We are a Christian school that serves a diverse community and works in partnership with parents to develop the whole child.

St. Luke's CEVA Primary School

Behaviour for Learning Policy

At St. Luke's CEVA Primary School we aim to create a positive, safe and secure learning environment based upon mutual respect and high expectations, so that all members of the school community can excel and enjoy a full school life. This reflects our belief that every child is unique to God and entitled to be given opportunities to be the best that they can be.

Our aim:

To create positive relationships through mutual respect and care.

Following the example of Jesus, we aim to build on our Core Christian Values (CCV) of Compassion, Forgiveness, Respect, Perseverance and Trust.

We use our values to:

Ensure we understand that we all have rights and responsibilities, believing that everyone in the school is important and has the right to be valued. We expect each individual to respect others, their families, their cultures and beliefs - ensuring fairness/equity of treatment for all:

Encourage self-discipline and a reflective mind-set, where pupils are able to recognise and manage their own behaviour and treat each other and staff with courtesy;

Lead by example: Adults are key role-models and should at all times set a good example – being assertive, consistent, fair, approachable and willing to listen.

Work in partnership to form positive relationships with parents and carers and to develop a shared responsibility in the implementation of the school's policies;

Demonstrate consistency of response to both positive and negative behaviour;

Challenge: Ensure that all lessons fully engage and meet the needs and interests of all students.

Enable pupils to be proud of St. Luke's - to encourage all students to take pride in their academic work and enrichment activities whilst representing the school in competition and in everyday appearance.

Expectations

You can expect the adults at St. Luke's to:
uphold the principle of mutual respect;
have high expectations for all students;
maintain a calm manner & learning climate with clear, consistent routines;
build positive relationships and lead by example;
promote personal responsibility and self-management;
be fair and consistent in response to positive and negative behaviour;
acknowledge and praise pupils when they try their best.

St. Luke's students are expected at all times to:
uphold the principle of mutual respect and have regard for authority;
take responsibility for their own actions;
reflect carefully on the impact of their behaviour;
have high expectations for themselves;
participate fully, embrace challenges and collaborate effectively in lessons;
promote the good name of the school by being positive role models both inside and outside of school;
keep themselves and each other safe, including on the internet;
take pride in the appearance of their uniform and their school environment.

Supporting pupils

We will always try to:
remind pupils as positively as possible when they fall short of our expectations;
understand why a student is exhibiting certain behaviour, and find strategies to modify it;
apply the smallest sanction we can and help the student reflect on their actions and understand the benefits of positive behaviours; work closely with parents and anticipate their support as soon as we become concerned; provide further, more structured support where this is required;

If a child feels worried about the way they have been treated they should refer to one of the staff in poster in Appendix F.

Christian values relating to processes of behaviour policy

OUR GOLDEN RULES
The school *'Golden Rules' are developed with the children and through the prism of our core Christian values - they* will be displayed in every room in the school. They will be taught in assembly and in every classroom and will be reinforced by all members of staff at all times. Teachers should also develop their own Class Rules based upon what is 'Gold' behaviour at St. Luke's and these should also be displayed clearly in the classroom. Teachers may also wish to develop rules for specific activities, for example PE, wet play, swimming, etc.

At St. Luke's School, our Golden Rules are…

1. to treat others the way we would like to be treated ourselves (Compassion, Trust, Perseverance, Forgiveness & Respect)

2. to work hard and have pride in all that we do

3. to move sensibly around the school building

4. to take care of the school and help to keep it tidy, clean and safe

WHOLE SCHOOL BEHAVIOUR POLICY: Going for Gold

## Overview

The principle behind this system is:
- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That the teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who are regularly following the rules are noticed and rewarded.
- Pupils are empowered to demonstrate independence in their learning so they are motivated to remain on task

The system requires the following:
- **A consistent approach that can be used by all staff**
- Whole class/school and individual reward system (could be key stage based)
- Appropriate approaches and consequences are used to manage behaviour
- Teaching of specific positive behaviours and routines.

