# CAM WOODFIELD JUNIOR SCHOOL

HEADTEACHER Mrs Louise Bennett

# Behaviour Policy

2018-19

Policy due for review November 2020

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**The following guidance has been used to write this Behaviour Management Policy:**

- 'Behaviour and discipline in schools; Advice for head Teachers and school Staff' January 2016 Department of Education)
- 'Use of Reasonable Force in Schools' https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools.
- Department of Education's Exclusions Guidance September 2017
- 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies'. https://www.gov.uk/government/publications/searching-screening-and-confiscation
- Gloucestershire Guidance Booklet for Practitioners Working with Children and Young People (0-25yrs) with Additional Needs including Special Educational Needs and Disabilities

**This policy was written by:** Tammi Wainwright

**Approved by:** Cam Woodfield Junior School Local Governing Board and staff

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**To be reviewed**: Every 2 years

# Introduction

At Cam Woodfield Junior School we create a happy, caring and safe environment where everyone in our school and local community is valued. Children are encouraged to develop independence, a sense of purpose and an enthusiasm for learning so that they can be the best they can be.
We believe that children have a right to learn, teachers have a right to teach and we all have a right to feel safe.

Good behaviour and discipline provide a foundation for the establishment of a secure, orderly and happy environment in which the children can learn effectively and develop as caring, reflective and responsible members of the community.

## Our Behaviour Management Policy aims to

- Provide clear guidance to staff, children, parents, and governors about the standards of behaviour that are expected at Cam Woodfield Junior School.
- Recognise and reinforce positive behaviour
- Ensure a clear and consistent approach when dealing with unacceptable levels of behaviour so that minimal disruption is caused to the learning of others.
- Emphasise that everyone has rights and responsibilities and to encourage children to take responsibility for their actions
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own actions
- Involve children, parents, staff and governors in maintaining high standards of behaviour so we all feel happy and safe
- Identify, address and support at an early stage, children who are experiencing social, emotional and behavioural difficulties, following the agreed SEND steps.
- Treat all children fairly by applying this policy in a consistent way.
- Monitor and review our policy and practice to ensure the safety and well being of our community.

## Children's responsibilities

- To work to the best of their ability, and allow others to do the same
- To treat everyone with respect
- To follow the instructions of all the school staff
- To take care of property and the environment in and out of school
- To co-operate with other children and adults
- To work as part of a team
- To be safe at all times

## Staff responsibilities

- To make clear our high expectations of good behaviour
- To treat all children fairly and with respect

- To raise children's self-esteem and develop their full potential so that they are successful learners
- To provide a challenging, interesting and relevant curriculum
- To create a safe, pleasant, stimulating environment, physically and emotionally
- To use rewards, rules and sanctions clearly and consistently
- To be a good role model
- To follow our school behaviour system (as set out in the policy) consistently
- To form a good relationship with parents so that all children see that the key adults in their lives share a common aim
- To deal with any incidents promptly and inform parents when necessary
- To recognise that each child is an individual and to be aware of his/her needs

### Parent's responsibilities

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does at school
- To foster good relationships with the school
- To be aware of the school rules and expectations and to support the school in the implementation of this policy
- To alert the school as soon as there are any concerns
- To co-operate with school
- To ensure children's regular attendance and punctuality
- To encourage their child to show respect and support the schools authority to discipline children

## Rules

Our school rules have been produced in consultation with both the children, via the school council, staff and parents. Our rules are clearly displayed around school, with examples given alongside.

The rules reinforce the right for staff to teach and the right for children to learn and that we all have a right to be safe; it is everyone's responsibility to ensure that this happens.

### Cam Woodfield Junior School's Golden Rules




At the beginning of each term the class and school as a whole will discuss the school rules. At the beginning of a new school year, each class will set up a visual display of the rules and examples of expected behaviours shown using drawings, photographs etc., suitable for that class and age of children. The rules and attached visuals will be displayed prominently in the classroom, so that they can be seen easily and referred to whenever needed.

In addition, the children will interpret each rule in terms of what it means to them individually, which they will record and sign. This will be sent home at the beginning of each new school year so that the children can discuss their understanding of the Golden Rules with their parents/carers.

The Golden Rules will be regularly revisited and discussed on a termly basis through whole-class discussions, whole school assemblies, school council meetings and staff meetings.

Although these rules apply to all areas of the school, some zones within the school environment will require additional rules i.e. dining hall rules when eating lunch, corridor rules when transitioning, wet play rules and outdoor play rules.

## Corridor Rules:




## Dining Hall Rules:




## Playground Rules:

We are developing our Playground rules. Once they have been agreed, we will detail them in the policy. We are also developing 'Lunchtime Policy and Procedures' which will be part of this policy.

## Wet Playtime Rules:

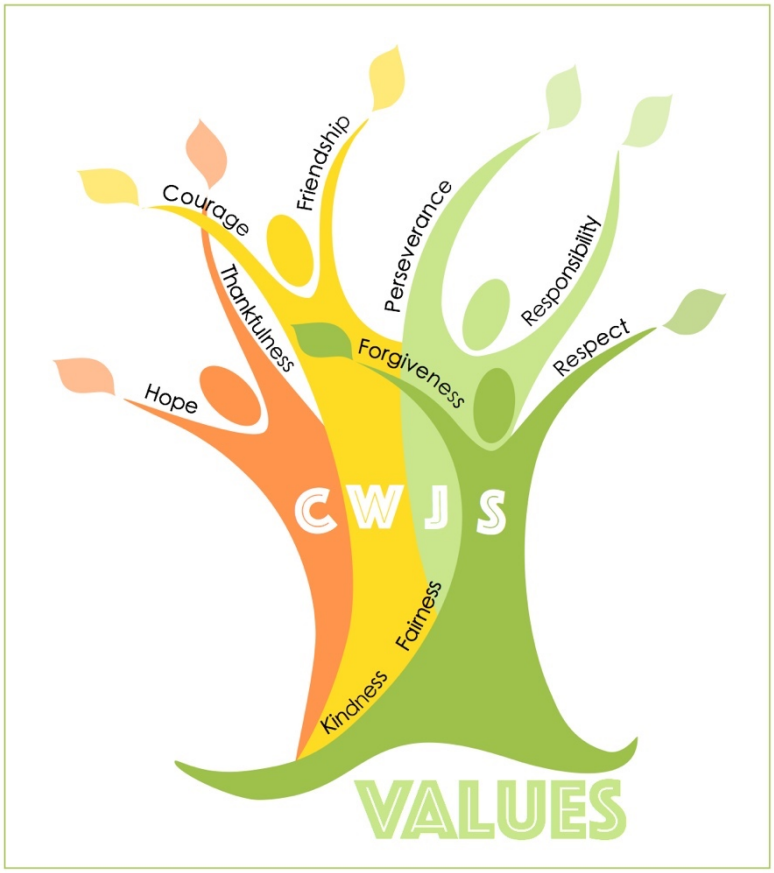
We are following the current Wet Playtime Rules however, these are being reviewed and will be detailed in the policy once agreed upon.

