Catton Grove Primary School

Behaviour Management Policy

Approved by:	Catherine Lorne - Headteacher	**Date:** 01.09.24
	Darren Woodward- Chair of Governors	**Date:** 01.09.24
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Contents

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

- Outline the expectations and consequences of behaviour

- Provide a consistent approach to behaviour management that is applied equally to all pupils

- Define what we consider to be unacceptable behaviour, including bullying and discrimination

- Develop an acceptance of responsibility for one's own behaviour

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:
- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

See our Anti Bullying policy for our approach to dealing with instances of bullying.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:
- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:
- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff
Staff are responsible for:
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Our Core Values

We have incorporated 11 'Core Values' into our curriculum to strengthen the culture and ethos of the school and to help create a strong community identity. These core values support the behaviours of our pupils and set out our expectations of everyone in the setting. We discussing behaviours with children, adults will refer to the Core Values.

The core values are: Pride, Change, Creativity, Gratitude, Resilience, Unity, Adventure, Independence, Ambition, Respect and Wisdom

Our Expectations- Pupil Code of Conduct

We expect children in our school to:

- be polite and courteous at all times
- behave in an orderly and self-controlled way
- act without verbal or physical aggression
- understand the value of, and show respect for personal property
- be prepared to co-operate in all aspects of school life including completing classwork
- share resources and equipment effectively
- show respect for each other
- take responsibility for their own safety and the safety of others
- in class, make it possible for all pupils to learn
- move quietly around the school
- treat the school buildings and school property with respect
- wear the correct uniform
- accept sanctions when given
- refrain from behaving in a way that brings the school into disrepute, including when outside school

These expectations will be reinforced through classroom rules which are defined by class members at the start of the year. Each teacher should agree with the class the rules and routines so that everyone knows who does what, when and perhaps most importantly HOW.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

7. Responding to behaviour

Our Positive Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Display the behaviour curriculum or their own classroom rules

- Develop a positive relationship with pupils, which may include:

  o Greeting pupils in the morning
  o Establishing clear routines
  o Communicating expectations of behaviour in ways other than verbally
  o Highlighting and promoting good behaviour
  o Concluding the day positively and starting the next day afresh
  o Having a plan for dealing with low-level disruption
  o Using positive reinforcement

Responding to good behaviour

Our reward System

(See Appendix 2, 3 and 4 for more detail on our process depending on age and stage)

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, we believe that it is right staff recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.Appropriate opportunities should be made to praise children. This will raise their self-esteem and help them to learn to accept praise with good grace, enable them to appreciate their strengths, recognise the success of others and help them to become positive members of society.

These are some of the characteristics we all work hard to promote.

- being helpful to everyone in the school community

- working hard and to the best of our ability

- being kind, thoughtful and careful

- keeping promises and telling the truth

- being polite and friendly

- discussing misunderstandings and problems

- achieving something new

- listening to and following instructions carefully

Rewards should be given when behaviour reflects the above characteristics.

Rewards may include:

- **verbal praise,**
- **stickers,**
- **Dojos,**
- **special responsibilities,**
- **ringing the Ambition Bell,**
- **time on the play equipment etc.**
- **communicating praise to parents via a phone call or written correspondence**
- **certificates, prize ceremonies or special assemblies**
- **whole-class or year group rewards, such as a popular activity**

Responding to misbehaviour

Our Sanction system

(See Appendix 2, 3 and 4 for more detail on our process depending on age and stage)

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All staff are trained to use Norfolk Step On. A strategy founded on evidence-based principles which promote positive behaviour strategies such as consistency, de-escalation, behaviour analysis and differentiated planning. This programme also provides guidance and practical advice to develop an understanding of the safe and effective use of everyday physical interventions.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

<u>Sanctions for unacceptable behaviour may include:</u>

- **Verbal warnings**
- **Timeouts for thinking time**
- **A reminder of the expectations of behaviour with another adult**
- **Setting of written tasks such as an account of their behaviour**
- **Expecting work to be completed at home, or at break or lunchtime**
- **Detention at break or lunchtime, or after school**
- **Loss of privileges – for instance, the loss of a prized responsibility**
- **School-based community service, such as tidying a classroom**
- **Referring the pupil to a senior member of staff**
- **Letter or phone call home to parents**
- **Agreeing a behaviour contract or positive communication plan**
- **Putting a pupil 'on report'/ or working on a 'reward chart'**
- **Removal of the pupil from the classroom (when necessary, proportionate and reasonable by a member of staff trained using Norfolk Step Up handling techniques)**
- **Suspension**
- **Permanent exclusions, in the most serious of circumstances**

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Mobile phones

Pupils may bring mobile devices into school, but are not permitted to use them during:

- Lessons

- Whilst on site before school and until they have been dismissed by their teacher after school.

