



## Behaviour Policy 2022

Author: N Sefton

Governors Approved:

A handwritten signature in blue ink, appearing to read 'D. Sefton', is positioned above the date.

January 2022

Review date: September 2023

## Contents

Visions and Values.....	3
Causeway's Rights and Responsibilities' .....	3
Aims.....	3
Legislation and statutory requirements .....	4
Bullying.....	5
Roles and responsibilities.....	7
Pupil code of conduct .....	7
Rewards and sanctions .....	8
Behaviour management.....	12
Pupil transition .....	14
Training .....	17
Monitoring arrangements.....	17
Links with other policies .....	17
Appendix	

## Visions and Values

### **Behaviour Principles Written Statement**

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

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

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

### **Our Mission Statement**

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

### **Aims of the School**

The school:

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

### **Causeway's Rights and Responsibilities**

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

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

Our behaviour policy and systems reflect these:

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

## Aims

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

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

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

This policy aims to:

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

## **Partnership with Parents**

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

## Statutory Responsibility: Poor Behaviour

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The authority to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers and governing bodies ensure that there is strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules- rights and responsibilities or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers can confiscate pupils' property

## Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school

- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Keeping Children Safe in Education (KCSIE) 2021

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

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

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

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

### **Safeguarding and promoting the welfare of children**

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

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

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

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

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

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

### **Bullying**

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

Bullying is, therefore:

- Deliberately hurtful (online, physically, emotionally and/or verbally)
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include (but not limited to):

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

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

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

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

In accordance with the Keeping Children Safe in Education (KCSIE) 2021, the following definitions recognise unacceptable behaviours and will be reported in accordance with the Safeguarding policy and any other relevant agencies. Incidents of this nature, will not be tolerated and will be dealt with in accordance with this policy. In order to support any victims, we will promote a culture and ethos of respect, tolerance, acceptance and diversity, with the aim to make it easier for pupils to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

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

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

## Roles and responsibilities

### **1.1 The governing board**

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

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

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

### **1.2 The Senior Leadership Team**

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

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

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

### **1.3 Staff**

Staff are responsible for:

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

### **1.4 Parents**

Parents are expected to:

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

### **Pupil code of conduct**

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

We expect all pupils to:

- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn and achieve
- Move quietly around the school

- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

### **Rewards and sanctions**

The purpose of positive recognition is to:

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

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

#### **2.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise (verbal)
  - Certificates / Praisepadz- awarded (for a variety of reasons) weekly and termly and are chosen by the class teacher or lunchtime supervisor (lunchtimes). Parents are invited to attend these assemblies which are led by senior leadership.
  - Letters, postcards or phone calls home to parents
  - Gem Cards handed out for the values of RESPECT
  - Body language e.g thumbs up or high five
  - House Points
  - Stickers
- ✓ *All children in Key Stage 1 and 2 are in Houses —Oak, Elm, Ash, Beech. They are led by House captains, elected by fellow Year 6 pupils.*
- ✓ *House Points may be awarded for good work and behaviour.*
- ✓ *At the end of each week the totals for each House in each class are displayed on the celebration board. These are collected and announced in Whole School assembly.*

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

#### **Sanctions:**

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

The purpose of a sanction is to:

- Encourage children to make the right choices and follow the school rights and responsibilities
- Help children learn that consequences follow actions;
- Deter children from misbehaving;
- Deter other children from misbehaving;
- Minimise disruption to others for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied
- Provide the children with a calm, environment to reflect, via removal from a class or group
- Confiscate something inappropriate for school
- Create a fresh start



- Missing a special event and in rare circumstances a trip if safety cannot be ensured

When poor behaviour is identified, sanctions **will** be implemented consistently and fairly in line with the behaviour policy. At Causeway, we have a range of disciplinary measures clearly communicated to school staff, pupils and parents.

**These can include:**

- **A verbal warning, yellow card, red card.**
- **Repeating unsatisfactory work until it meets the required standard.**
- **The setting of written or reflective tasks**
- **Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in an activity.**
- **Missing break time.**
- **Reflection including during lunch-time and during the school day**
- **Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.**
- **In more extreme cases schools may use temporary or permanent exclusion.**

**The Good to be Green System**

**Good to be Green and Dream to be Green Party**

At the end of each term or ½ term, all behaviours will be tracked and all pupils who have remained green for a set period of time will receive a certificate and an invitation to a Good to be Green party or event. For those who have not remained on green but have shown improvement in their behaviour or mind-set, will be nominated by their class teacher and may be invited to the Dream to be Green Parties.

