



Causeway Green

PRIMARY SCHOOL

Behaviour Policy

Governors Approved: December 2022

Review date: December 2024

A handwritten signature in black ink, appearing to read 'D. Grattan', is written below the review date.

Contents

Visions and Values

Aims

Behaviour Addendum Year 6 2023-2024

Causeway's Rights and Responsibilities'

Legislation and statutory requirements

Safeguarding

Bullying

Roles and responsibilities

Pupil code of conduct

Rewards and sanctions

Good to be Green System

Behaviour management

Power to discipline beyond the school gate

Confiscation and power to search

Pupil Support

SEND

Exclusion and Suspension

Transition

Record Keeping

Training

Monitoring arrangements

Links with other policies

Behaviour Overview

Behaviour Principles Written Statement

Good behaviour is fundamental to success in the classroom; success for both students and teachers.

Children benefit most when adults adopt a consistent and positive approach to the management of their behaviour. By establishing clear boundaries according to the child's level of understanding, children become aware of the settings routines and procedures and know what is expected of them.

Above all, positive relationships with children are the key to positive behaviour.

Our Mission Statement

Developing lifelong skills and aspirations to meet the challenges of the future.

Aims of the School

The school:

- recognises that each child is unique.
- encourages a positive self-image in each child with a love of learning and a desire to always do their best.
- provides opportunities for the child's social, moral, spiritual, intellectual, physical and creative development.
- involves children in developing understanding, co-operation and cultural awareness and instils a sense of justice, respect and fair play.
- works alongside parents and the wider community to develop and extend the concepts, skills, positive attitudes, independence and knowledge necessary for every child's continuing education and their future.

Aims of this Policy

To promote good behaviour, in order to ensure that effective learning can take place and that children are safe and happy.

Clear rules, rewards and consequences are established and shared with staff, pupils and parents. These are displayed and implemented in all classrooms. All staff have a shared responsibility to follow the procedures throughout the school; children are encouraged to take responsibility for their own behaviour.

The emphasis is on positive re-enforcement, praise and rewards for children who follow the rules and work and behave well.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave and encourage pupils to be responsible for their own behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management including adult role-modelling ● Outline our system of rewards and sanctions

Addendum- Year 6 September 2023- July 2024

Due to the current contextual group in Year 6, the behaviour policy has been adapted to reflect the needs of the year group. There is a high percentage of SEN pupils in Year 6 along with a number of pupils with SEMH needs and support from inclusion support. (4 EHCPs, 5 EHCPs in application, SEMH involvement- 7 pupils, 21 pupils with SEND)

This is to support pupils with managing and identifying their own behaviour needs which will then support them in becoming successful learners ready for their transition to secondary school.

The approach adopted is a research-based behaviour management approach which prioritises staff and pupil relationships and wellbeing. The strategies adopted by school are used from Paul Dix- a behaviour specialist, author and education reformer and advisor. This new approach advocates an inclusive approach that is practical, transformative and rippling with respect for staff and learners. An approach in which behavioural expectations and boundaries are exemplified by people, not by rules.

The approach focusses on positive reinforcement to teach learning behaviours whilst identifying and celebrating pupils' individual successes. Pupils will have a learning focus for each session displayed on a positive recognition board with the aim to have their name displayed once they have achieved and consistently demonstrated the taught focus. Staff will prioritise using restorative conversations privately for pupils who may need it in order to refocus their attention on their learning. Pupils will receive positive notes for going above and beyond and will receive praise in lessons. For pupils who may need intervention from staff, the approach focusses on a restore, redraw and repair system where staff mentor and support pupils through scripted conversations and intervention.

- No card system/reward system
- No public sanction, intervene quickly and privately
- Positive recognition board for pupils to work towards the focus for each session
- Shaking pupils' hands/greeting them 8.45am, 10.45am and 1pm (registration, lunch, break)
- Use of positive praise to identify pupils who are going above and beyond
- Use positive notes to encourage
- Resist the urge to adopt- zero tolerance, non-negotiables, red lines etc
- Class adopted 3 rules to follow- respectful, ready and safe
- Use emotion coaching to label and identify emotions

Steps to restorative conversations

1. Reminder- a reminder of the three simple rules- ready, respectful safe, delivered privately where possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2. Caution- a clear, verbal caution, delivered privately wherever possible. Make the student aware of their behaviour and clearly outline the consequence if they continue. Use the phrase 'think carefully about your next step'
3. Last chance- Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use a 30 second script. At this point- the child needs to stay for 2 minutes. It cannot be removed, reduced or substituted.
4. Time out- time out might be a short time outside the room, on a thinking spot at the side of the field/playtime, look at the situation from a different perspective and compose themselves.
5. Repair- this could be a chat at breaktime or a more formal meeting with a member of SLT.

