



Inspire. challenge. learn

Pool Hayes Primary School

Behaviour Policy

2021-2022

Policy due for review September 2022

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

- 'This policy complies with section 89 of the Education and Inspections Act 2006
- Behaviour and discipline in schools; Advice for head Teachers and school Staff' January 2016
Department of Education)
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools -
A_guide_for_headteachers_and_School_Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)
- '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>

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Approved by:

Issued: September 2021

To be reviewed: Annually

Introduction

At Pool Hayes Primary 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 Pool Hayes Primary 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

Family 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 school's authority to discipline children

Rules

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.

Pool Hayes Primary School's Golden Rules:

- **Be Safe**
- **Be Ready to Learn**
- **Be Respectful**

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.

After an event such as a bubble closure or wider closure, more time will be spent on the Golden Rules and what they mean when children come back together.

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, Learning Ambassador 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:

We walk around the hall



We line up patiently and safely
(respecting personal space)



We use our manners



We listen to each other and
take turns to speak



We use our indoor voices



We avoid speaking with a
mouthful of food



We avoid sharing our food
(in case of allergies)



We put our hand up to ask for
help or to leave the table



We tidy up after ourselves



Playground Rules:

- We will use kind hands and feet when playing
- We will ask to go to the toilet or get a drink
- We will tidy up after ourselves
- We will stand still at the first bell and then walk to our line at the second bell

Wet Playtime Rules:

We will talk to one another with respect

We will play with wet playtime equipment and tidy up after ourselves

We will ask to go to the toilet and get a drink

We will walk safely around the classroom

School Values:

Our Golden Rules are underpinned by our school values. Our values of perseverance, sharing, listening and resilience permeate all that we do.

These are implicitly taught and explicitly taught through:

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

Rewards

At Pool Hayes Primary 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, LTSs, 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.



Class Dojo

Each class has its own Class Dojo page. Every child starts each day with zero points. Children can earn points for showing positive behaviour. This is a way of positively encouraging children to have a fresh start every day, with a good attitude.



The following page details:


- Behaviours that are regarded as **example behaviours to earn green dojos**
- How staff should respond to golden behaviours

Staff have the additional method of rewarding outstanding behaviour by awarding the children a special dojo worth 5 points: **Diamond Dojo**.

The following page details:

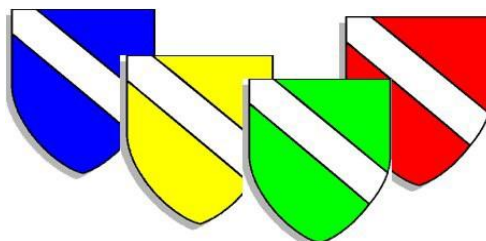
- Behaviours that are regarded as **diamond behaviours**
- How staff should respond to diamond behaviours

 Golden Behaviours	 Golden Responses
<p>This means:</p> <p>Following the Golden Rules</p> <p>Using kind words Using kind actions Holding a door open for someone to pass through Doing my best Trying even when things feel difficult Asking questions to find out more Helping others Following an instruction Asking for an instruction to be repeated Tidying equipment Putting litter in the bin <u>Walking</u> through the corridor Having equipment ready to start a task Completing a task Asking for help if stuck Being honest about what has happened Respecting the personal space of others when lining up Speaking to an adult/friend if feeling upset/angry Answering a question even when it's incorrect Using manners i.e. please, thank you... Showing good listening behaviours at all times Listening to the views of others Taking responsibility for my words and actions Modelling our school values</p>	<p>This means staff will:</p> <p>Ensure that every pupil starts each new day with a clean slate</p> <p>Notice pupils who demonstrate golden 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'</p> <p>Reward golden behaviours with house points (again, ensuring the pupil knows why they are being rewarded and how it relates to the Golden Rules)</p> <p>Use the pupil as a good role model to others, ensuring others see the pupil being praised and rewarded for specific golden behaviour that relates to the Golden Rules</p> <p>Encourage pupils to spot others demonstrating golden behaviour (they can be described as 'Golden Rules Detectives' who nominate others for house points)</p> <p>Pupils who show a consistently positive attitude, who make an effort in their work or produce a particularly good piece of work will be given a Star of the Week certificate in Friday's Celebration Assembly to be applauded by the whole school</p>

