



Freegrounds Junior School

Positive Behaviour Policy



Date of last review: September 2023

Date of next review: September

Date approved: September 2023

Approved by: Policy Working Party

Aims

This policy follows the principles set out in the September 2022 'Behaviour in Schools' guidance and meets or exceeds all of the minimum requirements. It aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn in a calm, safe and supportive environment
- Establish a consistent, whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Principles

At Freegrounds Junior School, we want to create and foster a safe, caring and calm environment where everyone feels secure and respected. We want a working environment that encourages children and staff to give their best both inside and outside of the school. We believe that good behaviour is based on mutual respect between children and adults and therefore our expectations are that people treat others the way they would like to be treated themselves.

We recognise that all behaviour has a communicative function and we strive to understand the nature of behaviour. We value our school community as individuals with their own unique set of needs and we support the children to develop the skills to self-regulate and manage their emotions and behaviours.

This policy for Positive Behaviour provides a framework in order to support our children and staff to establish and maintain excellent relationships in an atmosphere of encouragement, praise and reward.

Behaviour for Learning

At Freegrounds Junior School we believe that:

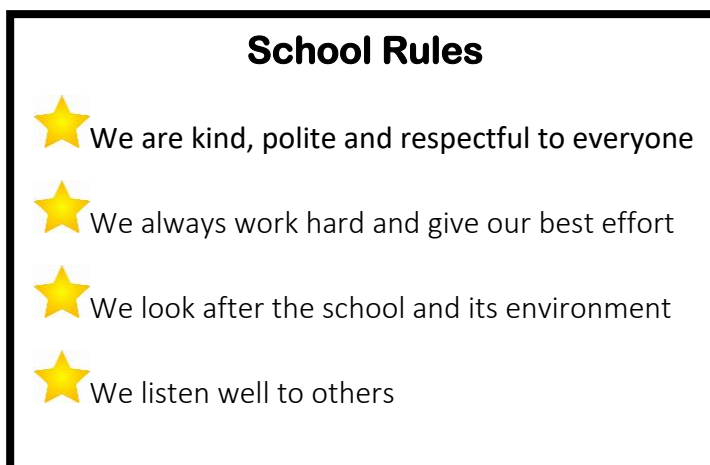
- All individuals will show care and respect for each other: child to child - child to adult - adult to child - adult to adult
- All individuals have the right to be listened to and heard, at appropriate times
- All individuals will have a clear understanding of the shared expectations of their own and others' behaviour
- All individuals will take responsibility for positively encouraging each other to behave in a way that fits the caring ethos of the school
- All individuals will try to emphasise the positive and seek positive solutions to problems
- All individuals will be consistent in supporting this ethos
- This policy will apply to ALL individuals who are involved in the life of the school

Four School Rules:

In order to create a caring and stable environment in which every child can thrive and learn well, it is important that they understand the boundaries of acceptable behaviour. For this reason, the rules of the school are kept simple, but non-negotiable.

At the beginning of the school year and regularly throughout the year, teachers and children will discuss expectations of behaviour, both in the classroom and around the school. Class expectations are then drawn up and these are reflected in the Class Charters.

Children's understanding of the Behaviour Policy will be a progressive teaching and learning experience from Year 3 to Year 6 with the four school rules taught explicitly:







Children will be expected to follow simple rules outside of the classroom:

- Walk around the school calmly and respectfully
- Open doors for others
- Wear the correct uniform and be proud of looking smart
- Stay to the left of the sides of corridors and stairs

- When visiting another classroom, knock on the door – wait and then say ‘sorry for interrupting...’
- Walk around the school quietly – walk into assembly silently
- In the dining hall use good table manners and be polite

To support the teaching of the School Rules, all children will be taught what the expected behaviours are that we wish to see which are the ‘green’ behaviour choices and these will be role modelled and practised by everyone in school with weekly themes e.g: a focus on lining up quietly at the end of break/lunch. We will make clear to children when they are showing undesirable ‘orange’ behaviours which are causing low-level disruption and they will be reminded via a warning using the Visual Behaviour Chart.

Four School Rules: Traffic Lights			
 <p>We are kind, polite and respectful</p> <p>I do and say kind things. My words and actions are polite and respectful to everyone. I am caring by helping others. I am respectful by looking and listening politely when someone is speaking to me.</p> <p>I say or do things which are unkind to others. I am rude by answering back. I do not help my friends or adults and show uncaring behaviours.</p> <p>I keep refusing to do as I am asked. I am becoming unkind by teasing other people. I am being unkind in what I am saying and not able to stop. My actions are causing by deliberately not helping which is affecting others.</p>	 <p>We always work hard and give our best effort</p> <p>I remain at my workspace and work to the best of my ability. I participate in lessons. I do not distract others. I am willing to work in a group or on my own with an adult who is trying to help me with my work.</p> <p>I am starting to leave my workspace and wander about. I am not doing any work and am refusing help from adults. I am not joining in. I am distracting others in the class by making noises.</p> <p>I am not completing any work despite different adults helping. I have had a chance to work in a different space and have time-out but am still refusing to work. I am distracting the whole class by talking out and making noises.</p>	 <p>We look after the school and its environment</p> <p>I look after all of my belongings by putting them away and treating them with respect. I help keep the classroom and school clean and tidy. I use resources safely.</p> <p>I am not looking after my belongings. I am not helping to keep my workspace or the classroom tidy. I am not using resources safely.</p> <p>I am not looking after my belongings and am damaging them. I am deliberately trying to make the classroom untidy by throwing things or refusing to clear up my mess. I am being very unkind with resources and unable to make the right choice.</p>	 <p>We listen well to others</p> <p>I actively listen by looking at the person speaking and do not interrupt waiting for my turn to talk. I follow instructions by the 2nd time of being asked. I look at the person talking to me and show them that I am listening.</p> <p>I am refusing to listen well despite reminders by adults. I am not following instructions and am walking away from an adult and showing I am not listening well by rolling my eyes and putting my fingers in my ears. I am distracting others around me.</p> <p>I am continuing not to listen to adults in the school. I am interrupting and unable to follow instructions by any adult in school. I am affecting the rest of the class and the teacher is unable to teach the lesson.</p>



Trick Box School

We are a Trick Box school - which is a whole school emotional management programme aimed at supporting children to develop positive life habits to deal with challenges and build a repertoire of personal skills.