30 second script- intervention

Strip out the negative reinforcement and leave the child feeling that they can take control of their behaviour themselves. It should leave the child thinking about their actions and knowing that someone important believes they are better. When everyone sees that poor behaviour is not rewarded by adult emotion, interventions are quick, efficient and predictable, the classroom becomes a safer and less explosive place to learn. This script can be adapted depending on the context of the situation and the child.

I noticed you are.... (having trouble getting started, struggling to get going, wandering around the classroom, talking to x)

It was the rule about.... That you broke.

You have chosen to.... (behaviour they are doing)

Do you remember last week/lesson/yesterday when you..... (praise good behaviour and positive choices)

That is who I need to see today. Thank you for listening- a moment to reflect.

Scripts to use to tackle disruptive behaviour in restorative conversations:

- You need to.....(speak to me outside the room)
- I need to see you.... (following the agreed routine/lesson focus)
- I expect (to see you doing x, table tidy etc)
- I know you will.....
- Thank you for.....
- I have heard what you said, now you must..... (collect your things calmly and move to x)
- You need to understand that every choice has a consequence. If you choose to do the work that would be fantastic and this will happen.... If you choose not to do the work then this will happen..... I will you to make your decision.
- Do you remember yesterday when you did..... that's the Ben I want to see today., that is the Ben you can be all the time!
- I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe you can be a success.
- What do you think were the poor choices that caught my attention?
- What do you think you could do to avoid this happening next lesson?

Time out/restorative conversations with senior leaders:

Members of SLT may need to intervene during a time out. If a child is not ready to speak, offer a postponement and some support- I can see you're not quite ready. Do you need a minute or two? A restorative conversation will take place using a script:

1. What happened?

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective without judgement. Steer clear of 'and then you decided it would be clever to....' Take care how you present your view, go slowly and step carefully.

2. What were you thinking at the time?

This reflection helps the child to reconsider their actions and replay their thought processes. Their thinking at time may have seemed irrational to you and anyone else looking on. However, it may not be obvious to the child that their initial thoughts might have sent them down the wrong path.

3. What have you thought since?

Many doors are opened through this question that might allow the pupil a change of attitude, a shift in explanation or even the possibility of an apology. Some of their thoughts will have been negative, angry and frustrated. Some will lead the conversation off on a tangent and others will cut to the heart of the problem. You may need to help tease them out.

4. How did this make people feel?

The child may have been unaware of how other people reacted to their behaviour. In the moment of crisis, this might not seem significant but in the aftermath it is important to shine a light on it. They may not have noticed the aftermath- the link with the next question is clear. We want to make sure that the child has the opportunity to consider others. To think about the impact of their behaviour on classmates who were worried by their anger, visitors who were shocked etc.

5. Who has been affected?

Encourage pupils to reflect on themselves and others- teachers, peers- vulnerable students e.g SEN pupils with shouting. The more this question is asked, the easier the children will be able to answer. In time that reflective routine might start

popping into their head during the incident, perhaps even before they act. You are teaching them to use their conscience. At the end of this section, ask the pupil to list the people who have been impacted before considering the next question- that's a lot of people isn't it?

6. How have they been affected?

Pupils don't seem to understand the effect of their behavioural choices. Encourage emotional empathy.

7. What should we do to put things right?

An apology should not be forced or insisted upon, the pupil needs to reach the conclusion themselves and mean the apology. Even if an apology is the obvious 'correct' step, from the adult's perspective, resist the urge to guide the conversation this way. Try not to criticise as they might need support before they get it right.

8. How can we do things differently in the future?

It is likely to think that the child will meet similar situations and frustrations in the coming days. Some prior planning will help them to recognise when their behaviour pattern begins. This doesn't mean that they will immediately be able to change direction, but they will be more aware of their poor choices.

Following a restorative conversation, SLT will complete a tracking document for individual pupils to identify patterns, triggers or specific issues to support next steps/intervention. Members of SLT will liaise with parents if necessary.

Consequences will still be used on an individualised basis depending upon the context of the issues including missing breaks or lunches or 10 minutes out.

