



Amherst Primary School

Behaviour Policy

September 2025

This policy is to be read in conjunction with our current Safeguarding and Child Protection Policy, our Anti-Bullying Policy, our Amherst Expectations Guidance, our Teaching and Learning Policy, the school's use of CPOMS and the island's Behaviour and Attitudes policy as well as their Anti-Bullying Guidance.

Our Intent

At Amherst, we nurture and develop the values, knowledge, and skills our children need to flourish and make a positive difference in our community and the world. We believe that our pupils have the right to learn in a safe and secure, calm, orderly and positive environment so that teaching and learning can be carried out effectively at all times.

To enable this to happen we work together with all members of our school community; children, staff and parents to promote our Amherst's community mission;

'Every Child, Every Chance, Every Day'

We aim to nurture and teach children to demonstrate high standards of exemplary behaviour.

At Amherst, this means children demonstrate our six core values:

Kindness	- the quality of being caring and helpful
Respect	- appropriate regard for the feelings, wishes and rights of others
Confidence	- trust in your own ability and trust in other people to help you
Honesty	- telling the truth, being able to be trusted
Open-mindedness	- consider ideas, beliefs and opinions that are different to your own
Resilience	- not giving up, keeping going even when things are tricky or difficult

Our Philosophy

Pupils' happiness requires the presence of positive relationships.

At Amherst Primary we aim to have a positive caring ethos and provide challenging well-planned education for all in line with the Bailiwick curriculum.

Teachers and pupil relationships must be built on mutual respect and trust, in the same way that we expect that pupils' relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes.

We believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals rather than constant criticism and punishments.

Adults within the school have a duty to provide positive role models in all areas of behaviour, including non-teaching staff and visitors to the school. Older pupils are encouraged to care for and support younger ones both inside and outside the school building just as they would in the family home.

At Amherst Primary we aim to have a positive caring ethos and provide challenging well-planned education for all in line with the Bailiwick curriculum.

The goal is to produce caring, successful pupils with high self-regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts.

This policy aims to ensure that children in our school experience a consistent and clear response from all teachers, staff and adults as well as other children in school, so that everyone understands what we expect in regard to appropriate behaviour so that explicit teaching can take place.

At Amherst, **we expect all staff and adults to...**

- ✓ Deal with situations in a calm but firm manner, avoiding confrontation whenever possible.
- ✓ Give frequent praise for good behaviour as well as for good learning and attitudes.
- ✓ Use positive language as often as possible.
- ✓ Think carefully about what they are saying and set realistic sanctions according to school agreed procedures.
- ✓ Where possible, try to deal with situations positively and quickly.
- ✓ Ensure children are 'supervised' regularly throughout the school day, in an age-appropriate manner.
- ✓ Be consistent to all, whilst also taking into account each child's individual needs.
- ✓ Address unacceptable behaviour, regardless of their position within school

To enable us to achieve our expectations, **we need to do the following:**

- Model ways of behaving that exemplifies our school values
- Ensure we regularly teach children 'how' to get along with others in and out of lesson time
- Through teaching and reinforcing our Amherst values, we provide the children with guidance on what these expectations look like and how to achieve them in a positive and non-confrontational manner.
- Teach children that their actions and choices have consequences
- Help children to learn from their mistakes with a positive mindset
- Teach and model good problem-solving strategies, in order to show children how to behave appropriately and how to resolve emotional and behavioural issues.

This policy will:

- encourage responsible behaviour and raise children's self-esteem.
- provide a framework which allows us to teach the behaviour we expect from children and what they can expect in return.
- encourage the children to have a sense of pride and ownership in their school.
- promote a view of community and personal accountability, which will equip the child well for the responsibilities of adult citizenship.
- prevent bullying, discrimination, and anti-social behaviour.

Parents / carers have a responsibility to:

- * Help children to realise the importance of behaving appropriately so they can access their education and praise them for their hard work, effort and range of achievements
- * Encourage children to respect other people and not to discriminate against someone because they are different
- * Encourage children to talk and listen to what they have to say about school everyday
- * Encourage children to sort out difficulties in line with our school policy without hitting, fighting, swearing
- * Communicate regularly with the children's teacher and keep school informed about children's behaviour
- * Support the school and staff in their efforts to promote positive behaviour of all children who attend Amherst
- * Make sure children arrive on time ready to learn and travel to and from school safely every day
- * Support our school to ensure children attend school wearing the agreed and appropriate school uniform including other school equipment such as water bottles, lunches etc. as outlined in the school prospectus.

