



THE
**GORDON
CHILDREN'S**
ACADEMY

BEHAVIOUR POLICY

2021-2023

Gordon Children's Academy

Part of Thinking Schools Academy Trust

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CHILD FIRST - ASPIRE - CHALLENGE - ACHIEVE



THE GORDON CHILDREN'S ACADEMY

Behaviour for Learning Policy

At The Gordon Children's Academy we aim to promote mutual respect and co-operation between all members of the school and seek a calm, working atmosphere so that children feel emotionally safe, can concentrate, and can maximise time spent learning and achieving. Consistent implementation of this policy is a key element of our strategy to raise achievement both academically and also in terms of personal attitudes and development. This policy applies to all the adults who work at The Gordon Children's Academy – we are all responsible for all children's behaviour all of the time. Promoting good behaviour is a constant and corporate responsibility, achievable through teamwork and consistent and persistent application of this policy.

Principles

A good ethos, good relationships and good teaching are the key to good behaviour for the majority of children.

Child First

- The behaviour should always be separated from the child – I like you but I do not like your behaviour because – Children need constant, patient reminders of the consequences of their behaviours (if you do this then that will happen); that they control their bodies and mouths and are responsible for their actions (no one else), and that they have choices about how they behave or respond to a situation – 'do the right thing, walk away from trouble'.
- Children should be given the opportunity to explain their behaviour, to ensure that both the adults investigating an incident and the children involved have a clear understanding of what has happened. This will allow both parties to hold a constructive dialogue so that the child feels involved and informed in the behaviour management process. This is recorded on 'A Record of my Behaviour using a Multi-flow Map' (see Appendix A).
- Some children have muddled perceptions of other's intentions and events – they need help with unpicking these and making more objective interpretations e.g. being bumped may be an accident, not a deliberate attack. Some children may have difficulties with empathy and need help understanding how the other child feels.
- Children should always be given a fresh start once they have completed the relevant consequence.
- Children who find it very difficult to comply with our rules, despite good behaviour management by adults, or require frequent time out or other sanctions should be referred to the Inclusion Team (see Appendix B) for more intensive support and particular intervention programmes. Meanwhile, we still apply our normal rewards and sanctions.
- Pupils who find it difficult to behave are seen as an opportunity for success by all staff. Staff take the time to get to know these pupils, developing positive relationships, understanding their difficulties, developing ways to overcome them and building in time for pupils to focus on what they can do well.



Staff

- All adults should make an effort to get to know and respect children as individuals who may be at different points in their development of maturity and emotional intelligence, with very different experiences of life.
- All adults should be aware that they are role models and should model good relationships and ways of interacting with others.
- All staff should build positive behaviour management strategies into their teaching and support so they are a natural part of their approach, preventing and pre-empting possible difficulties.
- Team work – all members of staff work together to secure good behaviour – every member of staff is responsible for every child's behaviour.
- Behaviour is continually reviewed by staff at all levels (rather than only reactively) – teacher meetings, TA meetings, inclusion meetings, SLT meetings, governor meetings.

Maximising Positive Behaviour

- The emphasis should always be on 'promoting/rewarding positive behaviour' in order to raise self-esteem and their personal expectations - so rewards and praise should always outweigh consequences with the aim of children reaching the point where they control their own behaviour, seeking intrinsic rewards such as pride in their work, the pleasure of playing well in a match, the joy of helping someone else. **We maximise positive behaviour rather than minimising poor behaviour.**
- Pupils showing desired behaviours are highlighted as good examples and role models to show others what is expected.
- If children are 'attention seeking', we need to ensure we give positive attention for what we want and minimise negative attention- reinforcing the behaviour we expect from the child.

Teaching Good Behaviour

- We need to teach children good behaviour, explaining and showing them what we want, praising them for doing it – not assuming they know already.
- Assemblies and PSHE should be used constructively to illustrate the traits and behaviours we wish to promote, such as kindness and consideration, as an important part of moral education.

Boundaries

- Children need clear boundaries, fairly (objectively) and consistently applied – they need to know that a good behaviour will lead to praise and approval while an inappropriate behaviour will lead to a small but certain sanction.

Consequences

- Consequences need to be kept in proportion to the original misbehaviour (not allowed to spiral because of the child's subsequent response), and applied consistently in line with our levelled approach, involving the pupil in identifying where their behaviour lies in the system.
- We should avoid punishing whole groups for individual misdemeanours, equally we should avoid publicly humiliating individuals although we may refer to their behaviours anonymously



e.g. in assemblies, to make a general point or reminder about what is acceptable and expected, and what is not.

Routines

- Routines are communicated and practiced until they become automatic.
- Taught routines will eventually become habits. Only by consistently practicing and expecting specific behaviours in certain situations, will this happen.
- These are reinforced by all staff at all times.

Parents/Carers

- We should be seeking constructive and understanding relationships with parents/carers from the earliest opportunity so that we have a positive foundation to build upon should there be an issue. We aim to work in complete partnership with parents to resolve issues from the earliest stage.

School Environment

- All pupils and staff take pride in the school environment, picking up litter, putting fallen posters back up on walls, keeping shared areas tidy, reporting broken furniture.
- Members of SLT are highly visible at all times of day and so pupils are unsurprised to see SLT members around school, on the playground, in the lunch hall, in their classroom – behaviour is consistently good regardless of where they are/ who is in the room.



