibility for</p>	<p>Adult leading session to catch parents at the end of the day to inform them of need for reflection time and on Arbor.</p> <p>If parents are not collecting child, leading adult to phone parents, and in the case of no</p>

	<ul style="list-style-type: none"> ● Squabbling ● Provoking inappropriate responses in others ● Continuing to show lack of respect for their own, other children's or school property ● Constantly distracting others 	<p>and make parents aware of behaviour.</p> <p>When children are not in class (e.g. PE, music, assembly) child has calming time at the edge of the session and the teacher updates Arbor and make parents aware of behaviour</p> <p><i>If the behaviour continues:</i></p> <p>2.2 Inform Phase Leader of incident and Phase Leader to arrange a meeting with the child within the same school day to reinforce the restorative conversation that has been had by the class teacher/ adult leading session.</p> <p>Consequences depends on behaviour, but could include:</p> <ul style="list-style-type: none"> ● Loss of some play time ● Apology letter ● Restorative conversation ● Kindness project ● Maintenance project (natural consequences) ● Time out from class with Phase Leader 	<p>contacting parents and update log.</p> <p>Adult leading lesson to have the restorative conversation.</p> <p>Buddy Class to facilitate reflection time – no additional intervention necessary.</p> <p>Incident to be added onto Arbor by adult leading lesson</p> <p>Team Leader</p> <p>Team Leader to arrange time to speak to the child</p> <p>If incident involves child on child or bullying of any nature, this is to be logged on My Concern additionally to Arbor</p>	<p>contact, email to be sent as a last resort.</p> <p>Class teacher (of the victim) to contact parents (email if unable to speak to them via phone or in person) of the victim of the bullying to inform them of the incident and reassure that action is being taken.</p> <p>Team Leader to record on Arbor with class teacher for joint understanding of incident.</p>
Level	Graded incidence of behaviour	Order of Consequences (linked to behaviours)	Staff Involvement	Parental Involvement

Three	<p>Persistent and continuous of Level Two behaviours within the same day or overtime that have not been reduced via previous 2 step supports or incidents of bullying behaviours such as:</p> <p>Social/Emotional:</p> <ul style="list-style-type: none"> • Selective friendships/conscious social exclusion • Deliberate exclusion • Name calling • Spreading rumours • Passing threatening notes <p>Digital:</p> <p>Inappropriate or malicious activity whilst using technology such as:</p> <ul style="list-style-type: none"> • Playing games during learning activity • Using school resources to send unkind emails/messages • Watching inappropriate content • Conducting inappropriate searches • Sharing inappropriate images/content • Sharing without consent <p>Racism:</p> <p>At teacher/Phase Leader discretion re: child's level of understanding or intent</p> <ul style="list-style-type: none"> • Mild • Not aimed specifically • Unintentional racist comments in the course of discussion <p>Verbal (including swearing):</p> <p>At teacher/Phase Leader discretion re: child's level of understanding or intent</p> <ul style="list-style-type: none"> • Not aimed specifically or mild and aimed specifically at somebody <p>Physical:</p> <ul style="list-style-type: none"> • Spitting 	<p>3.</p> <p>Following conversation between Class teacher and Phase leader, involvement from SLT</p> <ul style="list-style-type: none"> • Loss of some play time • Time out with SLT Team leaders • Restorative conversation • Maintenance project (natural consequences) • Behaviour monitoring plan for set period of time • Referral to Behaviour Panel (made by Assistant Head) • Referral to YOUNited made by Pastoral team or Assistant Head 	<p>SLT</p> <p>SLT to arrange time to speak to the child and/or facilitate time out</p> <p>Any incident to be logged on both My Concern and Arbor by class teacher/ adult leading the lesson and added to by SLT</p>	<p>Class teachers to contact parents of both victim and perpetrator (if victim involved) to discuss incident. SLT will inform class teacher if required. SLT to contact if decided. A meeting may be arranged. A behaviour monitoring plan or referral to external agency maybe required.</p>
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	<ul style="list-style-type: none"> Intentionally shoving, pushing, tripping, hitting etc another person Inappropriate or threatening gestures <p>Vandalism:</p> <ul style="list-style-type: none"> Intentionally defacing school property <p>Other:</p> <ul style="list-style-type: none"> Refusal to comply with adult requests Answering back 			
Level	Graded incidence of behaviour	Order of Consequences (linked to behaviours)	Staff Involvement	Parental Involvement
Four	<p>Continuation of Level Three behaviours without change in behaviour despite intervention plus:</p> <p>Bullying behaviours:</p> <ul style="list-style-type: none"> Coordinating and facilitating group discrimination against an individual or group of individuals which might include social, physical or cyber manipulation <p>Social/Emotional</p> <ul style="list-style-type: none"> Repeated Level Three behaviours <p>Cyber:</p> <ul style="list-style-type: none"> Malicious or damaging use of social networking, such as sending inappropriate texts/emails about a specific person to others Wider reaching malicious use of social networking such as setting up an "I hate...." Page on any given platform <p>Racism:</p> <ul style="list-style-type: none"> Aimed specifically Refusal to cooperate with others based on race or culture <p>Verbal (including swearing)</p>	<p>4. Involvement from HOS/ EHT.</p> <p>The following consequences will be considered as a result of Level 4 behaviour. Consequences will be discussed between HT in consultation with the relevant SLT member.</p> <p>Dependant on the child's behaviour any of the following consequences may apply.</p> <p>For all consequences, parents will be invited in to meet with HOS depending on level of severity and sanction required.</p> <ul style="list-style-type: none"> Internal part day suspension Internal full day suspension Fixed term temporary suspension – formal letter written and kept on child's file. Reintroduction meeting on the day following fixed term suspension between child/parent/ Deputy Headteacher/ Hed of School / Headteacher / Executive headteacher Permanent exclusion 	<p>SLT</p> <p>SLT</p> <p>Recorded on Arbor</p> <p>Recorded on My Concern by class teacher/adult leading lesson</p>	<p>Immediate meeting via phone, virtual or physical with parents with SLT.</p> <p>SLT to update Arbor and reshare with Class teacher and Team Leader</p>

