



# BEHAVIOUR POLICY

## History of most recent policy reviews

Review Date (annually)	Outcome	Who is Responsible?
11/07/2016		Standards Committee
25/6/2018		Standards Committee
30/9/19	No changes	Standards committee
10/5/2021		Standards Committee

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## Overview

This policy has been developed by guidance, provided by the local authority, on schools' legal obligations and has been informed by the Department for Education's documents

- Behaviour and discipline in schools (DfE: January 2016)
- Use of reasonable force: Advice for headteachers, staff and governing bodies' (DfE: July 2013)
- Searching, screening and confiscation; Advice for headteachers, school staff and governing bodies (DfE: Feb 2014)

This policy seeks to clearly identify school practice in relation to promoting positive behaviour and improving behaviour - where it falls below school expectations. The policy will also outline the school's use of sanctions in line with statutory guidelines including the Equality Act (2010) in respect of safeguarding and pupils with special educational needs.

In addition, this policy should be read in conjunction with our:

- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Positive Handling Policy
- E Safety Policy
- Management of allegations against staff and volunteers

This and all our policies acknowledges the school's legal duties under the Equality Act 2010, in respect of pupils with special educational needs (SEN) and protected characteristics such as disability, gender, sexual orientation, ethnic or national origin and religious or non-religious belief.

The school will publicise the school behaviour management policy, in writing, to staff, parents and pupils at least once a year and it will be published on its website (School Information (England) Regulations 2008)

The standard of behaviour expected of all pupils is included in the school's home-school agreement which parents are asked to sign following their child's admission to Air Balloon Hill Primary School.

## Positive behaviour in school

The behaviour policy of Air Balloon Hill Primary School reflect the school's vision: ***we look to the stars***, and our guiding principles that:

- Everyone can learn
- Everyone can achieve
- Everyone belongs

In terms of behaviour, these principles are upheld by three expectations that are demonstrated by every member of the school community:

- Be Safe
- Be Kind
- Be Respectful

The school promotes and acknowledges those who demonstrate these expectations through **praise in public**. This can include\*:

- Positive verbal recognition
- Class based stickers
- House points
- Celebration certificates
- SLT stickers and recognition
- Acknowledgement of positive behaviour to parents/carers

\*We believe that class teachers should have discretion in how they choose to promote and acknowledge positive behaviour in class so it is always age appropriate and pertinent to the specific class.

It is expected that everyone should recognise and acknowledge pupils who are being safe, kind and respectful around school. We believe that whole school behaviour improves through the regular, and public, recognition of positive behaviours.

## GEM power

At Air Balloon Hill Primary School we use our GEM powers to help us be safe, kind and respectful. These GEM powers are:

- **Sapphire Power:** Engagement – being focused and managing distractions when working towards a goal.
- **Diamond Power:** Responsibility – being able to solve problems and take ownership of our actions.
- **Emerald Power:** Resilience – being able to learn from our mistakes, and remain positive.
- **Ruby Power:** Empathy – being aware of others and how we make them feel.
- **Topaz Power:** Collaboration – being able to work in partnership with other people.

All pupils (Y1-Y6) have **GEM cards** (see appendix) which allow them to identify times when they have harnessed their GEM powers and to evaluate which GEM powers they need to develop further. When each card has been completed an acknowledgement of this is sent home to parents and carers as well as being celebrated in class. Pupils can then move onto advanced cards where they can evidence their mastery of the GEM powers.

## Managing behaviour in school

### Level one – behaviour management

At Air Balloon Hill Primary School we recognise that for some pupils, staying safe, kind and respectful, is a challenge. We also acknowledge that anyone's behaviour can fall below expectations on a given day. We believe that low-level incidents of poor behaviour can be dealt with swiftly through effective behaviour management strategies so that they do not escalate and pupils' learning remains on-track. Therefore, staff will always seek to adhere to the guidance: praise in public, *reprimand in private*.

We believe that de-escalation strategies provide the most effective way of supporting pupils with their behaviour. At Air Balloon Hill Primary School, we have developed a 'behaviour script' (see appendix) which supports teachers address behaviour issues in a manner which is safe, kind and respectful.

