

New Horizons Children's Academy

PART OF THE THINKING SCHOOLS ACADEMY TRUST



Children first – Challenge – Aspire - Achieve

BEHAVIOUR FOR LEARNING POLICY

Inception date: February 2022

Review Date: February 2024

**NEW HORIZONS CHILDREN'S ACADEMY
Behaviour for Learning Policy**

At New Horizons Children's Academy we aim to promote mutual respect and co-operation between all members of the school and seek a calm, working atmosphere so that children feel emotionally safe, can concentrate, and can maximise time spent learning and achieving. Consistent implementation of this policy is a key element of our strategy to raise achievement both academically and also in terms of personal attitudes and development. This policy applies to all the adults who work at New Horizons Children's Academy – we are all responsible for all children's behaviour all of the time. Promoting good behaviour is a constant and corporate responsibility, achievable through teamwork and consistent and persistent application of this policy.

Principles

A good ethos, good relationships and good teaching are the key to good behaviour for the majority of children.

Child First

- The behaviour should always be separated from the child – I like you but I do not like your behaviour because ... – Children need constant reminders of the consequences of their behaviours (if you do this then that will happen); that they control their bodies and mouths and are responsible for their actions (no one else), and that they have choices about how they behave or respond to a situation – 'do the right thing, walk away from trouble'.
- Children should be given the opportunity to explain their behaviour, to ensure that both the adults investigating an incident and the children involved have a clear understanding of what happened. This will allow both parties to hold a constructive dialogue so that the child feels involved and informed in the behaviour management process. This is recorded on 'A Record of my Behaviour using a Multi-flow Map' (see Appendix A).
- Some children have muddled perceptions of other's intentions and events – they need help with unpicking these and making more objective interpretations e.g. being bumped into may be an accident, not a deliberate attack. Some children have difficulties with empathy and need help understanding how the other child feels.
- Children should always be given a fresh start once they have completed the relevant consequence.
- Children who find it very difficult to comply with our rules, despite good behaviour management by adults, or require frequent time out or other sanctions should be referred to the Inclusion Team (see Appendix B) for more intensive support and particular intervention programmes. Meanwhile, we still apply our normal rewards and sanctions.
- Pupils who find it difficult to make the right choices in terms of their behaviour are seen as an opportunity for success by all staff. Staff take the time to get to know these pupils, developing positive relationships, understanding their difficulties, developing ways to overcome them and building in time for pupils to focus on what they can do well.

Staff

- All adults should make an effort to get to know and respect the children as individuals who may be at different points in their development of maturity and emotional intelligence, with very different experiences of life.
- All adults should be aware that they are role models and should model good relationships and ways of interacting with others.

- All staff should build positive behaviour management strategies into their teaching and support so they are a natural part of their approach, preventing and pre-empting possible difficulties.
- Team work – all members of staff work together to secure good behaviour – every member of staff is responsible for every child's behaviour.
- Behaviour management is continually reviewed by staff at all levels (rather than only reactively) – teacher meetings, TA meetings, inclusion meetings, SLT meetings, governor meetings.

Maximising Positive Behaviour

- The emphasis should always be on 'promoting/rewarding positive behaviour' in order to raise pupils' self-esteem and their personal expectations - rewards and praise should always outweigh consequences with the aim of children reaching the point where they control their own behaviour, seeking intrinsic rewards such as pride in their work, the pleasure of playing well in a match, the joy of helping someone else. **We maximise positive behaviour rather than minimising poor behaviour.**
- Pupils showing desired behaviours are highlighted as good examples and role models to show others what is expected.
- If children are 'attention seeking', we need to ensure we give positive attention for what we want and minimise negative attention - reinforcing the behaviour we expect from the child.

Teaching Good Behaviour

- We need to teach children good behaviour, explaining and showing them what we want, praising them for doing it – not assuming they know already.
- Assemblies and PSHE lessons should be used constructively to illustrate the traits and behaviours we wish to promote, such as kindness and consideration, as an important part of moral education.

Boundaries

- Children need clear boundaries that are fairly (objectively) and consistently applied – they need to know that a good behaviour will lead to praise and approval while an inappropriate behaviour will lead to a certain sanction.

Consequences

- Consequences need to be kept in proportion to the chosen action and misbehaviour and applied consistently in line with our levelled approach, involving the pupil in identifying where their behaviour lies in the system.
- We should avoid punishing whole groups for individual misdemeanours, equally we should avoid publicly humiliating individuals although we may refer to their behaviours anonymously e.g. in assemblies, to make a general point or reminder about what is acceptable and expected, and what is not.

Routines

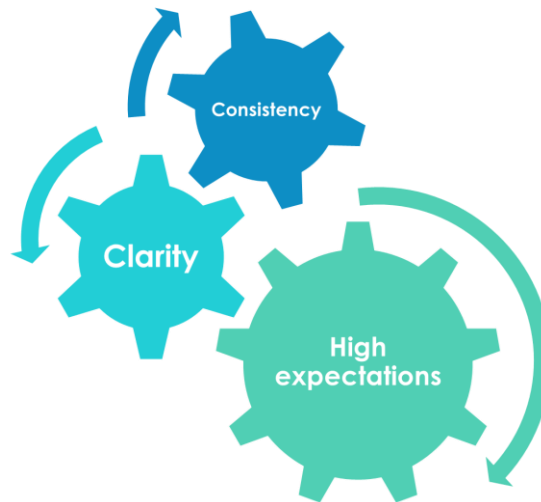
- Routines are communicated and practiced until they become automatic.
- Taught routines will eventually become habits. Only by consistently practicing and expecting specific behaviours in certain situations, will this happen.
- Routines are reinforced by all staff at all times.