Diamond Behaviours	 Diamond Responses
<p>This means:</p> <p>Going above and beyond the Golden Rules</p> <p>Doing something that takes you out of your comfort zone Being a good role model and helping others to make good choices Making a good choice in difficult circumstances Overcoming something that you have found particularly challenging Going above and beyond the Golden rules Consistently 'sparkling' Perseverance – sticking with it!</p>	<p>This means staff will:</p> <p>Staff will notice at least one pupil in their class each day who demonstrates diamond behaviour</p> <p>When noticing a pupil who has gone above and beyond the Golden Rules, staff will provide specific praise, pointing out what it is that identifies the behaviour as being so special i.e. 'Jim, I noticed that you... so a huge well done!'</p> <p>Use the pupil as a good role model for others (ensure they see the pupil noticed, specifically praised and rewarded for demonstrating diamond behaviour).</p> <p>A Diamond Dojo (5 points) will be awarded to each pupil who demonstrates diamond behaviour.</p>

House Points:

To give the children an identity group and a fuller sense of belonging within our school environment, Pool Hayes Primary School have four houses: Salus, Suprema, Lex and Populi. 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, voting for their House Captains, House Captains working with different children in a mentoring role.



Children can earn house points for displaying good behaviour (golden 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 through the school's weekly newsletter and in Friday's Celebration Assembly when the house with the most house points will lift the house cup.

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
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 such as extra playtime in bubbles
House with the most points at the end of the year	Celebrated in Friday's Celebration Assembly and the winning house given reward time, within their bubbles, at the end of the year by the Head Teacher

At the beginning of the year, Y6 House Captains are elected.

House captains reveal the winning class with the most house points during Friday's assembly. During Friday's Celebration Assembly the Y6 House Captains go on to reveal the house point totals of the week, the winning house of the week, the winning house with the highest running total and then the captains of the house with the highest total will lift the house cup. The house cup will be displayed in the main school corridor.

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 could be the use of stickers, a special chair, a special cushion and more.

Star of the Week:

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 certificate and present it to the nominated child in Class Celebration Assembly on Friday and post a photograph on Class Dojo.

Rainbow Writer of the Week:

Teachers will nominate a pupil in their class who has written a particularly good piece of writing. The class teacher will copy the child's work, complete a Rainbow Writer pencil and present it to the nominated child in Class Celebration Assembly on Friday and post a photograph on Class Dojo.

All children awarded with certificates in Celebration Assembly will have their photograph taken and displayed in school. Rainbow Writers will have their photocopied work displayed on the writing wall at school.

Stars of the Week and Rainbow Writers will have their names published in the Family News each week.

SANCTIONS

At Pool Hayes Primary 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.

Classifying Levels of unacceptable behaviour

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

1. **Level One LOW-LEVEL BEHAVIOUR:** misbehaviour which is low level and non-threatening and can be effectively managed within a classroom environment by the class teacher/TA (not requiring SLT intervention)
2. **Level Two: MEDIUM-LEVEL BEHAVIOUR:** a persistence of Low-Level Behaviour, despite Low-Level Behaviour responses, means Medium-Level behaviour requires repositioning/time out, either within the classroom, timeout in a partner class for a short period. This serves to break the cycle of Medium-Level Behaviours. This is non-threatening behaviour which can be effectively managed by the class teacher /TA and colleague in a partner class who is providing a time out space (not requiring SLT intervention)
3. **Level Three HIGH-LEVEL BEHAVIOUR:** a persistence of Medium-Level 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 loss of free time or may lead to SLT involvement, parental

involvement, internal or external exclusion (see page - for a more detailed response to the different levels of High-Level 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:

Low-Level Behaviours	Corresponding Responses
<p>This means:</p> <p>Breaking the Golden Rules in the following way/s:</p> <p>Not following an instruction after being asked for the second time</p> <p>Chatting when not required after being asked to stop for the second time (disturbing the learning of others)</p> <p>Telling lies</p> <p>Use of mild language (not swearing or using abusive language)</p> <p>Deliberately invading the personal space of others on the carpet/table/in the line</p> <p>Avoiding being honest to stay out of trouble</p> <p>Shouting at a friend because you are feeling frustrated</p> <p>Making unkind/spiteful comments</p> <p>Repeatedly swinging on a chair when asked to stop</p> <p>Flicking paper or a rubber to disturb others</p> <p>Running down the corridor when moving from one room to another</p> <p>Commenting out loud without using the hand up rule (disturbing the learning of others)</p> <p>Unnecessary movement around the classroom/being out of place</p> <p>Deliberately avoiding a task</p> <p>Shoving in the line</p>	<p>Before awarding a child a warning dojo you could...</p> <p>'The look'/shake head/shake head to signal 'No' or 'Stop' – non-verbal forms of communicating disapproval</p> <p>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.'</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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.'</p> <p>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)</p> <p>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)</p> <p>**Quiet verbal rule reminder – refer to the Golden Rules displayed in class and make it clear what rule they are not following</p> <p>**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.</p> <p>**Warning of next step - warn them of the next step if they continue to display low-level behaviour 'If you choose to continue with.... then I will give you a warning. That will be your 1st warning'. This gives them a chance to turn their behaviour around before earning a red dojo.</p> <p>**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 golden behaviour' Then award a green dojo.</p> <p>**These responses are non-negotiables</p> <p>If the pupil does not change his/her behaviour and persists in displaying green behaviour then award the pupil a red dojo</p> <p>WE DO NOT INSTANTLY AWARD A RED DOJO FOR LOW-LEVEL BEHAVIOUR WITHOUT A WARNING</p>