### Level two – additional support

If 'level one' support has not enabled a pupil to change their behaviour, so that they are ready to learn, it may be appropriate for another adult to support the pupil away from class. The school's pastoral team, or senior leaders, will be alerted so that they can swiftly put in place support away from the class. The nature of the support may vary depending on the child and/or the behaviour. The purpose of the support will always consist of:

- Ensuring that the pupil has an opportunity to regulate themselves.
- Exploring underlying issues that may have caused the behaviour.\*
- Clarifying appropriate next steps. (Return to class/work away from class for a period of time...)
- Making clear expectations for behaviour, moving forward so learning can resume.
- Agreeing any necessary consequence/sanction.\*

\*It may be appropriate for this to be shared with the pupil/parents at a different time to the 'level two' support.

### Level three – escalated support

If 'level two' support has not engaged the pupil, or behaviour is at risk of escalating, or if their behaviour is judged to be unsafe, it may be necessary for an appropriate adult to remove the pupil from the classroom. All members of staff have the right to use reasonable force in order to prevent pupils from committing an offence or harming themselves and/or others. Any positive handling, or use of reasonable physical force, should be carried out by members of staff who are TEAM TEACH trained and should only ever be used as a last resort. In these cases, no more than the minimum necessary force should be used, and, physical restraint will never be used as punishment.

Parents and carers will be informed if positive handling was necessary to keep their child, and/or others, safe. All incidents of physical restraint will be logged on the school records and will identify why the use of positive handling was deemed reasonable, proportionate and necessary. These logs will be monitored by senior leaders and may inform pupils' provision plans and/or future training.

Whenever escalated support has been necessary resulting in the removal of a pupil from their class, additional support will be put in place, consisting of:

- Ensuring that the pupil has an opportunity to regulate themselves. This may be in the school's 'Milky-Way' room. (See appendix)
- Exploring underlying issues that may have caused the behaviour.\*
- Clarifying appropriate next steps/sanction. (Work away from class for a period of time/fixed term exclusion...)
- Making clear expectations for behaviour, moving forward so learning can resume.\*

\*It may be appropriate for this to be carried out after the appropriate next step/sanction has taken place.

## **Individualised support, consequences and sanctions**

For the majority of time, if a pupil has behaved in a way that has not been safe, kind and respectful, this can be managed using the strategies outlined in the managing behaviour in school section of this policy. It may be appropriate however, for a pupil to receive specific individualised support, or consequence/sanction:

### GEM generators

We recognise that some pupils need additional, and on-going, support so that they can independently manage their behaviour. To support these children we use *GEM Generators*. (see appendix) These allow the pupils to identify which GEM powers they need to focus on during the school day. Their day is evaluated by the class teacher and school leaders, alongside the child, so that they can see their successes and areas to improve. Pupils on *GEM generators* have the opportunity to earn GEMS throughout the week which, when a target number is achieved, will result in an acknowledgement of their improving behaviour and a negotiated activity.

### Personal timetables

If a pupil's behaviour is continuing to be unsafe, unkind or disrespectful, it may be necessary for their timetable to be structured in such a way that safeguards against others being hurt, upset or offended. This can include a timetable of specific activities and locations at break and lunchtime where the pupil must report to as opposed to self-selecting their own activities. This measure will be shared with parents and carers.

### Personal reflection

If a pupil's behaviour has hurt, upset, or offended another person it may be appropriate for that pupil to complete a personal reflection sheet (see appendix) at lunchtime. A senior leader will be based at the reflection centre to co-ordinate and support pupils' personal reflections and determine the length of time each reflection should last. These reflections are stored and monitored by school leaders as well as recorded in the school's log.

### Working away from class

If a pupil's behaviour has been repeatedly unsafe, unkind or disrespectful, it may be appropriate for that pupil to work away from their class for a proportionate amount of time. This can be in a partner class or in a senior leader's office. The pupil must be clear about how their behaviour has impacted on others and must be set an appropriate level of work that they can complete independently. Before they return to class, the class teacher must establish with the child the expectations for their behaviour once they return to their class.

### Internal exclusion

If a pupil's behaviour has required escalated support in order to keep them - and others - safe, it may be appropriate to issue an internal exclusion for a fixed period of time. This will be agreed with parents/carers before being issued and will result in the pupil working alongside a senior leader for the agreed amount of time. During the internal exclusion, time will be made to discuss with the pupil their behaviour and expectations for moving forward.