- Clubs before or after school, or any other activities organised by the school

Phones must be handed in at the start of the day to an adult, who will place them in a secure locked area. They may then be collected at the end of the school day. This is to enable pupils to focus on their learning, prevent the viewing of any inappropriate or harmful content, prevent pupils ability to harass their peers (consensually or non consensually) or view / share pornographic images.

Any use of mobile devices in school by pupils must be in line with the "ICT and acceptable use Policy" and agreements signed by children.

Smart watches must be placed on airplane mode.

The only exception is when pupils may need their phone for a medical purpose

The school is not liable for the loss or damage of a pupil's personal mobile phone.

If pupils are found in breach of this, the phone will be confiscated and parents have to collect the phone.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

Positive Handling

Positive Handling covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use restraint, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Staff should follow the guidance set out in the 'Use of Force to Control or Restrain Pupils' as issued by the DCSF in 2010. Named staff have received the required Norfolk 'Step On' and 'Step up' training to restrain children and a detailed list is held with the safeguarding leader. Training is updated every 1 year.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school

- Poses a threat to another pupil

- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the senior leadership team or Safeguarding Lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:
- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report

- Carrying out risk assessments, where appropriate, to help determine whether to:
    - o   Manage the incident internally
    - o   Refer to early help

o   Refer to children's social care
o   Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

8. Responding to misbehaviour from pupils with SEND

8.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

● Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

● Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

● If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Depending on the individual these may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Timers to give time to follow instructions
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

8.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

9. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

10. Pupil transition

10.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

10.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every termly by Claire Shenton, Deputy Headteacher

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

12.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board.

13. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying strategy

Appendix 1:

Written statement of behaviour principles

- **Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others**

- **All pupils, staff and visitors are free from any form of discrimination**

- **Staff and volunteers set an excellent example to pupils at all times**

- **Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy**

- **The behaviour policy is understood by pupils and staff**

- **The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions**

- **Pupils are helped to take responsibility for their actions**

- **Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life**

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Appendix 2:

The process of behaviour management strategies for Nursery

Nursery – Caterpillar

- □ Praise and stickers are given for positive behaviour.

- □ Should a child need support with their behaviour, a member of staff sits with them to have thinking time and demonstrate expectations.

Nursery – Bumblebee, Ladybird and Butterfly

- □ Praise and stickers are given for positive behaviour.

- □ Should inappropriate behaviour occur a verbal warning is given, should this continue, a three-minute time out is issued and recorded in the Timeout Book. The member of staff issuing the Timeout will discuss the behaviour with the child. If the behaviour continues, a Timeout is given in another Nursery room and a member of staff will talk through the behaviour with the child. This Timeout is also recorded.

Appendix 3:

The process of behaviour management strategies for Reception and KS1

Reception and KS1

☐ Praise and stickers are given for positive behaviour. The children will also be given a Green card for excellent behaviour/work. If they receive a Green Card they are sent to another classroom where a reward is given, and the celebration song is sung.

☐ Should inappropriate behaviour occur, children are given a verbal warning for inappropriate behaviour i.e. that breaks a class rule or disrupts others' learning.

☐ If the inappropriate behaviour continues a yellow card is given, the child then shows card to other adults in setting who will then discuss their behaviour with them.

☐ A red card given if inappropriate behaviour continues or immediately if extreme behaviour is shown (biting, kicking). At this point the child is taken to another classroom for a short period of "thinking time".

☐ Cards only last for one session, so the child starts each session with a 'clean slate'.

☐ Sticker charts are agreed on for specific children working on specific behavioural issues - these will be shared with parents/carers and appropriate staff.

Lunchtime procedure Key Stage One – Behaviour Recovery

If there is a behaviour incident at lunchtime adults may, after consideration use Behaviour Recovery. The ethos behind Behaviour Recovery is restorative. The Behaviour Recovery

model allows children to take responsibility for their own behaviour and, through positive prompts, get back on-task more quickly.

Children will be taken to a classroom/ office if they need to be taken off of the playground at lunchtime to reflect on their behaviour choices with an adult and reflect on how they could have made better choices.

This is an immediate consequence and children are to stay in for the rest of the lunchtime session.