The system works in the following way:
- All classes should have their own rules clearly displayed (school rules and values are in communal areas) and feedback about behaviour should be linked to these
- All classes have a display with the children's names on. All pupils start each morning with their name on 'green' to enable each child to have a fresh start each day.
- If pupils make positive individual choices about their behaviour their name moves onto the appropriate colour (bronze, silver, gold).
- If pupils make negative individual choices their name moves onto the following colours (blue, amber, red). It is possible for a child to be restored from blue to green without a text home - providing they have demonstrated a clear change in behaviour.
- Children's names may move up or down the system at any point during the day.

Red	Amber	Blue	Green	Bronze	Silver	Gold

All pupils start on green

← Negative choices ←——————   ——————→ Positive choices →
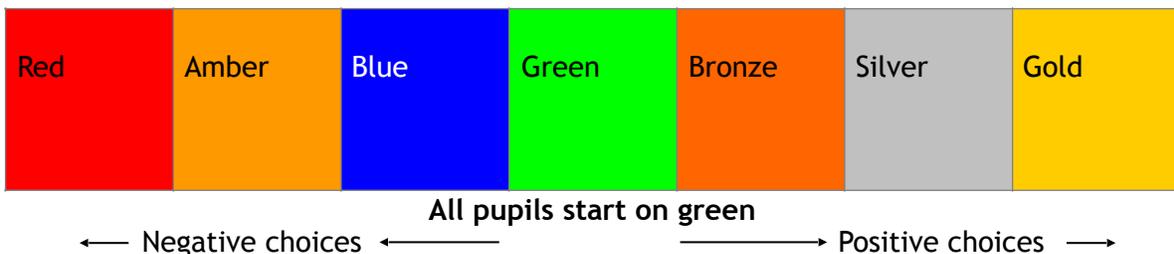
 - Please refer to the laminated cards displayed in each class and around the school to link specific behaviours to colours.

   - Classes are encouraged to develop stimulating and creative displays to promote the 'Go for Gold' policy. Displays should be relevant to the pupils' age and interests and maintained to a high standard at all times.

Rewards

If they are not motivated by the reward it will not be effective in shaping the child's behaviour. We also acknowledge that any reward system is ineffective if the child does not link the outcome of the reward with the behaviour they have shown to achieve it. Therefore, we endeavour to try to help the child to make a connection as often as possible between their actions and the consequences.

Individual Rewards – can be for academic achievement as well as meeting our core Christian values

Praise – we verbally praise children regularly when we catch them doing the right thing. We acknowledge that some children are more comfortable than others in receiving public praise and we consider this in how we offer praise. It may at times be non verbal e.g. a thumbs up or a smile. We also use proximity praise to shape the behaviour of a child who is not doing the right thing, whereby we praise a child who is making the right choice in the hope that other child not making the right choice will try to change their behaviour in order to receive the same praise.

Stickers / stamps – (Infants) these can be awarded for a variety of reasons, celebrating positive learning and behaviour.

Positive visits to SLT members – if children have completed a particularly special piece of work or behaved in a particularly positive way a teacher may send their child to visit a member of SLT and they should be given a 'postcard' with a short outline of their achievements to take home to their family.

Positive phone calls or texts home – all staff can phone home or send a message home if they feel that they would like parents to know about something a child has done particularly well that day

When a child achieves 'Gold', the teacher will enter the child's name for the Key Stage 1 or 2 assembly on a Tuesday and the child is able to choose an appropriate award on Friday afternoon. If they reach gold x3 in a term then they will receive a 'golden' star badge at the Golden assembly on a Friday which they can wear for a week and a book token. All children who have achieved 'Gold' during a half-term will be invited to the Headteacher's Tea Party.

*NB: for a child to achieve Gold, the class teacher must make the ultimate decision – the child must be showing consistent 'Golden' behaviour throughout all parts of the school day, with all staff.

