



Behaviour Policy

Eckington Junior
School

Monitoring and Review

This policy is reviewed annually by the Board of Trustees of The LEARNERS' Trust. Any changes made to this policy by the Board of Trustees will be communicated to all members of staff.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

Policy Reviewed November 2023

The next scheduled review date for this policy is September 2024

Yvette Cherry	Headteacher/Head of School		Nov 23
	Chief Executive Officer		

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Statement of Intent

Schools within the LEARNERS' Trust believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and improving bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008
- DfE 'Behaviour and discipline in schools' 2016
- DfE 'Sexual violence and sexual harassment between children in schools and colleges' 2018

Roles and Responsibilities

The school has overall responsibility for:

- The implementation of this Behavioural Policy and of the behaviour procedures at the school.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

The headteacher is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents/carers and pupils at least once a year.

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, punishing pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- The behaviour of their child(ren) inside and outside of school.

Definitions

For the purpose of this policy, the school defines “unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

General Conduct

- Pupils should be respectful to all members of the school community and to all visitors to the school (kind words, kind hand and kind feet).
- Pupils should not behave in a vexatious manner – deliberately acting in a manner so as to cause annoyance or irritation
- Pupils must not spit.
- Pupils must not chew gum.
- Pupils must not fight or behave aggressively
- Pupils must not answer back or argue with teachers in a disrespectful manner (kind words)
- Pupils must not be rude when talking with teachers, they should not keep their hands in pockets when talking to an adult (respect)
- Pupils must not run around the building or move in an unsafe way. Pupils should move around the school in a quiet and orderly manner (3 miles per hour).
- Pupils must not swear or use offensive language (kind words)
- Pupils must not be late for lessons, attending all lessons and other school activities punctually (ready).
- Pupils must not damage or disfigure the school premises, either inside or outside the buildings (respect).
- Pupils must not discriminate giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Pupils must not harass – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Pupils must not bully – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual several times on purpose
- Pupils must not engage in cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Pupils must not smoke, drink alcohol, take drugs or gamble. This includes the times when pupils are travelling to and from school.
- Pupils must not engage in public displays of affection. The school is a working environment and so public displays of affection are not appropriate during lessons, nor while on school activities.

In the classroom

- Pupils must not be disrespectful, argumentative, rude, confrontational or intimidating.
- Pupils must not answer back to teachers
- Pupils must not move around the classroom without permission.
- Pupils must complete tasks set by the teacher.
- Pupils must work with other pupils as organised by the teacher.
- Pupils must not disrupt a class, making it difficult for others to learn.

- Pupils must not leave the classroom or school premises without permission.
- Pupils must not disobey a reasonable request from a teacher.
- Pupils must not miss lessons.
- Pupils must not intimidate other pupils.
- Pupils must not lie to teachers.

Appearance

- The school uniform (inc PE kit), detailed separately, is compulsory.
- No jewellery rings, or any other earrings than one stud in each ear are to be worn at any time in school. No nose piercings or other body piercings are allowed.
- Nail varnish, make-up and tattoos are not allowed.
- Hair is to be clean and tidy. Long hair must be tied back. Hair should be of a natural colour. Unnatural coloured hair or various coloured hair is not allowed.
- Pupils are reminded that they are representatives of the school.
- Shirts/blouses should be tucked inside of trousers or skirts.

Property

- Pupils are responsible for their own belongings.
- Exercise books, planners, text books, electronic equipment, stationary and folders issued by the school remain the property of the school and should be treated as such.
- Pupils are responsible for replacing lost or damaged school property.
- P.E. is a compulsory part of the curriculum and pupils must attend with appropriate kit at every lesson.

Mobile Technology

- The school accepts that personal mobile phones are often given to pupils by their parents to ensure their safety and personal security.
- Parents/carers should be aware if their child takes a mobile phone to school. The mobile phone agreement must be signed by parents.
- The school accepts no responsibility for replacing lost, stolen or damaged mobile devices either at school, or travelling to and from school.