## School Values:

Our Golden Rules are underpinned by our school values. Our values of kindness, respect, thankfulness, and fairness, responsibility, courage, perseverance, hope and friendship permeate all that we do.

These are implicitly taught and explicitly taught through:

- Staff modelling
- Using children as good role models
- Our reward system to reinforce a positive behaviour and attitude
- Weekly assemblies that focus on our values
- PSHCE lessons

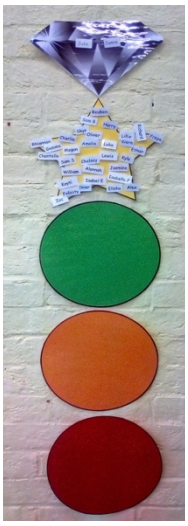


# Rewards

At Cam Woodfield Junior School we have clear and agreed systems of rewarding children when they are following our school rules; individually, collaboratively and as part of a class or group. Our approach relies heavily on using positive behaviour management strategies alongside excellent modelling and high expectations of behaviour from all staff.

**All** members of staff (teachers, TAs, MDSs, office staff…) will recognise and celebrate good behaviour at all times (notice those who are following the Golden Rules) within all areas of the school. This will serve to show that following the Golden Rules matter; that expectations of behaviour do not change according to the member of staff in charge; that there are high levels of expectation with behaviour within every area of the school.

### Zones of Behaviour (also known as Traffic lights):



Each class has a zone chart (Traffic Light) display on its wall, accompanied by the Golden Rules.

There are two zones for recognising those who are following the Golden Rules; the star and the diamond. All the children in the class have their name or photograph on display on the chart. Every day all children start the day on **the star**, which represents an expected level of good behaviour. This is a way of positively encouraging children to have a fresh start every day, with a good attitude. Children will stay on the star as long as they are consistently following the Golden Rules. If they are deemed to be following the Golden Rules, then we describe this as **star behaviour**.

For those children who end the day on the star, they earn a 10 minute reward time which they accumulate each day over the period of a week. This results in star time every Friday which is a 50 minute celebratory session with fun activities. This ensures they are provided with recognition for star behaviour on a regular weekly basis.

The following page (9) details:

- Behaviours that are regarded as **star behaviours**
- How staff should respond to star behaviours

Staff have the additional method of rewarding outstanding behaviour by moving the children to an additional section on the chart: **Diamond**.

The following page (9) details:

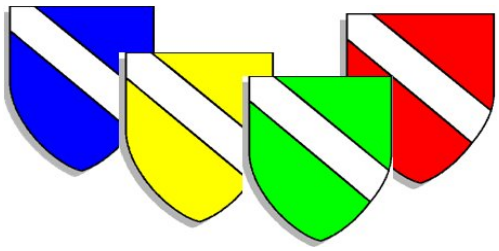
- Behaviours that are regarded as **diamond behaviours**
- How staff should respond to diamond behaviours

| ⭐ Star Behaviours | ⭐ Star Responses |
|---|---|
| **This means:**<br>**Following the Golden Rules**<br>Using kind words<br>Using kind actions<br>Holding a door open for someone to pass through<br>Doing my best<br>Trying even when things feel difficult<br>Asking questions to find out more<br>Helping others<br>(RAK – Random Act of Kindness)<br>Following an instruction<br>Asking for an instruction to be repeated<br>Tidying equipment<br>Putting litter in the bin<br>Walking through the corridor<br>Having my equipment ready to start a task<br>Completing a task<br>Asking for help if stuck<br>Being honest about what has happened<br>Respecting the personal space of others when lining up<br>Speaking to an adult/friend if feeling upset/angry<br>Answering a question even when it's incorrect<br>Using manners i.e. please, thank you…<br>Showing good listening behaviours at all times<br>Listening to the views of others<br>Taking responsibility for my words and actions<br>Modelling our school values | **This means staff will:**<br>Ensure that **every pupil starts each new day on the star**<br>Notice pupils who demonstrate star behaviour and **provide specific praise** related to the Golden Rules i.e. 'Jen, I can see you are holding the door open for Lisa. Well done for following our rule about kind actions'<br>Reward star behaviours with **house points** (again, ensuring the pupil knows why they are being rewarded and how it relates to the Golden Rules)<br>**Use the pupil as a good role model** to others, ensuring others see the pupil being praised and rewarded for specific star behaviour that relates to the Golden Rules<br>Encourage pupils to spot others demonstrating star behaviour (they can be described as **'Golden Rules Detectives'** who nominate others for house points<br>If a pupil ends the day on the star and has avoided red, he/she will earn 10 minutes towards Star Time on Friday<br>If a pupil ends the day on the star all week, they will earn 50 minutes Star Time on Friday (each day on the star represents 10 minutes)<br>All pupils will sign up for a star time activity every Monday so they look forward to their reward in advance<br>Pupils who do not move off the star at all (apart from moving to the diamond) for the whole week/those who have not moved to the green/amber/red zone at all will fill in a **raffle ticket to put in the class raffle jar** (tickets are drawn at the end of term, with a prize for 1 pupil per class)<br>Pupils who do not move off the star at all (apart from moving to the diamond) for the whole week/those who have not moved to the green/amber/red zone at all will take home a **text certificate** to show their Parents/Carers and they will be asked to stand up in Friday's Celebrations Assembly to be **applauded by the whole school**<br>All pupils who have not moved off the star at all for a ***whole term*** (apart from moving to the diamond) will be invited to a **Star Tea Party** (this is a 45 minute session in the hall with squash, biscuits, music and toys/games brought from home)<br>All pupils who have not moved off the star at all for a ***whole year*** (apart from moving to the diamond) will be invited to a **Bonus Star Tea Party** (this is a 1 hour reward session that is chosen by the Deputy Head and Head Teacher at the end of the year) |