Causeway's Rights and Responsibilities

At Causeway, we feel that our Rights and Responsibilities underpin our school ethos. Every child has the right to learn and be safe. In order to fulfil these criteria, we all agree to follow to the Rights and Responsibilities of the school; they are also clearly visible throughout the school.

Our Rights and Responsibilities are supported by the acronym and subsequent values of RESPECT which are exploited across the curriculum but also taught specifically through 'Commando Joe' sessions.

Our behaviour policy and systems reflect these:

| RESPECT value | Rights - I have the right to... | Responsibilities - I have a responsibility to... |
|---------------|---|---|
| Resilience | Take risks and show perseverance | |
| Excellence | aim high, aspire to succeed and receive support to help me reach my goals | work towards reaching my goals and support others in achieving theirs |
| Self-Aware | be safe and protected | protect myself and others |
| Positivity | learn, achieve and be challenged | try my best and encourage others to do the same |
| Empathy | be treated with respect | respect myself and others |
| Teamwork | live and learn in an environment to be proud of | look after our environment and everything in it |
| Communication | be heard | listen to others |

Partnership with Parents

The school values the views of parents and wishes to work collaboratively with parents to support children behaving well both at home and at school. It is important that positive news is regularly shared with parents as well as contacting parents when children have difficulties. Parents are encouraged to come into school to share in the successes of their child and to discuss strategies for supporting their child's behavioural and emotional needs, both in school and at home. Causeway Green operates an open door policy to facilitate multi-agency working.

Statutory Responsibility: Poor Behaviour

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. This includes: online conduct, when taking part in any school organised or school related activity, when travelling to or from school, when wearing school uniform, when in some way other identifiable as a pupil at the school, for misbehaviour that could have repercussions for the orderly running of the school, misbehaviour that poses a threat to another pupil or that could adversely affect the reputation of the school.
- The authority to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers and governing bodies ensure that there is strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules- rights and responsibilities or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. ● Teachers can confiscate pupils' property.

Legislation and statutory requirements

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

- Behaviour in Schools guidance
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Working together to safeguard children guidance ● DfE and ACPO drug advice for schools
- Equality Act 2010 and schools guidance
- Behaviour and discipline in schools

- Searching, screening and confiscation at school
 - Use of reasonable force in schools guidance
 - o Supporting pupils with medical conditions at school o
- Keeping Children Safe in Education (KCSIE) 2022

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy works in conjunction with the Anti-bullying, Physical Intervention, Online Safety and SEND policies.

Section 175 of the Education Act 2002 which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

Safeguarding and promoting the welfare of children

Section 175 of the Education Act 2002 places a duty on local authorities and the governors of maintained schools to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

'Keeping Children Safe in Education' is regularly updated and details statutory guidance, placing a duty on schools to promote the welfare of children which is used in conjunction with the 'Working Together to Safeguard Children' 2018.

Safeguarding children is consequently more than contributing to the protection of individual children and the school is committed to the development of policy and practice that supports children and their families to be safe, healthy, enjoy and achieve, contribute positively and achieve economic wellbeing.

Causeway Green Primary School strives to promote the welfare of our pupils by:

1. Creating and maintaining a safe learning environment
2. Identifying child welfare concerns and taking appropriate action
3. Using the curriculum to enable our children to develop strategies to keep themselves safe
4. To make boundaries of acceptable behaviour clear and to ensure safety.

As a school we consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. A bullying investigation will be conducted by a member of SLT or the Safeguarding Team.

Bullying is, therefore:

- Deliberately hurtful (online, physical, emotional and/or verbal)
- Repeated, often over a period of time o Difficult to defend against

Bullying can include (but not limited to):

| | |
|---------------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |
| Type of bullying | Definition |

Bullying, of any kind will be investigated and sanctioned in accordance with the Anti Bullying Policy. An investigation will take place following allegations. The school will seek to support both those who have been bullied and those who have perpetrated the bullying in order to prevent further incidents and to support the pupil.

If a bullying allegation is raised, relating to actions outside of the school premise or school day, but may impact on the pupil's relationships, mental or physical health or impact on teaching and learning, the school may decide to investigate and sanction in accordance with the school's behaviour policy.

Please see the Safeguarding Policy for further information about Child on Child abuse.