Our Implementation

At Amherst, we intend to make school a place where children work hard, model strong character, are polite and attentive, and strive to do their best.

1. Classroom Techniques

We use the following techniques to reinforce our expectations of appropriate behaviour, without interrupting learning in the classroom:

Technique	Description
Narrate the positive	Describe the positive actions that students are making e.g. 'I can see XXX has put his pen down and is ready to listen', 'I can see XXXX is ready to walk calmly down the corridor.'
Be Seen Looking	Scan the room in a highly visible manner. Ensure all students know that you are looking.
Least Invasive Intervention	Use non-verbal signals to correct slips in behaviour. Keep your hands free where possible to enable least invasive hand signaling.
Pastore's Perch	Stand in a position in the room where you can see all of the students easily.
Means of Participation	Be clear about the way to participate in the lesson e.g. 'With a hand up, who has a good answer?', 'Working in silence, I want you to begin the task.'
Step Away from the Speaker	Take a step back from the pupil who is speaking so that it is clear that what they are saying is for the whole class and not a private conversation.
Brighten Lines	Give clear instructions and a time limit, check that children understand the instructions, then give a clear signal to begin work. E.g. 'Everybody ready to start in 3,2,1... Go'

2. Non-Negotiables

All Amherst children and staff should do the following as part of their daily routines.

These are our **school expectations** that are **non-negotiable** and will support **all children** in becoming positive role models for themselves and others.

- Walk on the left-hand side at all times
- Line up in a single file at transition points.
- Always move around the school in a calm, quiet and orderly way.
- Say 'please' and 'thank you' and demonstrate good manners to all.
- Open doors for peers and adults.
- Say 'Good Morning' / 'Good Afternoon' when greeting peers and adults.
- Demonstrate our six values consistently.

For neurodivergent children, some of these school expectations may be supported through non-verbal signals or visuals.

3. Classroom Environments

To ensure consistency in approach, we expect to every class to have the following elements within each room:

- An agreed visual timetable.
- Agreed visual prompts for good listening and good sitting.
- A 'Calm Corner' or area.
- Our Values Characters on display - in a prominent place and well as Characters / Badges (Upper Key Stage 2).
- A Values points recording area
- A 'Caught Doing' values display with Characters / Badges (Upper Key Stage 2).

4. Recognition

Demonstrating our school values makes us positive members of our Amherst community and will be recognized and rewarded through the following:

- With smiles.
- With positive words – always linked to a value.
- With value-focused stickers: **'Ask me how I was today'**
- With value points as part of our house system.
- In celebration assemblies, two children per week per class will be rewarded for following our expectations appropriately.
- Regular messages home informing parents / carers of positive behaviour
- Regular updates to our 'Recognition Walls' – children being 'spotted' demonstrating our values appropriately – their photo / name will appear next to a value in their classroom.

5. House System

Our House system is designed to promote collaboration, teamwork and communication between children of all ages. Children will be allocated to one of our four Houses when they join Amherst; siblings will be allocated to the same House. House Events will take place throughout the year, and our recognition system in school will be based on our four Houses.

Our 'value points recognition system' is centred around providing individualised feedback on our six core values and promoting teamwork through our recording of combined cumulative 'House Points'.

In each classroom, good behaviour choices will be recognised by giving children individual values points.

When given these points, the child will be told 'why' they are receiving it and 'which' of our values they have successfully demonstrated.

The points are then recorded for each House, creating a team approach to our recognition system.

Our four houses at Amherst are:

- Havelet (Green)
- Bordeaux (Red)
- Vazon (Yellow)
- Pembroke (Blue)

6. Challenging Behaviour

Occasionally, children may display more challenging behaviour and may not follow the above school expectations.

This can lead to disrupting the learning of others, showing disrespect to adults and other children, hurting other children verbally or physically, or disengaging from their learning for a prolonged period of time.