From Year 3 to Year 6, the children will be taught 24 strategies or ‘Tricks’ which will help them to help themselves around four key areas – Calm, Communicate, Creativity, Confidence. Trick Box is useful for all ages and the strategies will be shared with parents/carers through social media and school led coffee morning sessions.

The Trick Box programme supports children to self-regulate and manage emotions appropriately. Children are taught that whilst all feelings are okay – not all actions are okay and they will be taught strategies ‘tricks’ to help them manage their big emotions.

Our aim is to foster an inclusive school community where children can learn and develop as confident citizens. We recognise that, within a climate of inclusion, there will be children who need a personalised approach to their specific behavioural needs which is supported via individual plans.

This policy describes the structures and strategies within the school which, if observed consistently at all times, will enable us to manage the children's behaviour and support the ethos of our school.

Supportive behaviour for learning – Proactive strategies

Classroom management and behaviour management within the classroom is the responsibility of the class teacher. Teachers need to be able to use praise effectively and apply rewards and sanctions to improve behaviour. The development of classroom routines is a useful way to manage time efficiently. Classroom management is key to promoting good behaviour. Children need to be absolutely clear about what is expected of them so the rules need to be made explicit and appropriate behaviours will need to be taught. Teachers need to establish clear routines in their classrooms to set the children up for success as often as possible. At the beginning of each academic year, each class will create a class charter linked to their Rights in the classroom and how they will also respect these Rights. This should be referred to regularly and reviewed by the class throughout the year.

At Freegrounds Junior School, we expect all classrooms to have:

- A positive classroom tone
- Clear expectations about learning which are set at an appropriate level for the child
- A well-planned environment so that children can move around easily
- Strategic seating arrangements for children when working at a table or on the carpet
- Visual behaviour charts which are clear and accessible
- The traffic light four school rules on display and referred to by use of language – *'well done, you are showing respectful green behaviours by waiting your turn...'*

Good Practice in Encouraging Good Behaviour

- All adults act as role models for the children
- All adults use a calm, consistent, firm and fair approach
- All adults to set clear boundaries
- All adults focus on positive praise to highlight good behaviour and to encourage those who are struggling to follow what good behaviour looks like
- All adults to greet children in the morning / start of lessons
- All adults to establish clear routines
- All adults to use positive reinforcement for appropriate behaviour

What this looks like around the school

Children and adults will walk calmly, quietly and safely around the school. Adults always lead classes around the school, ensuring that appropriate expectations are being set (EG when entering exiting the school at lunch time, break time and at the end of the day, coming into and leaving assembly, walking to the library or going into the hall or outside for PE sessions, etc.)

Classrooms will be left tidy at the end of each day (tables clear and straight, chairs stacked in appropriate places, significant rubbish put in the bin and not left on the floor, tops of units and shared spaces are clear or well organised)
All children and staff will display good manners by speaking politely and appropriately to each other

Where appropriate, we will hold doors for each other around the school

Class teachers will establish effective routines around transitions e.g., start and end of the day, coming in from break

When speaking to individuals, groups of children or classes, we will refer to them by their name, their class name, their year group or 'everyone'

Children can expect a consistent use of the behaviour policy from all members of staff. This is to develop a culture of positive behaviour across the school, where positive relationships are the central point.

Appropriate noise levels in classrooms which is conducive for learning

Show good listening skills when an adult is talking (stood still, looking at the adult)

The above will be encouraged through positive reinforcement, using the range of rewards available as appropriate. Where needed, sanctions will be used to ensure appropriate expectations are upheld but this will always be after a positive reinforcement approach has been used. It is the responsibility of every member of staff to notice/reward good behaviour. Children should be praised when they adhere to the school rules e.g: *'you're walking calmly and sensibly, thank you'*. *'Thank you for holding the door open – lovely manners – have a house point'*

Where expectations are not met, staff will support each other to ensure that such expectations are put in place consistently and effectively.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the children feel safer and therefore less anxious. This in turn will make it less likely that events of poor behaviour will occur. Using a calm approach when a child is making inappropriate behaviour choices is particularly important. It is far better to allow a child some 'time out' than to engage in a two-way argument where it will escalate the child's behaviours. When an adult gives instructions, they need to be given positively and firmly using simple language.

Positive Rewards and Consequences

We aim to encourage good behaviour through praise and the use of our Visual Behaviour Charts (VBC). The language which we use alongside the behaviour chart is extremely important and this is a key element in providing consistency for children across the school.

When moving children up or down on the VBC we will always refer to the choices that they have made in relation to the Positive Behaviour Code or the school Learning Behaviours (examples of this follow in the policy).

Praise

Verbal and non-verbal praise should be used frequently within the classroom and around the school by all staff who see children behaving well.