| 💎 Diamond Behaviours | 💎 Diamond Responses |
|---|---|
| **This means:**<br>**Going above and beyond the Golden Rules**<br>Doing something that takes you out of your comfort zone<br>Being a good role model and helping others to make good choices<br>Making a good choice in difficult circumstances<br>Overcoming something that you have found particularly challenging<br>Going above and beyond the Golden rules<br>Consistently 'sparkling'<br>Perseverance – sticking with it!! | **This means staff will:**<br>Staff will notice one pupil in their class each day who demonstrates diamond behaviour<br>When noticing a pupil who has gone above and beyond the Golden Rules, staff will provide **specific praise**, pointing out what it is that puts the behaviour within the diamond zone i.e. 'Jim, I noticed that you… so a huge well done!'<br>**Use the pupil as a good role model** for others (ensure they see the pupil noticed, specifically praised and rewarded for demonstrating diamond behaviour)<br>If the pupil remains on the diamond at the end of the day (showing 'consistent sparkling'), then he/she will be **sent to the Head Teacher**, **Deputy Head or member of the SMT** so the pupil's good news can be recognised and celebrated.<br>The Head teacher, Deputy Head or member of the SMT will present the pupil with a **Diamond Certificate** to take home that day.<br>Our 'Diamonds' will be recognised and celebrated on Friday in the Celebrations Assembly. |

## House Points:

To give the children an identity group and a fuller sense of belonging within our school environment, Cam Woodfield Junior School have four houses: Red, Green, Yellow and Blue. Houses help the children to learn to work with others from other classes and year groups, and to be valued as part of a team i.e. competing in house teams during their sports day and in other house sport matches, eating their lunch in the dining hall with their house team…



Children can earn house points for displaying good behaviour (star behaviour). Giving house points provides instant recognition that children are following the Golden Rules and it encourages them to remain on the star. House points can also be given as a reward for academic achievements and effort in their work.
The Head Teacher will celebrate the success of each house or class through the school's weekly newsletter.

Recognition for House Points is provided under the following categories:

| House Point Categories | Recognition |
|---|---|
| Winning house of the week | Celebrated in Friday's Celebration Assembly |
| Winning class of the week (the class that have been awarded the most house points in one week) | The winning class will sit on the benches at the back of the hall during Friday's Celebration Assembly. |
| Winning pupil of the week (per class) with the most house points in one week | Celebrated in Friday's Celebration Assembly and each winner is presented with 'The Cup' for the week |
| House with the winning running total | Celebrated in Friday's Celebration Assembly |
| House with the most points at the end of the term | Celebrated in Friday's Celebration Assembly and the winning house given a small treat |
| House with the most points at the end of the year | Celebrated in Friday's Celebration Assembly and the winning house given reward time at the end of the year by the Head Teacher |

At the beginning of the year, Y6 House Captains are chosen. The House Captains have the responsibility of counting points under the above categories on a weekly basis (every Wednesday).

The Y6 House Captains record all the information they collect in a book while they wipe clean the house point charts in the classes ready for the following week.

House captains reveal the winning class with the most house points during Thursday's assembly, ready for Friday's assembly, so the winning class can sit on the benches during Friday's assembly. During Friday's Celebration Assembly the Y6 House Captains go on to reveal the winning pupil of the week, the winning house of the week, the winning house with the highest running total.

### Individual Class Reward System:

In addition to the above whole-school systems, class teachers can choose to adopt additional systems in their own classrooms that they feel are helpful and appropriate. Examples are: use of stickers, tidiest table awards…

### Head Teacher's Awesome Award:

Teachers will nominate a pupil in their class who has achieved or demonstrated something amazing. This could be a great attitude to work, adults, friends, an achievement out of school – the list is endless! The class teacher will complete the award, make a copy and then leave it on the Head Teacher's desk on Friday morning, ready for it to be presented in the Celebrations Assembly.

## SANCTIONS

At Cam Woodfield Junior School we recognise that it is difficult for some children to follow the Golden Rules all of the time. This section maps out how staff will respond when children are not following our Golden Rules.

We also recognise that there are different levels of unacceptable behaviour.

We have defined and then classified these unacceptable behaviours in line with the zones on the behaviour traffic light system.

The different levels of unacceptable behaviour are classified as **green behaviour, amber behaviour and red behaviour**

### Classifying Levels of unacceptable behaviour

The three levels of unacceptable behaviour have been defined as follows:

1. **Level One GREEN BEHAVIOUR**: misbehaviour which is non-threatening and can be effectively managed within a classroom environment by the class teacher/TA (not requiring SLT intervention)

2. **Level Two: AMBER BEHAVIOUR**: a persistence of Green Behaviour, despite Green Behaviour responses means Amber behaviour requires repositioning/time out, either within the classroom, timeout in a parallel class or with a TA for a short period. This serves to break the cycle of Amber Behaviours. This is non-threatening behaviour which can be effectively managed by the class teacher /TA and colleague in a parallel class who is providing a time out space (not requiring SLT intervention)

3. **Level Three RED BEHAVIOUR:** a persistence of Amber Behaviour or more serious misbehaviour that is extremely disrespectful, not so easily managed within the classroom environment and results in others feeling and being physically and emotionally unsafe. This will lead to a lunchtime detention or may lead to SLT involvement, parental involvement, internal or external exclusion (see page - for a more detailed response to the different levels of Red Behaviour).