Acceptable Use

- Mobile devices should be switched off upon arrival on the school grounds and kept out of sight during the school day
- Mobile phones should be handed to the class teacher for safekeeping during the school day
- Mobile phones should not be used in any manner or place that is disruptive to the normal routine of the school.
- Pupils are responsible for protecting their own personal information including their phone number.

Non-compliance

Failure to comply with the school's Code of Conduct will lead to sanctions as detailed in the school's behavioural policy.

Training of Staff

The school recognises that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks/lunchtime.

- Teachers and support staff will receive training on this policy as part of their new starter induction.
- Teachers and support staff will receive regular and ongoing training as part of their development.

Pupil Expectations

Pupils will be expected to follow the Learners Code of Conduct (see Appendix 1) which requires pupils to:

- **Listen** and respond to others
- High levels of **effort**
- **Attitude**
- Show **respectful** behaviour
- Have all equipment ready **neat**
- Show **empathy**
- Be **ready** for learning
- **Social**

Rewarding Good Behaviour

The school recognises that pupils should be rewarded for their display of good learning behaviours and mature attitudes.

The school will use the following rewards for displaying good behaviour:

- Moving up the Learners' Code
- Opportunities to work in different areas around school
- Use of electronic communication
- Verbal praise
- Extrinsic rewards
- Headteacher awards
- Prizes
- Stickers
- End of term rewards

TEAM points

As well as independent rewards we also celebrate team work through our TEAM EJS. Every child in school is placed into either **RED BLUE GREEN YELLOW**. Children can earn points for lots of different reasons including being polite, helpful, supporting others. They are linked to the Learners' Code. Each week the points are totalled up and at the end of the term the team with the most points has a reward.

Punishing poor behaviour

- All school staff are able to discipline pupils whose behaviour falls below the established Code of Conduct at the school.

- If a pupil misbehaves, breaks a school rule, or fails to follow instructions issued by a member of staff, the teacher will implement sanctions

In order for the punishment to be lawful, the school will ensure that:

- The decision to punish a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to punish a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.
- The decision to punish a pupil is reasonable and will not discriminate on any grounds, such as disability, race, special educational needs – as per the Equality Act 2010 in respect of safeguarding pupils with special educational needs, and any other equality rights.
- The school will ensure that all punishments are reasonable in all circumstances, and will take into account the pupil's age, religious requirements and any special educational needs or disabilities.
- The headteacher may delegate the power to punish poor behaviour to volunteers, such as parents/carers who assist during an educational visit/trip.
- The headteacher may limit the power to punish poor behaviour from individual members of staff.

Behaviour off school premises

- Teachers are able to punish pupils for misbehaviour outside of the school premises.
- Teachers may discipline pupils for misbehaviour off the school premises when the pupil is:
 - Wearing school uniform.
 - Travelling to or from school.
 - Taking part in any school-related activity.
 - In any way identifiable as being a pupil at the school.

Teachers may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.
- Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.
- The school will impose the same behaviour sanctions for bullying incidents and non-criminal bad behaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.
- In all cases of misbehaviour outside of the school premises, teachers will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Behaviour and Sanctions

- At Schools within the LEARNERS' Trust there is no corporal punishment.
- Where pupils display aggressive and/or threatening behaviour, or illegal activity discovered, the school will not hesitate to use legal powers.
- Any pupil, staff member or visitor displaying aggressive and/or threatening behaviour will be removed from the premises.