In accordance with the Keeping Children Safe in Education (KCSIE) 2021, the following definitions recognise unacceptable behaviours and will be reported in accordance with the Safeguarding policy and any other relevant agencies. Incidents of this nature, will not be tolerated and will be dealt with in accordance with this policy. In order to support any victims, we will promote a culture and ethos of respect, tolerance,

acceptance and diversity, with the aim to make it easier for pupils to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment means unwanted conduct of a sexual nature — such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Child on child abuse

Child on child abuse can be motivated by perceived differences e.g. race, religion, gender or sexual orientation, disability or other differences. It can result in significant, long-lasting and traumatic isolation, intimidation or violence to the victim. Children or young people who harm others may have additional or complex needs. It should be recognised that child on child abuse is harmful to both the perpetrator and the victim. These behaviours will be challenged by all staff.

Roles and Responsibilities

The governing board

The Full Governing Body is responsible for reviewing and approving the written statement of behaviour principles.

The Full Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Senior Leadership Team

The Deputy headteacher is responsible for reviewing this behaviour policy in conjunction with the Full Governing Body giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

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

Staff

Staff are responsible for:

- o Implementing the behaviour policy consistently
- o Modelling positive behaviour
- o Providing a personalised approach to the specific behavioural needs of particular pupils
- o Recording behaviour incidents
- o Contacting appropriate external agencies e.g. Inclusion Support, PEEP

Parents

Parents are expected to:

- o Support their child in adhering to the pupil code of conduct
- o Inform the school of any changes in circumstances that may affect their child's behaviour
- o Discuss any behavioural concerns with the class teacher promptly

Pupil code of conduct

Pupils are expected follow the school's Rights and Responsibilities. This is shared with all pupils at the start of each academic year and sporadically throughout, as well as being referred to when taking part in discussions relating to behaviour choices.

We expect all pupils to:

- o Show respect to members of staff and each other
- o In class, make it possible for all pupils to learn and achieve
- o Move quietly around the school
- o Treat the school buildings and school property with respect
- o Wear the correct uniform at all times
- o Accept sanctions when given
- o Refrain from behaving in a way that brings the school into disrepute, including when outside school

Rewards and sanctions

The purpose of positive recognition is to:

- encourage children to make the right choices
- create a positive classroom environment

Children at Causeway Green Primary School receive positive praise in recognition of their good behaviour.

2.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise (verbal)
- Certificates / Praisepadz- awarded (for a variety of reasons) weekly and termly and are chosen by the class teacher or lunchtime supervisor (lunchtimes). Parents are invited to attend these assemblies which are led by senior leadership.
- Letters, postcards or phone calls home to parents
- Gem Cards handed out for the values of RESPECT
- Good to Be Green (GTBG) Time
- Body language e.g. thumbs up or high five
- Stickers or small prizes
- Whole class or group rewards, such as Golden Time/a popular activity • House points

All children in Key Stage 1 and 2 are in Houses —Oak, Elm, Ash, Beech. They are led by House captains, elected by fellow Year 6 pupils.

House Points may be awarded for good work and behaviour.

At the end of each week the totals for each House in each class are displayed on the celebration board. These are collected and announced in Whole School assembly.

As a school we have a range of options and rewards in place, to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

The Good to be Green (GTBG) System

Good to be Green Time

At the end of each week (Thursday to Thursday), all behaviours will be tracked and all pupils who have remained Green for that week will take part in the weekly Good to be Green Time on a Thursday afternoon. During this time, the children involved will be able to choose an activity offered in their year group. For those who have not remained on Green will use this time to reflect on the previous week with an adult.

1. All children's names start on the green every morning.
2. The child may be awarded a Gem Card for one of the RESPECT values. Types of positive behaviours may include:

Ready to learn

- ✓ Listening well
- ✓ Following instructions first time
- ✓ Helping others
- ✓ Good behaviour for learning
- ✓ Perseverance, demonstrating a growth mindset
- Demonstrating Respect Good manners

Sanctions procedures:

When sanctions are applied, children should be helped to understand why and what they have done is not acceptable. Staff will express displeasure with the action and never the child.

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Every child has the right to learn and no child has the right to disrupt the learning of others.

