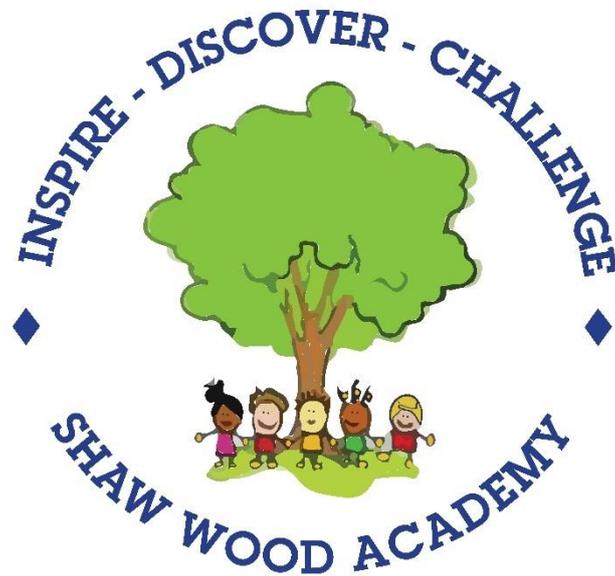


Shaw Wood Academy



Behaviour and Reward Policy 2023

Date Prepared : September 2023	Prepared By : LT	Reviewed Date : September 2024
Approved By Governors :	Signed By Chair :	Dated By Chair :

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy.

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1. Introduction

It is the aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for each other. The school's behaviour policy is therefore designed to develop and support the way in which all members of the school can live and work together. It aims to promote an environment where everyone feels happy, safe and secure.

We treat all children fairly, investigate incidents and apply this behaviour policy in a consistent way, taking into account the needs and maturity of the children. This policy aims to help children grow in a safe and secure environment and become positive, responsible and increasingly independent members of the school community.

The basic premise of this behaviour policy is that staff should be able to teach and do their jobs and children should be able to learn. Disruptive behaviour is not acceptable. Respect is critical and modelling required behaviour and standards is an expectation of all adults who work or volunteer in school.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues or other needs/ vulnerabilities. These will be addressed via an individualised graduated response.

To reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and well-being are promoted through the whole school Thrive approach.

2. Aims:

- To implement a consistent and positive approach to whole school behaviour, supported and followed by the whole school community, parents, staff, children and governors, where children are rewarded for positive behaviour and encouraged to take responsibility for their own actions.
- To ensure staff always project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- Through both the school curriculum and coincidentally as situations arise, teach positive values and attitudes as well as knowledge and skills whilst having the highest standard of pupil expectation in all aspects of school life.
- To ensure equality and fair treatment for all.
- That children learn to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To consistently and fairly implement reward and sanctions systems, treating problems when they occur in a caring and sympathetic manner focusing firmly on achieving an improvement in behaviour.

- To work effectively with parents and the wider community to promote children’s education and maintain the highest standards of behaviour.
- Promptly use CPOMS to ensure that all necessary staff are informed of significant issues and updates that may arise.

3. Legislation and statutory requirements

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

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) Behaviour in schools Advice for Headteachers and School Staff
- DfE (2023) ‘Keeping children safe in education 2023’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2013) ‘Use of reasonable force’
- DfE (2022) ‘Searching, screening and confiscation’

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Positive Handling Policy
- Smoke-Free Policy
- Substance Misuse – Drug/Alcohol Policy
- Anti-Bullying Policy
- Attendance policy
- *Children Missing in Education Policy*
- E-Safety Policy

- Staff Code of Conduct
- Low Level Concern Policy

4. Roles and responsibilities

The governing body has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The SENCO/Deputy Headteacher is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Supporting and line managing the Health and Wellbeing Mentor

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

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

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

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

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

5. Definitions

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

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation

- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork/ poor attention and listening
- Rudeness/ answering back
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

6. Behaviour Code of Conduct

Our behaviour code is based on consistent rewards and sanctions, the ‘4Cs’ – be **Calm**, **Courteous**, **Considerate** and **Courageous**. Examples of each are given below.