	<ul style="list-style-type: none"> • Strong/explicit • Aimed specifically Violence: <ul style="list-style-type: none"> • Intentional hitting/kicking including in vulnerable areas • Repeated in anger • Premeditated • Causes significant injury Other: <ul style="list-style-type: none"> • Stealing 			
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Logging on MyConcern:

In line with Keeping Children Safe in Education the following behaviours always need logging on My Concern.

Child on Child abuse

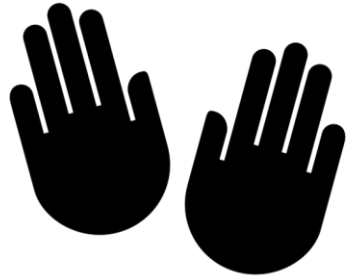
Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence,⁹ such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment,¹⁰ such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos¹¹ (also known as sexting or youth produced sexual imagery)
- upskirting,¹² which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
 - initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

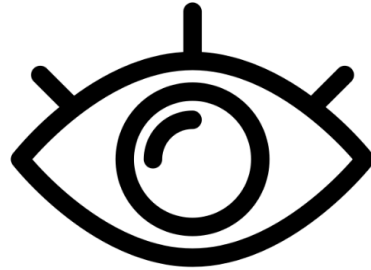
These behaviours should also be logged on My Concern:

- All inappropriate language including swearing, racial, homophobic language.
- Damage to property
- Abuse towards staff.

Quick behaviour phrases to use in class:



Hands free



Eyes on me



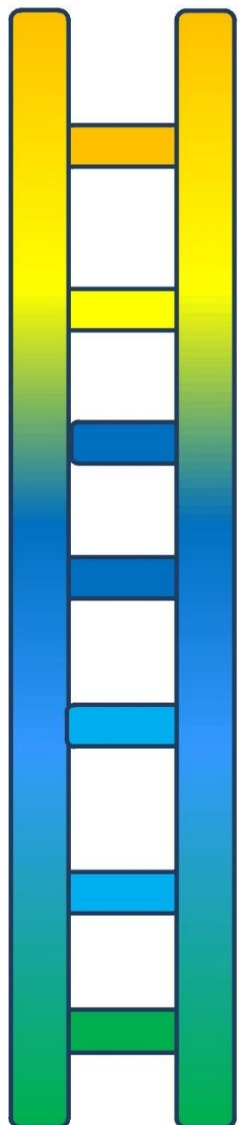
Correct sitting



On task



Appendix 7 William Law School Consequences Ladder – Lunchtime



Level 4	Remainder of lunch in time out for reflection / Communication with class teacher and escalation as main school ladder if required
Level 3	10 minutes time out for reflection
Level 2	5 minutes time out for reflection
Level 1	Verbal warning or non-verbal warning
Level 0	You are on task and playing collaboratively and cooperatively