Parents/Carers

- We seek constructive and understanding relationships with parents/carers from the earliest opportunity so that we have a positive foundation to build upon should there be an issue. We aim to work in complete partnership with parents to resolve issues from the earliest stage.

School Environment

- All pupils and staff take pride in the school environment, picking up litter, putting fallen posters back up on walls, keeping shared areas tidy, reporting broken furniture.
- Members of SLT are highly visible at all times of day and so pupils are unsurprised to see SLT members around school, on the playground, in the lunch hall, in their classroom – behaviour is consistently good regardless of where they are/ who is in the room.



High expectations

- All staff have high expectations with everything
- All staff communicate these high expectations at all times
- Staff pick up on this with colleagues if this is not happening
- Our expectations should be clearly understood by all staff, children and especially parents/carers
- The definition of high expectations is made clear to all staff through the explicit criteria set out below:

Lining up	Assembly	Early morning routines	Transitions inside the classroom
<ul style="list-style-type: none"> - We line up in alphabetical order - Our voices are away - We stand one behind the other - We face the front - Our hands are by our sides 	<ul style="list-style-type: none"> - Our legs are crossed - Our hands are in our lap - Our voices are away - We face the front 	<ul style="list-style-type: none"> - Our voices are away - We put our belongings away quickly and sensibly - We greet the teacher - We sit and complete our early morning work 	<ul style="list-style-type: none"> - Our voices are away - We keep our hands to our self - We walk when moving around the classroom - We tidy up our desk and move to the next activity quickly
Sitting at a desk	Sitting on the carpet	Corridors	Dining hall
<ul style="list-style-type: none"> - We sit up in our chair - All four of our chair's legs are on the ground - We keep our hands to our self - We use quiet voices when working - We raise our hand when we wish to speak to an adult 	<ul style="list-style-type: none"> - We keep our hands to our self - We face the front - Our legs are crossed 	<ul style="list-style-type: none"> - We walk in the corridor - We walk on the left hand side - Our voices are away - Our hands are by our sides - We hold doors open for others - We politely greet all adults that we pass by 	<ul style="list-style-type: none"> - We use quiet voices - We keep our hands to our self - We raise our hand when we have finished our lunch - We await permission to leave the dining hall - We stay in our seats whilst eating - We walk in the dining hall - We show good manners

Clarity

- Staff members are clear about their expectations at all times
- Pupils are explicitly taught what is expected of them

- In EYFS, KS1 and wherever else necessary, this is supported with visual cues and social stories.

Consistency

- There is zero tolerance for not following the school rules
- When a reward is given, it is never taken away
- When a consequence is given, it is seen through
- The same consequences are given for the same behaviours, regardless of the time of day, staff member, pupil (with reasonable adjustments made for pupils with SEND)

Rules

- Rules help pupils to learn, keep safe and feel secure
- Pupils know the schools rules and what we are working towards – transforming life chances – pupils, parents/carers and staff know what this means and how it impacts on them
- Rules are widely known and demonstrated throughout school life
- When rules are broken, there is always a consequence
- When rules are followed/broken, pupils are reminded of the rule they followed/broke and are encouraged to recognise this in themselves and others
- The rules are displayed prominently in the school
- The rules are referred to in every assembly
- Staff refer to the rules frequently, especially at the beginning of term when setting expectations for behaviour
- When rules are introduced at the beginning of the year, these are accompanied by photos of pupils following the rules in EYFS and KS1

School Rules (linked to the Habits of Mind):

- We keep trying.
- We think before we act.
- We choose our words carefully.
- We take safe risks.
- We work well with others.

Completion of assigned work

All children are expected to complete work set for them. If work is not completed in lesson time, children will be asked to complete it in their break or lunchtime. Staff will make sure that the time spent doing this is reasonable and proportionate. Children kept in at lunchtime will always be entitled to eat their lunch, although this may not happen until their work is completed. Pupils will always have access to the toilet during break and lunchtime.

Remembering to Be Your Best Self

- For the first few days in September, pupils are explicitly taught (see setting routines below) what is expected of them in terms of behaviour
- Expectations are exemplified and clarified in as much detail as possible to avoid any misunderstanding

After each break from school, the first day is 'Remembering to Be Your Best Self' where pupils are explicitly taught and reminded of what is expected

Setting routines – teach and then practice:

- Lining up in alphabetical order
- Entering the classroom
- Walking around the building on the left (regardless of time of day)
- End of break/lunch routines
- Staying in seats
- Raising hands when wanting to speak
- Classroom routines, toileting, washing hands, moving from tables to the carpet, putting their belongings away in the morning, etc
- Classroom whispers, paired talk, etc
- Getting equipment out, putting equipment away
- Responding to the class bell
- Entering and exiting assembly
- Keeping their workspace tidy
- Setting work out correctly in books
- Lunch time procedures

Uniform

- Uniform helps instill a sense of communal identity, communicates a sense of self-pride and pride in the school.
- Good uniform is routinely insisted upon by all staff.
- Uniform is monitored by ELT and SLT members.