There are clear guidelines for staff on how to respond to poor behaviour through the use of legal frameworks, Restorative Practice and the Learners' Code:

- In the first instance, the member of staff will remind the pupil that their behaviour is unacceptable and explain why. 'Friendly Reminders' and advice on what needs to improve.
- If the pupil continues to misbehave, the staff member will give a first formal warning and opportunity to reflect.
- If the pupil continues to not follow the Learners' Code, the staff member will issue a second formal warning. This will equal 5 minutes of missed playtime (Reflection) up to a maximum of 15 minutes with further warnings.
- If the pupil continues with the behaviours the member of staff may request the pupil is removed from the classroom and may issue another sanction.
- Class Teacher to contact parents if appropriate
- Sanctions will be dependent on the seriousness of the misdemeanour.
- If a pupil is sent to another classroom/isolation, Mrs Alcock or a member of SLT may contact parents to discuss the behaviour
- If a pupil misbehaves on the playground, the same process will be followed and the pupil will be sent inside to spend the rest of their break/lunchtime indoors, after receiving a final warning.
- Any pupils that are sent indoors will be supervised by a member of staff at all times.
- Formal warnings and incidents are recorded in CPOMS with any actions taken
- If any pupil continually does not follow the Learners Code or meet the expectations for the Band Level they may be moved down onto the previous band
- Children will be supported in correcting their behaviour and targets will be set

The school has a range of disciplinary measures which can be used, including, but not limited to, the following:

- Giving a verbal warning
- Repeating unsatisfactory work until it meets the required standard
- Taking away privileges, e.g. not being able to participate in non-uniform days, or losing extra, prized responsibility.
- Missing break/lunchtime, or reflection time
- Engaging in school-based community service, e.g. picking up litter
- Placing the pupil on report for constant monitoring or other consistent behaviour checks
- Excluding the pupil either temporarily or permanently, in extreme cases.
- Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

- At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.
- Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, should record it in cpoms and alert staff
- Records of reported incidents will be kept in cpoms
- The school does not take serious unacceptable behaviour lightly, and will not hesitate to act in the best interest of the pupils within the school.
- Following an allegation of serious unacceptable behaviour, the pupil may be placed in isolation whilst an investigation takes place.
- If, following an investigation, the allegation is found to be true, the headteacher will issue the appropriate disciplinary action.
- Any decision made to exclude a pupil will only be done so by the headteacher in accordance with the school's Exclusion Policy.
- All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-bullying Policy.
- Any allegations made against a member of staff's behaviour and misconduct will be dealt with in accordance with the school's Allegations Against Staff Policy.
- The school will consider whether the behaviour displayed by the pupil gives reason to suspect that the pupil is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.
- The school will also consider whether the displayed behaviour is an indicator that the pupil's educational, or other, needs are not being met. In this instance, the school will consider whether a multi-agency assessment of the pupil's behaviour would be beneficial.

Isolation room / Space

- The school may decide to move pupils to a separate room away from other pupils for a limited period – these are known as isolation rooms.
- The school will only move pupils to isolation rooms where absolutely necessary.
- The school will ensure that pupil's health and safety is not compromised during their time in the isolation room, and that any additional requirements, such as special educational needs, are met.
- The amount of time that a pupil spends in the isolation room is up to the school to decide. This could be for more than one school day.
- The school will ensure that the pupil is not kept in isolation any longer than necessary.
- The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in isolation.
- The headteacher will request that the pupil's class teacher(s) sets them appropriate work to complete.
- Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

Quiet Room / Space – Steps to Success

- When a member of staff notices that a pupil is becoming anxious or agitated, the pupil should be given reasonable opportunity to calm using the strategies detailed in the school's behaviour policy or in the pupil's individual behaviour plan.
- If the pupil's behaviour continues to cause concern and is reaching a point where they are affecting other pupils and/or they become a danger to themselves, other pupils or staff, the pupil should be prompted to make 'the right choice' and comply with requests from staff.
- Other staff should be alerted for support as appropriate.
- If the pupil continues not to comply, staff should suggest 'this is a good time to use the Quiet Room'.
- If the pupil continues not to comply and, subject to a dynamic risk assessment, one of the five legally defensible criteria apply, staff may consider it necessary to escort the child to the Quiet Room using an approved physical intervention in line with school policy
- Once in the Quiet Room and away from the body of the school, staff involved should try to resolve the situation satisfactorily with the child spending the minimum time necessary in the Quiet Room.
- When the Quiet Room has been used, the incident must be recorded appropriately on CPOMs.
- While a child is in the Quiet Room, staff should ensure that appropriate staffing is available to support the child.
- At no time should pupils be unsupervised in a Quiet Room. It may be appropriate to allow the children to calm on their own but staff must be able to see the child via an open door.
- At no time should pupils be locked in a Quiet Room.