High expectations

- All staff have high expectations with everything
- All staff communicate these high expectations at all times
- Staff pick up on this with colleagues if this is not happening
- Our expectations should be clearly understood by all staff, children and especially parents/carers
- The definition of high expectations is made clear to all staff through the explicit criteria set out below:



Lining up	Assembly	Early morning routines	Transitions inside the classroom
<ul style="list-style-type: none"> - We line up in alphabetical order - Our voices are away - We stand one behind the other - We face the front - Our hands are by our sides 	<ul style="list-style-type: none"> - Our legs are crossed - Our hands are in our lap - Our voices are away - We face the front 	<ul style="list-style-type: none"> - Our voices are away - We put our belongings away quickly and sensibly - We greet the teacher - We sit and complete our early morning work 	<ul style="list-style-type: none"> - Our voices are away - We keep our hands to our self - We walk when moving around the classroom - We tidy up our desk and move to the next activity quickly
Sitting at a desk	Sitting on the carpet	Corridors	Dining hall
<ul style="list-style-type: none"> - We sit up in our chair - All four of our chair's legs are on the ground - We keep our hands to our self - We use quiet voices when working - We raise our hand when we wish to speak to an adult 	<ul style="list-style-type: none"> - We keep our hands to our self - We face the front - Our legs are crossed 	<ul style="list-style-type: none"> - We walk in the corridor - We walk on the left hand side - Our voices are away - Our hands are by our sides - We hold doors open for others 	<ul style="list-style-type: none"> - We use quiet voices - We keep our hands to our self - We raise our hand when we have finished our lunch - We await permission to leave the dining hall - We stay in our seats whilst eating - We walk in the dining hall - We show good manners

Clarity

- Staff members are clear about their expectations at all times
- Pupils are explicitly taught what is expected of them
- In EYFS, KS1 and wherever else necessary, this is accompanied by a photo, poster, social story, etc

Consistency

- There is zero tolerance with following the school rules
- When a reward is given, it is never taken away
- When a consequence is given, it is seen through
- The same consequences are given for the same behaviours, regardless of the time of day, staff member, pupil (with reasonable adjustments made for pupils with SEND)



Rules

- Rules help pupils to learn, keep safe and feel secure
- Pupils know the school rules and what we are working towards – transforming life chances – pupils, parents/carers and staff know what this means and how it impacts on them
- Rules are widely known and demonstrated throughout school life
- When rules are broken, there is always a consequence /follow up. If we permit it, we make it ok
- When rules are followed/broken, pupils are reminded of the rule they followed/broke and are encouraged to recognise this in themselves and others
- The rules are displayed prominently in the school
- The rules are referred to in every assembly
- Staff refer to the rules frequently, especially at the beginning of term when setting expectations for behaviour
- When rules are introduced at the beginning of the year, these are accompanied by photos of pupils following the rules in EYFS and KS1

School Rules (linked to the Habits of Mind):

- ✓ We follow instructions straight away
- ✓ We keep trying.
- ✓ We think before we act.
- ✓ We choose our words carefully.
- ✓ We take safe risks.
- ✓ We work well with others.

Completion of assigned work

All children are expected to complete work set for them. If work is not completed in lesson time, children will be asked to complete it in their break or lunchtime. Staff will make sure that the time spent doing this is reasonable and proportionate. Children kept in at lunchtime will always be entitled to eat their lunch, although this may not happen until their work is completed. Pupils will always have access to the toilet during break and lunchtime.

Boot Camp

- For the first few days in September, pupils are explicitly taught (see setting routines below) what is expected of them in terms of behaviour
- Expectations are exemplified and clarified in as much detail as possible to avoid any misunderstanding
- After each break from school, the first day is 'Boot Camp Re-Booted' where pupils are explicitly taught and reminded again of what is expected

Setting routines – teach and then practice:

- ✓ Lining up in alphabetical order
- ✓ Entering the classroom
- ✓ **Walking** around the building on the left (regardless of time of day)
- ✓ End of break/lunch routines
- ✓ Staying in seats
- ✓ Raising hands/hands on head, etc when wanting to speak



- ✓ Classroom routines, toileting, washing hands, moving from tables to the carpet, putting their belongings away in the morning, etc
- ✓ Classroom whispers, paired talk, etc
- ✓ Getting equipment out, putting equipment away
- ✓ Responding to the class bell
- ✓ Entering and exiting assembly
- ✓ Keeping their workspace tidy
- ✓ Setting work out correctly in books
- ✓ Lunch time procedures
- ✓ Staff will all use the phrase “lessons are for learning” when dealing with disruption in the classroom. Staff are expected to stay calm and to repeat the phrase as needed.

Uniform

- Uniform helps instill a sense of communal identity, communicates a sense of self-pride and pride in the school.
- Good uniform is routinely insisted upon by all staff.
- Uniform is monitored during Behaviour for Learning walks

Behaviour Management Strategies

- Good teaching with good pace and an appropriate level of challenge so children are engaged throughout (reducing opportunities for mischief)
- Interesting lessons which engage the pupils and give them a sense of success
- The teacher circulating to keep children on-task and maintain contact (eye, voice, proximity)
- Good classroom organisation and management - well-organised equipment, well-laid out to allow movement and for the teacher to see everyone
- Clear expectations and routines – say what you want e.g. Expect children to sit in their seats and to put up their hands to ask for help (not calling out)
- Creating a classroom climate where children feel listened to, valued and fairly treated
- Positive classroom environment- name, behaviour you like, reward (move your name up)
- Use of team points- name, behaviour you like, reward
- When undesirable behaviours are seen, a positive statement is used first.
 - ✓ E.g. ‘I really like the way that purple group are persisting with their learning they can all have a team point. I’m now looking for other tables to give team points to.’
 - ✓ ‘Jamie is showing fantastic sitting, you can have a team point.’
 - ✓ ‘Who is going to be first to show me they are ready? Wow I can see Sarah is ready, oh so is Peter.’
 - ✓ ‘I’m looking for children who are working quietly, well done green table you are definitely showing good learning habits, you can have a team point.’
- Adequate resources on tables to support independence then children will only need minimal reminders during learning time
- Well established routines, understood and the goalposts kept the same, then children will only need minimal reminders during learning time
- Positivity used first before addressing undesirable behaviours.
- State the child’s name and the behaviour that you want. ‘James, I am looking for good sitting, thank you.’ And then move on, giving the child take up time and time to rectify their



behaviour. If possible at this point praise a child who is showing good sitting so that James can see what this looks like

- Not using 'please' with the children as we are not pleading...it is an expectation that they will follow the instruction that you have given so we always say the behaviour that we want and then 'Thank you'.