- **Calm**
 - Walk quietly and sensibly, to the left side of the corridor, in and around school.
 - Always be ready to learn.
- **Courteous**
 - Be polite and friendly to visitors, adults and other children.
 - Always use good manners when speaking to grown-ups and other children.
- **Considerate**
 - Respect others and their property (no name calling or hurting others).
 - Always listen carefully.
 - Be honest and truthful.
- **Courageous**

- Don't stand by and watch someone else being hurt – tell someone
- Try new things in your work – it's okay to make mistakes, we learn from them

Our Listening Code (Zero noise)

When an adult claps twice and shows their hand, I:

Stop what I am doing

Empty hands/show me ten (both hands in the air)

Look at the adult

Keep quiet and still

Listen to instructions

Our Line up and Moving Code

When I am asked to line up I:

Walk to the end of the line

Leave a person space

Keep my hands and my feet to myself

Keep quiet and still

Listen to instructions

Face forward

Walk through school quietly, on the left side of the corridor

All adults in school should consistently be role models to the children and encourage and follow the code of conduct at all times.

7. Praise and Rewards

General

- Above all, praise and encouragement in and out of lessons should be used as much as possible.
- Favourable comments can and should be entered on pieces of work and stickers will be put in books, (see Marking Policy).
- Recognition will be given for success in assemblies.
- Children's work will be displayed and celebrated as much as possible in school
- Well behaved children will be given greater responsibility in school, e.g. Playground Leaders, Buddies, Monitors, School Council etc.
- Positive phone calls home, postcards, notes to celebrate children

Whole School Reward Systems

Class Dojo Reward System



School use the Class Dojo reward system to encourage positive behaviour in school. Children can earn Dojo points by demonstrating the positive behaviours as outlined in the

code of conduct above (4Cs). There are also incentives for the children to earn as many points as possible over the year, with certificates awarded as the children reach milestones.

Bronze- 50 points

Silver- 100 points

Gold- 150 points

Platinum- 200 points

Parents can access the details of their child's Dojo account through the Class Dojo website www.classdojo.com or the Class Dojo app for their mobile phone or tablet. Once parents are signed up, they are able to monitor the points that have been earned each day. As children reach their Dojo milestones they can earn rewards to spend in our Dojo reward shop.

- At the weekly assembly, one child from each class will also be presented with a 'star of the week' certificate, chosen by their class teacher, for doing something exceptional during the week. Their leaf and comment will be placed on the star tree, for everybody in school to see.
- If a child does something exceptional in school a post card of celebration will be sent home by the class teacher or head. The child will also get their photo on one of the stars in the school corridor.
- At the end of each term, children will have the opportunity to earn a 'Good to be Green' certificate. To earn this, they need to have had **no more than 2 amber dots per half term**.

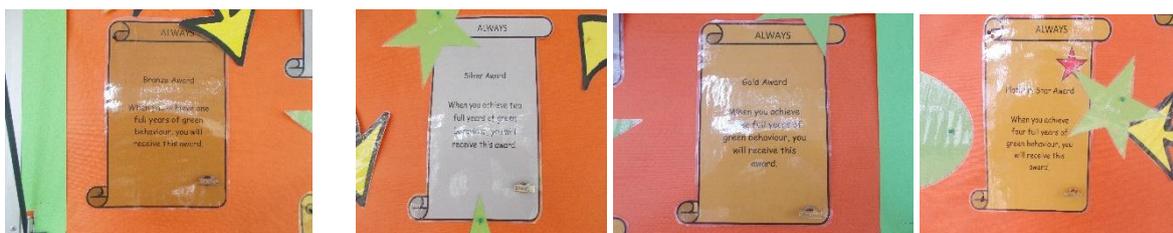
Purple Star



Above the traffic light board, every classroom has a purple star. If a child has been consistently good and shows outstanding commitment to their learning within the class, their photo can be placed on the purple star. It can remain there for the full half term, as long as they continue to show excellent behaviour. A teacher will pick a maximum for 2 children for this reward per half term.

As an additional reward they will be invited to a half-termly tea party. The children will be provided with a buffet lunch. Teachers and parents will be invited, and each child will be presented with a special purple certificate.

Always Badges



Children have the opportunity to earn an Always Badge at the end of each academic year. To receive a badge, the children need to have received a Gold certificate and over 96% attendance through the year. This will be tracked through their time at Shaw Wood, and if they continue, will get a more prestigious badge. This starts at the beginning of key stage 1.

1. Bronze
2. Silver
3. Gold
4. Platinum (Red star)
5. Always Trophy (Y5 and 6)

8.Thrive



Shaw Wood is a Thrive school. This is a specific way of working with all children that supports healthy social and emotional development. The Thrive Approach is used to support staff on how to be and what to do, in response to young people's differing and sometimes challenging behaviour, providing targeted strategies and activities to help them re-engage with life and learning.