### Fixed term exclusion

If a pupil's behaviour is judged to have been significantly unsafe, unkind or disrespectful, the Headteacher (or acting Headteacher) has the power to exclude a pupil from the school. A pupil can be excluded for one or more fixed periods, for up to 45 days within a school year. If issuing a fixed term exclusion the Headteacher must inform the parents and chair of governors giving reasons for the decision to exclude. At the same time, the Head Teacher must make it clear in the exclusion letter to the parents that they can, if they wish, appeal against the decision to the Governing Board and the process to follow to make any such appeal. All exclusions will be reported to Governors via the Head Teacher's report and to The HOPE school (Bristol's virtual school for children in care) if the child is in care. If the fixed term exceeds five days, this must be reported to the local authority. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

### Permanent Exclusion

If the decision is made, by the Headteacher (or acting Headteacher), to permanently exclude a pupil, the parents, chair of governors and local authority must be informed - including The HOPE school if the child is in care - giving the reasons for the permanent exclusion. At the same time, the Head Teacher must make it clear in the exclusion letter to the parents that they can, if they wish, appeal against the decision to the Governing Board and the process to follow to make any such appeal.

## **Special Educational Needs**

At Air Balloon Hill Primary we strive to implement systems that can include all our learners, however, sometimes a child's needs will be more complex and therefore, a different system of behaviour management will be in place for them. Initially the class behaviour system will be used. If this is not working the Inclusion Manager will be approached. Working together, staff may implement different systems involving very small steps and very clear rewards and sanctions. We recognise these need to change frequently to maintain buy in from the child and therefore will not be prescriptive in this policy, however they may include:

- Individual rewards and sanctions
- EPIC
- Alternative unstructured time arrangements
- Art Therapy
- Counselling

If a child's SEMD (social Emotional and Mental Health Difficulties) is still proving to be a barrier to learning then advice may be sought from outside agencies and professionals. This is always a joint approach between school and family. Different techniques to manage SEMD will be presented to school in the form of a report. The teacher will then implement these in the class and evaluate their effectiveness. In more challenging cases a child may be placed on a Pastoral Support Programme (PSP). This has a fortnightly review process. Beyond this, a child's needs will be assessed in terms of suitability to be in mainstream education.

## **Monitoring and reporting**

### Day to day

It is the expectation that the vast majority of behaviour management is at the discretion of the class teachers. The school electronic system for logging incidents of unsafe, unkind and disrespectful behaviour are made clear during staff induction and annual whole school operations reviews. Any behaviour incident that is reported must be appropriately categorized and detailed and appropriate middle/senior leaders must be alerted. (See appendix)

### Safeguarding

Where any pupil, who is on the school's safeguarding register, causes - or is significantly impacted by - unsafe, unkind or disrespectful behaviour, the reporting adult must ensure that members of the school's safeguarding team are alerted. This information will be added to the child's CPOMS records and appropriate action will be discussed in partnership with members of the school's safeguarding team.

### Head's report

The Headteacher will report to governors, through the Head's report, a summary of behaviour incidents across the school. This will allow governors to adequately challenge school leaders on behaviour management and standards of behaviour across the school.

### Local Authority

The Headteacher must report to the local authority incidents of extreme prejudice including racist/homophobic incidents. Additionally, any behaviour incident that poses a significant safeguarding risk should be reported to the appropriate bodies within the local authority.

## **Appendix i**

### **Roles and Responsibilities**

#### The Role of the Governing Board

- The Governing Board has the responsibility of setting down general guidelines on standards of discipline and behaviour and reviewing their effectiveness. The Governing Board supports the Head Teacher to follow these guidelines.
- The Head Teacher has the day-to-day authority to implement the school behaviour policy, but the Board may offer advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

#### The Role of the Head Teacher

- It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors on the effectiveness of the policy.
- It is the responsibility of the Head Teacher to ensure the health, safety and welfare of all pupils in the school and ensure high standards of behaviour from all pupils and that a climate of mutual respect exists between pupils, staff and parents.
- The Head Teacher is expected to model the standards of behaviour that are expected and support the staff by implementing the policy.
- The Head Teacher has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a pupil. The Chair of Governors and the Local Authority will be involved in these decisions.