All teachers have their favourite techniques for managing behaviour. These Bill Rogers techniques are easy to use and effective for dealing with most mildly disruptive behaviour:

- ✓ Say what you want – I need you to be sitting down in your chair, hands in lap, looking this way (3 short instructions always best) and then praise for doing it
- ✓ Tactical ignoring – you choose what you respond to, when and how
- ✓ Redirection / re-focusing on the task – “what should you be doing?”
- ✓ Rule reminder – “all four feet on the floor” (for those who lean back on chairs)
- ✓ Name, direction, 'thank you'
- ✓ Choice then direction – you can complete your work now or at break, this is your choice
- ✓ Consequence then choice – if you do that again you will not get a point for this lesson, etc.
- ✓ Broken record – keep calmly repeating your request
- ✓ When/ then - “when you have put your pen down, then I will come and see you”
- ✓ Use agreed gestures – hands up or flat to indicate quiet
- ✓ Congruence – make sure your facial expression and voice tone matches what you are saying – it is no good smiling when you disapprove
- ✓ Giving warning about using the behaviour ladder – no discussion, ignore reaction, then apply consequence.
- ✓ Afterwards, take child aside (away from audience), ask them what they were doing wrong, what they should be doing and therefore what they will do next time.

Supporting Colleagues

Staff should work together to ensure that our approach to behaviour management is consistent. Staff should ensure that they do not undermine each other and should communicate well to show they are working as a team. If a member of staff approaches a colleague dealing with a situation and feels that their colleague may require help/support/change of adult, they should ask “Do you need any help?” If the answer is no but the observing staff member does not agree, they should ask “Do you need more help?” At this point the original colleague should accept this and swap out of the situation. The situation should then be reflected upon later.

Assemblies/Collective Worship

An appropriate atmosphere should be created to allow for respect and reflection from the moment the children line up in their classrooms.

- Teachers/ adults will bring the children in quietly, seat them and maintain quiet but positive attention for good behaviour
- Teachers sit when the music starts but maintain visual contact with the children
- Whenever possible, assemblies will start and finish promptly
- Although staff are responsible for their own class, we take a corporate approach and help maintain the behaviour of any children near us



- One teacher from each year group to sit at either end of their children
- A properly supported quiet exit from the back – one line at a time
- Children who behave inappropriately in assembly are taken aside and spoken to quietly and an appropriate consequence applied if needed

Corridor and break/lunchtime behaviour

- The same principles are applied to any corridor and lunchtime behaviour – constantly.
- All adults promote good behaviour by giving out team points for good out of class behaviour, 'catching pupils being good' – walking quietly, being polite, lining up well, etc.
- Adults talk to children about behaviour expectations before children go out and re-affirm then when children come back in.
- Class Teachers support the midday meals supervisors following lunchtime incidents – making it clear to children that their behaviour is the concern of the class teacher wherever or whenever it takes place.
- The lunchtime supervisors have the full range of rewards and sanctions to use with the children and should use similar techniques to promote good behaviour. Lunchtime supervisors are also trained to complete incident and record of behaviour forms. The playground is zoned for safety – children should be praised and rewarded for being in the right place at the right time; walking on the paved area; being polite or helpful; lining up well; looking after and helping collect in equipment etc. The equipment should go out promptly. Teachers should be prompt in collecting their classes from the playground. Any incidents between two or more pupils should be followed up with Conflict Resolution (Appendix E).
- At the end of break and lunchtime, all children are expected to follow the routines in place. These are taught and reinforced by all staff:
 - A staff member rings the bell
 - All staff raise their hands
 - Pupils stand still with their hands raised in silence
 - Staff call classes one a time to their lines
 - Pupil walk sensibly and in silence to their lines
 - Pupils line up in alphabetical order facing the front and wait for the staff member to lead them into the building
 - Staff ensure that pupils are quiet, shirts are tucked in and that pupils are ready before entering the building



Behaviour Management

We use two distinct behaviour modification systems running concurrently; one is a reward system to encourage positive behaviour which rewards children being on task, good behaviour and completion of the task. The other is a system of sanctions to deter those from continuing to exhibit negative behaviour. Although the two systems do interweave at points they each have clear structures of their own.

Rewards

We wish to raise the self-esteem of all children and teach them to understand that all behaviour has consequences - either good or bad. We wish to encourage those children whose behaviour is regularly positive and can sometimes be overlooked in a classroom. To achieve this we use a simple, manageable ladder system to reward those children who adhere to the School Rules. Children start in the middle of the ladder and can move up or down depending on their behaviour. At the end of **each** day, children who have reached the top of the ladder, may earn a marble for their behaviour. This marble is added to the class jar. When the jar is full, the class earn a 20-minute treat - which they choose. The treat is decided with the whole class at the beginning of the term so that pupils know what they are working towards.

Celebration certificates will be awarded for children who achieve a 'one off'. This may be for outstanding work, behaviour or other example of success.



The class that has the highest percentage for attendance/punctuality the previous week will also be rewarded in assembly.

Whole School	Class
Praise (with reasons)	Stickers
Named moved up on Behaviour Chart	Marbles in the jar
Team points	Name in Golden Book
Achievement Alley certificates	Notes in contact books
Golden Tie	Class certificates
Comments in contact book/on Seesaw	Work displayed, sent to another teacher/ member of SLT
Work displayed or shown in assembly	Individual, personalised behaviour/reward charts



Other certificates: Lexia, Pixl, Apprenticeship, attendance, punctuality, sporting Cups/medals from sporting events Post-cards home	
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This system allows us to reward behaviour that reflects adherence to the school rules, children who achieve individual successes and emphasise the importance of attending school.