When a child achieves bronze they get publicly praised in the class and when they achieve Silver they will be publicly praised and receive a certificate for home

Consequences

As with positive reinforcement, any negative consequences also need to be meaningful to the child (i.e. if a child dislikes going outdoors for playtime, keeping them in with you is not a negative consequence) and explicitly linked to their actions (i.e. the child understands exactly why they have received the consequence).
We make every effort to ensure that consequences are applied calmly, firmly and consistently. **Quiet, private reprimands are often more effective than public ones,** although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive.

Important features of consequences include:
- **A focus upon the behaviour rather than the child. E.g. "that was an unkind thing to do" rather than "you are a very unkind girl".**

- **A message about what the child should do in future;**
- **Consequences appropriate to the behaviour;**
- **Looking for the possibility of praise as soon as possible after the consequence, to encourage more positive behaviour.**

Before moving a child's name down the "Going for Gold" system we use a range of techniques:

- **Planned ignoring**. We recognise that any attention, whether positive or negative, is often a motivator for children. Therefore, wherever possible we give minimal attention to negative behaviour

- **Modelling**. We demonstrate the desired behaviour. E.g if a child is calling out on the carpet a Teaching Assistant may model sitting up straight and folding their arms.

- **Cueing.** We try to cue behaviour by giving a general reminder of the desired behaviour to the whole class without mentioning the name of the child who is not behaving appropriately. E.g. "I am just reminding everyone that we need to put up our hand if we would like to say something."

-**Shaping.** If a child is partially doing the right thing we can praise them for what they are doing right and ask them to also do something else. E.g. "Well done Courtney, I love the way you are sitting quietly without fidgeting, now I would also like you to show me some eye contact."

- **Proximity Praise**. We praise a child who is doing the 'right thing' when they are sitting next to a child not following instructions. E.g. "I love the way Jack is sitting so beautifully", then magically, Rebecca starts to sit beautifully too!

If a child is "locked into" a negative behaviour and are clearly **choosing** not to follow instructions, again, before we even use the system we may use:

- **Humour.** This does of course depend on the relationship between the adult and child but can be very effective in diffusing situations.

- **Negotiation**. Again, depending on the situation and the relationship we often "make a deal" with the child, this can allow the child to "save face" and not feel that they are completely backing down

- **Transfer adult.** Again, this can allow the child to feel that they have not lost face or if they are feeling angry with one particular adult, a change of adult may diffuse the situation

- **Distraction**. Sometimes it is possible to distract a child out of a negative behaviour pattern. E.g. if a child is tapping a pencil and has not responded to cueing, shaping, modelling etc. the child could be asked to do a small job

Further positive behaviour management strategies are included in Appendix F.

Potential blue behaviours should mean the child receives one clear warning about the consequences of their current behaviour before being moved to blue.

In KS2 at this point the teacher has a number of options, they may choose from the following consequences:

➢ We may choose to not say anything but simply ensure the child has acknowledged that their name has moved with a hope that this jolt may be enough for some children to get back to green

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- ➢ Verbal instruction to change their behaviour
- ➢ Time Out in class (5mins max – **Teacher to encourage child to make it back to green!**)
- ➢ If behaviour not changed – Time out with 'Reflection' sheet to be filled out by child and checked by teacher – a photocopy of this will go home with a text for parent to locate sheet

    If behaviour fails to improve then:

- ➢ Then the child should be **moved to amber with a 'referral sheet' filled out and sent to see the DH, HT or in their absence to the school office so a note can be made**

*NB – Time Out should not be outside the class, in the corridor/shared areas. Pupils going to time out should make this time up during lunch or break.

At least one warning is always provided for pupils in between each stage.

If a child shows blue behaviour at lunchtime they will be directed to take up to 10 mins Time Out in the playground. The adult in the playground needs to inform the class teacher of the blue behaviour and the teacher should move the child down.