Behaviour Management Strategies

- Good teaching with good pace and an appropriate level of challenge so children are engaged throughout (reducing opportunities for misbehaviour)
- Interesting lessons which engage the pupils and give them a sense of success
- The teacher circulating to keep children on-task and maintain contact (eye, voice, proximity)
- Good classroom organisation and management - well-organised equipment, well-laid out to allow movement and for the teacher to see everyone
- Clear expectations and routines – say what you want e.g. expect children to sit in their seats and to put up their hands to ask for help (not calling out)
- Creating a classroom climate where children feel listened to, valued and fairly treated
- Positive classroom environment- name, behaviour you like, reward (move your name up)
- Use of Habit Points - name, behaviour you like, reward
- When undesirable behaviours are seen, a positive statement is used first.
 - ✓ E.g. 'I really like the way that purple group are persisting with their learning, they can all have a Habit Point. I'm now looking for other tables to give Habit Points to.'
 - ✓ 'Jamie is showing fantastic sitting, you can have a Habit Point.'
 - ✓ 'Who is going to be first to show me they are ready? Wow, I can see Sarah is ready, oh so is Peter.'
 - ✓ 'I'm looking for children who are working quietly, well done green table you are definitely showing good learning habits, you can have a Habit Point.'

- Adequate resources on tables to support independence
- Well established routines, understood and the goalposts kept the same, then children will only need minimal reminders during learning time
- Positivity used first before addressing undesirable behaviours
- State the child's name and the behaviour that you want to see. 'James, I am looking for good sitting, thank you.' And then move on, giving the child take up time and time to rectify their behaviour. If possible at this point praise a child who is showing good sitting so that James can see what this looks like
- Replacing 'please' with 'thank you'. We do not plead with children, it is an expectation that they will follow the instruction that is being given so we always articulate the behaviour that we want to see followed by 'thank you'

All teachers have their favourite techniques for managing behaviour. These Bill Rogers techniques are easy to use and effective for dealing with most mildly disruptive behaviour:

- Say what you want – I need you to be sitting down in your chair, hands in lap, looking this way (3 short instructions always best) and then praise once followed
- Tactical ignoring – you choose what you respond to, when and how
- Redirection / re-focusing on the task – “You need to finish your sentence.”
- Rule reminder – “all four feet on the floor” (for those who lean back on chairs)
- Name, direction, 'thank you'. “John, looking this way, thank you.”
- Choice then direction – “You can complete your work now or at break, this is your choice”
- Broken record – keep calmly repeating your request
- When/ then - “When you have put your pen down, then I will come and see you”
- Use agreed gestures – hands up or flat to indicate quiet
- Congruence – make sure your facial expression and voice tone matches what you are saying, e.g. not smiling when you disapprove
- Giving warning about using the behaviour chart – no discussion, ignore reaction, then apply consequence
- Afterwards, take child aside (away from audience), ask them what they were doing wrong, what they should be doing and therefore what they will do next time

Assemblies/Collective Worship

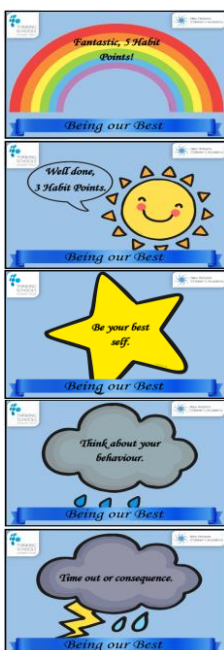
An appropriate atmosphere should be created to allow for respect and reflection from the moment the children line up in their classrooms.

- Teachers/ adults bring the children in quietly, seat them and maintain quiet but positive attention for good behaviour
- Teachers model expected behaviour
- Whenever possible, assemblies will start and finish promptly
- Although staff are responsible for their own class, we take a corporate approach and help maintain the behaviour of any children near us
- Staff members maintain a close distance to their class to monitor behaviour
- A properly supported quiet exit from assembly – one line at a time
- Children who behave inappropriately in assembly are taken aside and spoken to quietly and an appropriate consequence is applied if needed

Corridor and break/lunchtime behaviour

- The same principles are applied to any corridor and lunchtime behaviour – constantly.
- Adults remind children about behaviour expectations before children go out and re-affirm them when children come back in.
- All adults promote good behaviour by giving out Habit Points for good out of class behaviour, 'catching pupils being good' – walking quietly, being polite, lining up well, etc.
- Class Teachers support the midday meals supervisors following lunchtime incidents – making it clear to children that their behaviour is the concern of the class teacher wherever or whenever it takes place.
- All adults on the playground wear a high visibility jacket to ensure that pupils can locate staff members when needed.
- Some staff carry First Aid bags so that accidents can be quickly and efficiently dealt with on the playground.
- The lunchtime supervisors have physical Habit Points to give out to children and use techniques to promote good behaviour. Lunchtime supervisors are also trained to record incidents on Behaviour Incident Records. The playground is zoned for safety – children should be praised and rewarded for being in the right place at the right time; walking on the paved area; being polite or helpful; lining up well; looking after others and helping collect in equipment etc. The equipment should go out promptly. Teachers should be prompt in collecting their classes from the playground. Incidents between two or more pupils can be followed up using a Conflict Resolution Form (Appendix E).
- At the end of break and lunchtime, all children are expected to follow the routines in place. These are taught and reinforced by all staff:

- ✓ A staff member blows a whistle
- ✓ All staff raise their hands
- ✓ Pupils stand still with their hands raised in silence
- ✓ Staff call classes one a time to their lines
- ✓ Pupil walk sensibly and in silence to their lines
- ✓ Pupils line up in alphabetical order facing the front and wait for the staff member to lead them into the building
- ✓ Staff ensure that pupils are quiet, shirts are tucked in and that pupils are ready before entering the building



Behaviour Management

We use two distinct behaviour modification systems running concurrently; one is a reward system to encourage positive behaviour which rewards children being on task, good behaviour and completion of tasks. The other is a system of sanctions to deter those from continuing to exhibit negative behaviours. Although the two systems do interweave at points they each have clear structures of their own.

Rewards

We wish to raise the self-esteem of all children and teach them to understand that all behaviour has consequences - either good or bad. We wish to encourage those children whose behaviour is regularly positive and can sometimes be overlooked in a classroom. To achieve this we use a simple, manageable ladder system to reward those children who adhere to the School Rules. Children start in the middle of the ladder and can move up or down depending on their behaviour. At the end of **each** day, children who have reached the rainbow earn 5 Habit Points. Children who reach the sunshine earn 3 Habit Points.

Each class has a marble jar. Marbles are earned when the whole class achieve something together. This can be anything and given by any adult but must involve all pupils working together. E.g. the whole class lining up without talking, everyone writing their date and underlining it in under two minutes, the whole class joining in with singing assembly. When the jar is full, the class earn a 20 minute treat - which they choose. The treat is decided with the whole class at the beginning of the term so that pupils know what they are working towards.

Further rewards are listed below:

- Praise (with reasons)
- Stickers
- Named moved up on Behaviour Chart
- Habit Points
- Achievement Alley certificates
- Golden Tie – given when a child has shown that they have successfully followed one or more of the school rules
- Positive comments to parents/carers on Seesaw
- Other certificates: attendance, punctuality, sporting
- Cups/medals from sporting events
- Work displayed, sent to another teacher/ member of ELT/SLT
- Individual, personalised behaviour/reward charts
- Habit Points for walking sensibly in the corridor
- Punctuality Penny for the class with the best punctuality each week
- Attendance Ace for the class with the best attendance each week

This system allows us to reward behaviour that reflects adherence to the school rules, children who achieve individual successes and emphasise the importance of attending school.

Consequences

- Children need to know that misbehaviours, especially those which hurt others, stop teachers teaching or others learning, have consequences and that these consequences will be certain and fairly applied. They do not have to be large but need to be proportional and certain – once we start making exceptions then some children will try to negotiate every time.
- In order to ensure a fair and proportional approach we have a stepped approach to responding to misbehaviour and applying consequences according to the age of the child – see charts at the end of the policy. These should be displayed and referred to when dealing with a child. Parents/carers are welcome to have copies.
- Where appropriate, consequences might be adjusted and/or alternative arrangements put in place in order to secure a balanced response where pupils with SEND/ possible unidentified SEND are involved

- High expectations are demonstrated for all and then scaffolded to enable pupils to show the best behaviour that they are capable of
- Consequences are consistently applied so that pupils know that the behaviour is unacceptable
- Misbehaviour is never accepted from any pupil who is capable of modifying their actions
- The certainty of a consequence is always more important than the severity
- Interventions in place to support a pupil's social, emotional or behavioral difficulties are never taken away as a consequence for poor behaviour
- Children with behavioural difficulties have trouble seeing that they have choices and therefore they are choosing to behave incorrectly. We need to teach them that all behaviour has consequences, good or bad, and that they are able to choose how they behave. It is imperative that we explain exactly what they have done wrong so that they have a clear understanding of what behaviour resulted in what consequences, e.g: 'you were repeatedly interfering with other children on your table trying to complete their learning, you were warned to stop but you did not, so now your name has to be moved to the rain cloud'
- If a child is moved to the 'rain cloud' they should be encouraged to think about their behaviour. At this point, the child will have already had a verbal warning but their name on the rain cloud will then serve as a visual reminder
- If a child is then moved to the 'storm cloud', they should spend time in their partner class (5-10 minutes based on age) or miss 5-10 minutes of their break/lunchtime. Any child missing some or all of their lunchtime as a sanction will always be allowed to eat lunch although this may be away from their peers.
- When a child has completed their consequence (time out at break/lunch or in a partner class), their name is returned to the star. If a child is then moved to the storm cloud for a second time within the same day, after being on the rain cloud, they should then spend time with their Phase Leader either during lesson time, at break or lunchtime. The behaviour and consequence should be reported to the child's parent/carer.
- When a child has completed their consequence (time with their Phase Leader), their name is returned to the star. If a child is then moved to the storm cloud for a third time within the same day, after being on the rain cloud, they should then spend time with the Behaviour Lead or a member of SLT, either during lesson time, at break or lunchtime. The behaviour and consequence should be reported to the child's parent/carer.
- A warning should always be given before moving a child's name down. In cases where children are reluctant to move their own name, adults should do this for them in a private and sensitive way.
- Staff will always work on the principle to praise in public but to reprimand or sanction in private.