- Verbal: Be specific so the children know what they have done well, linking with Behaviour Code/Class charters/Learning behaviours
- Non-Verbal: Smiles and thumbs up signs are examples of non-verbal praise

Emotion Coaching:

All staff are trained to follow the five steps of Emotion Coaching to support children in understanding their feelings. Emotion Coaching is based on the principle of empathetic engagement with the child's emotional state being verbally acknowledged and validated. This supports the child's sense of security and feeling 'felt' which helps de-escalate a child's big feelings. When using this approach, children learn how emotions work and how they can react to their feelings in healthy ways.

Step 1 – Be aware of your own emotions

Step 2 – Connect with the child and validate their feelings

Step 3 – Listen to the child

Step 4 – Name and label the emotions

Step 5 – Find good solutions

Visual Behaviour Chart

All children will start the day with their names on the middle of the Visual Behaviour Chart (VBC) regardless of where they were the day before. As long as the same numbers of steps are present, and it is visual within the classroom, individual year teams may link the design of the VBC to current learning in the year group or something else which they feel; will engage the cohort/age range.

Example of the Visual Behaviour Chart

I have made amazing choices
I have made great choices
I have made good choices
I am ready to learn and display positive behaviour
I have made a poor choice and need to stop & think

I have made **two** poor choices
and need to reflect on my
behaviour

I have made **further** poor
choices and need to have a
consequence for them

Children will be recorded on CPOMs when they are moved to Consequences and parents will receive a Consequence slip and informed by phone or in person at the end of the school day.

Children will be sent home with a certificate for reaching Amazing Choices.

Positive behaviour choices

When positive behaviour or the learning values are demonstrated by the child, they will move their names up the VBC.

1st time

- Acknowledge the specific positive behaviour (Learning Behaviour, Class Charter, Behaviour Rules) EG 'Well done for showing resilience in this lesson even though you found it tricky'
- 'You have made a good choice to...' (EG 'concentrate so well on your learning')
- Child moves name up once

2nd time

- Acknowledge the specific positive behaviour (Learning Behaviour, Class Charter, Behaviour Rules) EG 'On our Class Charter it says...'
- 'Well done for making a good choice to...' (EG 'get on with your learning so quickly and sensibly')
- Child moves name up again

3rd time

- Acknowledge the positive behaviour
- 'Well done for making a good choice to.....'
- Share with class why the child has made it to the top
- Child moves name up again

When a child reaches the top of the chart (so long as they remain there until the end of the day) a positive behaviour slip is given to the child to take home at the end of the day to be shared with their family. The child will also be rewarded a house point for getting to the top of the chart.

Other Rewards

Effort marks

All children will earn an effort mark for demonstrating our learning behaviours. For example, when a child has demonstrated teamwork with others, shown resilience when solving problems, reflected and learnt from mistakes. Effort stars are collected on a record chart in children's home school books and will be marked by a coloured dot. This will give children the opportunity to visually keep track of how many Effort Marks they have received, as well as reflecting on which learning behaviours they are strongest in and which need further practice.

When a child receives an effort mark verbally during the school day (rather than it being awarded for a piece of written work in their book), they will move their name up on the Visual Behaviour Chart too.

Resilience = red

Teamwork = orange

Critical Thinking = green

Creativity = purple

Reflection = dark blue

Independence = light blue

10 Effort Marks – children share their learning with the Head or member of the Senior Leadership team and receive a Headteacher sticker

30 Effort Marks – children are awarded a learning behaviour bookmark in Year Group assembly

60 Effort Marks – pupils are awarded a learning behaviour certificate in Year Group assembly. They will also earn 5 seconds of extra break. These seconds will all be added together and all children who reach 60 Effort Marks by the end of the year will be able to enjoy this extra break time.

100 Effort Marks – children receive a 'Club 100' badge and certificate in Celebration Assembly

130 Effort Marks – children receive a 'Governors Award' wristband and certificate for their outstanding attitude to learning. This will be presented by one of the school governors in Celebration Assembly.

'Always' Badge

Pupils who continually follow the Behaviour rules and set an excellent example to others are nominated by teachers to receive an 'Always Badge'. After an interview with the Headteacher and child, a badge and a certificate will be awarded in a Friday celebration assembly. These children will have special privileges within the school which have been agreed by the learning council, Headteacher and the Senior Leadership team.

General Classroom Approaches

In addition to the whole school reward systems which are in place, teachers/year groups can implement small scale rewards within their class or year team to encourage positive behaviour. These could include table points, stickers, 'Star of the Day', etc. (these should not detract from the overarching rewards in place across the school).

House Points

Alongside and working with the VBC, children are rewarded house points when following the Positive Behaviour Code or demonstrating the school learning behaviours, EG holding doors open, sitting quietly, being kind and helpful to other children and adults. House points can also be used as a reward for work in books.

Children will be responsible for recording their house points on class charts. House points will not be individually calculated, they will go towards a whole team score which will be shared and celebrated each week. The house with the highest half-termly total will be rewarded with extra break time, or another incentive which will be decided by the house captains. House points will also be awarded during inter-house competitions or similar events.

Class Rewards

All classes will work towards a 'class reward' by collecting 50 marbles/ticks/tallies, these can be awarded when the WHOLE class are following the Four School Rules. Specific targets and behaviours are negotiable with the individual class and their teacher but, in principle, will support and promote the values and behaviours underpinning our School Rules. Children will work towards their class reward each half term. The reward can be agreed by the class, this should be something which they are all keen to work towards and can also fit reasonably into the timetable (roughly around once each half-term). EG extra break time with resources/ equipment, additional games session, time in manipulative play, etc. If there are individual children who are consistently not supporting the positive ethos of the classroom then they will not be able to take part in the class reward.