For rewarding positive behaviour:

1. All children's names start on the green every morning.
2. For exhibiting positive behaviours the child may be awarded a gem card for one of the RESPECT values. Types of positive behaviours, some examples:

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

## **Sanctions procedures:**

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

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

- Allow the children time to reflect on if they've made the right choices
- Encourage the pupil to reflect on what they could do differently next time
- Provide the children with a calm, environment to reflect, via removal from a class or group
- Confiscate something inappropriate for school
- Create a fresh start
- Missing a special event and in rare circumstances a trip if safety cannot be ensured

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

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

### ***A verbal warning will be given and displayed***

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

*If unacceptable behaviour continues:*

### ***A yellow card will be given and displayed***

- The child may be moved to a designated area within a classroom
- They will have 5-10 minutes to reflect, calm down etc without disturbing others
- A yellow card sticker will be placed in the child's planner to inform the parent

*If unacceptable behaviour continues:*

### ***A Red card will be given and displayed***

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

If unacceptable behaviour continues:

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

*If unacceptable behaviour continues after receiving a blue sky*

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

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

<b>Inappropriate behaviours</b>	
<b>(examples but not limited to)</b>	
✓ Fidgeting constantly	
✓ Not paying attention	Silly noises
✓ Not completing work	Pushing in line
✓ Calling out	Swearing- but not at a staff
✓ Out of seat	
✓ Wandering around	
✓ Interrupting other pupils	
✓ Interrupting teacher/pupil when teaching and learning	
✓ Ignoring minor instructions to whole class or individual	

Please see the Behaviour Overview (Appendix)

Types of behaviour for red card:

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

Types of behaviour for red sky:

Examples but not limited to:

- Any behaviour that has been described above- the pupil has been spoken to and has been on the thinking table and they have not modified his/her behaviour
- Swearing deliberately at any child
- Deliberately throwing small objects with the intention of breaking them
- Damaging school property or other pupil's property
- Leaving class without permission
- Challenging authority
- Physical, Mental, Verbal or Sexual abuse (peers or staff)
- Bullying
- Continued refusal to follow instructions

### **Informing parents**

Parents are informed when their child receives 3 or more yellow or red cards, they are sent a letter (via email), this is usually sent the following week.

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

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

### **2.2 Power to discipline beyond the school gate**

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

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

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

### **2.3 Malicious allegations**

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

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

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

## **Behaviour management**

### **3.1 Classroom management**

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

They will:

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

### 3.2 Physical Intervention

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical intervention must:

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

*Please see Physical Intervention Policy*

### 3.3 Confiscation

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

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

1) The general power to discipline (as described in the bullets under the heading "Discipline in Schools – Teachers' Powers" on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) Power to search without consent for "prohibited items".

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. School cannot be responsible for these items if they become lost or damaged. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. It may also be appropriate to dispose of the confiscated items, provided it is reasonable.

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

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

### **3.4 Pupil support**

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

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

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

### **Nurture-Style Facilities**

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

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

#### Pupils with Special Educational or additional needs

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

Areas for consideration:

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

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

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

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

#### **4.1 Severe behaviour incidents and exclusion**

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

##### **When an Internal exclusion is given**

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

##### **When a Fixed-Term Exclusion is given**

- Child escorted to SLT
- Parents immediately contacted by Headteacher, informed of exclusion and asked to collect the child immediately
- Pupil sent home for up to 5 days (Chair of Governors will be informed of 5 day exclusions)
- Parents to receive notification and advice by letter
- Work to be provided by school while child is at home
- Safe and well phone calls made by attendance officer
- Incident is reported on Exclusions spreadsheet
- Incident is recorded on SIMs
- Upon return to school, a re-integration meeting takes place to discuss interventions and strategies to prevent another exclusion

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

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Serious deliberate damage to school property
- Continued disruptive or bullying behaviour

- Risk of harm to the education or welfare of the pupils or others in the school

### **Permanent exclusion**

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

- The school will inform Parents, Chair and Sandwell MBC Officer of exclusion
- A panel of governors will be appointed and meet to consider all representations and reports, within 15 days of the exclusion. Parents are invited to attend and they may be accompanied by someone they choose to support them
- The panel will either reinstate or uphold the exclusion
- Parents will be notified of their rights to appeal to an Independent Appeals Panel, convened by Sandwell MBC
- If appeal is unsuccessful, the child will be removed from the school roll

### **Preventative action**

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

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



- Nurture support
- Lunchtime and breaktime support
- If the child has an EHCP a Emergency review will be called
- Consider PPE
- Consider placement at Pupil Referral Unit or Alternative Provision

## **Reflection**

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

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

All Blue and Red sky sanctions are shared with parents, this will either by via the telephone, in person or via letter (sent via parent mail).

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

## **5. Pupil transition**

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

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

## **6. Training**

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

Behaviour management will also form part of continuing professional development.

## **7. Monitoring arrangements**

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

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

## **Record Keeping**

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

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

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

Both positive and negative behaviours are recorded weekly, this is shared with the DHT (and in turn the Headteacher), Gem cards, red and yellow cards are all tracked and recorded weekly. All behaviours are monitored at the end of each <sup>1</sup>/<sub>2</sub> term and the analysis shared with staff to look at ways to improve regularly occurring incidents.

#### **8. Links with other policies**

This behaviour policy is linked to the following policies:


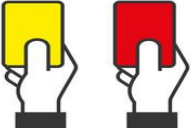

- Safeguarding Policy
- Anti-Bullying Policy
- Sandwell Exclusion Policy and Procedures
- Physical Intervention Policy
- SEND Policy

## **Appendix:**

### Screening, Searching and Confiscation

Power to search without consent for “prohibited items”. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

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