Time away from peers can be used for a number of reasons:

- Provide a cooling off period after an emotional outburst
- Separate pupils presenting with disruptive behaviours, from their peers
- Internally exclude pupils who are upsetting the calm, safe environment that pupils and staff are entitled to

Behaviour away from school

We are proud of New Horizons Children's Academy and all of the pupils who attend. It is important to us that we are viewed as a positive part of the community. This means that there may be occasions where pupils' behaviour away from school, will still have a consequence in school. The school has the right to discipline children in the following circumstances, although children can only be disciplined when on the school premises:

When the pupil is:

- Taking part in any school- organised or school- related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil of the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions on the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

This includes inappropriate behaviour/activity on social media. Bullying, both online or offline, is not tolerated at New Horizons Children's Academy and sanctions will be taken in line with the school behaviour policy. Further information can be found in the anti-bullying policy on the school's website.

Child's View

At Level 3 behaviours, children involved can be given the opportunity to give their view of the incident using A Record of my Behaviour form (Appendix A) or a Behaviour Reflection Form (Appendix D). This should be as close to the incident as possible. If a pupil refuses to give their views, this should also be recorded.

- This can be written by the adult and signed by the child
- This can be written by the child
- The child can draw and an adult can add annotations
- Children with additional needs could also be offered a flow map to create a cartoon strip with the adult to annotate the images
- For any of these, if a child refuses to take part, this must be written on the form to show that we offered for the child to be able to give their point of view of the incident
- If more than one child is involved in the incident, they may be offered the conflict resolution form (Appendix E). This will be facilitated by an adult, who will make notes, read this back to the children and they all sign it
- No child should go home without the incident being resolved and fully investigated, where possible and dependent on the time of day that the incident took place

Behaviour Incident Reports

- Children who have broken the school rules resulting in the disruption of other's learning or causing emotional or physical harm to others will result in the recording of the incident using Behaviour Watch. The class teacher/ELT/SLT will then apply the stepped approach.
- All behaviour incidents are read by the Phase Leader who will keep track of incidents and may decide the consequence. The Phase Leader, Behaviour Lead or a member of SLT may choose to take further action as a result of analysis and other incidents that may have occurred. It is essential that accurate records are kept to ensure all pupils' behaviour is monitored to enable staff members to take appropriate action.
- A factual commentary should be written recalling the exact incident in detail. Adults' interpretations of events including emotions should be carefully written to ensure that there is no bias appearing through the statement, e.g. instead of 'The child was extremely angry' – 'The child appeared to be angry, their face was red and their voice was raised and shouting', 'The child aggressively hit another

child' – 'The child demonstrated aggressive behaviours by lunging forward with a closed fist assaulting another child in the right side of his face.'

- Adults should not add their own emotions at this point to the behaviour record. If an adult has witnessed an incident that has led them to feel uncomfortable or emotionally vulnerable, they should take the time to write an impact statement about how this incident has affected them. This should be discussed with a member of SLT where emotional support and a debrief will be provided.

Internal Exclusion

- If it is felt that a pupil's actions mean that they should be internally excluded, their parent/carer is informed via a phone call/conversation/meeting and this is followed up with a letter (Appendix H) including the school's Behaviour for Learning Policy.
- The pupil spends time (as decided by a member of SLT), away from their class, with another class or a member of SLT.

Internal Exclusion at an off-site inclusion facility

- It may be appropriate for a pupil to have an internal exclusion at another school in the local area if it is felt that the consequence of internal exclusion within school is not strong enough.
- Parents/carers are informed via a phone call/conversation/meeting and this is followed up with a letter (Appendix I)
- This is arranged by the school but parents/carers are expected to provide transport for their child

Fixed Term Exclusions

We use Exclusion as a part of a positive approach to behaviour management, setting a firm and non-negotiable boundary for unacceptable behaviours. Examples include but are not limited to the following:

- Racist, homophobic, transphobic, sexual misconduct or use of other derogatory language
- Sexual language/behaviour. All staff will challenge inappropriate behaviour between peers and will not downplay or dismiss behaviours of this type. Please see KCSIE (Keeping Children Safe in Education) 2021 - paragraph 48

The incidents above are all logged and are sometimes reported to other agencies and groups e.g. governors, the Local Authority and Ofsted (during an inspection). In some cases, school may need to contact other agencies e.g. social care, the police.

- Verbal or physical attack on another pupil leading to injury
- Physical attack on an adult
- Ongoing and repeated defiance towards staff (including SLT)
- Persistent bullying, racism, sexism or harassment (which causes significant distress)
- Very dangerous or irresponsible behaviour e.g. on a school trip
- Bringing an offensive weapon in to school (imitation or real)
- Major theft or vandalism
- Extreme physical bullying
- Extreme vandalism
- Leaving site without permission (away from immediate boundaries)
- Bringing drugs or other illegal substances into school
- One off serious breach or persistent breaches of the school's behaviour policy
- Serious behaviour away from school that falls under the remit of the behaviour policy