#### The role of pastoral leaders

- The school has three pastoral leaders who support behaviour management across the school as determined by their phases. They are responsible for setting high examples for behaviour and behaviour management across the school and developing the effective use of positive behaviour strategies (including GEM power).
- Pastoral leaders play a key role in the implementation and maintaining of whole school behaviour initiatives which can include co-ordinating behaviour plans for identified pupils in partnership with the class teacher and other school leaders. Pastoral leaders will also analyse relevant information linked to behaviour which will inform school policy and practice.
- It is the responsibility of pastoral leaders to help support children with specific behaviour difficulties and to build positive relationships with them and their families so that they can access their learning and maintain the positive behaviour that is expected throughout the school.

#### The Role of the class teacher

- It is the responsibility of the Class Teacher to ensure that the school's expectations for behaviour are maintained in their class, and that their class behaves positively during lesson times and throughout the school day. They are also responsible for enforcing behaviour expectations throughout the school and school-day regardless of whether they have direct teaching responsibilities.
- It is expected that the class teacher will treat each pupil fairly and manage behaviour consistently. The class teacher is expected to treat all pupils in their class and throughout the school with respect and understanding.
- The class teacher and Inclusion Leader will liaise with external agencies, as necessary, to support and guide the progress of the pupil that are deemed to require additional support. The class teacher will also work in partnership with the pastoral leaders of the school.
- The class teacher will report to parents and carers about the progress of each pupil in their class. The class teacher may also contact a parent/carer if there are concerns about the behaviour or welfare of a pupil, in order to determine a way ahead – this may be done in partnership with a pastoral leader.

### The Role of LSAs/HLTAs

- It is the responsibility of support staff to ensure that the school rules are observed by every pupil in their charge and that those pupils behave in an appropriate manner while they are responsible for them.
- It is expected that support staff will treat each pupil fairly and enforce the school rules consistently. Support staff are expected to treat all pupils with respect and understanding and address unacceptable behaviour wherever and whenever they observe it within the school environment.
- Support staff will work with the class teacher to ensure that the needs of pupils with whom they work are reflected in individual behaviour plans.

### The Role of the Inclusion Leader

- The Inclusion Leader is jointly responsible for managing the behaviour of pupils with additional needs across the school, in consultation with the Head and Deputy Head Teacher. S/He is consulted and involved in the decision-making process when any pupils with SEN or in receipt of direct, additional funding are identified as needing monitoring. The Inclusion Leader ensures that appropriate support plans such as Individual Behaviour Plans, Pastoral Support Plans or transition plans are in place to support pupils' behaviour and that these are regularly reviewed.
- The Inclusion Leader is also jointly responsible for coordinating a multi-agency assessment should it be considered necessary for pupils who display continuous disruptive behaviour.
- The Inclusion Leader is also responsible for managing and co-ordinating the pastoral leaders with support from the Headteacher.
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### The Role of Support Staff including SMSAs

- When Support Staff, including SMSAs, are responsible for ensuring the health and safety of pupils, they will ensure that the school rules are observed by all pupils at those times and that pupils behave in an appropriate manner.
- It is expected that Support Staff including SMSAs will treat each pupil fairly and enforce the school rules consistently. Teaching Partners are expected to treat all pupils with respect and understanding and address unacceptable behaviour.
- Support Staff including SMSAs will liaise with the Pastoral Support worker and other school leaders to ensure that where unacceptable behaviour is not addressed by pupils after an intervention by support staff, further action is taken under this policy.

### The Role of Parents and Carers

- The school works collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school.
- Parents and carers are expected to support their pupil's learning, and work in partnership with the school. Expectations will be set out in the home/school agreement that will be signed on admission. The agreement sets out how parent's and carers will support the school's policies, including this behaviour policy and the school's position that inappropriate physical contact between pupils or towards staff is not tolerated.
- School leaders and class teachers will work hard to provide a dialogue between the home and the school and will inform parents immediately if they have concerns about their pupil's welfare or behaviour. If the school has to use reasonable sanctions as a consequence of inappropriate behaviour, parents will be asked to support the actions of the school.
- If parents have any concern about the way that their children have been treated, they should initially contact the class teacher. If the concern remains, parents should follow the guidance outlined in the Complaints Procedure.

## Appendix ii Recording behaviour incidents

Staff are responsible for swift and accurate recording of behaviour incidents within school. Incidents should be recorded on CPOMS using the correct categorisation with the appropriate level of alert to school leaders. This will mean that school leaders can monitor patterns and/or trends in behaviour in order to make sure that school action is appropriate and proportionate.