Consequences

- Children need to know that misbehaviours, especially those which hurt others, stop teachers teaching or others learning, have consequences and that these consequences will be certain and fairly applied. They do not have to be large but need to be proportional and certain – once we start making exceptions then some children will try to negotiate every time.
- In order to ensure a fair and proportional approach we have a stepped approach to responding to misbehaviour and applying consequences according to the age of the child – see charts at the end of the policy. These should be displayed and referred to when dealing with a child. Parents/carers are welcome to have copies.
- Consequences are not given where help is the appropriate response for pupils with SEND/ possible unidentified SEND
- High expectations are demonstrated for all and then scaffolded to enable a pupil to show the best behaviour that they are capable of
- Consequences are consistently applied so that pupils know that the behaviour is unacceptable
- Misbehaviour is never accepted from any pupil who is capable of modifying their actions
- The certainty of a consequence is always more important than the severity
- Interventions in place to support a pupil's social, emotional or behavioral difficulties are never taken away as a consequence for poor behaviour
- Children with behavioural difficulties have trouble seeing that they have choices and therefore they are choosing to behave incorrectly. We need to teach them that all behaviour has consequences, good or bad, and that they are able to choose how they behave. It is imperative that we explain exactly what they have done wrong so that they have a clear understanding of what behaviour resulted in what consequences, e.g. 'you were repeatedly interfering with other children on your table trying to complete their learning, you were warned to stop but you did not, so now your name has to be moved to the rain cloud'
- If a child is moved to the 'rain cloud' they should spend time away from their peers but within the classroom (Between 10-20 mins depending on age). At break or lunchtime they will be the last to leave the classroom so that an adult can remind them of expected behaviours. If they are then moved to the 'storm cloud', they should spend time in their partner class (20-40 minutes based on age). This should be recorded on the class exit register (Appendix J) or SIMs and the parent/carer informed. Being moved to the storm cloud will also result in the pupil missing 15 minutes or break or lunchtime (which ever occurs first). The amount of time missed may increase if serious breaches of behaviour policy occur. Any child missing some or all of their lunchtime as a sanction will always be allowed to eat lunch although this may be away from their peers.
- A warning should always be given before moving a child's name down. In cases where children are reluctant to move their own name, adults should do this for them in a private and sensitive way.

Staff will always work on the principle to praise in public but to reprimand or sanction in private.



Time away from peers can be used for a number of reasons:

- Provide a cooling off period after an emotional incident
- Separate pupils presenting with disruptive behaviours, from their peers
- Internally exclude pupils who are upsetting the calm, safe environment that pupils and staff are entitled to

Behaviour away from school

We are proud of Gordon Children's Academy and all of the pupils who attend. It is important to us that we are viewed as a positive part of the community. This means that there may be occasions where pupils' behaviour away from school, will still have a consequence in school. The school has the right to discipline children in the following circumstances, although children can only be disciplined when on the school premises:

When the pupil is:

- Taking part in any school- organised or school- related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil of the school

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

- Could have repercussions on the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

This includes inappropriate behaviour/activity on social media. Bullying, both online or offline, is not tolerated at The Gordon Children's Academy and sanctions will be taken in line with the school behaviour policy. Further information can be found in the anti-bullying policy on the school's website.

For more information see:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Child's View

At Level 3 behaviours, all children involved should be given the opportunity to give their view of the incident using A Record of my Behaviour form (Appendix A). This should be as close to the incident as possible. If a pupil refuses to give their, this should also be recorded.

- This can be written by the adult and signed by the child
- This can be written by the child
- The child can draw and an adult can add annotations
- Children with ASD should also be offered a flow map to create a cartoon strip with the adult to annotate the images



- For any of these, if a child refuses to take part. This must be written on the form to show that we offered for the child to be able to give their point of view of the incident
- If more than one child is involved in the incident, they may be offered the conflict resolution form (Appendix E). This will be facilitated by an adult, who will make notes, read this back to the children and they all sign it
- No child should go home without the incident being resolved and fully investigated, where possible

Behaviour Incident Reports

- Children who have broken the school rules resulting in the disruption of other's learning or causing emotional or physical harm to others will result in the recording of the incident. An incident form (Appendix C) should be fully completed. This form should always be passed to the class teacher who will apply the stepped approach.
- All behaviour incidents forms are passed to the relevant Phase Leader who will deal with the incident and log on SIMS. Any incidents deemed as serious breaches of the behaviour policy may pass on to the Assistant Headteacher/Behaviour Lead to log the incident and decide the consequence.
- A factual commentary should be written recalling the exact incident in detail. Adults' interpretations of events including emotions should be carefully written to ensure that there is no bias appearing through the statement, e.g. 'The child was extremely angry' – 'The child appeared to be angry, their face was red and their voice was raised and shouting', 'The child aggressively hit another child' – 'The child demonstrated aggressive behaviours by lunging forward with a closed fist assaulting Tyler in the right side of his face.'
- Adults should not add their own emotions at this point to the behaviour incident form. If an adult has witnessed an incident that has led them to feel uncomfortable or emotionally vulnerable, they should take the time to write an impact statement about how this incident has affected them. This should be discussed with a member of SLT where emotional support and a debrief will be provided.
- On a weekly/Fortnightly basis – SLT will analyse the behaviour reports taken from SIMs and agree actions for any pupils causing concern. They will liaise with the DSL to ensure that any behaviour incidents that need to be also be recorded as safeguarding incidents are identified.

Internal Exclusion

- If it is felt that a pupil's actions mean that they should be internally excluded, their parent/carer is informed via a phone call/conversation/meeting and this is followed up with a letter (Appendix H) including the school's Behaviour Policy and the pupil's signed Home School Agreement
- The pupil spends time (as decided by a member of SLT), away from their class, with another class or a member of SLT

Internal Exclusion at an offsite inclusion facility

It may be appropriate for a pupil to have an internal exclusion at an offsite inclusion facility. if it is felt that the consequence of internal exclusion within school is not strong enough. This is likely to be at another school in the local area.



- Parents/carers are informed via a phone call/conversation/meeting and this is followed up with a letter (Appendix I)
- This is arranged by the school but parents/carers are expected to provide transport for their child

Fixed Term Exclusions

We use exclusion as a part of a positive approach to behaviour management, setting a firm and non-negotiable boundary for unacceptable behaviours. Examples include but are not limited to the following:

- Racist, homophobic, transphobic or use of other derogatory language
- Sexual language/behaviour. All staff will challenge inappropriate behaviour between peers and will not downplay or dismiss behaviours of this type. Please see KCSIE (Keeping Children Safe in Education) 2021 - paragraph 48

The incidents above are all logged and are sometimes reported to other agencies and groups e.g. governors, the Local Authority and Ofsted (during an inspection). In some cases, school may need to contact other agencies e.g. social care, the police.