Teachers will refer to the following flow charts below to support them in these situations.

What to do when things go 'off-track'	
	'Pre-off track' Teacher praises children for following our core values / non-negotiables etc. e.g. Thank you _____ for showing 'kindness' to your partner and sharing the equipment.
1	Non-Verbal instruction Values on display in every classroom / office / corridor / playground etc. Values pointed to by that teacher / staff member for reference to child. Thank you for showing _____ by _____
2	Visual Instruction Children would recognise this visual as a prompt to change their behaviour. For example, this could be pointing to a visual reminder of how to sit correctly in the classroom. Provides child with the opportunity to make an appropriate choice in a positive manner.
3	Verbal Instruction e.g. You need to show respect and join us on the carpet for your learning. Thank you. Show kindness and place your pen in a safe place. Thank you Now you need to pick up a pencil to write. Next you need to write your sentence. Thank you Again, providing the child with the opportunity to make an appropriate choice in a positive way.
4	'Time In' to regulate within own classroom 'You need time in the Calm Corner / Area to think' (age-appropriate phrasing to be used) (This area in each class is to support regulation, sensory tools in a self-care box if appropriate, plus timer to be used whilst in there. Children will need to be explicitly taught how to use regulation tools) e.g. I am really happy to see you have spent time in the calm corner. You now need to rejoin the class. Would you like me or a friend to explain the task or can you remember?
5	'Time Out' to regulate within another setting (This needs to be clear for every child to walk in and go and sit where necessary. This is to normalise the area being used for 'thought' during 'time out'. Due consideration needs to be provided for infant children or 'wanderers' and extra staff or LSA's may need to support children to their assigned 'other' classroom) Child receiving a 'time out' is expected to go to specific classrooms (each class has two options - these will be carefully considered- based on the needs of each classroom for the teacher and children) When a child is sent to another classroom, the teacher should not overly interact. They are to be greeted in a polite, civil manner but also reinforcing support to colleagues in regard to 'why' they are receiving a 'time out' – namely they have chosen not to follow our school values or expectations. We expect a child to walk into class, find where they will sit for the duration of their 'thinking

	time' and then return to their own class to rejoin learning.
6	Discussion and Reflection 1. Tell me about what happened? 2. What did you choose to do? 3. What different choice could you have made? 4. Would that have made things better? 5. How can we put this right? *See also Appendix 3 'Reflection Questions'
7	Natural Consequence This is carried out through careful, appropriate discussion with teacher and child, and other senior teachers, if necessary, along with an agreed consequence. Parent /s are informed via a Seesaw message and / or telephone call by class teacher or the most appropriate staff member and the incident should also be recorded on CPOMS as necessary. * All of the above needs to happen within an appropriate time frame with the child / children issued with an appropriate consequence which will be given as close to the incident as possible. *Please note - when the message / phone call is made to the parent /s, the consequence to be received should also be shared at the same time. Examples of Natural Consequences: 'Natural Consequences' are outcomes that happen as a result of inappropriate behaviour. All staff will encourage children to see the connection between the choices they make and what happens to them as a consequence to those choices. The consequences we plan for need to mirror real life situations that children will be required to face as adults. e.g. Break it - Fix it. Make a mess - Clean it up. Fight over a toy - Removal of toy. Talk during a lesson - Move seat. Mess around in the line - stand with the teacher or move place in line. Wave scissors – Their right to use these is removed, plus re-teaching of how to use safely. Using devices inappropriately – Their right of use is removed, re-teaching of how to use.
If in class behaviour does not settle and rejoining learning is unlikely – after 'off track' steps 1-7:	
8	Refer to Phase Leaders / SLT (NA for EYFS/Yr1, MB for Yr2 and Yr3, EN for Yr4 and 5, VK for Yr6 plus DR and FS too)
9	Phase Leaders will refer to SMT as and when necessary (AH, VK, KK, GH)

What to do when things go 'off-track on the playground'

'Pre-off track'

Teacher / Break and Lunchtime Supervisor praising children for following our core values / non-negotiables etc.

e.g. Thank you _____ for showing 'kindness' to your partner and sharing the equipment.