Star of the Week

Every week, each class teacher will choose one child in their class who has shown exceptional behaviour linked to one of our six learning behaviours; Resilience, Creative, Critical Thinking, Reflective, Team Work, Independence. This particular child will have their certificate presented by the teacher in celebration assembly on Friday.

Lunchtime Rewards

Stickers and house points to reinforce positive behaviours seen during this time. These can be awarded by all lunchtime supervisors.

Tiered Overview of the Rewards

These are reserved for pupils who are ALWAYS reliable and demonstrate outstanding attitudes to learning over time	Always Badge
These are awarded for more significant or notable effort linked to the school learning behaviours	Effort Marks Star of the Week
Children move up the behaviour chart for following the Positive Behaviour Code and demonstrating positive learning behaviours	Visual Behaviour Chart

<p>To be given out regularly to reinforce ANY positive behaviour, choice or attitude</p>	<p>House points Lunch time stickers General classroom approaches (if you choose to use these) Whole class reward – marbles/ticks (when everyone is making the right choice)</p>
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If a child chooses to break the Behaviour Code – Unacceptable Behaviour

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so children know with certainty that poor behaviour will always be addressed. A relentlessly consistent approach to behaviour management has a significant impact on maintaining and improving standards of behaviour.

We aim to encourage good behaviour through praise and positive reinforcement. However, if the behaviour code is broken, the emphasis must be put on the child taking responsibility for their actions and the following will apply.

Initially, adult to use non-verbal clues to encourage the child to realise that their behaviour may be slipping (EG prolonged pause if the teacher is talking, walking towards the area where the child is so the child so they knows you are aware of them, etc). Otherwise the adult will use the VBC as a guide to direct the children away from the disruptive behaviour to positive behaviour.

1st time a rule is broken: VERBAL WARNING (not yet moved down the VBC)

- Child's inappropriate behaviour quietly and firmly pointed out (getting down to the child's eye level to tell them this if possible)
- Adult states rule: *"In our school, we..."* [Positively phrased], *"you are choosing not to..."*
- Praise 2/3 other children who are doing it right.
- (Praise child and thank them if they choose appropriate action in response)

2nd time a rule is broken: MOVE TO STOP AND THINK ON VBC

- Your name is being moved to *Stop and think*
- State the rule *"In our school/class charter we.....you have chosen not to do so"*
Praise 2/3 other children who are doing it right.
- If they begin to demonstrate positive behaviour, praise & thank them and move them back up (look closely for opportunities to do this soon afterwards)

3rd time a rule is broken: MOVE TO REFLECTION ON VBC

- Your name is being moved to *Reflection*
- State rule *"In our school we....."*
- *"You have chosen to so you will have 10 minutes now to think about your choice of behaviour"*
- The child will spend 10mins in the year group leader's classroom straight after moving to Reflection (or another year group leader if appropriate). During this time they will continue with their work and once the 10mins is up they will return to their own class.
- This is an opportunity to have a discussion with the child and ask them the following key questions e.g. 'What happened/what's happening /How their behaviour has affected their

learning/peers? How would they like to change it?' The responsibility is again put with the child and s/he is reminded of the consequence in deciding to break the rule again *"if you choose to do that again you are choosing to receive a consequence and will lose next playtime."*

- The child's name will remain on Reflection until they demonstrate appropriate learning behaviours. Praise and thank the child when they do (look closely for opportunities to do this soon afterwards)

4th time a rule is broken: CONSEQUENCE ON VBC & SLIP HOME

- Your name is being moved to *Consequence*
- State rule *"In our school we....."*
- *"You have chosen toso now you will lose your next break/lunch time"*
- On very infrequent occasions where moving a child to Consequences does not stop the child from displaying behaviours which disrupt the learning of others, then the child to spend the remainder of that session in a Year Leader's classroom (or another Year Leader) or use a Red card for a member of SLT to remove the child for a period of time if their behaviour is preventing the teacher from being able to teach or is disrupting others' learning.
- During the Consequence, with the teacher (and/or Year Leader, if appropriate), talk through or ask the child to complete the 'My Behaviour Reflection' sheet to explain their actions and what they think they need to do to make it right which will be sent home (**See Appendix 1**).
- When a child reaches Consequences this must be recorded on CPOMS using the 'Consequences' tab.
- A Consequence 'red' slip will be completed by the child and will go home that day (**See Appendix 2**).
- If a child ends up at Consequences, they will miss some or all of their break or lunchtime play to discuss their behaviour with the teacher or Year Leader.
- If a child is moved to Consequences for a serious behaviour, then their parents/carers will be contacted that day.
- If a child receives 3 Consequences in one week or a short period of time (or the child's behaviour does not improve) this will be recorded on CPOMS, the child will then be referred to a senior leader (or Year Leader) who will contact the child's parents to set up a more formal meeting with the teacher and the senior leader.
- At this point possible lunchtime exclusions may be considered or suitable arrangements made in consultation with the parents/carers. Records must be kept on CPOMS of meetings with parents outlining what has been agreed.

PPA sessions

If a child moves to Reflection during a PPA or cover session, the same approach (as described above) should be used by that member of staff who moves the child on to the Reflection stage of the VBC.