- Verbal or physical attack on another pupil leading to injury
 - Persistent bullying (including online bullying), racism, sexism or harassment (which causes significant distress)
 - Physical attack on an adult
 - Ongoing and repeated defiance towards staff (including SLT)
 - Very dangerous or irresponsible behaviour e.g. on a school trip
 - Bringing an offensive weapon in to school
 - Major theft or vandalism
 - Extreme physical bullying
 - Extreme vandalism
 - Bringing a weapon into school
 - Leaving site without permission (away from immediate boundaries)
 - Bringing drugs or other illegal substances into school
 - One off serious breach or persistent breaches of the school's behaviour policy
 - Serious behaviour away from school that falls under the remit of the behaviour policy
 - Malicious allegations against staff
 - Threats towards staff on social media
 - Threats towards other children, taking into account the age of the child and the context of the situation
 - Threats or malicious comments to/about pupils on social media that are negatively impacting school life
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- When incidents occur at this level, witness statements from other pupils should be obtained at the time (Appendix F)
 - All Level 5 behaviours could lead to a Fixed Term Exclusion, the length of which is proportionate to the actions. When excluding a child, we follow the Local Authority guidelines
 - Only the Headteacher (or deputy/assistant head in her absence) can exclude a child. The parents/carers should be telephoned as well as sent a letter. The parents/carers should accompany the child on their return to school (or make an appointment to see the Headteacher if work commitments make this difficult) to discuss a joint way forward



- Fixed Term Exclusions are seen as a ‘last resort’ and will normally only be after an internal exclusion at another school
- After each Fixed Term Exclusion, a reintegration meeting is held with the pupil, parent/carer and a member of SLT
- All paperwork is completed before the decision to exclude is undertaken
- See the TSAT Guidance on Exclusion from School for more details

Raising pupils to the Inclusion Team

The above approaches, consistently applied will ensure good behaviour of the majority of pupils but a small minority will exhibit social, emotional or behavioural difficulties which require a more intensive approach.

- If a pupil is showing significant behavioural difficulties and staff feel they need further support, they can raise the child to the school Inclusion Team (see Appendix B)
- The Inclusion Team consists of the Headteacher, the Deputy Headteacher, the Inclusion Manager, and other key members of staff who the school it is deemed appropriate to attend
- The Inclusion Team meets every three weeks to discuss any pupils raised
- During these meetings, actions are agreed and recommendations are passed back to any staff involved with the pupil

Possible outcomes:

- The pupil is raised at the In-School Review where a wider network of professionals attends
- A Behaviour Support Plan is set up (see below)
- A member of the Inclusion Team arranges to observe the child and give recommendations
- A specific resource/strategy is recommended
- A meeting is set up with the pupil’s parent/carer to discuss a way forward
- A referral is made to an outside agency (CAMHS, Bradfields, School Support Group, Educational Psychologist)
- An intervention is set up with a member of the Inclusion Team
- An Early Help Assessment is initiated

Behaviour Contracts

Behaviour contracts must be agreed by a member of SLT and discussed with parents and pupils before being put in place.

These may be used with children to help support positive choices around behaviour. The days is split into smaller sections to enable pupils and staff to recognise when they “are getting it right.” For each section a pupil is given a score out of 10 (10 being excellent behaviour). At the end of the day they are given an average score. If a pupil’s score is below 7 they will incur a sanction which will have been pre-agreed with school and parents.

At the end of each day (more frequently if needed) a pupil will go and see a member of SLT and/or phase lead. This should be an opportunity to celebrate successes and refocus for the following session/day if needed. Average scores should be shared daily with parents.



Contracts may be put in place to support certain parts of the day e.g. break and lunchtime.

Behaviour Support Plans

- A Behaviour Support Plan (see Appendix G) may be put in place if a pupil is continually finding it difficult to follow the school rules
- Behaviour Support Plans can only be initiated through a referral to the Inclusion Team
- Aims – to support pupils who find it difficult to follow the school rules, to put strategies in place to enable pupils to develop good behaviours, to review their progress against clear targets for improvement
- The child comes first in this process, the plan is devised alongside the child with discussions around what their targets should be and how they can be supported to meet them
- A meeting takes place with the pupil, parent/carer, Class Teacher and a member of the Extended Leadership Team or Senior Leadership Team
- Behaviour Support Plans are reviewed at least every three weeks (but more often if needed)

Reasonable Force

- Very rarely, it may be necessary for staff to use ‘reasonable force’ in order to ensure the safety of all pupils.
- Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allows the pupil to regain self-control. It should never take a form which could be seen as punishment.
- Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied.
- This policy should be read alongside the Positive Handling Policy for further details.
- Any incident where a child has needed to be handled must be recorded in the folder which is held by SLT. This should be done as soon as possible after the incident and every record must be seen and signed by the Headteacher.
- A positive handling plan must be completed for any child who has needed to be handled. This should be done in advance if there is evidence that it is likely to be needed. If not, it must be done after the first incident of handling, even if it is believed this will be a one off.

Stepped Approach- Foundation Stage

Level	Unacceptable / Inappropriate Behaviours	Responses / Consequences The adult can choose from...
1 - Low Level: Dealt with within the classroom behaviour management by teachers	Distracting other children /teacher Calling out Failing to listen Pushing in lines Failing to come in when called after playtime	Child’s name moved to the rain cloud. Good/appropriate behaviours taught, modelled and demonstrated (whole class, group, 1:1). Misbehaviours pre-empted, diverted away from. Taught how to care for their environment – getting things out, treating things with care, putting things away.