The protocol for reporting behaviour incidents is as follows:

CPOMS sub Categories under BEHAVIOUR			Additional Categories	Reporting Adult	Alerted Adult ‡
<input type="checkbox"/> Level 1	<input type="checkbox"/> Class <input type="checkbox"/> Break <input type="checkbox"/> Lunch <input type="checkbox"/> Other	<input type="checkbox"/> unsafe <input type="checkbox"/> unkind <input type="checkbox"/> disrespectful	<input type="checkbox"/> Racist <input type="checkbox"/> Homophobic <input type="checkbox"/> Sexist	Class teacher/other reporting adult describes incident and how behaviour was managed. *	Class teacher. Pastoral leaders.
<input type="checkbox"/> Level 2	<input type="checkbox"/> Class <input type="checkbox"/> Break <input type="checkbox"/> Lunch <input type="checkbox"/> Other	<input type="checkbox"/> unsafe <input type="checkbox"/> unkind <input type="checkbox"/> disrespectful	<input type="checkbox"/> Racist <input type="checkbox"/> Homophobic <input type="checkbox"/> Sexist	Class teacher/other reporting adult describes incident and how behaviour escalated to level 2. Supporting adult updates records with account of how behaviour was managed and consequence/sanction issued.	Class teacher. Pastoral leaders. Senior leaders.
<input type="checkbox"/> Level 3	<input type="checkbox"/> Class <input type="checkbox"/> Break <input type="checkbox"/> Lunch <input type="checkbox"/> Other	<input type="checkbox"/> unsafe <input type="checkbox"/> unkind <input type="checkbox"/> disrespectful	<input type="checkbox"/> Racist <input type="checkbox"/> Homophobic <input type="checkbox"/> Sexist	Class teacher/other reporting adult describes incident and how behaviour escalated to level 3. Supporting adult updates records with account of how behaviour was managed and consequence/sanction issued.	Class teacher. Pastoral leaders. Senior leaders.

\*Additional actions may be added at this stage if behaviour is repeating or seen as escalating over time.

‡ It may be appropriate for a member of the school's safeguarding team to also be alerted to specific incidents at any level.

## **Appendix iii School Powers**

### **Pupils' Conduct Outside of School**

Staff have the authority to discipline pupils for misbehaviour outside of the school premises "to such extent as is reasonable" and in accordance with this policy. Staff may discipline pupils for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of staff or the public.
- Could adversely affect the reputation of the school.

In all cases of misbehaviour, staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### **Use of Isolation**

Disruptive pupils can be placed in isolation away from other pupils for a limited period with the Deputy Head teacher or Head teacher.

It is for individual staff to decide how long a pupil should be kept in isolation and for the staff member in charge to determine what pupils may and may not do during the time they are there. The school will ensure that pupils are kept in isolation no longer than is necessary and that their time spent there is used as constructively as possible. Pupils must be given time to eat or use the toilet.

### **Absconding Students**

Students may abscond for a number of reasons, but usually it is a result of a disagreement with other pupils our response will vary according to circumstances

### **Removing themselves from Class**

Staff will undertake an immediate check to ascertain the whereabouts of the young person, it may be that they are just finding somewhere to 'cool-off', in which case a quiet word may suffice. The use of appropriate 'time-outs' is acceptable

### **Absconding from the school site**

If the young person is actually seen to leave the site, staff will note the time and monitor them as long as possible; then, take note of the direction they were last seen headed.

On no account will staff attempt to chase the student – this may lead to reckless behaviour and place the pupil at increased risk of harm

The Head or Deputy/Assistant Head will be notified and contact will be made with parent, carers and the relevant parties, including the police once it has been determined that the child or young person is not in the immediate vicinity or has returned to site.

## **Absconding on a Trip or Visit**

Potentially, this is the most serious scenario. In this event, if a child or young person cannot be located then staff will immediately inform the police, providing details as observed and a description of the student.

## **Confiscation of Student's Items**

A member of staff, with pupils consent, may search for any banned item and confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. This would normally consist of requesting the pupil to "turn out their pockets" or empty their bag. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Items which are banned from school (in addition to the list below are toys, sweets, mobile phones (exception of Y6 walking children) and other mobile ICT devices.