1	Verbal instruction
2	Reflection time 'Time to Think' - bench with member of staff on duty to be used, with appropriate timer
3	Discussion and Reflection 1. Tell me about what happened? 2. What did you choose to do? 3. What different choice could you have made? 4. Would that have made things better? 5. How can we put this right? *See also Appendix 3 'Reflection Questions'
4	Natural Consequence This is carried out through careful, appropriate discussion with teacher / break or lunchtime supervisor and child, and other senior teachers, if necessary, along with an agreed consequence (see examples below) Parent /s are informed via a Seesaw message and / or telephone call by class teacher or the most appropriate staff member and the incident should also be recorded on CPOMS as necessary. * All of the above needs to happen within an appropriate time frame with the child / children issued with an appropriate consequence which will be given as close to the incident as possible. *Please note - when the message / phone call is made to the parent /s, the consequence to be received should also be shared at the same time. Examples of Natural Consequences: 'Natural Consequences' are outcomes that happen as a result of inappropriate behaviour. All staff will encourage children to see the connection between the choices they make and what happens to them as a consequence to those choices. The consequences we plan for need to mirror real life situations that children will be required to face as adults. e.g. Break it - fix it. Make a mess - clean it up. Fight over a toy or playground equipment - removal of toy / piece of equipment. Talking inappropriately during lunch - move seat. Mess around in the line - stand with the teacher / person on duty or move place in line. Being dangerous with equipment – their right to use these is removed, plus re-teaching of how to use safely. Using playground apparatus inappropriately – their right of use is removed, re-teaching of how to use.

	Going into areas which are 'out of bounds' / 'not in use' – appropriate 'time to think' plus re-establishing areas they 'are' allowed to play and explore
If the behaviour does not settle and re-joining is unlikely – after steps 1-4:	
5	Refer to Phase Leaders / SLT (NA for EYFS/Yr1, MB for Yr2 and Yr3, EN for Yr4 and 5, VK for Yr6 plus DR and FS too)
6	Phase Leaders will refer to SMT as and when necessary (AH, VK, KK, GH)

7. Stage 1 Meeting

If the child / children concerned consistently continue to display challenging behaviour over a period of time, parents will be called into the school for a Stage 1 Meeting with their class teacher.

The teacher concerned may want a member of SLT to be present too for this Stage 1 Meeting. At this meeting, staff will share their concerns with parents. A plan will be put together with the focus on improving the behaviour over a period of up to two weeks. All those concerned with the child / children will be informed and updates will be provided on an agreed timescale for reporting back to parents. This could be, for example, a daily Seesaw message or a weekly brief summation – using the same mode of communication.

Following the agreed 'behaviour plan' from the Stage 1 Meeting, a follow up 'catch up' meeting will be arranged to assess progress. In this meeting, positive progress will be shared and any areas still to be resolved. An optional 'extension' to the plan could be made for a further week during the catch-up meeting.

*See also Appendix 2: Staged Response and Appendix 6: Behaviour Tracking Process

8. Stage 2 Meeting

Should the 'behaviour plan' and possible extension not be met, and the negative or inappropriate behaviour is continuing to cause concern for the child /children, then a Stage 2 Meeting will be convened with parents.

At this meeting a member of SMT will attend plus ALNCo, along with the class teacher and parents. During the meeting the positives will be explored, what is working well and what needs to improve. As part of the meeting, it will be made clear that other measures will need to be considered such as involvement from Les Voies outreach, referral to CAHMS or other provisions but – at the same time - the existing behaviour is unacceptable and that should it continue the child / children in question may be at risk of a Fixed Term Exclusion.

As outlined above, a more focused and in-depth individualised behaviour plan will be discussed and expectations clarified, including expectations for parents' support.

Actions implemented at this stage may be:

- More focused 'in depth' behaviour contract
- Team Around the Family (TAF) meeting, including ALNCo.
- Referral to external support as outlined above.
- 'Structured Timetable' for lunchtimes – communicated to all relevant staff
- Daily contact with parents – mode of communication agreed at Stage 2 Meeting
- 'Daily Diary Record' implemented, along with appropriate progress data

*See also Appendix 2: Staged Response and Appendix 6: Behaviour Tracking Process

9. Inappropriate Behaviours

Inappropriate behaviours are those which are deemed to be unacceptable to others.