Medium-Level Behaviours	Corresponding Responses
<p>This means: Breaking the Golden Rules in the following way/s: A persistence of low level behaviour despite following the suggested responses and being given a warning (a neutral dojo)</p>	<p>Before awarding a red dojo, you could Verbal reminder of the Golden Rule that is being broken 'Fred, despite me moving you to green, you are continuing to' Language of choice in relation to next step – 'If you choose to carry on with this behaviour, I will move you a red dojo. The choice is yours' Point out choices and linked positive/negative consequences eg 'If you choose to continue with... then ... will happen (a red dojo with time out). If you choose to stop ... and make the right choice then ... will happen (you will lose your free time). 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') **Offer a chance to turn the behaviour around 'Eddie, what can we do to get you back to earning green dojos?' (the pupil may suggest what might help or the adult could offer suggestions to help get back on track) 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 (language and tone of voice is assertive and sets the tone that compliance is expected) Use scripts: I Statements - I feel/felt...When...Because...In future/next time I need you to/You need to..... **If low-level behaviour continues, despite the 1st warning and one or more of the above responses then award the pupil a red dojo 'Sammy, because you have continued to/because you are not following our rule about... then you have earned a red dojo. This will result in one or more of the following amber responses: Reposition within the class – Go to a designated 'work station'/area that has been set up in the class as an <u>informal</u> form of <u>time out</u> to take a break/break the cycle of spiralling negative behaviour Pupil is escorted to a partner 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) TA takes the pupil outside the classroom for 5 minutes to talk through the behaviour that has led to them earning a red dojo 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 ... **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 ** If a child is sent for time out, they must be supervised ** These responses are non-negotiables</p>

High-Level Behaviours	Corresponding Responses
<p>This means: Breaking the Golden Rules in the following way/s: A persistence of medium-level behaviour despite a warning and time out</p>	<p>If the pupil continues to show unacceptable levels of behaviour and does not modify their behaviour after following the above steps (a neutral dojo) and earning a red dojo (time out) then use the following script 'Jen, I am awarding you a third red <u>because</u>.... This will lead to a loss of free time.'</p> <p>A third red dojo An award of a third red dojo will result in the pupil earning a loss of free time.</p> <p>Once the pupil is on a 20 minute loss of free time, they either remain there or they can earn back some 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.</p> <p>Once a pupil has served his/her detention at lunchtime, they get to 'wipe the slate clean'. If the pupil earns a third red dojo during the course of the afternoon, they will lose their free time the following day</p> <p>If a pupil has to serve a detention, the pupil's parents/carers 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.</p>
<p>The following red behaviours will warrant an instant red, regardless of where the pupil is on the traffic light system: Answering back Rolling eyes/tutting at an adult Deliberately walking away when being spoken to Repeatedly not following instructions (deliberately ignoring an adult/refusal to follow instructions) Swearing (abusive language) Exiting the room without permission Unsafely climbing upon furniture Unsafely running around the classroom Unsafely running around the school Running off the school grounds, through the gates Racist incident i.e. name calling</p>	<p>Some high-level behaviours will not warrant the pupil being taken through the stages listed above, due to their seriousness, therefore the behaviours listed on the left will bypass this process and will warrant at least a loss of lunchtime free time. The adult response will be 'Tim, because you... I am awarding you a red dojo (this must be verbalised to the pupil with a reason why)</p> <p>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:</p> <p>If a pupil, for example, answers back and is disrespectful but no one has been hurt, they will: Be awarded a red dojo Will initially lose 20 minutes in a loss of free time 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) Once the loss of time is completed, the pupil gets to start again after lunch time Parents/Carers are informed of the behaviour/detention (via Class Dojo or face to face conversation at home time)</p> <p>If a behaviour results in someone getting <u>hurt</u>, the pupil will be awarded a 'hurting others' red dojo immediately (worth 4 red dojos) and receive an instant 30 minute lunchtime detention without an opportunity to reduce the length of their free time loss. Once they have completed their time, they will have a chance to 'wipe the slate clean'. In addition...</p>