The Power to search without consent for "prohibited items" includes:

- Knives and weapons
- Mobile phones or personal devices suspected of containing inappropriate material or emails used in 'cyber-bullying' incidents
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property Weapons, knives and inappropriate images on mobile phones or other devices will always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. Parents will always be informed if a student's possessions have been confiscated and not returned by the end of day.

## **Power to use Reasonable Force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others (including self-defence), or damaging property, and to maintain good order and discipline in the classroom, circumstances whereby reasonable force may be used are to:

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

The Head and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

All incidents involving the use of reasonable force must be in accordance with Air Balloon Hill Primary Schools Positive Handling Policy.

## **Unsubstantiated, malicious allegations against members of staff**

Any allegation against staff would be dealt with under the allegations against staff policy.

Keeping Children Safe in Education (July 2015) states: If an allegation is determined to be unsubstantiated or malicious, the designated officers, in Bristol this is the LADO, should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else.

If an allegation is shown to be deliberately invented or malicious, the headteacher, principal or proprietor should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

## Appendix iv Air Balloon Behaviour Script

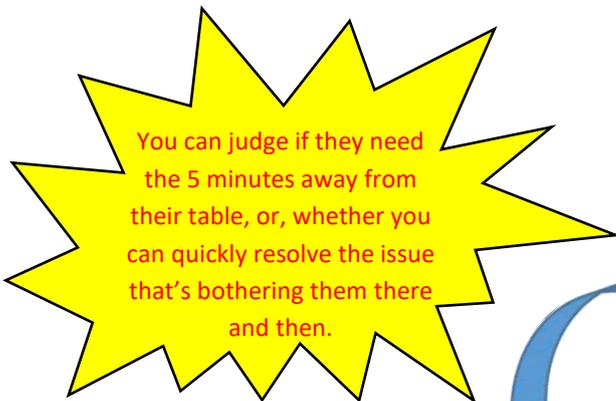
By using a script, we control the way in which adults respond to a child's behaviour. It provides a clear and systematic template that seeks to re-engage children with their learning. The language can be adapted according to key stage but everyone should be able to follow these simple steps.

### PART 1: Try to get the learning back on track

- **I notice that...**  
(You're having trouble starting your work/struggling to keep going/wandering around/chatting to people...)
- **To be successful you need to...**  
(Clarify what should be happening and offer support.)
- **Do you remember when...**  
(A time when they were successful in their learning/used GEM power to overcome a difficulty.)
- **That's what I need to see today.**
- **I'll come back in five minutes to see how you're getting on.**



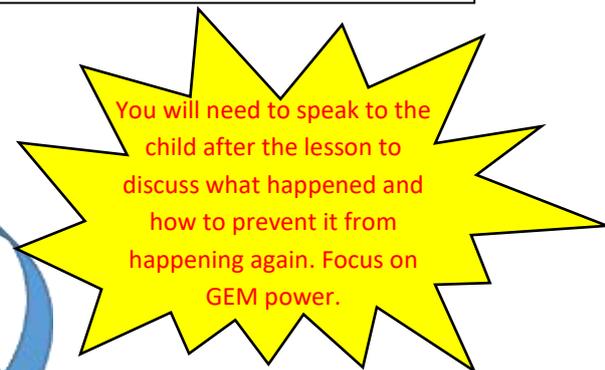
### PART 2: Return and assess



- **I notice that...**  
(You're focussed on your work, that's great (PIP) or clarify how you can tell the learning isn't back on track yet.)
- **Remember, to be successful you need to...**  
(Clarify what should be happening and offer support.)
- **If something is upsetting you...**  
(I'd like you to tell me about it when we have more time. Would you like that?)
- **I know that you can be successful today. I'll come back in five minutes to see how you're getting on.**
- **If the learning isn't back on track I'll need to make a change to help you.**  
(You could suggest what this might look like: working in a different space etc)

### PART 3: Return and assess

- **I notice that...**  
(You're focussed on your work, that's great (PIP) or clarify how you can tell the learning isn't back on track yet.)
- **If you can't focus on your learning now, you'll need to make it up at break or lunch.**
- **If something is upsetting you...**  
(I'd like you to tell me about it when we have more time.)
- **I know that you can be successful today. You need to choose how...**  
(Decide what needs to happen: work at a different table/work in a partner class/work with SLT.)



### PART 4: Escalate as appropriate

- **I need you to be safe/kind/respectful...**  
(What would being safe look like in comparison to how they're behaving?)
- **I need to ask another adult to come and help you.**  
(Phone for a member of SLT/pastoral team who will come and support.)