Although not an exhaustive list, these behaviours may include disobedience, biting, spitting, hitting and kicking, foul language and swearing, making unkind remarks, damaging property, answering back, rudeness or aggression to others, stealing, truancy, discriminatory comments, forming gangs, bullying

and bringing onto school premises prohibited items as outlined below.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen Items
- Tobacco, Cigarettes, Cigarette papers and any kind of e-cigarette / vapes
- Fireworks
- Lighters
- Pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence, or
 - To cause personal injury to, or damage the property of any person (including the pupil)

Mobile phones are prohibited in classes.

We recognise that phones can be a safety measure for children in Key Stage 2 who have received permission to walk to and from school. Therefore, these children can bring a mobile phone into our school office or hand it to their class teacher for safekeeping during the school day and collect it at 3.00pm. The mobile phone must be switched off and not in use when on school premises – all of which is contained within our Amherst 'Use of Mobile Phones' school policy

10. Physical Intervention

'Team Teach' is an approach to resolving challenging behaviour by employing de-escalation strategies to ensure calm and safe outcomes. It involves the intervention of trained staff to prevent violence and injury. It may require the use of physical intervention as part of a reasonable response to threats of violence. Children may consequently be held in a variety of prescribed ways to ensure a calm and safe outcome to these challenging situations.

Physical intervention can range from guiding a pupil to safety by the arm to more extreme circumstances, such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

We may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- prevent a child from behaving in a way that disrupts a school event or a school trip or visit.
- prevent a child from leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent a child from attacking a member of staff or another child or stop a fight in the playground.
- restrain a pupil at risk of harming themselves through physical outbursts.

*See also States of Guernsey Physical Intervention policy

11. Review

The policy will be reviewed every two years. The Headteacher may, however, review the policy earlier than this, if elements of the policy need to be altered prior to the review date.

- Appendix 1 – Sanction Structure
- Appendix 2 – Staged Response
- Appendix 3 – Reflection Questions
- Appendix 4 – Engagement Levels Classroom Poster
- Appendix 5 – Seesaw Guide for Parents
- Appendix 6 – Behaviour Tracking Process
- Appendix 7 – Values Characters & Badges
- Appendix 8 – SLT Supervision Rota
- Appendix 9 – High Priority Support Process

Appendix 1

Amherst Primary School Sanction Structure Year R – Year 6

This list is to serve as a guide for staff, pupils and parents. We recognise that this is far from exhaustive and encourage staff to gauge their actions according to their professional judgement; a “best fit” approach is recommended.

The severity of an incident may result in entry at any level.

A reflective conversation will take place with any child who receives **any** ‘level’ within this structure.

Incidents from **Level 2 and upwards** are to be recorded in the **child’s behaviour log in CPOMS**.

Level One - Warning – no immediate sanction (from stages 1-4 on the ‘off track’ scale)

- Repeated incorrect uniform / PE kit etc. (no note of explanation)
 - Repeatedly out of seat (age appropriate) or not using it properly (swinging on it)
 - Running / pushing in corridors or not walking on the left
 - Talking over others and / or answering back on a regular basis
-

Level Two – loss of breaktime (from stage 5 onwards on ‘off track’ scale)

Ideally a phone call home or face to face conversation with parents or Seesaw message from class teacher / PPA teacher as necessary – our school preference is via phone call or face-to-face contact.

- Repetition of Level 1 poor behaviour, as above, despite warnings and opportunities to ‘make good’
 - Disrespectful or offensive language, or gestures, aimed at other children in a non-aggressive way
 - Defacing or damaging school property or property of others
 - Questioning staff decisions or ‘reasons’ why...
 - Interfering with others’ property e.g. going in other people’s coats, bags, drawers etc.
-

Level Three – loss of lunchtime playtime

Phone call home / face to face conversation with parents prior to implementation of Level 3 by class teacher and/or SLT member

- Offensive language in presence of staff
 - Challenging or arguing with staff (failure to follow instructions repeatedly)
 - Leaving school site without permission
 - Fighting (needs to be appropriately investigated prior to issuing sanction)
 - Spitting (needs to be appropriately investigated prior to issuing sanction)
 - Inappropriate internet search (proven) (see also E-Safety policy)
 - Misuse of Electronic device
 - Serious misdemeanours or behaviour that prevents the class from learning when pupils need to be removed from their own class and sent to another class / adult within in a half term period.
-

Level Four - Internal exclusion

Phone call home / face to face conversation with parents prior to implementation of Level 4 by SLT / SMT member

- A serious misdemeanour or behaviour that prevents the class from learning when pupils need to be removed from the class and sent to a member of SLT/SMT/AHT/DHT/HT.