The purpose of a sanction is to:

- Encourage children to make the right choices and follow the school rights and responsibilities ● Help children learn that consequences follow actions
- Deter children from misbehaving
- Deter other children from misbehaving
- Minimise disruption to others for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied
- Provide the children with a calm, environment to reflect, via removal from a class or group ● Confiscate something inappropriate for school
- Create a fresh start
- Allow the children time to reflect on if they've made the right choices
- Encourage the pupil to reflect on what they could do differently next time

These can include:

- A verbal warning, yellow card, red card
- Repeating unsatisfactory work so that it meets the required standard
- The setting of written or reflective tasks
- Loss of privileges — for instance the loss of a prized responsibility or not being able to participate in an activity
- Missing break time
- Reflection including during lunch-time and during the school day
- Missing a special event and in rare circumstances, a trip if safety cannot be ensured
- Regular reporting; scheduled uniform and other behaviour checks or being placed "on report" for behaviour monitoring with a behaviour tracker
- In more extreme cases schools may use suspension or exclusion

When poor behaviour is identified, sanctions will be implemented consistently and fairly in line with the behaviour policy. At Causeway, we have a range of disciplinary measures clearly communicated to school staff, pupils and parents. De-escalation techniques may be used to help prevent further behaviour issues arising and recurring in order to restore calm. Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred e.g. a bereavement, if they have been subject to bullying or is experiencing significant challenges at home.

Serious incidents need to be treated on an individual basis and the circumstances investigated. Professional judgement is required regarding which step best reflect the most suitable sanction given the behaviour displayed. Depending on the nature of the offence this may include an internal, fixed-term or permanent exclusion. However, as a general rule for minor misdemeanours, the following sequence should be adhered to:

The Look -A non-verbal signal to be given as a reminder for positive behaviour

A verbal warning will be given and displayed

- o Staff will quietly point out the unacceptable behaviour and try to encourage the pupil to make the correct choice
- o Polite requests, warning, repositioning, separating, ignoring, encouragement to refocus, positive praise to others

If unacceptable behaviour continues:

A yellow card will be given and displayed

- ° The child may be moved to a designated area within a classroom
- ° They will have 5-10 minutes to reflect, calm down etc without disturbing others
- ° They will complete the yellow card reflection form

If unacceptable behaviour continues:

A Red card will be given and displayed

- The child will be asked to reflect on their behaviour in a different classroom and complete their red card form
- They will have 5-10 minutes to reflect, calm down etc without disturbing others
- A red card sticker will be placed in the child's planner to inform the parent
- Dependant on the behaviour displayed some behaviours will warrant moving to a straight red card and by-passing the warning/ yellow card format.

If unacceptable behaviour continues:

Blue Sky - This is an opportunity for children to calm down and regain control over their behaviour in a low-stimulus area. A pupil should remain in this area for 30-45 minutes. No staff attention should be given until the pupil has calmed down and is ready to talk. A member of staff must then carry out a Behaviour Recovery conversation. This is an opportunity to discuss the behaviour with the pupil and assess their readiness to return to the classroom. Parents will be informed about the blue sky via an email and a letter which outlines the reasons for the Blue Sky.

If unacceptable behaviour continues after receiving a Blue Sky

Red Sky - If a pupil continues to be non-compliant, they will be excluded internally for a short period of time. The pupil will then be supervised by one of the Senior Leadership Team for half the day or a full day. In this case pupils will be asked to complete academic work. Their own class teacher will prepare work packs for the pupils or the child will be invited to join in with learning remotely. Adult attention should only be given to the pupil to reinforce wanted behaviour.

Pupils may miss all or part of their playtime or lunchtime. This will either form part of the Blue/Red Sky sanction or due to a serious of behaviour incidents during the course of a week e.g. 3 or more cards issued.

| Inappropriate behaviours (examples but not limited to) | |
|---|---|
| <ul style="list-style-type: none"> Fidgeting constantly Not paying attention Not completing work Calling out Out of seat Wandering around Interrupting other pupils Interrupting teacher/pupil when teaching and learning Ignoring minor instructions to whole class or individual | <ul style="list-style-type: none"> Silly noises Pushing in line Swearing- but not at a staff |

Please see the Behaviour Overview page 20

Types of behaviour for Red Card:

- o Any behaviour that has been described above- the pupil has been spoken to and has not modified his/her behaviour
- o Continued refusal to follow instructions
- o Deliberately throwing something on the floor
- o Minor challenge to authority
- o Disrupting other children

Reflection

At Causeway, our behaviour policy allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as reflection. They may be asked to work in a different room, where they are placed away from other children, they are under the care of a member of SLT or the Safeguarding team. As part of the reflection time, the pupil is asked to reflect and discuss the incident/actions with a member of SLT or the Safeguarding team, this may lead to further investigation about the event(s).

The member of SLT will decide how long a pupil should be kept in reflection, and for the staff member in charge to determine what pupils may and may not do during the time they are there. This will be dependent on whether the pupil is placed into 'Red Sky' or 'Blue Sky'; Blue Sky is the temporary measure for a short period of reflection and Red Sky is a longer period of time.