<p>and support staff (including playground incidents at this level).</p>	<p>Teasing Snatching Lack of care about classroom/playground and equipment Throwing sand/water/toys/other objects Mishandling books Running inside</p>	<p>Broken record. Positive reinforcement of desired behaviour. Tactically ignoring attention-seeking behaviours – give praise to others for what you want. Clear boundaries, kindly applied. Told to stop, directed choice given. Warning given and consequences explained. Reminder of what is expected. Reinforcement of school rules and what is acceptable behaviour. Reward those children who do conform. Redirection – say name and then give short, clear instruction.</p>
<p>Level 2: Behaviour that requires a consequence or response - because of its intensity or frequency. Dealt with by the class teacher with the option of seeking support from YGP team.</p>	<p>Breaking rules Continuing to/constantly distracting children Physical abuse, deliberate (but minor): slapping, kicking, hitting, pinching, pulling hair, biting, pushing Ignoring adult requests / instructions (repeatedly or in a way which is unsafe). Deliberate shouting out, running inside, pushing in, destroying school property e.g. books or displays Behaviours persisting despite Level 1 consequences</p>	<p>Child's name moved to the storm cloud. Time out from child-initiated activities/play for 5 – 10 minutes. Good/appropriate behaviours taught, modelled and demonstrated (1:1). Removal from situation. Informal chat with parent/carer. Consequences as immediate as possible in order to be fully effective. Reinforcement of school rules. Repeatedly going on the storm cloud may result in a Level 3 consequence.</p>
<p>Level 3: Behaviours that senior managers will need to be kept informed about.</p>	<p>Physical abuse – deliberate and repeated attacks, fighting, hurting and spiteful behaviour despite Level 2 consequences Deliberate vandalism of property e.g. equipment (books), coat down toilet Deliberate refusal to comply with adult requests</p>	<p>Child raised to the Inclusion Team. Behaviour Support Plan put in place (involving parents/carers, teacher and ELT/SLT member – targets and review dates set). Reinforcement of school rules. Time out given e.g. loss of a whole play.</p>



<p>Dealt with by AHT/DHT. Incident form completed and passed to AHT.</p>	<p>Intense verbal abuse – swearing, racism, sexism or offensive name-calling</p>	<p>Implementation of personalised sticker chart to systematically reward good/desired behaviour.</p> <p>Systematic time out for undesirable behaviours - taken away from play situation, supervised but not given attention.</p> <p>Member of SLT informed if no improvement over time.</p> <p>Parent/carer informed through more formal discussion.</p>
<p>Level 4:</p> <p>Behaviours that require immediate removal from class, senior management involvement and formal follow up.</p> <p>Incident form completed and passed to AHT.</p> <p>Dealt with by AHT/DHT or when required, HT.</p>	<p>Intense physical abuse – repeated attacks, fighting, hurting & particularly spiteful behaviour despite Level 3 consequences</p> <p>Intense verbal abuse – swearing, racism, sexism and offensive name-calling</p> <p>Rage outbursts – maybe involving injuring another child or adult, throwing or breaking furniture or large toys</p> <p>Dangerous behaviour (to self and others) e.g.- climbing fence/gate, running out of designated area, hurting another child resulting in puncturing the skin</p>	<p>Behaviour Support Plan put in place (involving parents/carers, teacher and ELT/SLT member – targets and review dates set).</p> <p>Child taken to a place of safety by adult (or other children removed from classroom) until child has calmed down.</p> <p>Reinforcement of school rules.</p> <p>Time out with a member of SLT.</p> <p>Parent/carer informed immediately – formal meeting to discuss way forward.</p>
<p>Level 5:</p> <p>Behaviours that require immediate involvement from the HT.</p>	<p>Verbal or physical attack on another pupil leading to injury</p> <p>Physical attack on an adult</p> <p>Extreme physical bullying</p> <p>Extreme vandalism</p> <p>Bringing a weapon into school</p> <p>Leaving site without permission (away from immediate boundaries)</p> <p>Racist, homophobic, sexual misconduct or use of other derogatory language</p>	<p>Fixed Term Exclusion.</p> <p>Permanent Exclusion.</p> <p>This list is not exhaustive or limited to.</p> <p>When deciding to issue a Fixed Term or Permanent Exclusion, the Headteacher follows the DfE statutory guidance.</p>



	<p>Bringing drugs or other illegal substances into school</p> <p>One off serious breach or persistent breaches of the school's behaviour policy</p>	
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Stepped approach- Key Stage 1

Level	Unacceptable / Inappropriate Behaviours	Responses / Consequences The adult can choose from...
<p>1 - Low Level:</p> <p>Dealt with within the classroom behaviour management by teachers and support staff (including playground incidents at this level).</p>	<p>Calling out</p> <p>Talking over the teacher</p> <p>Disruption while children are working</p> <p>Attention-seeking/ "winding up" other children</p> <p>Making inappropriate noises</p> <p>Tale-telling</p> <p>Running in the classroom</p> <p>Not settling for register/story/carpet</p>	<p>Child's name moved to the rain cloud.</p> <p>Behaviours tactically ignored.</p> <p>Reminder given to the child.</p> <p>Warning given and consequences explained.</p> <p>Good/appropriate behaviours taught, modelled and demonstrated (whole class, group, 1:1).</p> <p>Positive reinforcement of desired behaviours.</p> <p>Reinforcement of school rules.</p> <p>Broken record.</p> <p>Strategy used: eye contact, name, gesture, 'thank you'.</p> <p>Language used: name, redirecting back to task, 'thank you'.</p> <p>Language used: name, rule reminder, when...then..., choice, warning.</p> <p>Child removed from main group – immature/inappropriate behaviours pointed out and desired behaviours demonstrated/modelled.</p> <p>Child seated away from the group (time out).</p>
<p>Level 2:</p> <p>Behaviour that requires a consequence or response - because of</p>	<p>Consistent/repetition of Level 1 behaviour despite Level 1 consequence</p> <p>Physical abuse – deliberate (but minor) pushing/ pulling hair, etc.</p>	<p>Child's name moved to storm cloud.</p> <p>Systematically rewarding using house points system.</p> <p>Reinforcement of school rules.</p> <p>Removal from situation, time out/loss of privilege.</p>