Thrive threads through everything we do in school and is embedded into daily classroom practise. As part of our school ethos Thrive promotes positive behaviour and is interlinked with our behaviour policy. All children are screened and their particular level of need is identified by class teachers and the pastoral team.

The children's needs are met through various interventions and activities in school

THRIVE in practice

Level 1: carried out in the classroom through strategies that will benefit all children in the class but in particular the child who requires THRIVE. Strategies can be built into daily rules and routines, tutor time and when supporting the child with learning.

Level 2: will consist of group interventions led by teachers/TAs. Groups will be made up of children who have the same 'interruption'.

Level 3: will consist of small group sessions, (or individually if this is deemed to be in the best interests of the child) with a member of the pastoral team.

9. Classroom Behaviour Systems

Our school uses a traffic light system to monitor and record behaviour within the classroom. Each classroom has a traffic light board (see image). At the beginning of every session, all children start on green.



Staff follow the steps below if a child is showing **low level unacceptable behaviour**. All amber and red classroom behaviour incidents are recorded in behaviour trackers which are kept in the classrooms.

Step	Behaviour and action	Consequence
1	Verbal warning given child's photo placed on amber backwards (white side) If a child improves their behaviour, then the photo is moved back onto green.	None- not recorded on achievement card.
2	If the child continues to make the wrong choices the photo is turned around (photo front facing).	Recorded as amber on achievement card and on class behaviour tracker (see appendix 4)
3	The child continues to make the wrong choices demonstrating poor behaviour. Photo moved to red.	A child will be recorded as red on their achievement card, the member of staff in the classroom will record the incident on the class behaviour tracker and the child will miss 15 minutes playtime. If a child achieves another red on their card, within the week, the teacher will contact the parent. Red behaviour is always recorded on CPOMS. A reflection sheet will be completed with an adult during the missed play time. (See appendix 5). The sheets will be returned to class teachers to keep.
4	The behaviours continue or become more serious. The child is sent out of class, with the appropriate work, to the other year group teacher. If they continue into the new class then a member of SLT or Pastoral team will be called for.	A child will be recorded as black on their achievement card, the member of staff in the classroom will record the incident in the class behaviour tracker and the child will miss 30 minutes playtime. The child will meet with Mrs Tame (Health and Wellbeing Mentor) and be given a blue stage 1 behaviour card. Parents and the headteacher

NB some children may have an additional need and so a set room to go to as determined by the Health and Wellbeing Mentor or SLT.

will be notified straight away. Restorative practise work on relations with staff/ children involved.

Black choices are recorded on CPOMS.

A reflection sheet will be completed with an adult during the missed play time or inclusion (see appendix 5). The sheets will be returned to class teachers to keep.

Each child will be given an achievement card on the first day of the term. It is a teacher's responsibility to check that the achievement cards are filled in correctly, these must not be kept on display for others to see

Date	Monday	Tuesday	Wednesday	Thursday	Friday
04.09.23	●	●	●	●	●
11.09.23	●	●	●	●	●
18.09.23	●	●	●	●	●
25.9.23	●	●	●	●	●

The children work towards an end of term fun day. Children who behave consistently well enjoy the whole of fun day and are able to make choices about which sessions they attend. This is planned by the adults and all activities involve adult interaction with the children.

The end of term fun day is split into 3 separate sessions. Each teacher plans and coordinates a fun activity and adults are directly involved in each session.

Missed fun sessions

Where a child has not behaved consistently well the following will apply:

- 6 amber dots misses 1 session
- 2 red dots misses 1 session
- 1 black dot misses 1 session
- A yellow playground card 1 session
- **It is possible for a child to redeem a lost session by demonstrating 2 consecutive weeks of exemplary behaviour (on green).**

At the end of each term, children will have the opportunity to earn a good to be green certificate. To earn this, they need to have had **no more than 2 amber dots per half term.**

- End of Autumn- Bronze certificate
- End of Spring- Silver certificate

- End of Summer- Gold certificate

School trips and representing the school

Consistently poor behaviour can result in a child missing school trips or representing the school. Each case will be reviewed on an individual basis and decisions will be made by SLT, following meetings with class teachers and the pastoral team.

10. Playtime and Lunchtime Behaviour

If children misbehave at playtimes and lunchtimes they will be given a verbal warning first, if they continue they will be given an amber and sent into the behaviour room for 15 minutes- additional time will need to be made up during the following break or lunchtime. If they demonstrate '**serious unacceptable behaviour**' a child can be given an instant red card. They will be sent into the school behaviour room and have to miss 30 minutes.