Pupils are permitted time to eat, drink and use the toilet. They are also provided with an opportunity for a 'movement break'.

Types of behaviour for red sky:

Examples but not limited to:

- Any behaviour that has been described above- the pupil has been spoken to and has not modified his/her behaviour
- Swearing deliberately at any child
- Deliberately throwing small objects with the intention of breaking them

- Damaging school property or another pupil's property
- Leaving class without permission
- Challenging authority
- Physical, Mental, Verbal or Sexual abuse (peers or staff) ●Bullying
- Continued refusal to follow instructions

Informing parents

Parents are informed when their child receives 3 or more yellow or red cards, they are sent a letter.

Teachers and/or teaching staff, will notify a parent or carer at the end of the day, or at an appropriate point (this may be via the school planner) about a Red Card which has been issued that day.

Parents will receive a letter to inform them if their child has been on Blue or Red Sky from a member of the senior leadership team. This will outline the reasons for the sanction.

Power to discipline beyond the school gate

The school has the power to discipline beyond the school gates in response to all non-criminal bad behaviour and bullying which occurs off the school premises and is witnessed by a member of staff or reported to the school (this includes online behaviour).

Disciplinary actions include the right to use sanctions (as outlined in the policy), including the suspension and exclusion of pupils.

If the behaviour is criminal or poses a serious threat to a member of the public, the police will be informed.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy for procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Behaviour management

Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct- change to rights and responsibilities signed by each pupil or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - o Greeting pupils in the morning/at the start of lessons
 - o Establishing clear routines
 - o Communicating expectations of behaviour in ways other than verbally
 - o Highlighting and promoting good behaviour
 - o Concluding the day positively and starting the next day afresh
 - o Having a plan for dealing with low-level disruption
 - o Using positive reinforcement

Physical Intervention

In some circumstances, staff may use physical intervention when pupils are at risk of hurting themselves or others.

- Causing disorder o Hurting themselves or others o Damaging property

Incidents of physical intervention must:

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

Please see Physical Intervention Policy

Confiscation

Searching and screening pupils is conducted in line with the DfE's latest guidance. The police may be informed and the confiscated item will be handed to them in this circumstance.

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The general power to discipline (as described in the bullets under the heading ^UDiscipline in Schools — Teachers' Powers" on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and
- 2) Power to search without consent for "prohibited items".

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. School cannot be responsible for these items if they become lost or damaged. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. It may also be appropriate to dispose of the confiscated items, provided it is reasonable.

Controlled drugs, weapons and stolen items will be collected by the police. Pornographic images will be disposed of unless it is extreme or an indecent image of a child. In which case it will be reported to the police. Staff should never intentionally view the image, and must never copy, print, share, store or save such images. Alcohol, tobacco, cigarette papers, vapes and fireworks will be disposed of.

School staff can search a pupil (and belongings) for any item, if the pupil agrees (the ability to give consent may be influenced by the child's age and other factors). There must be more than one member of staff present and SLT/ Safeguarding Team must be informed.

Headteacher and staff authorised (DHT/AHT and Safeguarding Team) have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Parents should always be informed of any search for a prohibited item and the outcome of the search as soon as it is practicable. This includes the extent of the search.

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear.

The member of staffs power to search outlined above does not enable them to conduct a strip search. In the very unlikely circumstances where a strip search would be necessary there is a specific process which must be followed. See section 38-43 of Behaviour in Schools, July 2022.

The law states that the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- If the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.
- If a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept. This should also be recorded in the school's safeguarding reporting system. This will allow the DSL to identify possible risks and initiate a safeguarding response if required.

Prohibited items:

- knives and weapons ● alcohol ● illegal drugs ● stolen items ● tobacco and cigarette papers ● vapes ● matches or lighters ● adult only glue ● fireworks ● pornographic images ● any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Banned items- for example:

- mobile phones which have not been handed into the office during the school day

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners, PPE and/or others, to identify or support specific needs.

Mentoring and Support Facilities

At Causeway, we have a mentoring and support reflection room, whereby children can work separately, calmly and reflectively. This space enables them to work independently but also with a trained member of staff. The room may be used as part of a multi-agency support programme, such as mentoring or bespoke personal / mental health needs. Group sessions will also be organised, these may include mentoring, transitional support, SEN support, Sulp and many more. The room may also be used when a child has received a red/blue sky, they will be asked to calm and reflect on their behavioural choices and actions.