<p>its intensity or frequency.</p> <p>Dealt with by the class teacher with the option of seeking support from YGP team.</p>	<p>Repeatedly ignoring adult requests/instructions, arguing back, lying, defiance</p> <p>Deliberate shouting out, running about, pushing in, etc.</p> <p>Breaking school rules</p>	<p>1:1 adult talking through why the behaviour is unacceptable & modelling/role play appropriate behaviour, maybe at break time.</p> <p>Class teacher - informal chat with parent/carer the same day.</p> <p>Time out from part of playtime at Reflection Zone.</p> <p>Repeatedly being moved to the storm clouds in a session/day or week could lead to Level 3 consequence.</p>
<p>Level 3:</p> <p>Behaviours that senior managers will need to be kept informed about.</p> <p>Dealt with by AHT/ DHT</p> <p>Incident form completed and passed to AHT.</p>	<p>Continuation of above behaviour following Level 2 consequences</p> <p>Intense physical abuse/ aggressive/violent playground behaviour – repeated attacks, fighting and hurting</p> <p>Deliberate vandalism of property or misuse of resources such as scissors, sharp pencils, rulers etc.</p> <p>Deliberate refusal to comply with adult requests.</p> <p>Verbal abuse – to a teacher or pupil</p> <p>Deliberate swearing, racism, sexism and offensive name-calling or other bullying</p>	<p>Child raised to the Inclusion Team.</p> <p>Behaviour contract</p> <p>Behaviour Support Plan put in place (involving parents/carers, teacher and ELT/SLT member – targets and review dates set).</p> <p>Resources removed.</p> <p>Reinforcement of school rules.</p> <p>Time out e.g. sitting in a reserved seat/ area of the classroom (with work and an adult if unable to work independently) or sent to partner class for 5 - 10 minutes.</p> <p>Implementation of systematic reward & consequences programme.</p> <p>Loss of treat/privilege.</p> <p>Loss of playground freedom for 5/10/15 minutes at Reflection Zone completing reflection form.</p> <p>Inform parent/carer by letter/more formal discussion with parent/carer, with YGL, AHT, DHT where appropriate.</p>
<p>Level 4:</p> <p>Behaviours that require immediate removal from class, senior management involvement and formal follow up.</p>	<p>Persistent aggressive outbursts and/or fighting – maybe involving injuring another child or adult</p> <p>Throwing or breaking furniture or large equipment</p> <p>Dangerous behaviour (to self and others) where the skin has been punctured</p> <p>Extreme / repeated / deliberately offensive verbal abuse, harassment or bullying</p> <p>A second, or subsequent racist incident</p>	<p>Behaviour Support Plan put in place (involving parents/carers, teacher and ELT/SLT member – targets and review dates set).</p> <p>Behaviour contract</p> <p>Child taken to a place of safety by adult (or other children removed from classroom) until child has calmed down.</p> <p>Reinforcement of school rules.</p> <p>Time out with a member of SLT (internal exclusion).</p>



<p>Dealt with by AHT/DHT or when required, HT.</p>	<p>Stealing</p> <p>Running out of school/ leaving the school site</p> <p>Threats towards other children, taking into account the age of the child and the context of the situation</p> <p>Threats or malicious comments to/about pupils on social media that are negatively impacting school life</p> <p>Serious behaviour away from school that falls under the remit of the behaviour policy</p> <p>Threats against staff (including those on social media)</p> <p>Malicious allegations against staff</p>	<p>Parent/carer informed immediately – formal meeting to discuss way forward with class teacher and member of SLT.</p> <p>Referral to Educational Psychologist.</p> <p>Possible internal exclusion at another school or fixed term exclusion e.g. if unprovoked attack leading to an injury (child or adult), exceptionally violent or aggressive behaviour.</p>
<p>Level 5: Behaviours that require immediate involvement from the HT.</p>	<p>Verbal or physical attack on another pupil leading to injury</p> <p>Physical attack on an adult</p> <p>Extreme physical bullying</p> <p>Extreme vandalism</p> <p>Bringing a weapon into school</p> <p>Leaving site without permission (away from immediate boundaries)</p> <p>Racist, homophobic, sexual misconduct or use of other derogatory language</p> <p>Bringing drugs or other illegal substances into school</p> <p>One off serious breach or persistent breaches of the school’s behaviour policy</p> <p>Serious behaviour away from school that falls under the remit of the behaviour policy</p> <p>Threats against staff (including those on social media)</p> <p>Malicious allegations against staff</p>	<p>Behaviour contract</p> <p>Fixed Term Exclusion.</p> <p>Permanent Exclusion.</p> <p>This list is not exhaustive or limited to.</p> <p>When deciding to issue a Fixed Term or Permanent Exclusion, the Headteacher follows the DfE statutory guidance.</p>

Stepped approach - Key Stage 2



N.B. – Y3 is a transition year so use combination of KS1 and appropriate elements of KS2 approach.

Level	Unacceptable / Inappropriate Behaviours	Responses / Consequences The adult can choose from...
<p>1 - Low Level:</p> <p>Dealt with within the classroom behaviour management by teachers and support staff (including playground incidents at this level)</p>	<p>Squabbles / minor disruption</p> <p>Calling out / not putting hand up, answering back</p> <p>Talking instead of listening</p> <p>Off task behaviours resulting in loss of learning time</p> <p>Distracting, disturbing others / teasing/shrugging</p> <p>Eating in class</p> <p>Inappropriate behaviour involving equipment/minor damage to equipment</p> <p>Failing to settle to learning</p> <p>Deliberate lateness especially after play</p>	<p>Name moved to the rain cloud.</p> <p>Positive reinforcement of desired behaviours / catch being good – praise, approval, etc.</p> <p>Reinforcement of school rules.</p> <p>Broken record.</p> <p>Tactically ignoring & praise to good children.</p> <p>Strategy used: eye contact, name, gesture/look, turn into joke, reasoning, move place.</p> <p>Redirection, re-focusing on the task- firm basic repeating of expectations of the child 'thank you'.</p> <p>Firm reminder – boundaries – warnings.</p> <p>Consequences/choices- simple language used- no negotiations.</p> <p>Consult/discuss problem with whole class.</p> <p>Confiscate items – send items home.</p>
<p>Level 2:</p> <p>Behaviour that requires a consequence or response - because of its intensity or frequency</p> <p>Dealt with by the class teacher with the option of seeking support from YGP team.</p>	<p>Continuation of level 1 despite consequence</p> <p>Rudeness to adults/children</p> <p>Continual low level disruption</p> <p>Telling lies / blaming others</p> <p>Refusal to follow instructions</p> <p>Refusal to take responsibility</p>	<p>Child's name moved to storm cloud.</p> <p>Reinforcement of school rules.</p> <p>Lost time made up for at break/lunch.</p> <p>Child removed from situation, working on own, working out of room.</p> <p>Time out in the class or in 'partner' class.</p> <p>Initial contact with 1:1 adult reasoning & planning tactics.</p> <p>Class teacher has informal chat with parent/carer.</p>