If a child gets **3 amber cards** at breaktime within 5 school days, they will be placed on a yellow playground card and tracked by staff. They will be asked to stay in the quiet playground. This also means they will miss one fun day session at the end of term.

If a child has **2 red cards** within a week they will be placed on a yellow playground sanction and will miss a fun session.

See appendix 2 for red and amber cards.

During morning break, children's names are recorded in a behaviour book, this is tracked by the Health and Wellbeing Mentor (MT). During lunchtime, midday supervisors will record incidents on amber and red cards, these are distributed to class teachers directly to ensure the children have the appropriate consequence.

11. Prevention strategies and sanctions for serious unacceptable behaviour

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow staff to understand their pupils and create a strong foundation from which behavioural change can take place.

Reflection sheets will be completed with children once they are ready to think and talk about their behaviours.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a child's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the child and creating an outcome goal.
- Identifying any points of agreement to build a rapport.

- Offering the child a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.
- Following any guidance on the child’s behaviour support plan.

12. Behaviour support plans (see appendix 1)

- If a child is demonstrating consistently serious unacceptable behaviour, the class teacher will work collaboratively with the Health and Wellbeing Mentor (MT), SENCo (LT), parents and the child to create a Behaviour Support Plan.
- The plan outlines the child’s:
 - Motivators
 - Triggers
 - Flash points/ high risk situations
 - De-escalation strategies
 - 5 point scale
- This is shared with all staff who have contact with the child and is updated regularly, dependent upon need (minimum annually).

13. Physical Intervention

Some members of staff are trained in Team Teach methods. All staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to a quiet, calm space and the pupil’s parent and the headteacher will be contacted. Each time physical restraint is used, the incident needs to be recorded in the bound and numbered book which is kept by the Health and Wellbeing Mentor.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes a suspension.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

14. Internal Exclusions

The health and Wellbeing Manager/ SLT may decide to move children to a separate room away from other pupils for a limited period – these are known as internal exclusion. The school will only place children on internal exclusion when absolutely necessary. Parents will be informed. The school will ensure that the child’s health and safety is not compromised during their time in the internal exclusion, and that any additional requirements, such as SEND needs, are met.

The amount of time that a child spends on internal exclusion will be up to the school to decide. This could be for more than one school day. The school will ensure that the child is not kept in internal exclusion any longer than necessary.

The staff member in charge and supervising the child will decide what they may and may not do during their time spent in isolation. The headteacher will request that the child’s class teachers set them appropriate work to complete. Children are permitted to eat during the allocated times of the school day and may use the toilet as required.

15. After School Detentions

The school will make it clear to parents and children that they are able to use detention as a sanction, both during and outside of school hours. The Health and Wellbeing Mentor and the senior leadership team (SLT) can impose an after-school detention on a child. The headteacher will always be notified.

When issuing detentions which are set to be outside of school hours, the member of staff doing so will consider:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has identified caring responsibilities which would make the detention unreasonable.

Parents will be informed if a detention is taking place after school. Parents will be expected to collect the pupil after a detention in school.

16. Prohibited items, searching and confiscation

The Headteacher and staff authorised by them, 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. The prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- E cigarettes and vapes
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

All members of staff can use their power to search without consent for any of the items listed above.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

17. Behaviour off school premises

Children at school must agree to represent the school in a positive manner and applies both inside school and out in the wider community, particularly if the child is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises when the child is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a child at the school.

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

- Could negatively affect the reputation of the school.
- Could pose a threat to another child, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the child has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of children from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

18. Behaviour in the Early Years

It is important to understand that for some children, being in school is the first time that they have had to follow structured rules and routines. Therefore, in the Early Years Foundation Stage, children need to learn values, the difference between right and wrong and how to behave around other children and adults.

The following procedures help the staff to prepare the children for the more structured behaviour system used throughout school.

Sanctions in EYFS

Nursery (F1)

It is important that if a child misbehaves, that they understand why what they have done is wrong. Use clear, simple statements to explain what they have done. It may also be possible to use pictures or social stories.

- If a child misbehaves, they will have their name moved on the traffic light system and for red behaviour spend 1 minute on the time out square with the 1-minute timer. As the year progresses, this time is increased to 3 minutes, then 5 minutes.
- All red and black incidents will be recorded in the behaviour tracking books.
- Nursery do not take part in fun day or purple lunch.
- Nursery children are rewarded with a weekly sticker for being on green all week.
- Nursery children receive Dojos and certificates.