The next stage on the system is AMBER .
 In **KS1** teachers may chose from the following consequences:
- ➢ "Time Out" in a Buddy Class (15 mins max)
- ➢ "Time Out" during break or lunchtime (15 mins max)
- ➢ And in the most serious situations "Alternative Lunch"

In KS2 the consequence for hitting Amber is to attend Alternative Lunch. (Please see Appendix A for further details). Parents should also be informed by phone from a member of SLT. It is the class teacher's responsibility to ensure that an Amber Incident form is completed and is handed to the member of staff leading Alternative Lunch when they escort their child there.
If a child shows amber behaviour at lunchtime, the midday will refer to the member of SLT on duty. If SLT agrees that the behaviour is Amber, the child will be escorted to Alternative Lunch. The midday staff will inform the class teacher of any pupils who have hit amber during the lunch period.

- the next stage on the system is RED. At this stage whether within class or at lunchtime, SLT should be informed and a SLT member will make a decision about appropriate consequence. Consequences may include:
- ➢ Alternative Lunch
- ➢ Parent Meeting
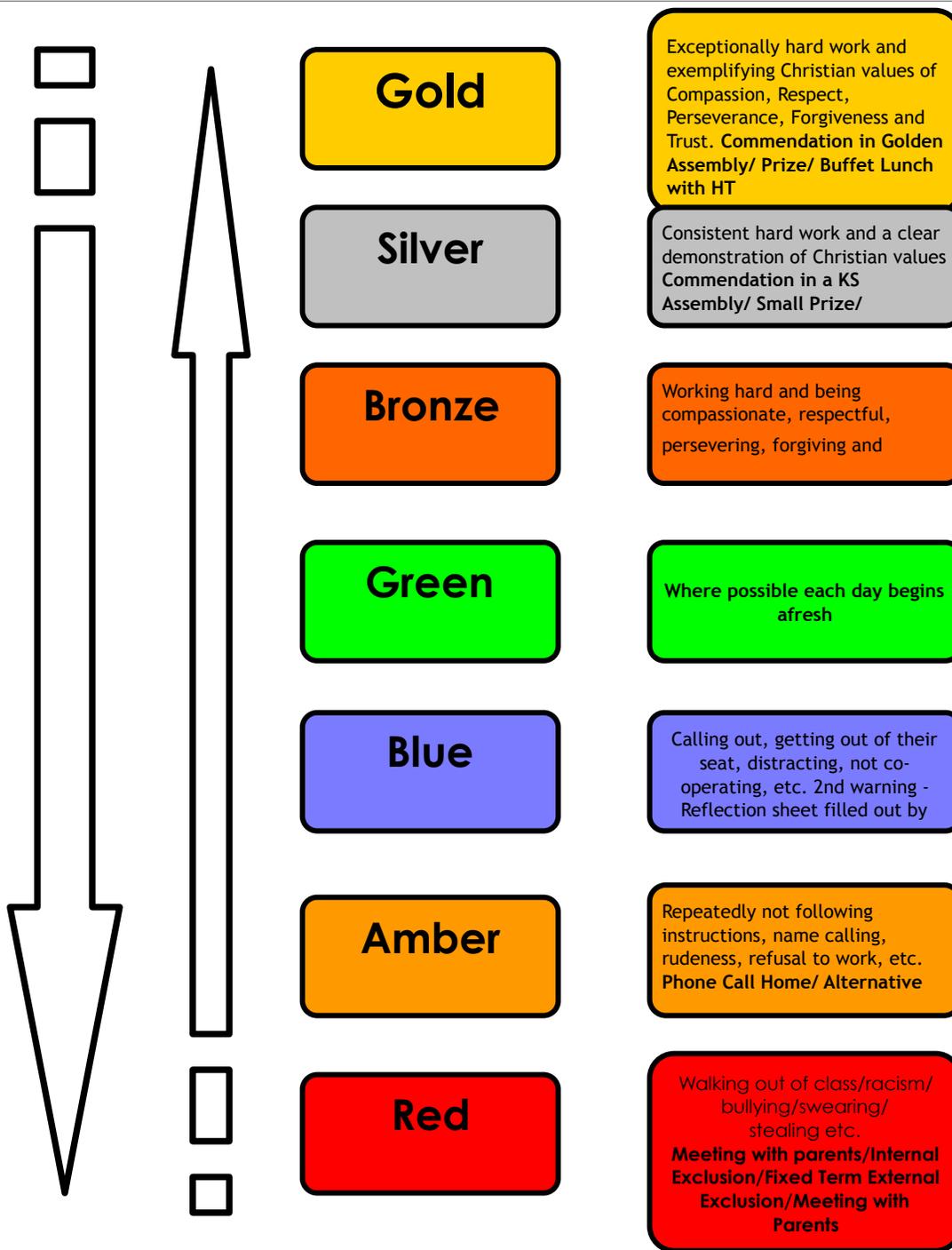- ➢ In school Exclusion
- ➢ Fixed Term Exclusion