Legality

The Quiet Room should only be used after in-class strategies have failed to calm the pupil. A decision to use physical intervention to support the pupil in accessing the Quiet Room should be based upon a dynamic risk assessment. The use of force is likely to be legally defensible when it is required to prevent:

- self-harming
- injury to other children, service-users, staff or teachers
- damage to property
- an offence being committed and
- in school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

In these instances the Quiet Room can be used as a means of

- helping the pupil to manage their own emotional state;
- reducing the danger to staff/pupils and or removing the disruptive behaviour from the body of the school;
- reducing the need for prolonged use of physical intervention.

Reflection Time

- The school will make it clear to parents/carers and pupils that they are able to use Reflection as a sanction.

- All teachers at the school are able to impose reflection on a pupil, unless the headteacher decides to withdraw this power from any teacher.
- Parental consent is not required for reflection and therefore, the school is able to issue reflection as a sanction without first notifying the parents/carers of the pupil.
- When issuing reflection, members of staff will ensure that they do so reasonably within the given circumstances, and that they take into account any additional needs of the pupil.
- If the reflection is during lunchtime, time will be allocated to allow the pupil time to eat, drink and use the toilet.

Items banned from the school premises

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols including deodorant and hair spray

Confiscation of inappropriate items

- All members of staff are able to use their power to search without consent for banned items mentioned in this policy. (Search and Confiscation document)

- Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- The school is not liable for any damage to, or loss of, any confiscated item.
- The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
- For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.
- Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.
- The headteacher will always be notified when any item is confiscated.

Use of reasonable force

Members of staff are able to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property.

Members of staff are also able to use reasonable force in order to maintain good order and discipline in the classroom.

The headteacher and other authorised members of staff are able to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

Though members of staff are able to search for all of the banned items listed in this policy, reasonable force will only be used, if necessary, to search for the items listed above.

Outside school and the wider community

Pupils at the school must agree to represent the school in a positive manner.

The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Complaints from members of the public about bad behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

Appendices

Dealing with Unacceptable Behaviour

What do we do differently?

The school adopts a restorative practice approach.

Authoritarian Approaches <i>The focus is on:</i>	Restorative Approaches <i>The focus is on:</i>
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
<i>and, as a result;</i>	<i>and, as a result;</i>
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

Alongside this, we aim to help those children who struggle with behaviour because of their social and emotional needs.

How does this fit with the school behaviour policy?

In line with our behaviour policy, children are given a warning and a chance to put things right before any LEARNER band is lost. For most children, this is enough for them to see that they are not learning to their full potential and are able to put right their mistake.

For those children who continue to hurt their own or other children's learning, we offer them an opportunity to reflect on that mistake with a trained professional. They have a quiet secluded place in which they can put things right which we call Reflection time.

How do we implement restorative practice?

Like with all aspects of school life, this is not one answer that will work all of the time with all children. For this reason, we have a menu of options for the adult to pick from. All of the ideas in the menu are what we consider to be best practice. It is the responsibility of the adult to choose appropriate activities to fit the children's needs and quantity of children in Reflection time.

Menu of Options

A mixture of activities may be chosen depending on the amount of time and number of children.

1-1 Restorative Practice	Circle Restorative Practice	Peer Mentor Restorative Practice	Independent Restorative Practice
Busy Tasks	Circle Time Cards	LEARNER Apology	

1-1 Restorative Practice

Work 1-1 with a child to fill out the restorative practice rubric. Whilst you are working 1-1, you must ensure that the other children have relevant and engaging busy tasks. Once the rubric has been filled out, move on to another 1-1.