Behaviour Recovery procedure

1. Children sent in from the playground (after careful consideration of the need to be sent in).
2. Adult on duty to sit with the child. Child tells the adult, in their own words, what has happened/why they have been sent in. If there is more than one child sent in because of a related incident, then the adult and children sit down together. Adult listen to both sides of the incident. (During this discussion adults and children all sit down- it is important that you are at the same level as the children).
3. Children to go to a thinking spot, to think about their behaviour and about what they are going to do to put their wrong choices right.
4. If more than one child-is involved children sit separately for thinking time. Children to sit in a good thinking spot (chair/carpet).
5. Adult and child/children to come back together to discuss the child's ideas about how they can put things right. Decide on an appropriate action i.e. make a card of apology, fix something you have broken, help someone etc.
6. Complete the decided action.
7. Adult then finishes with a firm message that their behaviour was not acceptable and explain why/ what behaviour is expected in the future.
8. Child to remain in behaviour recovery for the rest of their lunchtime.
9. Teachers to continue to log behaviour recovery incidences. Date/ why they were sent in/ what restorative action was completed/ initial/ complete name on table.

Appendix 4:

The process of behaviour management strategies for KS2

Rewards

- Rewards across KS2 are given in the form of praise, stickers, and Dojo points. Pupils will visit other classes, their Year Leader or the senior leadership team to share good work.

Procedures for actions following consistent misbehaviour:-

Stage 1

- Pupils will receive verbal warnings by a member of staff for inappropriate behaviour.

- If the pupil amends the behaviour, the class teacher will use appropriate verbal praise to remind pupils of the way in which they turned around their behaviours.

Stage 2

- If the pupil receives three warnings and does not try to display the required behaviours, they will be placed in the classroom of a designated colleague with their work to complete. For the vast majority of pupils this is generally enough for them to have time to reflect on how they behave on return to their own classroom. The pupil will be required to attend a lunchtime detention. (Please see the procedure below).

Stage 3

- In the cases where persistent unacceptable behaviours are reoccurring and/or the pupil receive three time outs within a half term period, the parent/ carer is required to meet/talk to the class teacher with the class teacher to discuss strategies to resolve behaviour this may include the use of a Report Card. (See Appendix 5 and 6)

Stage 4

- For some pupils where behaviour is deemed to be violent towards either pupils or adults or the pupil has damaged property, this may lead to a fixed term suspension or permanent exclusion. It is expected that a parent will attend a meeting prior to the pupil returning to school and an action plan being agreed by the school, parents, and pupil. Any such suspension or exclusion must follow the Suspensions and Exclusion policy.

Key Stage Two – Detentions

The Year Leader or SLT supports the child/ children, who throughout the day have had a Time Out. The children are sent to the Year Leaders or SLT office, just before lunch with Time Outs. Time Outs are handed to the Office at the end of the week and recorded on CPOMs.

Their actions will be discussed with questions such as:

What did I do?

Why did I do it?

How did my behaviour make others feel?

What will I do next time instead?

These children will stay in the class for 15 minutes to consider their behaviour and complete a reflection sheet (see Appendix 5)

In dealing with behaviour incidents adults should avoid:

☐ Inconsistency
☐ Negative comments – especially about the person
☐ Punishing a whole group
☐ Imposing excessive sanctions
☐ Aggressive shouting
☐ Put downs and sarcasm
☐ Ridicule or humiliation
☐ Causing intentional embarrassment
☐ Labelling the child instead of challenging their action(s) and behaviour

Daily Target Chart

For a small proportion of pupils, daily target charts help them to keep their behaviour on track. Each daily target chart MUST have no more than three achievable targets which are aimed at supporting the pupil to achieve the required behaviours. A copy of the daily target chart is sent home to parents/carers and a copy is kept in school. Some pupils request these reports and if this is the case, parents are informed that is the pupil's choice.

Positive Communication Plan

For a significantly small proportion of pupils the daily target chart may not be sufficient, and the pupil may continue to display challenging behaviours. When this is the case, the Assistant Head for Inclusion and SENCo will create a Positive Communication Plan with the Class Teacher and other adults working with the child. They will gather a brief description of difficult/dangerous behaviours, potential triggers and consider measures to respond to these behaviours using an agreed script. The team will then meet with the child and parents to discuss the PCP.

Appendix 5:

Behaviour Reflection

Name	Class	Date

What did I do and why did I do it?

How did my behaviour make others feel?

What will I do differently next time instead?

Appendix 6:

Daily target chart

Name:_____

_____

You need to give this to your teacher at the end of each session so they can decide if you have met your targets.

At the end of the day you need to take it to the SLT office.

My targets for the week are:

-
-
-

I am aiming for:

	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lunch	Lesson 5	Lesson 6
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								