NB – for a child to move to Red SLT must make this final decision.

The following table offers examples of the sorts of behaviours which warrant each consequence. Please note that teachers may use discretion and this list only offers examples

Colour	Examples of behaviours	Consequence
BLUE (Step 1)	➢ Shouting / calling out during teaching time ➢ Getting out of their seat during a task ➢ Distracting other children from learning ➢ Talking when others are talking ➢ Rocking on chairs ➢ Not working to the best of their ability ➢ Not co-operating with others ➢ Having a negative attitude ➢ Incidents on the playground involving the above	KS1 – the consequence for these pupils is the fact that their name has moved – a Reflection sheet may be scribed by the staff In KS2 teachers may use any of the following: ➢ Non verbal signal ➢ Verbal Warning ➢ Time Out in class (5mins max) ➢ 2nd time out leads to Reflection sheet going home ➢ Text home to parent – to see Reflection sheet *** NB pupils who have a 'Reflection' sheet sent home will be monitored by SLT and appropriate intervention will be planned.**
YELLOW (Step 2)	➢ Repeatedly not following instructions ➢ Taking or damaging other people's property ➢ Name calling ➢ Tormenting other children ➢ Throwing things ➢ Rudeness ➢ Refusal to work ➢ Incidents on the playground involving the above	KS1 may chose from the following consequences: ➢ Instant "Time Out" inside the class or in another class ➢ "Time Out" during break or lunchtime ➢ "Alternative Lunch" in only the most serious cases ➢ SLT must be informed In KS2 pupils will attend an "Alternative Lunch" and SLT must inform parents by phone. Pupil will attend an alternative lunchtime (see Appendix A for further details of alternative lunchtime) where they will complete a reflection sheet and will discuss their behaviour with the member of staff on duty. If appropriate, they may also spend time completing missed learning. ***NB pupils who frequently hit yellow will be monitored by SLT and appropriate intervention will be planned.**

| RED (Step 3) | ➢ Walking out of class
➢ Racism
➢ Intimidating behaviour
➢ Bullying
➢ Fighting
➢ Swearing
➢ Stealing
➢ Serious playground incident
➢ Continuation of yellow behaviours (more than 3 ALs in a week) | CT should inform SLT. Parents to meet SLT. SLT will choose from the following consequences:

➢ Alternative Lunch
➢ Parent Meeting
➢ Setting up of individualised behaviour plan
➢ In school Exclusion
➢ Fixed Term Exclusion

If appropriate, the pupil may be immediately removed from their class / playground and if a member of SLT deems it appropriate, they could be "internally excluded". (see appendix c for further details of internal exclusions)
If the pupil continues to exhibit 'Red' behaviours then the SLT, Class Teacher and Parent and possibly SENCO will meet. Additional provision may be put in place such as; an IBP, a learning mentor, a Nurture group referral to BSS or a CAMHS referral. Advice may be sought from our Inclusion Advisor or Educational Psychologist and we will consider whether an Early help plan should be initiated and / or a referral to RIET should be made. These children should be discussed at the vulnerable children group meeting. |