<p>Level 3:</p> <p>Behaviours that senior managers will need to be kept informed about.</p> <p>Dealt with by AHT/DHT. Incident form completed and passed to AHT.</p>	<p>Continuation of level 2 despite consequences</p> <p>Provoked retaliatory behaviour</p> <p>Physical abuse/aggressive playground behaviour- punching/ fighting/ kicking/ hurting/ storming off/ threatening behaviour/ stampeding/ spitting on others</p> <p>Deliberate vandalism /misuse of equipment or property e.g. toilets, or misuse of resources such as scissors</p> <p>Deliberate and repeated refusal to comply with adult requests, open rudeness, refusal to come into class</p> <p>Verbal abuse – deliberate swearing, racism, sexism and offensive name-calling or other bullying or harassment</p> <p>Theft</p>	<p>Child raised to the Inclusion Team.</p> <p>Behaviour Support Plan put in place (involving parents/carers, teacher and ELT/SLT member – targets and review dates set).</p> <p>Resources removed.</p> <p>Reinforcement of school rules.</p> <p>Longer time out in partner class.</p> <p>Work out resolution with the child, e.g. letter of apology, clearing up of mess.</p> <p>Loss of playtimes/ lunchtimes.</p> <p>Implementation of systematic reward & consequences programme.</p> <p>Loss of treat/privilege.</p> <p>Loss of playground freedom for 5/10/15 minutes at Reflection Zone completing reflection form.</p> <p>Inform parent/carer by letter/more formal discussion with parent/carer, with YGL, AHT, DHT where appropriate</p> <p>Behaviour contract</p>
<p>Level 4:</p> <p>Behaviours that require immediate removal from class, senior management involvement and formal follow up.</p> <p>Dealt with by AHT/DHT or when required, HT.</p>	<p>Unmanageable behaviour / severe and constant disruption / complete defiance</p> <p>Physical assault - aggressive outbursts and/or fighting – maybe involving injuring another child or adult, throwing or breaking furniture or large equipment, vandalism</p> <p>A second, or subsequent, racist incident</p> <p>Leaving the premises without permission</p> <p>Dangerous behaviour (to self and others).</p> <p>Major / significant theft</p> <p>Extreme / repeated / deliberately offensive verbal abuse, harassment or bullying</p> <p>Threats towards other children, taking into account the age of the child and the context of the situation</p>	<p>Behaviour contract</p> <p>Behaviour Support Plan put in place (involving parents/carers, teacher and ELT/SLT member – targets and review dates set).</p> <p>Child taken to a place of safety by adult (or other children removed from classroom) until child has calmed down.</p> <p>Time out with a member of SLT - who will monitor & may give warning of exclusion.</p> <p>Parent/carer informed immediately – formal meeting to discuss way forward with class teacher and member of SLT.</p> <p>Referral to Educational Psychologist.</p> <p>Internal Exclusion at another school.</p> <p>Possible fixed term exclusion e.g. if unprovoked attack leading to an injury (child or adult), exceptionally violent or aggressive behaviour.</p>



	<p>Threats or malicious comments to/about pupils on social media that are negatively impacting school life</p> <p>Serious behaviour away from school that falls under the remit of the behaviour policy</p> <p>Threats against staff (including those on social media)</p> <p>Malicious allegations against staff</p>	
<p>Level 5:</p> <p>Behaviours that require immediate involvement from the HT.</p>	<p>Verbal or physical attack on another pupil leading to injury</p> <p>Physical attack on an adult</p> <p>Extreme physical bullying</p> <p>Extreme vandalism</p> <p>Bringing a weapon into school</p> <p>Leaving site without permission (away from immediate boundaries)</p> <p>Racist, homophobic, transphobic sexual misconduct or use of other derogatory language</p> <p>Bringing drugs or other illegal substances into school</p> <p>One off serious breach or persistent breaches of the school's behaviour policy</p> <p>Serious behaviour away from school that falls under the remit of the behaviour policy</p> <p>Threats against staff (including those on social media)</p> <p>Malicious allegations against staff</p>	<p>Behaviour contract</p> <p>Fixed Term Exclusion.</p> <p>Permanent Exclusion.</p> <p>This list is not exhaustive or limited to.</p> <p>When deciding to issue a Fixed Term or Permanent Exclusion, the Headteacher follows the DfE statutory guidance.</p>

NB - please also see additional guidance on team points, certificates, Golden tie, quick reference, dealing with racist incidents documents in the behaviour file on the shared network.

Monitoring and Evaluation

The success of this policy will be monitored and evaluated through:

- Informal observations before school, break times, lunchtimes and assemblies
- Lesson observations



- Analysis of playground logs, time-out, target referral, racist and other incident reports, and exclusions
- Progress towards behaviour targets in Behaviour Support Plans

These are analysed by gender, SEND, Pupil premium and ethnicity to ensure that the policy is being applied in a fair and balanced way.

Pupils with Special Educational Needs and/or Disabilities

Where appropriate, adaptations to this policy and its procedures, will be made considering the child's Special Educational Needs and/or disabilities in line with the SEND Policy. In these instances, reasonable adjustments will be made.

Searching and Screening

The law allows school staff to search a pupil for any item if the pupil agrees. Any member of the Senior Leadership Team has a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol and or illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the 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)

Based on the Department for Education advice for head teachers, school staff and governing bodies 'Searching, screening and confiscation' DfE January 2018.

Policy statement on Equality and Community Cohesion

- Working within this policy we aim to make sure that no-one experiences less favourable treatment or discrimination because of their 'protected characteristics' as follows:
- Their age
- A disability
- Their ethnicity or national origin
- Their gender
- Their gender identity
- Their marital or civil partnership status
- Being pregnant or having recently had a baby
- Their religion or belief
- Their sexual identity and orientation

(Equality act 2010) This policy should be read and applied alongside the Equality Act (2010) and the SEND Code of Practice: 0 to 25 years (2014).