- Assault (against pupil or staff)
- Dangerous behaviour (against pupil or staff)
- Bullying of other pupils (in or out of school – investigated prior to sanction)
- Verbal abuse of or offensive gestures to staff
- Theft (investigated prior to sanction)

Any other offences judged serious by phase leaders and/or SLT / SMT / AHT / DHT / HT

* SLT – Senior Leadership Team / SMT – Senior Management Team / AHT – Assistant Headteacher / DHT – Deputy Headteacher / HT – Headteacher

Level Five - External exclusion

Phone call home / face to face conversation with parents prior to implementation of Level 4 by SMT member, ideally AHT / DHT / HT member

- Repetition of verbal abuse of or offensive gestures to staff
- Threatening staff – verbally or physically
- Refusal to accept the discipline of the school on repeated occasions
- Repeated theft of school property or other people's property
- Serious assault (including deliberately spitting at others)
- Persistent bullying
- Seriously endangering the health or safety of others
- Possessing offensive items e.g. knives or those on prohibited list (investigated prior to sanction)

Any other offences judged serious by phase leaders and/or SLT / SMT / AHT / DHT / HT

*EYFS may decide to use a 5 minute 'timeout' as immediate sanction in Level 2 given the age and needs of the age group and their differing daily structure / timetable. For Level 3 they will be given a 10-minute time out at lunch playtime. In Y1, a level 2 will begin with a 10-minute time out during playtime with a restorative conversation, to take into consideration their age. For Level 3 they will be given a 15-minute time out at lunch playtime.

Level 2 behaviours which occur in the second learning session can take place in their lunchtime playtime. Any that occur in the afternoon, take place the following day. Each new learning session is a 'clean sheet' or 'fresh start' for all children, an opportunity to 'start again'.

Children who cannot behave responsibly may need special arrangements or ultimately may not be allowed to attend organised visits, trips, or occasions when outside groups visit the school, such as theatre/musicians. This will be a collaborative decision in partnership with parents nearer the time of these events.

It is recognised by all staff that any child who has a recognised additional need, with for example, with SEMH targets will be '**operating outside**' of these parameters and, as such, will have specific strategies in place to support them to make appropriate behaviour choices and decisions. These strategies will be under regular review in conjunction with the class teacher, parents, ALNCo and any outside agencies who may be involved with the child. Children '**operating outside**' of the parameters outlined above may have an ABC incident log, which will be regularly updated by the child's class teacher. Incidents at Level 2 and above will be logged on this ABC incident log and the document will be saved in the child's ALN file on the Provision Map. (our internal system for logging strategies used for children with Additional Learning Needs – ALN)

Level 3 and above will be logged in a similar fashion, with these logs contributing to any evidence base required, should the child consequently be referred to an outside agency.

Amherst Primary School 'Staged Response'

Staged response checklist for pupil behaviours 'operating outside' of our school expectations:

This staged response is intended to act as a **guideline** to enable effective decision-making when facing behavioural issues across the school.

Stage 1 Meeting Guidance: Proactive strategies

Whole school proactive strategies to pre-empt positive interactions

- Establish our whole school values that are visibly promoted across the school.
- Define and teach school-wide expectations for all.
- Be a positive role model. Use a quiet, controlled voice and use discretion to minimise audience.
- Communicate and work with parents, colleagues and support staff.
- Understand individual pupil needs.
- Develop social skills in the curriculum and through PSHE sessions.
- Develop consistent school-wide processes to identify at risk pupils.
- Use of descriptive praise to exemplify 'good' behaviours.