The following sections detail staff responses to the three different levels of behaviour, which set out a stepped approach to dealing with unacceptable behaviour:

| Green Behaviours | Green Responses |
|---|---|
| **This means:**<br>**Breaking the Golden Rules in the following way/s:**<br>Not following an instruction after being asked for the second time<br>Chatting when not required after being asked to stop for the second time (disturbing the learning of others)<br>Telling lies<br>Use of mild language (not swearing or using abusive language)<br>Deliberately invading the personal space of others on the carpet/table/in the line<br>Avoiding being honest to stay out of trouble<br>Shouting at a friend because you are feeling frustrated<br>Making unkind/spiteful comments<br>Repeatedly swinging on a chair when asked to stop<br>Flicking paper or a rubber to disturb others<br>Running down the corridor when moving from one room to another<br>Commenting out loud without using the hand up rule (disturbing the learning of others)<br>Unnecessary movement around the classroom/being out of place<br>Deliberately avoiding a task<br>Shoving in the line | **Before moving the child onto the green zone, you could…**<br>'The look'/shake head/shake head to signal 'No' or 'Stop' – **non-verbal forms of communicating disapproval**<br>**Use your good role models** who are demonstrating the behaviour you wish to see - stating clearly what they have done that pleases you i.e. 'Thank you, Hayley, for sitting quietly and showing that you are ready to listen to my instructions.'<br>Use **proximity control** for some behaviours such as restlessness and chattering. These behaviours may be calmed by the physical proximity of an adult. Moving towards a pupil, seemingly for another purpose can help to refocus the pupil on their work.<br>**Tactically ignoring** – notice but appear to ignore low level disruptions while reinforcing on task behaviour. While appearing to ignore, decide: Which behaviours you can appropriately ignore; how long you are prepared to ignore for.<br>**Distract and divert stage 1** – eg 'Mark, can I see your work please?' or 'Mark, I can see you are finding this difficult. Can I give you a hand now?' – this is an attempt to break the cycle of low level behaviour and gives the pupil a chance to start again/reset<br>Use **'When … then …' requests** – 'When you are in your seat, then I will come and help you', 'When you are calm, then I will listen to your side of the story.'<br>**Provide Acknowledgement** i.e. 'Lizzie, I can see you are feeling frustrated/angry/upset. Would it help if we…' (offer alternatives, so as to remove the trigger/change the context and a way out at an early stage to help reset/prevent an escalation)<br>**Absorb the blame** i.e. pupil has not followed an instruction/listened so they are unsure about what they are meant to be doing and got something wrong. Instead of showing frustration the adult can say 'Izzy, I may not have explained that clearly enough so I will go through it again.' (this can stop a situation from escalating and get a pupil quickly back on track<br>****Quiet verbal rule reminder** – refer to the Golden Rules displayed in class and make it clear what rule they are not following<br>****Redirect** the pupil by emphasising the behaviour you want to see rather than reinforcing the negatives by saying 'Don't swing on your chair.', 'Stop calling out.' Instead you could say eg 'I need you to place all 4 legs on the floor.', 'I expect to see you put your hand up if you need to speak', - be assertive and sound like you expect compliance.<br>****Warning of next step -** warn them of the next step if they continue to display green behaviour 'If you choose to continue with…. then I will move you to the green zone. That will be your 1st warning'. This gives them a chance to turn their behaviour around before being moved off the star zone.<br>**If the pupil makes the right choice and changes their behaviour positively then point out 'I can see you have made the right choice which is good to see as you are back to showing star behaviour'<br>**** These responses are non-negotiables**<br>If the pupil does not change his/her behaviour and persists in displaying green behaviour then move the pupil onto the green zone<br>This serves as their 1st official warning. The adult will move the pupil's name from the star to the green zone.<br>**WE DO NOT INSTANTLY MOVE A PUPIL'S NAME TO GREEN WITHOUT A GREEN VERBAL WARNING** |

| Amber Behaviours | Amber Responses |
|---|---|
| **This means:**<br>**Breaking the Golden Rules in the following way/s:**<br>A persistence of green behaviour despite following the green responses and being given a warning (name placed on the green zone) | **Before moving the child onto the green zone, you could…**<br>**Before moving the pupil onto the amber zone, you could…**<br>**Verbal reminder** of the Golden Rule that is being broken 'Fred, despite me moving you to green, you are continuing to …. '<br>**Language of choice in relation to next step** – 'If you choose to carry on with this green behaviour, I will move you to amber. The choice is yours'<br>Point out **choices** and linked **positive/negative** consequences eg 'If you choose to continue with… then … will happen (move to the amber zone with time out). If you choose to stop … and make the right choice then … will happen (possibly consider moving back to the star). I'm going to give you 1 minute to make your choice but I know you will do the right thing/make the right choice.' (Giving a pupil time to make the right choice is called **'Take Up Time'**)<br>****Offer a chance to turn the behaviour around** 'Fred, what can we do to get you back to the star?' (the pupil may suggest what might help or the adult could offer suggestions to help get back on track)<br>**Redirect the behaviour** by delivering short and concise instructions, using the 'You need to/I need you to/I need to see you…' scripts which make explicit the behaviour you need to see the pupil displaying, so as to avoid moving them to the amber zone (language and tone of voice is assertive and sets the tone that compliance is expected)<br>Use scripts**: I Statements** - I feel/felt…When…Because…In future/next time I need you to/You need to……<br>**If green behaviour continues, despite the 1st green warning and one or more of the above responses then **move the pupil's name onto the amber zone** 'Jess, because you have continued to/because you are not following our rule about… then I am moving you to the amber zone'. This will result in one or more of the following amber responses:<br>**Reposition within the class** – Go to a designated 'work station'/area that has been set up in the class as an informal form of time out to take a break/break the cycle of spiralling negative behaviour<br>**Pupil is escorted to a parallel class** with their work, where they spend a short period of time working by themselves – they will be ignored by peers and adult attention will be kept to a minimum (it is vital the pupil understands why they are having time out of class)<br>**TA takes the pupil outside the classroom for 5 minutes** to talk through the behaviour that has led to moving onto the amber zone<br>**TA takes the pupil to do a job for a short period** (this serves to **distract, divert** away from the trigger/context in which the behaviour is happening and to prevent negative behaviour spiralling – could be to collect some whiteboard pens for the teacher, send a message to another teacher …<br>**With each form of time out detailed above, each serves to reset the behaviour therefore, where possible and before the pupil is returned to class, the STOP/THINK/GO/SO… script must be used to help the child modify their behaviour (put things right) before being reintegrated – see restorative script<br>** If a child is sent for time out, they must be supervised<br>****These responses are non-negotiables** |