Going for Gold – Visual Guide

Gold

Exceptionally hard work and exemplifying Christian values of Compassion, Respect, Perseverance, Forgiveness and Trust. **Commendation in Golden Assembly/ Prize/ Buffet Lunch with HT**

Silver

Consistent hard work and a clear demonstration of Christian values **Commendation in a KS Assembly/ Small Prize/**

Bronze

Working hard and being compassionate, respectful, persevering, forgiving and

Green

Where possible each day begins afresh

Blue

Calling out, getting out of their seat, distracting, not co-operating, etc. 2nd warning - Reflection sheet filled out by

Amber

Repeatedly not following instructions, name calling, rudeness, refusal to work, etc. **Phone Call Home/ Alternative**

Red

Walking out of class/racism/ bullying/swearing/ stealing etc. **Meeting with parents/Internal Exclusion/Fixed Term External Exclusion/Meeting with Parents**

St. Luke's CEVA Primary School

Behaviour for Learning Guide

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SEN / Inclusion

All staff should be mindful of pupils who have been identified as having Special Educational Needs (SEN) when using the system. SEN may include Speech, Language and Communication Needs (SLCN), Social, Emotional and Mental Health Needs (SEMH), Learning Difficulties, Physical Impairments or Medical Needs.
Consequences such as Alternative Lunch are not aimed for pupils with SEN although may occasionally be deemed appropriate.

Racism, Sexism, Homophobia and other diversity incidents (see also Anti Bullying policy)

Racist, sexist, homophobic or other discriminatory comments are not tolerated and should be reported to a senior member of staff immediately. **All incidents should be logged in writing on a *Racist Incident Form.*** (These are kept in the staff shared area in the proforma file.) The incident will be fully investigated and recorded – and where appropriate reported to the Local Authority. Governors are also kept informed of such incidents. Guidance will be given to show the pupil why these remarks are so damaging and unacceptable.

Exclusion

External exclusion will only be implemented in extreme circumstances or as a last resort where all other forms of action have failed to improve a child's behaviour.

The London Borough of Newham's criteria for exclusions are as follows:

Monitoring of behaviour at our school

Class Teachers each have a responsibility to monitor the behaviour of pupils within their class. All incidents of Blue, Amber and Red behaviour should be recorded on the Safeguard system. Class Teachers should meet with parents of any pupils causing concern in the first instance and if the issue is not resolved then flag up to a member of SLT who will meet with parents.

The Deputy Head Teacher with responsibility for behaviour will monitor and analyse behaviour on a half termly basis at a whole school level and will ensure appropriate action is taken to address any concerns. This behavior monitoring will be reported regularly to the Senior Leadership Team and school governors.

 Agreed by the Governing Body ………………………………………..

Date for review: **September 2017**

Appendix A

Alternative Lunch Protocol

- AL is for any pupil who has displayed **AMBER** behaviour from the afternoon session of the previous day until lunchtime that day.

- AL is not intended for pupils with SEN although may occasionally be deemed appropriate.

- Only one AL should ever be given at any time.

- AL will take place in a designated room from 12.00pm to 12.30pm most usually the meeting room or HT room. If you have someone for AL you should inform a member of SLT asap.

- Alternative Lunch will usually be staffed by a senior member of staff

- Where possible a pupil should make their own way to AL but be escorted if it is deemed necessary.

- Class Teachers should ensure an "Alternative Lunch Form" has been completed and handed to the member of staff on duty.

- Those children in AL will be monitored. In the event of any child repeatedly attending AL, further intervention will be considered.

- Pupils will reflect on their behaviour in silence.

- They will then complete a reflection sheet.