Mentoring and support groups/ sessions assess social and emotional needs and give the necessary help to remove the barriers to learning. There is great emphasis on language development and communication.

Pupils with Special Educational or additional needs

We promote consistently high standards of behaviour and aim to provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. We recognise that for a small number of children, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents which is reviewed at specified intervals. The SENDco and the DHT works closely with all staff and learning mentors to identify for early intervention and support.

Areas for consideration:

1. Lunch and breaktime behaviour
2. Classroom behaviour
3. Self-esteem / Self-image (overtly positive or negative)
4. Emotional/social/family/nurture
5. Food issues
6. Anger
7. Diagnosed for specific conditions e.g. ASD/ADHD/ODD etc
8. Adverse Childhood Experiences (ACES)
9. SC-NCO
10. Mental Health

The support of outside agencies will also be sought where appropriate, in particular the behaviour support service or educational psychologist.

Causeway Green Primary School will not treat disabled pupils less favourably and will make reasonable adjustments to ensure that they are not disadvantaged compared with their peers.

Schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. Under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND and if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

Some behaviour thinking and record sheets contain Makaton signs and symbols to assist those children who require communication in a different format.

Severe behaviour incidents and exclusion

In cases of extreme behaviour, including violence, vandalism, theft, bullying, racism, sexually inappropriate behaviour or defiance or serious breach of the school rules or behaviour policy, an internal exclusion is given or a suspension.

When an Internal \exclusion is given

- Either a half day or full day working alone without causing disturbance
- Pupils will have break or lunchtime privileges withdrawn
- Behaviour log will be completed by member of SLT
- Parents informed of internal exclusion and a letter is sent home ● Incident is recorded on SIMS
- If child keeps reoffending consider preventative action

When a suspension is given

- Child escorted to SLT
- Full investigation of the behaviour takes place by a member of SLT ● Parents and if relevant the Social Worker should be immediately contacted by Headteacher, informed of suspension and asked to collect the child immediately ● Parents to receive notification and advice by letter.
- The school should also inform the Chair of Governors and Sandwell MBC Officer of exclusion without delay regardless of the length
- Work to be provided by school while child is at home
- Safe and well phone calls made by attendance officer
- Incident is reported on Exclusions and Suspensions spreadsheet (SLT) ● Incident is recorded on SIMS
- Upon return to school, a re-integration meeting takes place to discuss interventions and strategies to prevent another suspension

In exceptional circumstances, a permanent exclusion may be considered for a 'one off' offence or continued inappropriate behaviour. These may include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug ° Carrying an offensive weapon
- Serious deliberate damage to school property
- Continued disruptive or bullying behaviour
- Risk of harm to the education or welfare of the pupils or others in the school

Permanent exclusion

Exclusion is an extreme sanction and is only administered by the Headteacher or Deputy Headteacher acting as the Headteacher in their absence.

- The school will inform Parents without delay. In addition, if the child has a Social Worker they would also be informed at this time. Parent should also be offered the opportunity to meet with the Headteacher
- Any letters should also be sent to the Social Worker if applicable.
- The school would also inform the Chair and Sandwell MBC Officer of exclusion without delay
- A panel of governors will be appointed and meet to consider all representations and reports, within 15 days of the exclusion. Parents are invited to attend and they may be accompanied by someone they choose to support them
- The panel will either reinstate or uphold the exclusion
- Parents will be notified of their rights to appeal to an Independent Appeals Panel, convened by Sandwell MBC
- If appeal is unsuccessful, the child will be removed from the school roll
- Headteacher may rescind/withdraw an exclusion that has not been reviewed by the governing body. If this occurs the Sandwell MBC Officer of exclusion, Governing Body, parents/carers and Social Worker (if applicable) should be notified
- The Headteacher will report exclusions to the Governing Body at least once a term

Preventative action

Prior to exclusion for a regular offender the following will be explored in order to prevent exclusion or continued persistent disruptive behaviour