| Red Behaviours | Red Responses |
|---|---|
| **This means:**<br>**Breaking the Golden Rules in the following way/s:**<br>A persistence of amber behaviour despite a warning and time out (moving from the green to amber zone) | If the pupil continues to show unacceptable levels of behaviour and does not modify their behaviour after following the above steps of moving to the green zone (1st official warning) and moving to the amber zone (time out) then use the following script 'Jen, I am moving you to red <u>because</u>…. This will lead to a detention'<br><br>**Move the pupil to the red zone**<br>Moving to the red zone will result in a detention. Place the pupil's name instantly on 30 minutes (loss of time at lunch time). For each day a pupil is moved to the red zone, they instantly have 10 minutes deducted from their 50 minute Star Time on Friday.<br><br>When a pupil misses some or all of their Star Time on Friday, they must remain with their class teacher where they will be expected to work for the duration of their time out. Each class has a box of timers for those pupils who need the passing of time displayed visually.<br><br>Once the pupil is on a 30 minute detention, they either remain there or they can **earn back** <u>some</u> time by modifying their behaviour before the detention is served (this is at the discretion of the adult/s and depends on how much effort the pupil is putting into 'putting right the wrong') – this serves to encourage them to turn their behaviour around and it gives them something to work towards so they do not adopt an 'all is lost so what's the point' attitude.<br><br>Once a pupil has served his/her detention at lunchtime, they get to '**wipe the slate clean'** and return to the star. If the pupil returns to the red zone during the course of the afternoon, they will serve their detention the following day (their name will still return to the star at the beginning of the following day).<br><br>If a pupil has to serve a detention, the pupil's Parents/Cares will be informed either via a phone call or a face to face conversation at the end of the school day. This conversation is recorded on CPOMS. |
| **The following red behaviours will warrant an instant red, regardless of where the pupil is on the traffic light system:**<br>Answering back<br>Rolling eyes/tutting at an adult<br>Deliberately walking away when being spoken to<br>Repeatedly not following instructions (deliberately ignoring an adult/refusal to follow instructions)<br>Swearing (abusive language)<br>Exiting the room without permission<br>Unsafely climbing upon furniture<br>Unsafely running around the classroom<br>Unsafely running around the school<br>Running off the school grounds, through the gates<br>Racist incident i.e. name calling | Some red behaviours will not warrant the pupil being taken through the traffic light stages of green and amber, due to their seriousness, therefore the behaviours listed on the left will bypass this process and will warrant at least a lunchtime detention. This means they will **move straight from the star zone to the red zone**. The adult response will be 'Tim, because you… I am moving you straight to the red zone' (this must be verbalised to the pupil with a reason why)<br><br>There are levels of responses when a pupil shows red behaviours as some of these behaviours vary in levels of severity and risk, in terms of safety to self and others, therefore the following can happen:<br><br>If a pupil, for example, answers back and is disrespectful but no one has been hurt, they will:<br>Have their **name moved to the red zone**<br>Will **initially lose 30 minutes** in a Lunch time detention<br>They may be able **to earn back some time** in 5 minute increments if they show remorse and endeavour to change their behaviour for a considerable amount of time before the detention is served (a pupil can never earn back all their time)<br>Once the detention is served, the pupil gets to start again and can return to the star after lunch time (though they will **lose 10 minutes off their 50 minute Star Time** on Friday)<br>Parents/Carers are informed of the red behaviour/detention (phone call or face to face conversation at home time)<br><br>If a red behaviour results in someone getting <u>hurt</u>, the pupil will be **moved to the red zone immediately** and receive an **instant 30 minute lunchtime detention** without an opportunity to reduce the length of their detention. Once they have served their lunchtime detention, they will have a chance to 'wipe the slate clean'.<br>***In addition…*** |

| | |
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| Bullying (repeated unkind behaviours) Deliberately throwing objects to hurt<br>Deliberately damaging school property<br>Damaging the work/property of others<br>Stealing<br>Pushing<br>Kicking<br>Hitting<br>Biting<br>Spitting<br>Refusing to serve a consequence (refusing to take responsibility for your words and actions) | If a red behaviour results in someone getting <u>more seriously hurt</u>, they will:<br>Receive an **instant red 30 minute lunchtime detention** and **lose the privilege of earning 10 minutes towards Star Time**<br>There will be a **phone call** made to both sets of Parents/Carers: the pupil and the victim's Parents/Carers, detailing actions (this will be logged on CPOMS)<br>The pupil **will need to be spoken to by a member of the SLT/time out with the Head Teacher or SLT**<br>The pupil will be made to consider ways of **reparation**<br>In some cases, the pupil may receive an **internal exclusion** (not an official external exclusion) from, for example, play times/lunch times…<br>A member of staff will need to fill out an **Incident Report on CPOMS**<br><br>If a red behaviour results in someone being <u>seriously injured</u>, they will completely **by-pass the traffic light system** and they will:<br>Be **removed immediately by a member of the SLT** (to ensure the safety of the pupil and others**)**<br>The pupil's **Parents and Carers will be phoned** with a view to collecting them if it warrants an official off site **exclusion**<br>The **Parents/Carers of the injured pupil will be phoned** (actions shared) and any necessary treatment provided i.e. 1st aid…<br>School staff will fill out an **Incident Report on CPOMS**<br>School will explore triggers and contexts to the behaviour to reduce the risk of it happening again and fill in a **Risk Assessment Plan**<br>The **Parents/Carers of the externally excluded pupil will be invited into the school** to discuss the incident and agree a way forward to prevent a reoccurrence before returning the pupil back to school (and they will contribute to the Risk Assessment Plan)<br><br>If a pupil is displaying a red behaviour that puts themselves and others at risk of harm, the adult/s will need to:<br>**Call for assistance** (send 2 carefully chosen pupils to get help form SLT using the red card system)<br>**Remove others from around the pupil** to ensure their safety and/or remove objects within easy reach of the heightened pupil (it may require the whole class to vacate the room, leaving the pupil with two adults to monitor the situation) – vacate to the library<br>Consider a **change of face** to help de-escalate the situation (details about how this can be achieved will be detailed in a pupil's Risk Assessment Plan)<br>If pupil does not calm, **call their Parents/Carers** with a view to their Parents/Carers coming to school immediately **to calm them** or if unsuccessful**, to remove the pupil from the school site** (this will be classed as an exclusion if a pupil is taken off site due to behaviour)<br>School staff to fill out an **Incident Report on CPOMS**<br>If a pupil displays a risky behaviour for the first time, it is unforeseeable but as soon as the pupil displays an unsafe behaviour , it becomes classed as a foreseeable risk, therefore, relevant staff must complete a detailed **Risk Assessment Plan** (access from the shared drive)<br>The **Parents/Carers of the externally excluded pupil will be invited into the school** to discuss the incident and agree a way forward to prevent a reoccurrence before returning the pupil back to school (and they will contribute to the Risk Assessment Plan)<br>The Risk Assessment Plan will provide proactive strategies to minimise the risk and detailed reactive strategies to de-escalate<br>For pupils who regularly display red behaviour, see the section of the policy 'Pastoral Support and SEN Aspects of Behaviour' |