Children are not their behaviour.

This script better enables them to take responsibility for their behaviour whilst knowing that you care about them.

The adults should always be the calmest people in the room.

\*Praise in Public / Reprimand in Private

## Appendix v The Milky-Way

The Milky-Way is the small room next to the packed lunch hall. It is a safe place, filled with cushions, a tent, sensory objects, for children who have become de-regulated causing their behaviour to become unsafe.

Any child who accesses the Milky-Way will be accompanied by an adult whose role it is to support the child regulate and become safe so that a restorative process can begin resulting in the child returning to their learning.

When working with a child in the Milky-Way, adults will use a version of the Air Balloon behaviour script.

- **I notice that...**

(You seem angry/you seem upset/something has bothered you/you seem frustrated...)

- **Tell me about it. You talk, I'll listen.**

(Use this time to just listen. Let them articulate their version without interruption or clarification)

- **I understand that his has upset you.**

- **When you are feeling calmer we can talk about what is going to happen next.**

(Allow them time to calm down. Some children will prefer you not to talk to them, some will engage with distractions.)

- **I can see that you're calmer now. Let's talk about what happened.**

(Now you can clarify events and establish a clear narrative.)

- **I can see that you are calm now. Let's think of different ways you could have acted that would have been safer/kinder/more respectful.**

(During this stage you can talk about GEM power and how this would help them spot - and act on - the early signs that they were becoming upset.)

**What shall we do now, to help us move on?**

(This process should involve an appropriate level of restorative action: tidying up/showing we're sorry/identifying something that will help them re-engage with their learning)

**You're really showing your GEM powers! I think you're ready to move on.**

(The adult will need to judge how ready the child is to return to a class environment. Most children will require 20 minutes of 'being calm' before returning.)

If the child isn't ready to talk, acknowledge this and say that you'll give them 5 more minutes.

A child may have unrealistic perceptions of blame. The adult will need to guide them through this so that they can positively engage with the notion of being safe / kind / respectful

The restorative process may be superficial (let's tidy the Milky-Way before we leave). A deeper restorative process may only be appropriate at a later stage in the day/week.

FAQ	Answers
Can anyone use the room?	Yes. As long as they are accompanied by an appropriate adult who is skilled at de-escalation strategies. Adults will radio in when they are working with a child in the Milky-Way or if they need support.
Is the room timetabled?	We are hoping that the room will be used for some SEND groups and it can also be a space for any 1:1 meetings with children.
How do I know if the room is free?	There will be a traffic light code on the door. <b>Green: Room is free. Amber: Room is in use but can be vacated. Red: Room is in use, please do not enter.</b>
What should I do if I see a child go in unaccompanied?	Contact a member of SLT straight away.
Can I use the room as a reward?	No. It is a space for children who need to regulate their behaviour so that they can safely return to a learning environment.
What are the consequences for a child who has not been safe/kind/respectful and been escorted to the Milky-Way?	That will depend on the child, their behaviour and the context of the situation. It may seem like a child is 'getting away with something' because they return to class straight away but this is not be an accurate perception. A consequence / restorative action may need to be carefully planned and put into action at a later date. Often, in these cases, a punishment is not appropriate.

**Appendix vi  
The Gem Generator**



# My GEM generator

Name: \_\_\_\_\_  
Class: \_\_\_\_\_

**My GEM powers this week are:**

**GEM power 1:** Identify skills that they will demonstrate in order to be successful.

**GEM power 2:** Each skill will be linked to a specific GEM.

**GEM power 3:** The skill may include a variety of GEMs or all be focused on one specific GEM.

	When will I be seen using these GEM powers?												<input type="checkbox"/> Lesson time <input type="checkbox"/> Break <input type="checkbox"/> Lunch <input type="checkbox"/> Transition		
	Monday		Tuesday		Wednesday		Thursday		Friday						
GEM power 1	Adult	Child	Adult	Child	Adult	Child	Adult	Child	Adult	Child	Adult	Child			
GEM power 2	Adult	Child	Adult	Child	Adult	Child	Adult	Child	Adult	Child	Adult	Child			
GEM power 3	Adult	Child	Adult	Child	Adult	Child	Adult	Child	Adult	Child	Adult	Child			

Harness that  
GEM power!