Reception (F2)

- Children will be introduced to the whole school system of the traffic lights board and follow the whole school system. Consideration needs to be taken on the child's maturity and understanding- particularly if they have SEND.
- Before moving a child's picture, if they misbehave i.e., low key – shouting out, swinging on a chair etc. they should be quietly but firmly warned, a look may be sufficient. You may consider repositioning the child or separating etc. If the behaviour continues move their photo to amber backwards and follow the whole school policy.

If a child is moved to red on the classroom chart, they will have timeout in an area of the classroom during free choice. For the first term children will do 10 minutes using a visual timer. From January all children will do 15 minutes timeout. After the timeout, time should be taken to talk to the child about their behaviour (restorative practice). You may choose to use pictures to support this.

- If a child is showing serious unacceptable behaviour and meets the criteria for being on black, they will be removed from the room and placed in an appropriate classroom which is within reception or year 1. The system will be followed as in the whole school policy. If this is frequent occurrence, the child should be placed upon a behaviour plan and 5-point scale.

- All incidents of red or black behaviour will be recorded in the behaviour tracking books.
- Reception do not take part in fun day or purple lunch.
- Reception children are rewarded with a weekly sticker for being on green all week.
- Reception children receive Dojos and certificates.

Lunchtime Behaviour

- A child that misbehaves in the playground during lunchtime will receive an **amber card by a lunchtime supervisor. They will have to 'stand out' for 5 minutes** in a designated area of the playground. These incidents should be recorded on an amber card and given to the class teacher so they can add the information to the playtime behaviour book.
- If a child is given a **red card on the playground, they will have to 'stand out' for 15 minutes** in a designated area of the playground. The red card needs completing by the lunchtime supervisor and handing to the class teacher so it can be recorded.

Some children may need personalised plans for their behaviour within the classroom and lunchtime- depending on the specific needs. These will be agreed with class teachers, the SENCo/behaviour lead and parents.

19. 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 will be transferred to relevant staff at the start of the term or year. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools.

21. Staff Induction, Training Development and Support

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils in the school
- Thrive
- Positive Handling

Behaviour Management also forms part of continuing professional development. The school hold training logs of CPD.

22. Monitoring and review

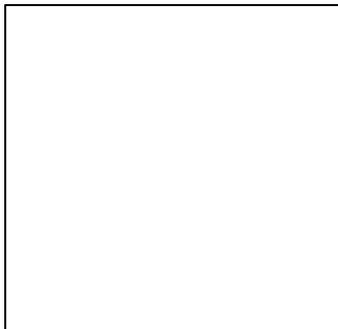
This policy will be reviewed on an annual basis; necessary changes will be made and communicated to all members of staff.

The Full Governing Body will review the policy alongside the Headteacher.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request



Behaviour Support Plan



Name:		Plan number:	
Diagnosis:		Date of current plan:	
Medication:		Review date:	
Shared with:		Nominated member of staff to oversee plan:	
My motivators are: -			
My triggers are: -			
My Flash points/high risk situations are: -			
My preferred support and de-escalation strategies are:			
Change of face	Tactical ignoring	Verbal advice/symbolic support (when calm)	Offer limited choices with help
Humour	Avoid confrontation	Remind of rules and responsibilities	Success reminders e.g. "if you do this... this will happen..."
Distraction	Adult directed time out	Reassurance	Repeat simple instructions
Positive touch	Time out offered (child)	Choices/consequences	Peer support
<p>Staff have a legal power to use reasonable force used to control or restrain. It is use when reasonable, proportionate and necessary. A number of staff also have additional Team Teach training. Where a serious incident has occurred involving the use of force, parents will always be informed and the incident will be logged on CPOMs and in the bound and numbered book.</p>			
Has Team Teach been used as a strategy before? Yes or no			
Signatures:			

Pupil:
Parent:
Teacher:

5 Point Scale example

Scale	Observable behaviours	Strategies
<p style="text-align: center;">5</p> 	<p style="text-align: center;"><u>Out of control</u></p> <ul style="list-style-type: none"> - I scream very loudly - I cry - I will run towards open doors and even try to run out the building - I will climb anything - I will throw any objects at adults/children - I will throw tables and chairs - If helped to move I will drag my feet 	<ul style="list-style-type: none"> - Take me to the Thrive room for time out - You may need to put your flat hand in the middle of my back to help me walk. - Try the above yellow highlighted strategies - Comfort (nice touch) stroke my hands, feet tickled - Time to calm down - Offer of drawing uses colours (you sit and draw and he may join you) - Contact my Dad to come to school and let me know you are doing this- Give me the option to calm before this happens by using a visual timer.
<p style="text-align: center;">4</p> 	<p style="text-align: center;"><u>Starting to lose it</u></p> <ul style="list-style-type: none"> - I will start to shout unkind things at other children, staff or just generally (violent vocabulary) - I may throw pencils - I may take off shoes and possibly throw them. - I can screw up or rip work. 	<ul style="list-style-type: none"> - Take me to the calm space in the classroom if not already there for time out. - Use a calm voice to explain how you think I is feeling and why, also use the visual superhero chart. Ask me if you are right about his feelings. - Try to calm me by distracting me, choose a sensor toy and place in his hands, tickle me with it, rub my feet on the Astro grass, challenge me e.g. to throw a ball into a cup 5