Circle Restorative Practice

Similar to a circle time, but the focus is on the circle answering the restorative practice questions about their own or another child's mistake.

Peer Mentor Restorative Practice

By training some Gold LEARNERS, the adult can increase the number of 1-1 restorative practice rubric being completed.

Independent Restorative Practice

Children who are able to fill out the restorative practice rubric independently can do so.

Busy Tasks

If a child's mistake has hurt their learning and they have something they need to catch up on, this can be completed during restoration time. If no work is sent, they can busy themselves with reading, spelling word searches, times table activities etc. This should only fill the time until an adult or mentor is available to complete another task with them.

Circle Time Activities/ Cards

Sit the children in a circle either on the floor or on chairs. The adult or another child selects an activity or card and reads it out. The children then take turns in completing the activity, sentence or answering the question. All children must listen to what is being shared. At any point, the circle can be paused and a child can be asked to comment on another child's response. Attached to this policy are lots of circle time activities, questions and sentence openers that will help children with recognising feelings and develop social skills etc.

1-1 or small group LEARNER Reflection

Children rehearse a LEARNER apology with assistance from the adult. The child should find the adult at a convenient time and say their apology.

Restorative Conversations!

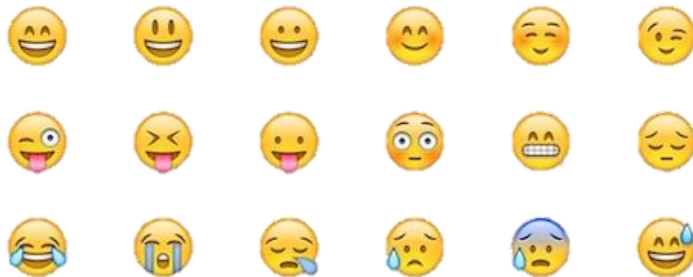
- What happened?
- What were you thinking about when you did that?
- How did your actions affect other children or adults?
- How do you think they felt about what you did?
- How do you feel about what you did?
- How do you feel about what you did and the affect it had other people?
- How will you put this right/ make things better?

6 Step LEARNER Apology

- 1) I am Sorry.
- 2) I made a mistake with...

LEARNER

- 3) This made me feel...because...



- 4) This made (other children/adults) feel... because...



- 5) I promise to be a better LEARNER.

- 6) Will you please forgive me?

Rewards

Rewards – Rainbow

Rainbow learners will be able to:

- Children will have access to all the playground equipment and resources

Rewards – Bronze

In addition to Rainbow privileges, Bronze LEARNERS will also be able to:

- Children can wear their slippers in school
- At the end of the term all children will be entered into the chocolate raffle

Rewards – Silver

In addition to Rainbow and Bronze privileges, Silver LEARNERS will also be able to:

- Have 'second' pick on reward day
- Children can choose (in discussion with an adult) where they would like to complete their work
- Children can do jobs around the school
- Children can lead a reward day activity

Rewards – Gold

In addition to Rainbow, Bronze and Silver privileges,
Gold LEARNERS will also be able to:

- Show visitors around school
- Sit on a seat in assembly
- Have 'first' pick on reward day
- 'Golden' playtime each term

Incident Reporting

CPOMS – How will behaviour be monitored and recorded?

Learner Strands listed in CPOMS

- Listening and Responding
- Effort
- Attitude
- Respect and Behaviour
- Neat
- Empathy
- Ready
- Social

Who records on CPOMS?