### Tracking Behaviour:

All levels of behaviour will be recorded on a daily tracking grid which will be positioned next to the traffic light system. This will record the frequency of unacceptable behaviours, as well as identify the unacceptable behaviours that the children are displaying.

The behaviour tracking grids will be collected in at the end of each week by a member of the SLT so that the behaviour of children can be monitored, in terms of those causing concern. Details around how this data can be used is detailed in the next section which outlines our approach to Pastoral and SEND Support (page 19)

Tracking sheets are stored on the shared drive.

## Key points and principles that underpin our approach to managing unacceptable behaviour:

It is important that our responses to green, amber and red behaviour are:

- Understood by children, staff and parents/carers
- Fair
- Consistently applied
- A logical response to a behaviour
- Realistic and in proportion to the unacceptable behaviour displayed

### Reparation: use of restorative scripts:

Where possible, we will engage the children in restorative scripts (restorative scripts are stored on the shared drive) and agree a course of action that can help to 'put right the wrong' (make amends) and essentially, how to do things differently when faced with the same or similar situation again; how to avoid a negative outcome. For example, if the child has damaged school property then they are involved in fixing/repairing the damage or if their words/actions have upset others, they need to think of and act upon ways to make it up to those they have affected.

### Detention:

This is a time of reflection where children are engaged in the restorative script, as detailed above.

Once a detention is served, children are able to 'wipe the slate clean' and return back to the star. With lunchtime detentions, staff should allow reasonable time for the children to eat, drink, use the toilet and have a shortened play time. Parental consent is not required for detentions but parents will be informed on the day their child is issued with a detention via a phone call home or a conversation with parents upon collection of their child at home time.

### Collective Punishments:

Collective punishment is the 'punishment' of a group/class of children for the inappropriate actions of an individual or others. If, for example, the whole class were made to stay in at break time as the result of a few children behaving inappropriately in the lesson, then this would be deemed as a collective punishment. Collective punishments unfairly 'punish' those who are deemed to be following the Golden Rules and cause resentment in those who are unduly made to serve a negative consequence, therefore, they must be avoided.

### Deferring a Consequence:

In some circumstances and when it is safe to do so, it can be more productive to defer dealing with the consequences of the unacceptable behaviour. If those involved are very heightened emotionally then it is important to wait for a child to calm down fully, to get back to 'baseline', before discussing the incident. This prevents the situation from escalating out of control. Generally, if a child is calmer after the event, they are more likely to be honest about what has happened, feel remorseful and be more willing to make amends.

### Behaviour Outside School:

Schools have the power to discipline children for misbehaviour outside of school, in some circumstances.

Children can be disciplined for unacceptable behaviours outside the school gates when:

- They are taking part in any school-organised or school-related activity
- They are travelling to or from school (wearing school uniform or in some other way, identifiable as children at the school)
- Their behaviour poses a threat to other children or members of the public which could adversely affect the reputation of the school and put others in danger

Taken from 'Behaviour and discipline in schools; Advice for head Teachers and school Staff' January 2016 Department of Education)

### Use of Reasonable Force (Positive Handling):

All school staff in charge of children have the legal power to use reasonable force to prevent children from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

More information about the use of force can be found in the following Department of Education guidance 'Use of Reasonable Force in Schools'

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools.

### Risk Assessments:

Once a child displays a risky behaviour it then becomes a foreseeable risk. This means we must make a plan for how we reduce the risk of it happening again, through proactive and preventative strategies as well as reactive/crisis management strategies. If the foreseeable behaviour means the child may require positive handling, this will be detailed in the plan. All staff, Parent/Carers and the child will sign the plan to show that everyone understands and is in agreement with the plan.

### Searching and Confiscation:

If staff believe that a child is in possession of an object that has been or is likely to be used to commit an offence, cause personal injury or damage to property; they have the power to confiscate, retain or dispose of a child's property, so long as it is reasonable in the circumstances. This should never be carried out by one member of staff; a member of the SLT must be present. More detailed advice on confiscation and what must be done with prohibited items found as a

result of a search is provided in 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies'.
***https://www.gov.uk/government/publications/searching-screening-and-confiscation***

### Internal Exclusion:

Internal exclusion is an internal process within the school and is used when the objective is to remove the child from class, not from the school site, for disciplinary reasons. It may be a formal process within the school but it is not a legal exclusion so exclusions legislation and the department's guidance on exclusion from school does not apply.
An internal exclusion is part of a stepped approach to responding to unacceptable behaviour and it serves as a step before an external official exclusion.

### Exclusion from the school site:

Only a head teacher (or in the absence of the Head the most Senior Teacher who is acting in that role) can exclude a child and this must be on disciplinary grounds. In every instance where a child is sent home for disciplinary reasons, head teachers must formally record and specify the length of the exclusion.