- Malicious allegations against staff
- Threats towards staff on social media
- Threats towards other children, taking into account the age of the child and the context of the situation
- Threats or malicious comments to/about pupils on social media that are negatively impacting school life
- When incidents occur at this level, witness statements from other pupils should be obtained as soon as possible (Appendix F)
- All Level 5 behaviours could lead to a Fixed Term Exclusion, the length of which is proportionate to the actions. When excluding a child we follow the Local Authority guidelines
- Only the Headteacher (or Acting Headteacher in their absence) can exclude a child. The parents/carers should be telephoned, as well as, sent a letter. The parents/carers should accompany the child on their return to school (or make an appointment to see the Headteacher if work commitments make this difficult) to discuss a joint way forward
- Fixed Term Exclusions are seen as a 'last resort' and will normally only be after an internal inclusion has occurred in school or at another school
- After each Fixed Term Exclusion, a reintegration meeting is held with the pupil, parent/carer and a member of SLT
- All paperwork is completed before the decision to exclude is undertaken
- See the TSAT Guidance on Exclusion from School for more details

Raising pupils to the Inclusion Team

The above approaches, consistently applied will ensure good behaviour of the majority of pupils but a small minority will exhibit social, emotional or behavioural difficulties which require a more intensive approach.

- If a pupil is showing significant behavioural difficulties and staff feel they need further support, they can raise the child to the school Inclusion Team (see Appendix B)
- The Inclusion Team consists of the Deputy Headteacher, Assistant Headteacher, Behaviour Lead, the Designated Safeguarding Lead, the SENCO, and other key members of staff who the school deem it is appropriate to attend. The Inclusion Team meets regularly to discuss any pupils raised
- During these meetings, actions are agreed and recommendations are passed back to any staff involved with the pupil

Possible outcomes:

- The pupil is raised at the In School Review where a wider network of professionals attend
- A Behaviour Support Plan is set up (see below)
- A member of the Inclusion Team arranges to observe the child and give recommendations
- A specific resource/strategy is recommended
- A meeting is set up with the pupil's parent/carer to discuss a way forward
- A referral is made to an outside agency (e.g. CAMHS, Bradfields, School Support Group, Educational Psychologist)
- An intervention is set up with a member of the Inclusion Team
- An Early Help Assessment is initiated

Behaviour Support Plans

- A Behaviour Support Plan (see Appendix G) may be put in place if a pupil is continually finding it difficult to follow the school rules

- Behaviour Support Plans can be initiated through a referral to the Inclusion Team
- Aims – to support pupils who find it difficult to follow the school rules, to put strategies in place to enable pupils to develop good behaviours, to review their progress against clear targets for improvement
- The child comes first in this process, the plan is devised alongside the child with discussions around what their targets should be and how they can be supported to meet them
- A meeting takes place with the pupil, parent/carer, Class Teacher and the Behaviour Lead, a member of the Extended Leadership Team or a member of the Senior Leadership Team
- Behaviour Support Plans are reviewed half termly (but more often if needed)

Reasonable Force

- Very rarely, it may be necessary for staff to use 'reasonable force' in order to ensure the safety of all pupils.
- Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allow the pupil to regain self-control. It should never take a form which could be seen as punishment.
- Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied.
- This policy should be read alongside the Positive Handling Policy for further details.
- Any incident where a child has needed to be handled must be recorded and added to the child's file. This should be done as soon as possible after the incident and every record is seen and signed by the Headteacher.
- A positive handling plan must be completed for any child who has needed to be handled. This should be done in advance if there is evidence that it is likely to be needed. If not, it must be done after the first incident of handling, even if it is believed this will be a one off.

Stepped Approach – Early Years Foundation Stage

Level	Unacceptable / Inappropriate Behaviours	Responses / Consequences The adult can choose from...
<p>Level 1: Dealt with within the classroom behaviour management by teachers and support staff (including playground incidents at this level).</p>	<p>Distracting other children /teacher Calling out Failing to listen Pushing in lines Failing to come in when called after playtime Teasing Snatching Lack of care about classroom/playground and equipment Throwing sand/water/toys/other objects Mishandling books Running inside Using unkind words</p>	<p>Child's name moved to the rain cloud. Good/appropriate behaviours taught, modelled and demonstrated (whole class, group, 1:1). Misbehaviours pre-empted, diverted away from. Taught how to care for their environment – getting things out, treating things with care, putting things away. Positive reinforcement of desired behaviour. Tactically ignoring attention-seeking behaviours – give praise to others for what you want. Clear boundaries, kindly applied. Told to stop, directed choice given. Warning given and consequences explained. Reminder of what is expected. Reinforcement of school rules and what is acceptable behaviour. Redirection – say name and then give short, clear instruction.</p>
<p>Level 2: Behaviour requiring a consequence /response because of its intensity/frequency. Dealt with by CT with the option of seeking support from ELT.</p>	<p>Breaking rules Continuing to/constantly distracting children Physical abuse, deliberate (but minor): slapping, kicking, hitting, pinching, pulling hair, biting, pushing Ignoring adult requests / instructions (repeatedly or in a way which is unsafe). Deliberate shouting out, running inside, pushing in, destroying school property e.g. books or displays Behaviours persisting despite Level 1 consequences Repeated name calling/repeated unkind words</p>	<p>Child's name moved to the storm cloud. Time out from child-initiated activities/play for 5 – 10 minutes. Good/appropriate behaviours taught, modelled and demonstrated (1:1). Removal from situation. Informal chat with parent/carer. Consequences as immediate as possible in order to be fully effective. Reinforcement of school rules.</p> <p>Repeatedly going on the storm cloud may result in a Level 3 consequence.</p>
<p>Level 3: Behaviours that SLT should be kept informed about. Dealt with by ELT/AHT/DHT Incident recorded on Behaviour Watch and read by ELT and SLT.</p>	<p>Physical abuse – deliberate and repeated attacks, fighting, hurting and spiteful behaviour despite Level 2 consequences Deliberate vandalism of property e.g. equipment (books), coat down toilet Deliberate refusal to comply with adult requests Intense verbal abuse – swearing, racism, sexism, homophobic language or offensive name-calling Derogatory language (sexualised, sexist, disability, homophobic, biphobic, transphobic) Sexualised behaviour (amber behaviours identified in Brook's Sexual Behaviours Traffic Light Tool – 0-5 years)</p>	<p>Child raised to the Inclusion Team. Behaviour Support Plan put in place (involving parents/carers, teacher and ELT/SLT member – targets and review dates set). Reinforcement of school rules. Time out given e.g. loss of a whole play. Implementation of personalised sticker chart to systematically reward good/desired behaviour. Systematic time out for undesirable behaviours - taken away from play situation, supervised but not given attention. Member of SLT informed if no improvement over time. Parent/carer informed through more formal discussion.</p>