- The member of staff on duty will spend time with the pupil reflecting upon their behaviour.

- If deemed appropriate, the pupil may also complete some missed learning.

- Pupils will go to lunch at 12.30 and go out to playground for the last 10 mins of lunchtime.

- Every pupil starts the afternoon session afresh and it is the class teacher or member of staff in the class's responsibility to support the pupil to get back on green asap.

- It is SLT's responsibility to inform parents / carers that their child attended AL.

Amber Behaviour – Alternative Lunch

Name of Pupil: _____   Class: _____   Date: _____

Location of incident: _____   Time:_____

Reason for hitting Amber: (please circle)

- Not following Instructions

- Taking / Damaging other people's property

- Name calling

- Tormenting other children

- Throwing things

- Rudeness

- Refusal to work

- Playground incident

Further comments:

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Signed: _____ (Class teacher / SLT member)

Please ensure this form is completed and handed to the member of staff in the reflection room when you escort your child to Alternative Lunch

Internal Exclusion Protocol

- If a pupil displays **RED** behaviour, the class teacher should involve a member of SLT who may decide the pupil needs to be "internally excluded".

- During an internal exclusion the pupil must work outside of their class – either with a member of SLT, or within another class for an agreed fixed period, usually no more than half a day – a member of SLT **MUST** be informed

- The child will complete a prepared work pack at their appropriate level. They will work independently and should be given minimal attention.

- For an Internal Exclusion to be completed successfully the child must sit calmly and quietly in their seat and complete their sheets independently. If the child does require support they need to stay in their seat and politely ask for help.

- Ideally, the child will have shown that they are following the school Golden Rules and have turned their behaviour around. Once they have completed their work pack they should then have a short discussion with the member of staff supervising about which rule they broke and consider whether any further reparation needs to take place prior to returning to class (e.g. mediation with another child, genuine apology to member of staff).

- If the child is showing they are ready to return to class, either the member of staff on duty, or a member of SLT will escort them back to their classroom. If any reparation needs to take place this should do so, with agreement from the class teacher, then all adults need to welcome the child back to class and give them a fresh start.

Red Behaviour

Please ensure this form is completed and handed to a member of SLT if a pupil hits Red on the staged consequence system

Name of Pupil: _____   Class: _____   Date: _____

Reason for hitting Red: (please circle)

- Walking out of class
- Racism
- Intimidating behaviour
- Bullying
- Fighting
- Swearing
- Stealing
- Serious playground incident
- Continuation of Yellow behaviours (more than 3 ALs in a week)

Further comments:

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Signed: _____ (Class teacher / SLT member)

To be completed by

SLT member

Consequence of behaviour: (please circle)

- Class teacher met with parent
- SLT met with parent
- Internal Exclusion
- Fixed term Exclusion

Further comments:

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Signed: _____ (SLT member)   Date:
_____

Strategies for Positive Behaviour Management

To manage pupil's behaviour successfully, it is important to preserve the child's dignity and support their self-esteem. Remember it isn't just what you do or say, equally important is how you say it. Often conflict arises out of minor irritation or frustration. This can be kept to a minimum by preventative methods. Try to catch things early on.

Have clear rules and routines	Make sure you have made explicit what is expected and everyone is clear what they should do. Routines have to be constantly referred to and positively reinforced. Like: *"Well done for remembering to put your hand up when you want a turn."*
Be aware of your…	1. Body language 2. Language used 3. Teaching style 4. Tone of voice
Certainty not severity	Be consistent. It is the **certainty** of a response and the follow up that has the most impact on positive behaviour management not the severity. Pick up the minor yet important things regularly. It will help prevent major incidents occurring.
Separate the person from the behaviour	Give the message: *I like you. I don't like what you are doing."* When delivering a request always gain the pupil's attention first. • Say the pupil's name • Establish eye contact It engages the pupil and they are more likely to comply with the request. Say thank you even if they haven't acceded to your request. It conveys the expectation that they will.
Phrase your requests positively	Say exactly what you want the pupil to do. Break down the behaviours into component parts e.g. *Listening – put any equipment in your hand down, turn your chair to face me, sit still, rest your hands in a comfortable position and give me eye contact – thank you.* A positive ethos can be created by asking, not telling.
Catch them getting it right	Catch pupils carrying out a request and reinforce with praise, rather than react negatively when someone gets it wrong. *Say thank you, well done, terrific.* If this feels difficult then smile and nod in some form of acknowledgement.
Use tactical ignoring	Where you can, ignore behaviours that may be specifically designed to gain negative attention. It helps to respond positively immediately they engage in the desired behaviour.