William Law Way – Lunchtime Consequences Ladder

Level	Graded incidence of behaviour	Order of Consequences (linked to behaviours)	Staff Involvement	Parental Involvement
Zero	Children on task	Positive praise in public Addition to the lunchtime recognition board of positive successes	None	None
One	Low level breaking of school expectations and other behaviours such as: <ul style="list-style-type: none"> Not lining up for dinner sensibly Speaking rudely to staff Forgetting manners in the lunch hall Not clearing plates Pushing past each other in the queue Shouting in the dining hall Pushing each other on the playground 	Verbal warning in the moment with a clear explanation of behaviour or clear verbal warning with explanation of behaviour. <i>“Danny, at William Law we show living together, you are interrupting the other people’s game which is not following the William Law way of living together. Please think about how you would feel and make a more positive choice Thank you”</i>	Midday supervisors	None
Level	Graded incidence of behaviour	Order of Consequences (linked to behaviours)	Staff Involvement	Parental Involvement
Two	Continuation of Level One behaviours or frequent demonstration of the following: <ul style="list-style-type: none"> Provoking inappropriate responses in others Showing a lack of respect for school, their own or other’s property Isolated incident of intentional physical interaction with another child – e.g. pushing, tripping, kicking Disregarding other children’s feelings during a game Exclusion of others within a game 	5 minutes time out for reflection in a safe a calm place followed up with a restorative conversation and corrective action taken by the child such as: <ul style="list-style-type: none"> Apologising to the afflicted Choosing another person to play with Supporting a game with another group of children Accepting the game is over for them Natural consequence Teacher to be made aware at end of lunchtime.	Midday supervisor aware of the incident having either observed it or elicited truthful actions from children’s recount to facilitate restorative conversation. Incident to be added to Arbor by teacher Teacher to be made aware and return to the classroom for parents to be informed.	Class teacher to catch parents at the end of the day to inform them of the need for calming time. If parents are not collecting child, leading adult to phone parents, and in the case of no contact, email to be sent as a last resort.
Level	Graded incidence of behaviour	Order of Consequences (linked to behaviours)	Staff Involvement	Parental Involvement

Three	<p>Continuation of Level Two behaviours or incidents of bullying behaviours such as:</p> <p>Social/Emotional:</p> <ul style="list-style-type: none"> • Selective friendships/conscious social exclusion • Deliberate exclusion • Name calling • Spreading rumours • Passing threatening notes <p>Racism: At teacher/Phase Leader discretion re: child's level of understanding or intent</p> <ul style="list-style-type: none"> • Mild • Not aimed specifically • Unintentional racist comments in the course of discussion <p>Verbal (including swearing): At teacher/Phase Leader discretion re: child's level of understanding or intent</p> <ul style="list-style-type: none"> • Not aimed specifically or mild and aimed specifically at somebody <p>Physical:</p> <ul style="list-style-type: none"> • Spitting • Intentionally shoving, pushing, tripping, hitting etc another person • Inappropriate or threatening gestures <p>Vandalism:</p> <ul style="list-style-type: none"> • Intentionally defacing school property <p>Other:</p> <ul style="list-style-type: none"> • Refusal to comply with adult requests • Answering back 	<p>10 minutes time out for reflection in a safe, calm place followed up with a restorative conversation and corrective action taken by the child such as:</p> <ul style="list-style-type: none"> • Apologising to the afflicted • Choosing another person to play with • Supporting a game with another group of children • Accepting the game is over for them • Natural consequence <p>Reflective conversation to happen between lunchtime supervisor and child. Teacher and discreet conversation held between Lunchtime Supervisor and Class teacher to be told of the incident. To be escalated to Phase Leader if any form of bullying incident has occurred or severity of incident requires a further conversation with the child the same day.</p> <p>Teacher to be made aware at end of lunchtime for parents to be informed.</p> <p>Midday staff to add incident to My Concern if peer on peer bullying behaviour or swearing and hand completed incident form to class teacher.</p>	<p>Midday supervisor Class teacher or SLT (Team Leader) to arrange time to speak to the child dependent on type of incident</p> <p>Midday staff to complete incident form and hand to class teacher</p> <p>Incident to be added Arbor by class teacher</p>	<p>Class teacher to contact parents of both victim and perpetrator (if victim involved) to discuss incident and invite in for a meeting if repeated incidents to create a behaviour monitoring plan or referral to external agency if required.</p>
Level	Graded incidence of behaviour	Order of Consequences (linked to behaviours)	Staff Involvement	Parental Involvement
Four	Continuation of Level Three behaviours without change in behaviour despite intervention, plus:	Child to be brought in to SLT Head of School Headteacher or Executive headteacher ad appropriate	Senior Leaders Midday staff to	Immediate meeting via phone, virtual or physical with parents and SLT.