<p>Level 4: Behaviours that require immediate removal from class, ELT/SLT involvement and formal follow up. Dealt with by ELT/AHT/DHT or when required, HT.</p>	<p>Intense physical abuse – repeated attacks, fighting, hurting & particularly spiteful behaviour despite Level 3 consequences Intense verbal abuse – swearing, racism, sexism and offensive name-calling Rage outbursts – maybe involving injuring another child or adult, throwing or breaking furniture or large toys Dangerous behaviour (to self and others) e.g.- climbing fence/gate, running out of designated area, hurting another child resulting in puncturing the skin Threats towards other children, taking into account the age of the child and the context of the situation Threats or malicious comments to/about pupils on social media that are negatively impacting school life Serious behaviour away from school that falls under the remit of the behaviour policy Threats against staff (including those on social media) Malicious allegations against staff Sexualised behaviour (amber behaviours identified in Brook’s Sexual Behaviours Traffic Light Tool – 0-5 years)</p>	<p>Behaviour Support Plan put in place (involving parents/carers, teacher and ELT/SLT member – targets and review dates set). Child taken to a place of safety by adult (or other children removed from classroom) until child has calmed down. Reinforcement of school rules. Time out with a member of SLT. Parent/carer informed immediately – formal meeting to discuss way forward.</p>
<p>Level 5: Behaviours that require immediate involvement from the DHT/HT.</p>	<p>Verbal or physical attack on another pupil leading to injury Physical attack on an adult Extreme physical bullying Extreme vandalism Bringing a weapon into school Leaving site without permission (away from immediate boundaries) Racist, homophobic, sexual misconduct or use of other derogatory language Bringing drugs or other illegal substances into school One off serious breach or persistent breaches of the school’s behaviour policy Serious behaviour away from school that falls under the remit of the behaviour policy Threats against staff (including those on social media) Malicious allegations against staff Sexualised behaviour (red behaviours identified in Brook’s Sexual Behaviours Traffic Light Tool – 0-5 years)</p>	<p>Fixed Term Exclusion. Permanent Exclusion.</p> <p>This list is not exhaustive or limited to. When deciding to issue a Fixed Term Exclusion or Permanent Exclusion, the Headteacher follows the DfE statutory guidance.</p>