If a child reaches Consequences during a PPA or cover session, their usual class teacher will talk through the reflection form questions with the child. The member of staff who was teaching during the PPA session when the child moved to Consequences will also speak to the child to discuss the two sections on the form; *How could I help myself to make a better choice next time?* And *How could my teacher help me to make a better choice in the future?* This is to really unpick the solutions which they have arrived at and to ensure clarity of expectations and support moving forward.

The behaviours leading up to the Consequence should be communicated with the class teacher via a note or speaking to another member of the year team to ensure this gets recorded on CPOMS in the case of supply staff.

If there is a pattern of behaviour only seen during PPA sessions, this will be addressed by the class teacher and the relevant member of staff involved in the PPA session where the pattern occurs. 7.8) This could involve communication with the child's parents and/or the child going on some form of 'report' or system during these sessions, as a means to improve behaviours seen.

Low-Level Individual Report

Once a child receives 3 or more Consequences within a short space of time and the child is still not following the School Rules then an individual low-level disruption report can be considered. This report will be in place for a minimum of two weeks and up to six weeks. Targets will be set around the Four School Rules and the child will check in with a member of SLT three times a day (**See Appendix 3**). Behaviour will be modified through explicit focus on the behaviours we want to see using the School Rules visual traffic light descriptors (**See Appendix 4**).

Refusal of work/ Expected quantity and quality of learning

When a child refuses to complete their work within the lesson, the teacher should follow these guidelines.

- Take the time to quietly and calmly question the child as to why they have chosen to refuse and remind them again of the instruction
- If disruptive to others, the child may be moved to sit by self or with another adult within the class
- If the child continues to refuse, the VBC should be used and followed
- For refusal of work, the work must be placed in a 'lost work tray' in which it must be either completed during their break or at home after a discussion with their parents/carer. It is important for the children to realise that the missed work must be completed

If a teacher feels a child has not met the expected quality and quantity of learning in a lesson, children may be asked to 'catch up' for 5 minutes at a break time or 15 minutes at lunchtime.

Supporting individual needs

Individual Challenging Behaviour

Our behaviour policy, whilst providing guidelines for a consistent approach, is written to be sufficiently flexible to take into account accommodation of a variety of individual children and needs. Occasionally some children may regularly exhibit behaviour that is not consistent with the school's expectations and is therefore unacceptable.

However, it needs to be recognised, that when a child behaves in an unacceptable way there is often an underlying reason and we need to look for the causes or triggers. This will involve tracking behaviour patterns using an ABCC form for a short period of time (**See Appendix 5**) and identifying the behaviour that needs to be targeted. In consultation with the Year leader and Inclusion lead, the behaviour model overview should be used (**Appendix 6**)

Individual Behaviour Management Plan (IBMP)

Where it is deemed necessary or appropriate, some children identified as having Social, Emotional or Mental Health needs (SEMH) will have an IBMP and will normally be placed on the SEND register. The class teacher will write this plan with support from the Inclusion lead and other adults who work with the child (**See Appendix 7**). It will identify key concerns, possible reasons for the behaviour or strategies for managing in school. The child and their parents will be made fully aware of the plan and it will be reviewed half-termly or more/less depending on behaviours seen. The purpose of an IBMP is to support those children who need extra support to comply with the school's code of conduct and additional intervention will be provided.

It is important to recognise that children should not be routinely sent out of the classroom unless they are seriously disturbing the learning of others, or preventing the teacher from being able to teach, and at this point they will be removed by a member of the Senior Leadership Team via a Red card being sent to the office by the class teacher if no other adult in the Year Team is able to support. This is because we believe in promoting children's sense of belonging within the classroom. It is imperative for the success of individual behaviour plans that everyone working with the child is made aware of the specific plan, including lunchtime staff and that these arrangements are clear and well managed.

Responding to serious behaviours

If a child breaks a rule by behaving in any of the following ways, the child will immediately move to 'Consequences' and will be referred to SLT (this will likely be via the use of a red card which can be found in each classroom):

- Showing extreme and threatening aggression
- Physically hurting another child or an adult
- Bringing in weapons (real or imitations) or paraphernalia that may hurt others or intend to threaten others

Red cards should only be used in extreme circumstances for example EG: Where the child has left the year group area and there is no adult in the class/Year Team who is able to go with them or where a child is being so disruptive that there may be a need to evacuate the class.

Suspension (formerly Exclusions)

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will use suspensions to maintain health and safety of all our community. This is in a small minority of cases and is used either in the case of extreme events or where there is persistent non-compliant or disruptive behaviour when the child has not responded to other strategies employed.

Internal Suspension (formerly) Exclusion

Depending on the severity of the behaviour and the child's response, the senior leader in charge may decide on an immediate short-term suspension (formerly exclusion) or an internal class suspension on the following day. Length of short-term suspensions will depend on several factors at the Headteacher's discretion. All suspensions must be agreed by the Headteacher and in line with the school's Exclusions Policy.

If suspension is not deemed to be appropriate, there will at least be a phone call home by a senior leader to inform the parents/carers of their child's unacceptable behaviour and to ask them to

arrange to meet a senior leader and the class teacher. If, after this meeting, the child continues to make poor behaviour choices, the child's parents/carers may be called in agreement with a senior leader to collect him/her and there may then be a short-term suspension.

The adult who was with the child at the time of any misdemeanour must complete a CPOMs record as soon as possible following the incident. If the child has brought on to the school premises a weapon, drugs or other paraphernalia that may cause harm to others, the school will follow the guidelines in place.

Following a short-term suspension, the provision and needs of the child will be assessed. The school will liaise with suitable outside agencies in order to ensure the environment and systems are in place so that the child has a successful return to school. A reintegration meeting with parents, child and senior leader will be held to discuss the planned provision for the child. There may also be a Behaviour Contract agreed.