Attempt to re-frame situations	This reasserts the required behaviour without getting into conflict in the current situation. *Adult: John, what should you be doing now?* *Child: I'm just…* *Adult: Yes, I can see that you are… but what should you be doing?* Child says then does the required behaviour (hopefully) and the adult can reinforce this with praise. *Well done. Thank you. Good lad.*
Avoid conflict	Remember what your aim is. If it is to get a piece of worked finished then e.g. *Child: I want to work on the computer.* *Adult: Yes (agree) you can work on the computer later/this afternoon/ tomorrow/ when it is your turn, but right now, John, what you need to do is…*Make sure they can do it.
Stick to the Primary Behaviour	Stick to the **Primary** behaviour. Remember what the real issue is. Pupils are adept at trying to deflect attention (whilst paradoxically seeking it at the same time). Don't get caught up in **secondary** behaviours, these often become the source of conflict e.g. you make a request, the pupil responds with an attack: *Why don't you tell <u>him/her</u>? It's <u>always</u> me!* The adult frequently becomes caught up in secondary behaviours. This is much harder to resolve because you are being counter challenged and accused of being unfair. **Now it's personal.** The actual conflict has nothing to do with the primary event. The conflict is now about personal issues and feelings which become much harder to resolve. It is our responsibility as adults to understand our own feelings and try not to act on them in these situations. Go back to the primary behaviour and restate it e.g. *What should you be doing now?*
Offer choices or the illusion of choice	*You can do this (describe the expectation) or you can do that (describe the consequence).* Nothing is not a choice. Choices allow the child to safe face, thus defusing anger. NB: it must be a real choice, not a threat.
No blame	On many occasions this is an appropriate strategy: *It doesn't matter… what we need/what we want now is…* state the next thing that the pupil needs to do. There are many variations on this. Support children in taking responsibility for their own behaviour. It makes it harder for them not to do what they just agreed.
Try to understand what is happening	This may sound unreasonable particularly if you are angry. However, most people want us to see situations from their point of view, even if ultimately we don't agree. It is also true that once you know someone understands your point of view you are more able to hear theirs.

Stay calm where possible	If you raise the temperature, the child and the group will go up with you. **Wherever possible try to bring the temperature down.** Children, like adults, need **time** to think through and process difficult interactions with others. Therefore with challenging pupils, give them time to think and time to manage their feelings as well. This gives them space and an opportunity to carry out your request with dignity.
Rights and responsibilities	Focus on the **rights** and **responsibilities** of the pupils and the teacher.
Smile	Use **humour** not **sarcasm** to defuse the situation.
Try to make "I" statements	e.g. *I'm finding this difficult.*
Removal of the pupils	This is useful as a last resort. Use it to allow them to calm down and reassess the situation. Always make room for reparation. State the required behaviour necessary for return. Be specific, break down the behaviour that is required. Allow the pupils to elect back in, therefore taking responsibility.

Safeguarding Team 2019-20 & who to report to if you have concerns:-

 Designated Safeguarding Lead - Matt Hipperson HT

 Deputy Designated Safeguarding Lead - Fiona Norcross DH

 Family Support Officer - Debbie Phillip

 Learning Mentor, Lunchtime & After School Manager - Sarah Martin