<p>Bullying (repeated unkind behaviours) Deliberately throwing objects to hurt</p> <p>Deliberately damaging school property</p> <p>Damaging the work/property of others</p> <p>Stealing</p> <p>Pushing</p> <p>Kicking</p> <p>Hitting</p> <p>Biting</p> <p>Spitting</p> <p>Refusing to serve a consequence (refusing to take responsibility for your words and actions)</p>	<p>If a high behaviour results in someone getting more seriously hurt, they will:</p> <p>Receive a loss of free time for a whole day and</p> <p>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)</p> <p>The pupil will need to be spoken to by a member of the SLT/time out with the Head Teacher or SLT</p> <p>The pupil will be made to consider ways of reparation</p> <p>In some cases, the pupil may receive an internal exclusion (not an official external exclusion) from, for example, play times/lunch times...</p> <p>A member of staff will need to fill out an Incident Report on CPOMS</p> <p>If high-level behaviour results in someone being <u>seriously injured</u>, they will completely by-pass the above system and they will:</p> <p>Be removed immediately by a member of the SLT (to ensure the safety of the pupil and others)</p> <p>The pupil's parents and carers will be phoned with a view to collecting them if it warrants an official off site exclusion</p> <p>The parents/carers of the injured pupil will be phoned (actions shared) and any necessary treatment provided i.e. 1st aid...</p> <p>School staff will fill out an Incident Report on CPOMS</p> <p>School will explore triggers and contexts to the behaviour to reduce the risk of it happening again and fill in a Risk Assessment Plan</p> <p>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)</p> <p>If a pupil is displaying high-level behaviour that puts themselves and others at risk of harm, the adult/s will need to:</p> <p>Call for assistance (Use the class phone. If it happens during PE, select 2 children to go to SLT)</p> <p>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</p> <p>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)</p> <p>If pupil does not calm down, 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)</p> <p>School staff to fill out an Incident Report on CPOMS</p> <p>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)</p> <p>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)</p> <p>The Risk Assessment Plan will provide proactive strategies to minimise the risk and detailed reactive strategies to de-escalate</p> <p>For pupils who regularly display red behaviour, see the section of the policy 'Pastoral Support and SEN Aspects of Behaviour'</p>
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EYFS

In Early Years, our children are learning to be part of a school environment and need a slightly different reward and sanction structure to that of older children.

Children will be praised using green dojos, stickers, smiley faces and language reinforcing the exact behavior that earned the praise.

Children will get certificates for earning the most dojos in a day and for being Star of the Week.

When children exhibit negative behaviour choices, they will be reminded of good behaviour choices and given a chance to show they can make those choices; they will then be praised when they make the correct choice.

For more serious behaviour, a time out will be used. Nursery children will have their behaviour calmly explained to them and given a time out for 2 minutes. This is in place until the end of Autumn Term. After this, time out is extended to 4 minutes.

In Reception, children will receive a time out of 4 minutes for their more serious behaviour choices. This will be in place until Summer half term. For the second half of the term, time out is extended to 5 minutes.

Tracking Behaviour:

All levels of behaviour will be recorded on Class Dojo. Elevated Dojos are to be recorded on CPOMS along with any face-to-face conversations with parents.

Points will be gathered and analysed each month and reported back to all staff. Next steps will be offered

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

It is important that our responses to 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. A four-step apology:

A four-step apology gives children an opportunity to apologise, take responsibility for their behaviour choice, decide how they will resolve it and ask for forgiveness from the person they hurt/upset

Steps	Sentence Prompts
Apology	I am sorry
Take responsibility for choice	That...
Suggestion to resolve issue	I will...
Ask for forgiveness	Will you forgive me?

It is the choice of the child receiving the apology whether it is accepted or not.

Loss of Free Time:

This is a time of reflection where children are engaged in the four-step apology, as detailed above.

Once a child has completed their time, children are able to 'wipe the slate clean'. Each day every child will start with 0 dojos and will have the opportunity to earn more. With lunchtime loss of free time, 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 suspension** is for a specific period of time. A child may be suspended 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 suspension may be extended or converted to a permanent suspension.

Children whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. An suspension 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

Pool Hayes Primary 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.

This may involve support from staff within school or other agencies such as OWL Behaviour Consultancy or bereavement services such as Winston's Wish.

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 Class Dojo. This may become evident through one or more of the following:

- **Accumulative:** Child earns red dojos 7 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 Class Dojo. Any parents not connected will be informed face to face or over the phone.
- **Instant:** Child hurts or injures another child is red behaviour and requires instant communication with Parents/Carers through Class Dojo 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 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 alert of Class Dojo.