		<p>times before the timer is out.</p> <ul style="list-style-type: none"> - Take me for a walk.
<p>3</p> 	<p><u>Anxious and worried</u></p> <ul style="list-style-type: none"> - I start getting agitated by other members of the class - I may put hands on my ears - I may slouch on my chair - I may show an angry or sad face - I push my work away 	<ul style="list-style-type: none"> - Adult needs to say what they can see- “I can see you are not happy ,how can I help you?” - Adult to say to me “Do you need to take 5?” - Remind me about what is expected and say the consequence of not doing my work, then ask me to make my choice (time out, work or amber)
<p>2</p> 	<p><u>I think I can handle it</u></p> <ul style="list-style-type: none"> - I might show a puzzled face - I might ask questions to clarify what is expected - I am still settled and listening carefully 	<ul style="list-style-type: none"> - Remind me about my reward chart - Give positive verbal praise - Explain the work/ re-clarify what is happening next and put a positive spin on it! - Use a smiley/happy face
<p>1</p> 	<p><u>I am feeling good</u></p> <ul style="list-style-type: none"> - I am fully engaged in my learning - I am caring and helpful towards others - Eager to please - I enthusiastically offer answers to questions and listen 	<ul style="list-style-type: none"> - Give positive verbal using familiar child friendly language - Give a high-5 - Green tokens - Give extra responsibilities for jobs - Explaining the daily routines and the expectations for the lesson (“We have completed this job, now you need to do this-well done”)

Appendix 2

PLAY TIME AMBER

Name:	Class:
Date and time:	Member of staff:

Tick the relevant statement below:

Number	Type of behaviour	✓	Number	Type of behaviour	✓
1	Swearing (not directed at someone)		7	Entering unauthorised areas	
2	Exchanging food		8	Throwing food on the floor	
3	Throwing objects in hall		9	Play fighting	
4	Spoiling other children's game-deliberately		10	Deliberate peer verbal abuse (name calling)	
5	Changing seats		11	Kicking/pushing furniture	
6	Hurting another child (not serious)		12.	Other- explain in box below	

Please write a detailed account of the events below, include who was there? What was said and witnessed?

Appendix 3

PLAY TIME RED

Name:	Class:
Date and time:	Member of staff:

Tick the relevant statement below:

Number	Type of behaviour	✓
1	Any threatening behaviour towards adults or pupils	
2	Fighting (serious not tap/slight push)	
3	Bullying (on going and investigated)	
4	Swearing at another child or adult (heard by staff)	
5	Mimicking- failure to show respect towards adults in school	
6	Answering back/arguing with an adult/refusal to do as asked	
7	Abuse- including racist, homophobic (see policy for more detail)	
8	Spitting	
9	Other- explain in box below	

Please write a detailed account of the events below, include who was there? What was said and witnessed?



EYFS & KS1

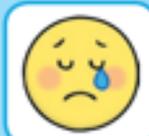
Feelings Reflection

What happened?

How did you feel?



stressed



upset



nervous



angry



worried



other

What can you do next time?

How do you feel now?



stressed



upset



nervous



angry



worried



other



KS2

Feelings Reflection

What happened? (Circle the pictures)



wasn't following instructions



talking



wasn't on task



was disrespectful/
silly



had a negative attitude



distracted others



wasn't ready/
late



made a mess



was dangerous



bullying



was aggressive



was violent



damaged property



persistent
negative



was inappropriate



other

Want to tell us more?

How were you feeling?



bored / impatient



silly / giddy



angry



frustrated



sad



confused



troubled / a lot on
my mind



embarrassed



guilty



tired



anxious



stressed



jealous



hungry



scared



other

What were you thinking?

Who else was affected?

How might they be feeling?



What could you have done differently?

How can we repair the damage?

How are you feeling now?