Unlawful exclusions 'Informal' or 'unofficial' exclusions, such as sending children home 'to cool off' are unlawful, regardless of whether they occur with the agreement of parents or carers. If a child is sent home in response to a breach of discipline, even for a short period of time, this must be formally recorded as an exclusion.

The different types of exclusion are:

- A **fixed term exclusion** is for a specific period of time. A child may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Children whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. An exclusion that takes place over a lunchtime would be counted as half a school day.

- **A permanent exclusion** involves the child being removed from the school roll. However, the head teacher must not remove a child's name from the school admissions register until the outcome of the Independent Review Panel (if this route is followed by parents).

A decision to exclude a child permanently should only be taken:

"In response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school". (Taken from the Department of Education's Exclusions Guidance September 2017)

If a Looked After Child (LAC) is at risk of exclusion then the child's social worker must be notified (contact the Virtual School for further guidance or through Schools Net 'Children in Care Protocol'). Following an exclusion, the child's social worker must be contacted.

# PASTORAL SUPPORT and SEND ASPECTS OF BEHAVIOUR

Cam Woodfield Junior School is committed to identifying social, emotional and mental health (SEMH) needs and the most suitable response as early as possible in order to prevent an escalation.

Although this section has outlined a stepped and systematic approach to dealing with children whose behaviour is of concern, it is vital that we respond to the level of need that each child presents at that time; this might involve by-passing certain steps to escalate the support, therefore, this is a fluid process.

### STEP 1 – Universal Intervention and Support

Children may periodically display emotional, social and behavioural difficulties and some children may have a short-term mental health difficulty. These difficulties may be the result of other underlying difficulties and circumstances such as a loss or bereavement. This may mean they need some short-term support but it should not be assumed that they have special educational needs.

Concerns about behaviour are raised through the following levels of one off behaviours/incidents and/or accumulative red behaviours, which will be evidenced on the Behaviour Tracking system. This may become evident through one or more of the following:

- **Accumulative**: Child moves to the red zone 5 or more times in very quick succession (i.e. over a period of 1 week) – Parents/Carers will be aware that incidents of red behaviour are accumulating through the text alert system (text service not in use yet)
- **Accumulative**: Child has moved to the red zone more than 8 times over the course of a term – Parents/Carers will be aware that incidents of red behaviour are accumulating through the text alert system (text service not in use yet)
- **Instant**: Child hurts or injures another child is red behaviour and requires instant communication with Parents/Carers, over and above the text alert, to signal the seriousness of the behaviour and to ensure the behaviour is not repeated (injury may lead to an internal or official external exclusion depending on the severity of the incident)
- **Instant:** Child displays any type of unsafe behaviour that puts self and others at significant risk of harm is red behaviour and will require immediate contact with Parents/Carers, over and above the text alert, followed by an internal or official exclusion (depending on the severity of the incident and the level of risk posed)
- **Instant**: When a member of the SLT are called to remove the child from a situation or to remove others due to the safety of self and others, this will require immediate contact with Parents/Carers, over and above the text alert.

### When a concern is raised we will meet with Parents/Carers to:

- ✓ Seek their views
- ✓ Seek the child's views and complete a 'My Profile'
- ✓ Draw up a 'My Behaviour Plan' with the Class Teacher, SENDCO and/or Pastoral Lead (this will be on green paper to show that the child is not on the SEND register).

- ✓ Decide if the child's behaviour warrants a risk assessment (if the behaviours are such that they put self and others at risk of harm)

### The 'My Behaviour Plan' will:

- ✓ Provide up to three SEMH targets that are achievable within a time limited period (review no longer than a term; approximately 6 weeks but this can be reviewed much earlier, depending on the frequency and severity of the red behaviours)
- ✓ Detail both proactive and reactive strategies for managing and reducing the behaviours of concern
- ✓ Take into account the child's views, ensuring the child is fully aware of their targets and strategies being used to support them
- ✓ Consider if the child needs specific short term support in helping them cope with circumstances such as bereavement, divorce…

### School staff will:

- Continue to monitor the child's behaviour through the Behaviour Tracking System, considering contexts in which the behaviours are happening and seeking potential triggers
- Carry out observations of the child (SENDCo or Pastoral Lead or TA will do this) within the context the behaviours are occurring to provide 'a fresh pair of eyes', to provide a baseline assessment and to assess:
  - ✓ If there is anything within the classroom and school environment that is impacting upon the child's behaviour
  - ✓ If there is an underlying unmet/unidentified difficulty/need i.e. a cognition/learning need, a physical/medical need, a hearing/visual impairment need or a communication/interaction/language need
  - ✓ The approach to behaviour management being used, ensuring it is in line with CWJS's Behaviour Policy
  - ✓ That the curriculum is appropriately differentiated, taking into account the child's individual needs

### Reviewing the Impact of the Universal Intervention and Support:

When the 'My Behaviour Plan' is reviewed with the child's parents, there will be a discussion about the effectiveness of the plan, in terms of its impact upon the child's behaviour. If it is felt that there has been little or no effect then it can be agreed that the child will require STEP 2 Targeted Intervention and Support

### STEP 2 – Targeted Intervention and Support

Some children's emotional, social and mental health difficulties cannot be met by universal whole school or class approaches over a sustained period of time. These difficulties may be displayed through withdrawn or isolated behaviours or through challenging, disruptive or disturbing behaviours. The behaviour may be disrupting the child's progress with learning or the learning of other children.