Modifications and reasonable adjustments that may be made to support the child may include: - independent work station, additional adult support, ELSA sessions, changes to the environment within and beyond the classroom and/or a reduced timetable for a short period of time. The arrangements that are put into place will be reviewed on a weekly basis to ensure that the needs of the child are continuously being met.

A Fixed Term Suspension (formerly Exclusion)

Suspension is a final resort. This is considerably more severe than an internal suspension (formerly exclusion), where a child is asked to stay at home for an agreed period of time.

Only the head teacher can suspend (formerly exclude) children externally. A child can be suspended for a maximum of 45 days in any school year. When deciding upon the fixed length of the suspension the head teacher will take into account the incident, previous suspensions and all strategies used prior to the incident. Work will be provided for the suspended child to complete at home. The child is not permitted to be in public areas in school hours during the suspension.

Following a fixed term suspension, there will be a reintegration meeting involving the school, child and parent/carer(s). The purpose of the meeting is to work in partnership with the School and Families, in order to assist the pupil with their improvement. These meetings support reintroduction.

Specific behavioural targets will be set for the pupil and agreed with the Parent/Carer and captured through a review of the child's IBMP or the need to capture individual needs via a new IBMP.

Suspensions (formerly Exclusions) are at the discretion of the head teacher and they can suspend a child for the reasons listed below although this list is not exhaustive and there may be other situations where the head teacher makes a professional judgement that a suspension (formerly exclusion) is the appropriate sanction:

- A serious violent act towards other children
- A serious violent act towards a member of staff
- For posing a serious threat to others
- Consistently disrupting learning, despite interventions put in place
- Consistently ignoring instructions by adults and therefore making it impossible to return to class
- Repeated acts of aggression toward other pupils
- Repeated acts of bullying towards another child including acts of racism, homophobic bullying etc.

- Theft
- Damage to property
- Indecent behaviour
- Leaving the classroom or school building without permission

Parents will be contacted and informed in writing about the behaviours relating to and the decision regarding to any suspension (formerly exclusion).

The Governors will review promptly all permanent suspensions (formerly exclusions) from the school and all fixed term suspensions (formerly exclusions). This will be reported on in the head teacher's report to Governors.

In line with the school's Inclusion Policy and Exclusions Policy, permanent exclusion would only be considered after extensive use of behaviour support and in discussion with a range of agencies. It will be used if deemed necessary in consultation with the Local Governing Committee and Local Authority.

Use of Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with children. The school does not encourage the use of Physical Intervention, although all members of staff have a duty to use reasonable force, in the following circumstances, to prevent a child from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 on CPOMS and reported to parents

Physical Intervention should follow the school's Physical Intervention Policy.

Screening, searching and confiscation

The guidance provided in the Education and Inspection Act 2006 and the 'Searching, Screening and Confiscation Advice for headteachers, school staff and governing bodies' (February 2014), states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in possession of a child that are illegal or banned from school, for instance, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm; the first priority being to ensure that children and adults are in a safe and secure environment when they are in school.

Any items that may jeopardise the safety of others or themselves will be taken from the child without notice. A staff member can search a pupil with the child's permission to look for any items that are illegal or banned from the school. It is only the headteacher, or a staff member who has been authorised by the headteacher, who has the power to search a pupil without the pupil's consent if they suspect they are in possession of illegal items. Section 93 of the Education Act 2011 states that members of staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this.

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a child was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:
 - What happened
 - What was found, if anything
 - What has been confiscated, if anything
 - What action the school has taken, including any sanctions that have been applied to their child

Playtime and Lunch Behaviour Expectations

There are high expectations of appropriate behaviour at morning and lunchtime playtimes. Positive behaviour at lunchtimes will be reinforced through the use of lunchtime stickers and using the VBC. In addition:

- There will be adequate adult supervision, so that any problems being experienced by the children will be immediately addressed
- Adults will observe and engage with children at play and will deal with incidents in line with the school behaviour management system
- Children will be encouraged to tell the nearest adult whenever they observe an accident or are being exposed to any undesirable behaviour from other children
- Poor choices EG Rough play, play fighting, or pulling of clothing, etc. will be immediately stopped and children will reflect on their choices with a lunchtime supervisor (following the same questions as 'Move to reflection')
- Significantly poor choices, as listed under 'Serious behaviour concerns' will be addressed immediately by the lunchtime supervisor and referred to a member of the senior leadership team.
- Children are actively discouraged from retaliation in any form since this has a tendency to escalate roughness. Parents are asked not to encourage their children to retaliate but to encourage the children to go immediately to the nearest adult who will be committed to listening and to dealing with the situation as listed above
- Children continually not meeting behaviour expectations will be met by a senior leader. They will be reminded of appropriate behaviour and their parents will be informed. These children may miss one or a series of breaktimes or lunchtimes to enable them to reflect on behaviour expectations
- A programme of behaviour management or Emotional Literacy sessions may be put in place for these children in discussion with their parents
- Exemplary playground behaviour will be rewarded with children having their name moved up on the behaviour chart

- Adults on duty will liaise with the class teacher in cases of either unacceptable or exemplary behaviour
- Provision of play equipment and playground games will help to ensure that there are plenty of suitable play activities, to provide children with alternatives to undesirable games
- Children whose behaviour at lunchtime continues to be disruptive may be suspended from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to suspension, such as the Headteacher's duty to notify parents, still apply. Lunchtime suspensions are counted as half a school day.