- The adult who has been dealing with the child / incident is responsible for recording this on CPOMS in good time
- CPOMS should be a factual account of the incident and any follow up
- Careful recording under the correct headings allows patterns to be identified

Individual Behaviour Assessment

Behaviours	Barriers	Pre-Cursors	Adjustments and Interventions
<p>Formal assessment using Behavioural and Emotional Screening System – Pearson</p> <ul style="list-style-type: none"> • Respect • Relationships – Staff 1/2/3 • Relationships – Peers 1/2/3 • Difficulty in following instructions/ requests 1/2/3 • Organisation • Disruptive Behaviour 1/2 • Inappropriate Language 1/2/3 • Concentration 1 • Turn taking and sharing 1 • Difficulty following routines 1 • Bullying 1/2/3 • Victim 1/2/3 • Aggression 2/3 • Violence 2/3 • Risk Taking Behaviour 2/3 • Absconding 2/3 • Sexualised Behaviour 2/3 • Self-Harm 3 • Weapons 3 	<p>Use of Barriers to Progress Document</p> <ul style="list-style-type: none"> • Anxiety Stress • Barriers – Family/ outside school • Barriers – Basic Needs • Self Esteem • Illness • Developmental Delay • SEND • Lack of Aspiration 	<ul style="list-style-type: none"> • Structured, positive environment • Positive Role Models • Pupils Safe from embarrassment, humiliation, exclusion • Treated with dignity and respect • Interesting lessons • Opportunities for students to engage during learning • High quality equipment and resources • High expectations for academic and social work • Appropriate differentiation • Preparation for any change and the need for clear routines • Relationship developed with parent/carer • Room Arranged to minimise crowding and distraction • Teaching and reviewing of LEARNERS' Code to students • Prompt or pre-correct students to follow expectations • Use of whole school extrinsic reward system • Provision of specific, contingent and brief error corrections for academic and social errors • Metacognitive discussion about why desired behaviours are important 	<p>Adjustments</p> <ul style="list-style-type: none"> • Specific Praise Reinforcement • Group Reinforcement • Differential Reinforcement • Behaviour Contract/ Token Economy • Behaviour Contract/ Token Economy – response cost • Specific Error Correction • Performance Feedback • Planned Ignoring • Time Out/ Removal of privileges • Additional Adult – Group • Additional Adult – 1:1 • Parental Engagement • Visual Timetable • Quiet Area <p>Interventions</p> <ul style="list-style-type: none"> • Peer Mentoring • Positive Play • LEGO Therapy • Nurture • Forest Schools • Social Stories • Board Games • Gardening • Because we're worth it • Relaxation • Box Full of Feelings • Therapy Dog

Behaviour Support Time Line

INITIAL BEHAVIOURS (STEP 1)

- Teacher records incidents on CPOMS under the correct category
- Consider strategies that can be put in place (seating, visual, tag team adults)

SUPPORT PLANS (STEP 2)

- Teacher to discuss with parents and child why they are not meeting the requirements of the band and what we can do to support
- Agree time limits for monitoring and further discussions

REGULAR OFFENDER – Loss of Band (STEP 3)

- Ensure the child knows why they have lost their band
- Loss of privileges attached to the band
- Teacher completes 'Behaviour Assessment Profile'.
- Mrs Alcock contacts parents and meets with parent and teacher to discuss concerns and consider alternative strategies.

ON REPORT- 2 weeks to 16 weeks (STEP 4)

- Teacher completes 'Behaviour Assessment Profile'
- Headteacher/SENCO to write a letter to parents requesting a meeting
- 3 targets agreed for report with reward/sanctions included.
- External agencies approached for support and advice
- Pastoral support program agreed
- Child receives daily feedback, parents receive weekly feedback from class teacher and the report is reviewed
- Consider referrals to other agencies

BEHAVIOUR CONTRACT (STEP 5)

- Clear and specific rules which the child must uphold in order to remain in school.
- Reviewed weekly by Headteacher
- Parents, Behaviour Support and Chair of Champions Board informed if appropriate

INTERNAL SECLUSION- 5 days or more (STEP 6)

- Headteacher letter sent.
- Child secluded in school for a day – no contact with class/classmates
- No access to playground or playground activities

EXCLUSION PROCESS

- Fixed Short Term Exclusion- up to 5 days per term (STEP 7)
- Fixed Long Term Exclusion – up to 45 days per year (STEP 8)
- Permanent Exclusion (STEP 9)