If the trend in behaviour persists then the following steps will be taken:

- The class Teacher, Pastoral Lead and/or SENDCo will meet with the child's Parents/Carers to move the child to a 'My Plan' on the graduated pathway
- The Parents/Carers will be asked to express their views on the current situation and make school aware of any changes in home circumstances that may be impacting on the child's behaviour and well being
- It may be identified that the family/Carers need input from a Family Support Worker or from The Early Help Team or from Social Care
- The child will be invited to amend or add to his/her 'My Profile' to ensure the child's views are sought and acted upon, if necessary
- The SENDCo and/or Pastoral Lead and Class Teacher will share data from Behaviour Tracker, observations and assessments to discuss if the child needs:
  - ✓ Further modifications to the classroom or whole school environment
  - ✓ Additional adult support on an individual 1:1 basis or within a small group, focusing on the child's My Plan of SEMH targets
  - ✓ Break and/or lunchtime support to engage the child in supported activities with peers
  - ✓ A Thrive assessment to ascertain if the child meets the criteria for needing a Thrive programme, delivered by the school's Thrive Practitioner
  - ✓ Specific support to begin or continue for circumstances that are impacting on the child's behaviour i.e. bereavement, divorce…
  - ✓ Liaison and consultation with external professionals and support services where appropriate e.g. Advisory Teacher, Educational Psychologist, CYPS, School Nurse, Social Care…

**Staff will need to:**

- ✓ Keep reviewing and amending an existing Risk Assessment in relation to current behaviours, if the behaviours warrant a Risk Assessment (this must be agreed and signed by all staff/Parents/Carers)
- ✓ Form a new Risk Assessment if they feel at any point that the child's behaviour is suddenly deemed unsafe and a risk to themselves and others (ensure this is shared with and signed by all staff, Parents/Carers and the child)
- ✓ Continue to track the child's behaviour using the Behaviour Tracking System
- ✓ Ensure the SENDCo and Pastoral Lead can observe the child to monitor the use of agreed strategies and approaches (as detailed in the child's My Plan) so that they can evaluate their impact
- ✓ Consider if staff require training to support a child with a specific SEMH need

### Reviewing the Impact of the Targeted Intervention and Support:

When the 'My Plan' is reviewed with the child's parents, there will be a discussion about the effectiveness of the plan, in terms of its impact upon the child's behaviour. If it is felt that there has been little or no effect then it can be agreed that the child will require STEP 3 Specialist Intervention and Support

### STEP 3 – Specialist Intervention and Support

If it becomes clear, following a review and adjustment of the My Plan, that it is not meeting the needs of the child and family or that further needs are being identified, it may be appropriate to complete a My Assessment leading to a My Plan+ (there must have been 2 reviews of the My Plan before moving onto My Plan +)

The SENDCo is responsible for calling a TAC or TAF meeting to bring together the child, family and all those working with them. During this meeting, the My Plan+ can be completed by those present ensuring all actions are allocated to the correct people. The TAC/TAF can also be used to review the My Plan+ at regular intervals.

At this meeting, it may be identified that further specialist assessment and intervention is required that has not already been sought i.e. paediatrician

It may be identified that the family/Carers need input from a Family Support Worker or from The Early Help Team or from Social Care

The My Plan+ should detail interventions and support approaches from specialist external services, if they are involved

The SENDCo will ensure that any advice, strategies and support given by external agencies is disseminated to relevant staff and that staff will be supported to implement the advice and strategies given

It will be decided if school-based interventions (i.e. Thrive, Chill Club, 1:1 or group interventions) need to be continued or amended from stage 2 support

The SENDCo and Pastoral Lead should observe and monitor the impact of the advice and strategies outlined in the My Plan+ and by those external agencies advising and/or working with the child/family

The class teacher will continue to assess and monitor the impact of the child's difficulties on their ability to access the curriculum, using observations and assessment data

If the child currently has a Risk Assessment, this will be reviewed and amended or if the child's behaviour suddenly warrants a Risk Assessment then this will be set up (this must be shared and signed by all staff/Parents/Carers and the child)

If after 2 reviews of the My Plan+ it is felt that the child is still displaying the following behaviours:

- Extremely withdrawn, self-harming or anxious behaviours.
- They present a serious threat to their own or others safety.
- Display particularly challenging, uncooperative, destructive and disruptive behaviours.
- Respond to peers and adults with significant physical and verbal aggression or sexually inappropriate behaviour.
- Have difficulty engaging with activities set by adults.
- Have difficulty forming appropriate relationships (and attachments) in school…

It is advisable to contact the SEND Casework Team for advice if you feel a child's SEMH needs are longer term and cannot be met without additional resources. A member of the SEND Team may be invited to attend a Team around the Child review of the My Plan+ and may advise you to:

- contact a particular service that has not been engaged with already but that will be able to further support the child or young person
- to liaise with other professionals to suggest a different approach that may yield the desired outcomes and review (usually in another 6 weeks)
- to collate all evidence, which includes views from the child/family and make a request for Education, Health and Care Plan.

They will move to STEP 4 support.

### STEP 4 – High Level Response

The SENDCo will submit a request for an Educational and Health Care Plan (EHCP); it is a 20 week process once the LA receive the request

If the child currently has a Risk Assessment, this will be reviewed and amended or if the child's behaviour suddenly warrants a Risk Assessment then this will be set up (this must be shared and signed by all staff/Parents/Carers and the child)

If the child's behaviour is deemed to put them at risk of exclusion then the following actions will be considered:

- Put the pupil on a Pastoral Support Plan (PSP) which will require contact with the Area Education Officer from the EPI Team
- The PSP meeting takes a Team Around the Child (TAC) approach with Parents/Carers, relevant school staff and any other interested parties/outside agencies to formulate the PSP that will then be formally reviewed at 8 weeks and at sixteen weeks (this can be reviewed sooner and more regularly if necessary).

If the PSP is deemed unsuccessful at any point during the 16 week process and the pupil is still vulnerable to exclusion or vulnerable to additional exclusions then the following actions may be considered:

- A managed move
- A partnership with the local Pupil Referral Unit (SCAPS)
- A part- time arrangement between home/school or school/alternative provider

## Consent to Share Information:

When working with Parents/Carers to support their child, we must seek their consent to share information with others who are involved with the child and family. For example, the school may need to share personal information with external services such as an Advisory Teacher, School Nurse, Speech and Language Therapist…

Before signing the 'Consent to Share Information' form, Parents/Carers must be given the opportunity to discuss what sharing and not sharing information will mean for the child and the child's family. There is also a leaflet available for Parents/Carers that explains what sharing information means and involves.

The 'Consent to Share Information' form and the accompanying leaflet can be found in the Gloucestershire Guidance Booklet for Practitioners Working with Children and Young People (0-25yrs) with Additional Needs including Special Educational Needs and Disabilities'