Wet playtimes and lunchtimes

- Teachers will take responsibility for overseeing their class. However, they will work effectively as a year team to ensure that all teachers and LSAs have the opportunity to have a break
- At lunchtimes there will be different things set up across each of the classes within a year group. Children will be able to make a choice between watching a film, drawing and colouring or table top games. As a year group, teachers need to ensure that they are resourced appropriately for this. Wet lunchtimes will be overseen by the lunchtime supervisors and the Senior Leader on duty.

Behaviour on school trips

The expectations in this policy apply whilst children and staff are involved in any off-site school visit. Class teachers will carefully plan visits so that all children have a successful visit. This may mean adapting the programme to suit the needs of individuals. Class teachers should share social stories with individuals/ groups and carry out an individual risk assessment for children with SEMH needs who present with challenging behaviours. For residential visits, an individual behaviour plan and/or contract may be devised at the discretion of the class teacher and SLT with adaptations put in place to ensure the child has a successful experience.

The school behaviour policy should be followed during all times, although these additional points need to be considered. On school outings and in public places the children will be expected to behave in a calm and sensible manner.

- When walking along the road they will be expected to walk in twos in a tight group and be polite to any other people in the vicinity
- They will be reasonably quiet in order that they may hear instructions quickly
- They will be expected to respond to instructions and be aware of safety issues
- On coaches they will be expected to be made aware of the role of the coach driver and to keep noise to a level conducive with the safety of the journey
- They will be expected to be polite to the driver and to any other member of the public
- Any unacceptable behaviour or behaviour endangering themselves or others will be dealt with at the time by the nearest member of staff with warnings and closer observation
- As always, a positive approach will reward acceptable behaviour with praise
- In certain cases where the children are on an individual behaviour management plan the teacher should prepare an individual risk assessment with additional plans and procedures which should be discussed, agreed and signed by the HT and Parent ahead of the outing. Every effort will be made to enable inclusion in all the activities.

Conduct of children outside the school gates

In line with Department for Education guidance – Behaviour and Discipline in Schools – January 2016 the school has the power to discipline children for “misbehaviour when the child is”:

- Taking part in any school-organised or related activity
- Travelling to and from school
- Wearing school uniform
- Guilty of potentially damaging the reputation of the school

My name

Class

Date.....

My Behaviour Reflection

A - ACCEPT: THIS IS WHAT HAS GONE ON

1. What happened and what did I choose to do?

A - ACCEPT: THIS IS HOW I FEEL

2. How has my behaviour made myself and others feel?
(EG. upset, red, fuzzy, like an exploding volcano...)

B - BE: HOW CAN IT BE BETTER?

3. How could I help myself to make a better choice next time?

B - BE: HOW CAN IT BE BETTER?

4. What could I do to try and resolve this and make what I did better?

C - CHOOSE: WHAT CAN I CHOOSE TO DO?

5a. What 'Trick' could I choose to use if I feel like this again?

- Mirror Mirror
- Big Voice
- Stand as if
- Breathing Colour
- Signal Change
- Sunny side
- Floating Cloud
- Big No
- Big Yes
- Win-Win
- Light Bulb
- Free Flow
- Magic Circle
- Ask How
- Stand tall



D - DO IT!

5b. How will this 'Trick' help me?

Consequence Slip

Name..... Date.....

Today I received a consequence for my poor behaviour choices because:

My poor behaviour choice(s) led to me being moved down to 'consequences' and I have had to lose some of my break or lunch to complete missed work

Freegrounds Junior School Positive **Behaviour Code**

We are kind, polite and respectful to everyone

We listen well to others

We look after the school and its environment

We always work hard and give our best effort

Appendix three

NAME	Date:	5 = I have chosen to meet my targets independently. 4 = I have chosen to meet my targets after a reminder from the teacher. 3 = I have chosen to meet my targets after a verbal warning and a conversation with the teacher. 2 = I have chosen to meet my target after a discussion with a senior leader 1 = I have chosen not to meet my target and work with a senior leader for the next session.
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Target number for the day:
(Maximum = 50)

Target	Morning 1 9 – 10	Morning 2 10—10:45		Morning 3 11:—12:05		Afternoon 1 1:00—2:00	Afternoon 2 2:00—3:15	Day's total
TARGET 1								
TARGET 2								

Four School Rules: Traffic Lights



**We are kind, polite
and respectful**

I do and say kind things.
My words and actions are polite and respectful to everyone.
I am caring by helping others.
I am respectful by looking and listening politely when someone is speaking to me.

I say or do things which are unkind to others.
I am rude by answering back.
I do not help my friends or adults and show uncaring behaviours.

I keep refusing to do as I am asked.
I am becoming unsafe by hurting other people.
I am being unkind in what I am saying and not able to stop.
My actions are uncaring by deliberately not helping which is affecting others.



**We always work hard
and give our best effort**

I remain at my workspace and work to the best of my ability.
I participate in lessons.
I do not distract others.
I am willing to work in a group or on my own with an adult who is trying to help me with my work.

I am starting to leave my workspace and wander about.
I am not doing any work and am refusing help from adults.
I am not joining in.
I am distracting others in the class by making noises

I am not completing any work despite different adults helping.
I have had a chance to work in a different space and have time-out but am still refusing to work.
I am distracting the whole class by calling out and making noises.



**We look after the school
and its environment**

I look after all of my belongings by putting them away and treating them with respect.
I help keep the classroom and school clean and tidy.
I use resources safely.

I am not looking after my belongings.
I am not helping to keep my workspace or the classroom tidy.
I am not using resources safely.