- Parents informed by letter that child's behaviour is causing serious concern
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child
- Daily feedback to child through a tracker, weekly feedback to parents- Clear/realistic targets for behaviour agreed
- Discussion with Phase Leader / Head/SENCO/Learning Mentor: consider the need for EHCP
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc. ● Pastoral referral —specific provision planned for the identified need
- Access to extra-curricular / enrichment activities dependant on progress
- Behaviour Promise — create a contract with clear rewards/consequences identified for success/failure (including possible exclusion)
- No access to playground, extra-curricular or enrichment activity
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc
- Teacher/Learning mentor complete a Behaviour Assessment Profile (behaviour support)
- Involvement and advice to be followed from all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider CAF
- PSP Meeting with parents/child — reduced time table
- PSP to last a minimum of two weeks/a maximum of 16 weeks, and reviewed weekly
- Chair of Governors is kept informed
- SEMH support
- Lunchtime and breaktime support
- If the child has an EHCP an Emergency review will be called
- Consider PPE
- Consider placement at Pupil Referral Unit or Alternative Provision

18

Pupil transition

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of continuing professional development. Key staff are also trained regularly on the proper use of restraint.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Full Governing Body bi-annually. At each review, the policy will be approved by the headteacher.

The Headteacher will share the Behaviour policy with the staff, pupils and parents at least once a year, as well as publishing it on the school website.

Record Keeping

The class teacher should maintain a class/individual pupil record to monitor behaviour tracking. If any child is being sent to red card (reflection time) on a regular basis then it is the class teacher's responsibility to discuss these issues with their parents, either after school or at a mutually convenient time that has been arranged. When meeting with parents, positive news should always be shared and strategies should be suggested to support good behaviour.

At this point, the class teacher should begin to maintain individual behaviour records for that child. If the child is taught by another teacher or works with teaching assistants in small group interventions, they should also maintain individual records for the child, at the request of the class teacher.


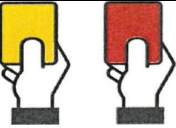

If behaviour still does not improve the class teacher should seek the advice of the Deputy Headteacher.

Both positive and negative behaviours are recorded weekly, this is shared with the DHT (and in turn the Headteacher), Gem Cards, red and yellow cards are all tracked and recorded weekly. All behaviours are monitored at the end of each half term and the analysis shared with staff to look at ways to improve regularly occurring incidents.

Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding Policy
- Anti-Bullying Policy
- Sandwell Exclusion Policy and Procedures ● Physical Intervention Policy
- SEND Policy

| | |
|---|--|
| <p align="center"><u>Causeway Green Behaviour Overview</u></p> <p>We start each day with a Green card - a fresh start. If a child remains on Green all week (Thursday to Thursday) they will take part in Good to be Green Time on that Thursday afternoon.</p> | |
| | <p align="center">Step 1: A warning look and verbal warning</p> <p>A verbal warning- the member of staff approaches the pupil and explains which behaviour is not acceptable and why.</p> |
| | <p align="center">Step 2: Warning = YELLOW CARD</p> <p></p> <p>Behaviour sheet to be completed and a <u>sticker to be added to pupil's planner (to notify parents)</u>.</p> <p>Pupil will be provided with yellow reflection form, following a 'reflection opportunity'.</p> |
| <p></p> | <p align="center">Step 3: Two yellow cards= RED CARD</p> <p>A second yellow card issued, this is then recorded as a red card. A <u>sticker to be added to pupil's planner (to notify parents)</u>.</p> <p>Pupil must be separated to complete the red reflection form.</p> |
| | <p></p> <p align="center">Straight RED CARD</p> <p>Be escorted by a member of staff to the AHT or Phase Leader. A <u>sticker to be added to pupil's planner (to notify parents)</u>.</p> <p>Pupil must be separated to complete the red reflection form.</p> |
| <p align="center"><u>Escalated behaviour</u></p> <p>Pupil must be escorted by a member of staff directly to the DHT or Headteacher where they will listen to the events and seek feedback from other the pupil and member of staff. An appropriate level of sanction will be applied. A <u>letter or a telephone call</u> will be arranged in order to notify parents.</p> <p>'Calm and quiet time' may be facilitated before any discussions take place.</p> | |
| <p align="center"><u>Blue Sky</u></p> <p>This is where a behaviour is dealt with by the Headteacher, the Deputy or the Assistant Headteacher and the pupil will continue their reflection time away from their own class (a max of 30 minutes).</p> <p>The pupil must complete a blue sky sheet to reflect on their behavioural choices and how they could make changes in order to have a more positive outcome in the future.</p> | |
| <p align="center"><u>Red Sky</u></p> <p>This is where a behaviour is dealt with by the Headteacher, the Deputy or the Assistant Headteacher and the pupil will continue their reflection time away from their own class.</p> <p>Red sky is the <u>internal exclusion stage</u>, whereby pupils are placed into another classroom or work area.</p> <p>This decision will only be made by a member of SLT.</p> | |