	<p>Bullying behaviours:</p> <ul style="list-style-type: none"> Coordinating and facilitating group discrimination against an individual or group of individuals which might include social, physical or cyber manipulation <p>Social/Emotional</p> <ul style="list-style-type: none"> Repeated Level Three behaviours <p>Racism:</p> <ul style="list-style-type: none"> Aimed specifically Refusal to cooperate with others based on race or culture <p>Verbal (including swearing)</p> <ul style="list-style-type: none"> Strong/explicit Aimed specifically <p>Violence:</p> <ul style="list-style-type: none"> Intentional hitting/kicking including in vulnerable areas Repeated in anger Premeditated Causes significant injury <p>Other:</p> <ul style="list-style-type: none"> Stealing 	<p>The following consequences will be considered as a result of Level 4 behaviour. Consequences will be discussed between HOS in consultation with the relevant SLT member</p> <p>Dependant on the child's behaviour any of the following consequences may apply.</p> <p>For all consequences, parents will be invited in to meet with SLT depending on level of severity and sanction required.</p> <ul style="list-style-type: none"> Internal part day suspension Internal full day suspension and formal letter to parents Fixed term temporary suspension – formal letter written and kept on child's file. Reintroduction meeting on the day following fixed term suspension between child/parent/ Deputy headteacher/ Headteacher/Head of School/ Executive headteacher Permanent exclusion <p>Teacher to be made aware at end of lunchtime for parents to be informed by teacher or SLT.</p> <p>Midday staff to add incident to My Concern if peer on peer bullying behaviour or swearing and hand completed incident form to class teacher or SLT</p>	<p>complete incident form and hand to class teacher</p> <p>Incident to be added Arbor and my Concern by class teacher or SLT</p>	<p>Update Arbor and reshare with Class teacher and Phase Leader</p>
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Appendix 9 Behaviour Process and Sanctions

At William Law we use a variety of consequences which are tailored to suit the needs of the individual learner. These may include:

Adults Leading Class Teachers	Non-verbal eye contact warning	Non-verbal physical interaction	Discreet verbal warning	Move to partner class for 10 minutes	Supported by Team leader
Other Teachers	Partial loss of break with teacher	Partial Loss of lunch with teacher	Spoken to by Team Leader Restorative conversations/ Apology letters	Partial Loss of Break with Team Leader/ SLT Restorative conversations/ Apology letters	Behaviour & Inclusion lead/SENDCO
Team Leaders	Partial Loss of Lunch with Team Leader/ SLT Restorative conversations/ Apology letters	Full loss of break or lunch that day or for multiple days Restorative conversations/ Apology letters	Internal seclusion with teacher for a period of 30 minutes	Internal seclusion with SLT for a fixed period of 30 minutes	Assistant Headteacher
Assistant Headteacher	Internal seclusion of ½ day without SLT	Internal seclusion for ½ day with SLT	Internal seclusion of whole day without SLT	Internal seclusion of whole day with SLT	Deputy Headteacher/ Head of School
Deputy head teacher/Head of School	Fixed term suspension ½ day to multiple days		Permanent exclusion		Headteacher/ Executive Headteacher
					Trust Level Support
Head Teacher/Executive headteacher					Local Authority Inclusion team

N.B. The table above is not exhaustive and offers an indication of the types of consequences that may be chosen, some situations are resolved with natural consequences and do not require further consequences. Each situation is taken on an individual basis and takes account of the specifics and any previous similar incidents that may have occurred recently. As with all interactions at school, not meeting behaviour expectation is a point for learning, reflection, and growth. Behaviour management must be supportive and constructive for children to develop their emotional intelligence fully and begin to use a more robust level of self-control. These skills are learnt over time and in with consistent boundaries and expectations in place at both school and at home.

Appendix 10 Lunchtime Behaviour Form Internal use only



William Law CE Primary School Lunchtime Behaviour Communication Report to be completed by Midday staff and shared with class teacher/s

Midday Name	Date	Time

Details of behaviour/ incident seen or reported: Include full names year grp and class for each pupils in 'details section' then use initials only.

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Children involved: (Space for Child's name, Yr Grp & Class then circle perpetrator, victim, witness for each child involved)

perpetrator	victim	witness	perpetrator	victim	witness	perpetrator	victim	witness	perpetrator	victim	witness
perpetrator	victim	witness	perpetrator	victim	witness	perpetrator	victim	witness	perpetrator	victim	witness

Has this behaviour/ incident been fully investigated: (Yes or no- circle)

All incidents that occur at lunchtime should be fully investigate by midday staff

Yes

No

Result of investigation & Actions that have been taken – please circle Midday to complete

Teacher to complete.

5-minute reflection and restorative conversation	10-minute reflection and restorative conversation informed	Teachers of all pupils in involved informed – escalation to main ladder if required	SLT have been made aware to follow up by class teacher	Parents to be informed by CLASS TEACHER or SLT please circle	
Added to My Concern	Y/N	Sign when added to My Concern	Incident recorded on Arbor by class teacher	YES	NO