I am not looking after my belongings and am damaging them.
I am deliberately trying to make the classroom untidy by throwing things or refusing to clear up my mess.
I am being very unsafe with resources and unable to make the right choice.



**We listen well to
others**

I actively listen by looking at the person speaking and do not interrupt waiting for my turn to talk.
I follow instructions by the 2nd time of being asked.
I look at the person talking to me and show them that I am listening.

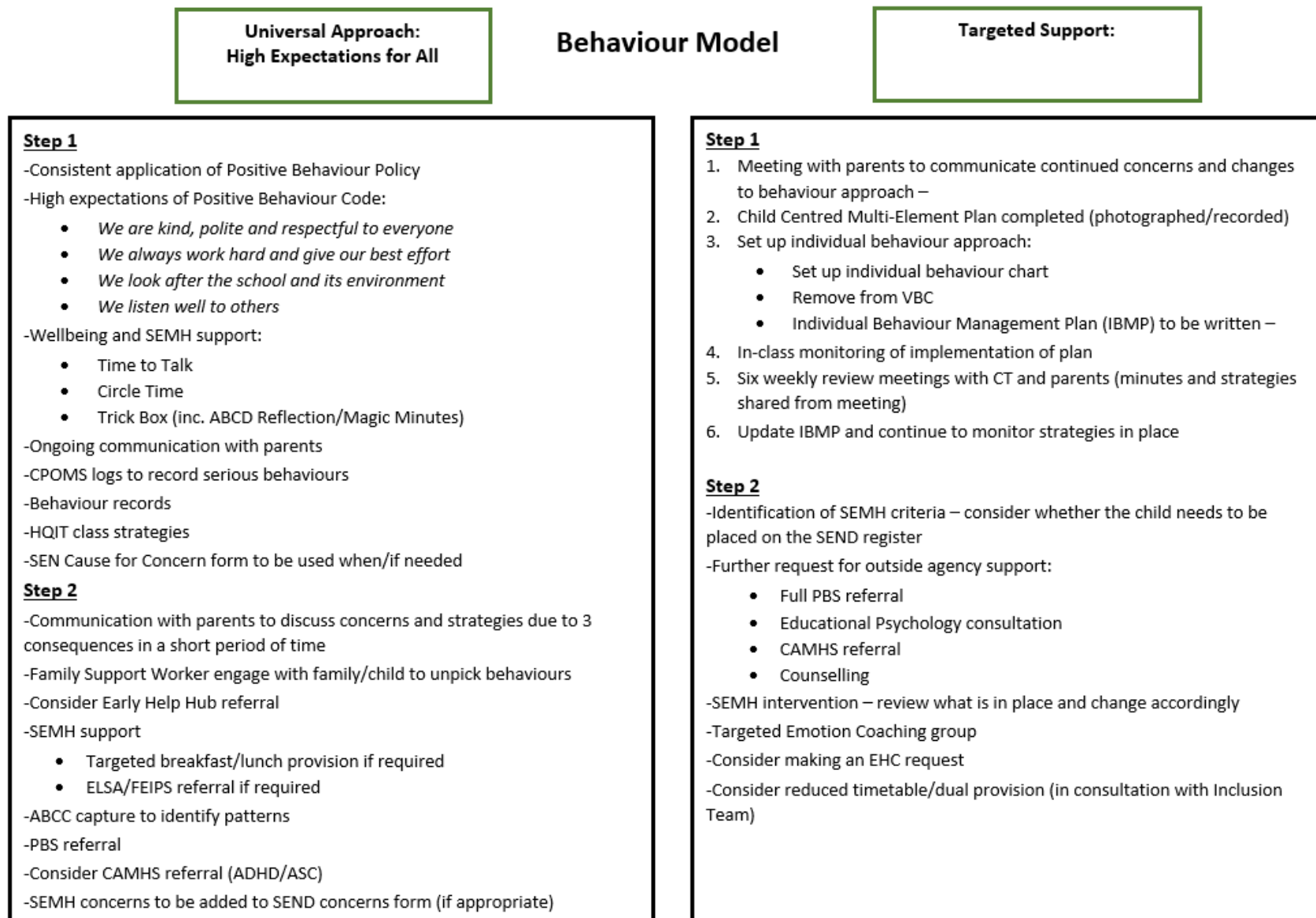
I am refusing to listen well despite reminders by adults.
I am not following instructions and am walking away from an adult and showing I am not listening well by rolling my eyes and putting my fingers in my ears..
I am distracting others around me.

I am continuing not to listen to adults in the school.
I am interrupting and unable to follow instructions by any adult in school.
I am affecting the rest of the class and the teacher is unable to teach the lesson.

Appendix five

▲ **ABCC Behaviour Chart**

Day/Date	Time of Day	A. Antecedents	B. Behaviour	C. Communication	C. Consequence
		What was happening before the behaviour occurred?	What did do?	What is the behaviour communicating?	What you/others did after the behaviour occurred.



Appendix seven

Individual Behaviour Support Plan (IBMP)

Name:	DOB: Teacher: Year:	Plan Number:	Date of plan review:
Aims: •			
Key behaviour difficulty: <i>(Triggers.....Antecedents.....)</i> •		Our understanding of behaviour: <i>(Communicative function: I feel.....I need.....)</i> •	
Setting / Background: •		What we want to see instead: •	
Proactive Responsive Strategies			
Environmental changes which may help:	Provision / Teaching Skills	Direct Interventions	
Reactive Strategies			
Active Strategies		Reactive Strategies	