Stage 2 Meeting Guidance: Responding to individual pupils exhibiting challenging behaviours

Suggested strategies

- Implement appropriate consequences that are proportional to behaviours (see Appendix 1).
- Catch children being good – adjacent and descriptive praise.
- Assist pupils to understand classroom rights and responsibilities through restorative conversations and 1:1 conversation with appropriate follow up.
- Assess the behaviour and its functions, influences and triggers (include pupils, parents and staff as appropriate).
- Stickers and other appropriate in class incentives used to support good behaviour choices
- Consider if any environmental changes need to be made in the classroom / work areas
- Implement individual targets to work towards with built in rewards as an incentive. Communicate to parents.
- Give opportunities to develop self-esteem through helping in other year groups / activities. Give specific responsibility for an activity / role in school.
- Establish peer groups that allow particular pupils to feel supported
- Develop an individual behaviour support plan if necessary, taking advice from senior leaders and ALNCo
- Build upon transition links with feeder secondary school – Les Varendes
- Engage Support Services and / or community services to provide specialist support and assessments as required.

Stage 3: Responding to individual pupils exhibiting challenging behaviours outside of Stage 2

- In liaison with SLT / SMT / ALNCo, engage Support Services and / or community services to provide specialist support and assessments as required plus implement any recommendations and strategies.



Reflection Questions



Amherst Primary School:

Reflection Questions

1. Tell me about what happened?
2. What did you choose to do?
3. What different choice could you have made?
4. Would that have made things better?
5. How can we put this right?

The above is an example of the Reflection Questions all staff will ask children on a regular basis to resolve issues in and around school.

These may be coupled with other strategies pertinent to individual needs in use across the school but always with the aim to have a positive outcome.

These will be used by teachers, learning support assistants, administrative assistants, and other staff in school.



Amherst Primary School Behaviour Levels

Level 1

This is a verbal warning from your teacher to tell you that you are behaving in a way which is not what we expect or accept.

Level 2

This means you have continued to make the wrong choices and have lost your playtime today as a result of behaving in a way which is not what we expect or accept.

Your parents or carers will be messaged and / or spoken to at the end of the day.

Level 3

This means you have lost your lunchtime playtime as a result of repeatedly behaving in a way which is not what we expect or accept.

Your parents or carers will be spoken to at the end of the day.

Level 4

This means you will be learning away from the rest of your class for a half day, or full day, as a result of behaving in a way which is not what we expect or accept.

Your parents or carers will be spoken to at the end of the day by a member of the Senior Leadership Team.

Level 5

This means you are not to attend school for a day, or possibly longer and have been externally excluded, as a result of behaving in a way which is not what we expect or accept.

Your parents or carers have already been spoken to by our Deputy Headteacher or Headteacher.



Engage with your child's class with

Seesaw

With a Parent Account in Seesaw, through comments, photos and videos, you can see the story of your child's day, week or latest project or topic and stay connected with your child's class.

Any device, any language

Parents can use any iOS device, Android device or computer to connect. You can also read all Seesaw posts in your preferred language instantly.

Usage guidance

There are several different ways to communicate with school and Seesaw is a simple and effective way of teachers and parents communicating about your child's education and welfare.

This guidance aims to clarify what is appropriate via Seesaw, and what would be more beneficial to communicate to our school offices.

This is done by way of examples below.

- ✓ Your child is ill or has a medical /dentist appointment - please contact our **school offices**
- ✓ Your child is going to be late or absent from school - please contact our **school offices**
- ✓ Your child's uniform, PE kit or personal items etc. are missing - please contact the **school offices**
- ✓ You would like to send a message to your child's teacher related to their **learning** – please use **Seesaw**
- ✓ You would like to inform your child's teacher of an award, merit or certificate your child has achieved outside school - please use **Seesaw**
- ✓ You would like to arrange a time to meet your child's teacher – please use our **school offices and/or Seesaw**
- ✓ You would like to inform your child's teacher of something related to their **learning** or **well-being** [unrelated to school absence or a medical condition] – please use **Seesaw**

Children's use of Seesaw

Children may sign up for Seesaw using the code issued to them via the letter sent to parents. They can create their own avatar and over time, with the assistance of their class teacher, may begin to use and develop their own pupil portfolio. However, the school does not expect any children to 'post' anything on Seesaw to any teachers, staff, class/classes or other children. This is to safeguard both themselves and others within our school community, in line with our e-safety policy and procedures.

Amherst Primary School Behaviour Tracking Process

Behaviour Tracking Process.	
Whole School Process followed for a sustained period of time (sustained period of time – 2 weeks+)	Class Teacher to track behaviour via our CPOMS system. e.g. How many times has a child had time in another setting this week? What type of behaviour is being repeated? Identify patterns/trends and repeated incidents.
Parental Contact and Communication	Parents need to be informed when patterns are identified via Seesaw message or other means of communication (see above in policy) Behaviour should not come as a surprise at Parents Evening. Conversations need to be open and factual.
Stage 1 Meeting	Class Teacher and Parents in attendance (added to calendar and SLT informed / optional to be present too). Actions (positive solutions discussed and implemented with appropriate plan created and implemented with a review date).
Stage 2 Meeting	Class Teacher / SLT / and Parents in attendance – with ALNCo and/or SMT as necessary.

Appendix 8

Amherst Primary School Internal Process for Levels

In general terms from Level 2 onwards, SLT members will support with children if they are missing breaktimes etc.

Arrangements may vary over time, but for the start of the Autumn Term '25 the following will apply for missing breaktime as part of **Level 2**.

Supervision will take place in the Infant Hall. Should a child from Key Stage 2 need to miss breaktime, an LSA or staff member will escort them to the Infant Hall at the start of break.

Day	SLT available to support and supervise	
	am	pm
Monday	VK / GH	KK / GH
Tuesday	VK / GH	DR / GH
Wednesday	EN / NA	EN / NA
Thursday	MB / FS	MB / FS
Friday	KK / AH	KK / AH

Should any children be placed on **Level 3**, this will be after thorough checking of incidents and reasons for missing part of their lunchtime. In these cases, KK and GH will supervise.



Amherst Primary School 'High Priority' Support Process

If a situation arises that requires 'High Priority' support in a swift and coordinated manner, please follow the process outlined below.

Please note: should a child have a behaviour support plan, then the measures and strategies agreed within this should be used before any of the processes below...

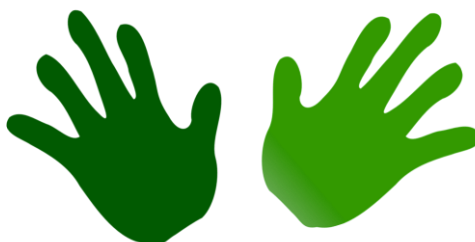
'High priority' Support Process.	
a. Several de-escalation techniques have been tried and the situation requires moving a child	The majority of staff are able to implement Team Teach techniques, including LSA's and Office Staff. (a comprehensive list will be updated on a regular basis as staff become qualified and a link populated here...) If you are not sure, please ask a member of our Senior Leadership Team
b. If de-escalation techniques have been used and were not successful and you therefore need assistance – use a 'Helping Hand'	'Helping Hand' cards should be carried on your lanyard. These can be sent to those staff listed above, other staff or senior leaders to signal you need some help. These can be delivered by other staff, by 'trustworthy' children etc.
c. Bean Bags	If a child is being moved and you need a bean bag, or are close to one, these are located around school in the following locations. 1. Junior Library (main building) 2. By the photocopier (middle building) 3. By Infant Lost Property (infant building) These are to be used in line with Team Teach techniques.
d. Points of Safety	If a child is being moved and a bean bag is not available, please try to use our agreed 'points of safety' around the school. These are; 1. Main Building: Junior Library 2. Main Building: 3 chairs by school office 3. Middle Building: Chairs by the photocopier 4. Middle Building: PPA Room 5. Infant Building: Sofas by the entrance 6. Infant Building: Chairs outside GH office 7. Infant Building: Tables and chairs by Year R 8. Infant Building: Tables and chairs by Year 1 These are to be used in line with Team Teach techniques.

e. Returning to teaching – ‘Change of Face’

Should a situation arise during break or lunchtime, and you need to return to teaching, your class or group – use the reverse side of your ‘Helping Hand’ card in a similar way as outlined above, but to indicate a ‘Change of Face’ i.e. a different person is needed to take over.



‘Helping Hand’



‘Change of Face’