Stepped approach - Key Stage 1

Level	Unacceptable / Inappropriate Behaviours	Responses / Consequences The adult can choose from...
<p>Level 1: Dealt with within the classroom behaviour management by teachers and support staff (including playground incidents at this level).</p>	<p>Calling out Talking over the teacher Disruption while children are working Attention-seeking/ "winding up" other children Making inappropriate noises Tale-telling Running in the classroom Not settling for register/story/carpet Using unkind words</p>	<p>Child's name moved to the rain cloud. Behaviours tactically ignored. Reminder given to the child. Warning given and consequences explained. Good/appropriate behaviours taught, modelled and demonstrated (whole class, group, 1:1). Positive reinforcement of desired behaviours. Reinforcement of school rules. Broken record. Eye contact, name, gesture, 'thank you'. Name, redirecting back to task, 'thank you'. Name, rule reminder, when...then..., choice, warning. Child seated away from the group (time out).</p>
<p>Level 2: Behaviour requiring a consequence /response because of its intensity/frequency. Dealt with by CT with the option of seeking support from ELT.</p>	<p>Consistent/repetition of Level 1 behaviour despite Level 1 consequence Physical abuse – deliberate (but minor) pushing/pulling hair, etc. Repeatedly ignoring adult requests/instructions, arguing back, lying, defiance Deliberate shouting out, running about, pushing in, etc. Repeated name calling/repeated unkind words Derogatory language (sexualised, sexist, disability, homophobic, biphobic, transphobic)</p>	<p>Child's name moved to storm cloud. Systematically rewarding using Habit Points. Reinforcement of school rules. Removal from situation, time out/loss of privilege. 1:1 adult talking through why the behaviour is unacceptable and modelling/role play appropriate behaviour. Class teacher - informal chat with parent/carer the same day. Time out from part of playtime at Reflection Zone. Repeatedly being moved to the storm cloud in a session/day or week could lead to a Level 3 consequence.</p>
<p>Level 3: Behaviours that SLT should be kept informed about. Dealt with by ELT/AHT/DHT Incident recorded on Behaviour Watch and read by ELT and SLT.</p>	<p>Continuation of above behaviour following Level 2 consequences Intense physical abuse/ aggressive/violent playground behaviour – repeated attacks, fighting and hurting Deliberate vandalism of property or misuse of resources such as scissors, sharp pencils, rulers etc. Deliberate refusal to comply with adult requests. Verbal abuse – to a teacher or pupil Deliberate swearing, racism, sexism, and offensive name-calling or other bullying Derogatory language (sexualised, sexist, disability, homophobic, biphobic, transphobic) with intent/in context Sexualised behaviour (amber behaviours identified in Brook's Sexual Behaviours Traffic Light Tool – 5-9 years) Leaving the classroom without permission</p>	<p>Child raised to the Inclusion Team. Behaviour Support Plan put in place (involving parents/carers, teacher and ELT/SLT member – targets and review dates set). Reinforcement of school rules. Time out e.g. sitting in a reserved seat/ area of the classroom (with work and an adult if unable to work independently) or sent to partner class for 5 - 10 minutes. Implementation of systematic reward & consequences programme. Loss of treat/privilege. Loss of playground freedom for 5/10/15 minutes at Reflection Zone completing reflection form. Inform parent/carer with more formal discussion with ELT, AHT, DHT where appropriate.</p>

**NEW HORIZONS CHILDREN'S ACADEMY
BEHAVIOUR FOR LEARNING POLICY**

<p>Level 4: Behaviours that require immediate removal from class, ELT/SLT involvement and formal follow up. Dealt with by ELT/AHT/DHT or when required, HT.</p>	<p>Persistent aggressive outbursts and/or fighting – maybe involving injuring another child or adult Throwing or breaking furniture or large equipment Dangerous behaviour (to self and others) where the skin has been punctured Extreme / repeated / deliberately offensive verbal abuse, harassment or bullying A second, or subsequent racist incident Stealing Running out of school/ leaving the school site Threats towards other children, taking into account the age of the child and the context of the situation Threats or malicious comments to/about pupils on social media that are negatively impacting school life Serious behaviour away from school that falls under the remit of the behaviour policy Threats against staff (including those on social media) Malicious allegations against staff Sexualised behaviour (amber behaviours identified in Brook's Sexual Behaviours Traffic Light Tool – 5-9 years)</p>	<p>Behaviour Support Plan put in place (involving parents/carers, teacher and ELT/SLT member – targets and review dates set). Child taken to a place of safety by adult (or other children removed from classroom) until child has calmed down. Reinforcement of school rules. Time out with a member of SLT (internal exclusion). Parent/carer informed immediately – formal meeting to discuss way forward with class teacher and member of ELT/SLT. Referral to Educational Psychologist. Possible internal exclusion at another school or fixed term exclusion e.g. if unprovoked attack leading to an injury (child or adult), exceptionally violent or aggressive behaviour.</p>
<p>Level 5: Behaviours that require immediate involvement from the DHT/HT.</p>	<p>Verbal or physical attack on another pupil leading to injury Physical attack on an adult Extreme physical bullying Extreme vandalism Bringing a weapon into school Leaving site without permission (away from immediate boundaries) Bringing drugs or other illegal substances into school One off serious breach or persistent breaches of the school's behaviour policy Serious behaviour away from school that falls under the remit of the behaviour policy Threats against staff (including those on social media) Malicious allegations against staff Sexualised behaviour (red behaviours identified in Brook's Sexual Behaviours Traffic Light Tool – 5-9 years)</p>	<p>Internal exclusion. Internal exclusion at another school. Fixed Term Exclusion. Permanent Exclusion.</p> <p>This list is not exhaustive or limited to. When deciding to issue a Fixed Term or Permanent Exclusion, the Headteacher follows the DfE statutory guidance.</p>

Stepped approach- Key Stage 2

N.B. – Y3 is a transition year so staff can use a combination of KS1 and appropriate elements of the KS2 approach.

Level	Unacceptable / Inappropriate Behaviours	Responses / Consequences The adult can choose from...
<p>Level 1: Dealt with within the classroom behaviour management by teachers and support staff (including playground incidents at this level).</p>	<p>Squabbles / minor disruption Calling out / not putting hand up, answering back Talking instead of listening Off task behaviours resulting in loss of learning time Distracting, disturbing others / teasing/shrugging Eating in class Inappropriate behaviour involving equipment/minor damage to equipment Failing to settle to learning Deliberate lateness especially after play Using unkind words</p>	<p>Name moved to the rain cloud. Positive reinforcement of desired behaviours / catch being good – praise, approval, etc. Reinforcement of school rules. Broken record. Tactically ignoring & praise to good children. Strategy used: eye contact, name, gesture/look, turn into joke, reasoning, move place. Redirection, re-focusing on the task- firm basic repeating of expectations of the child ‘thank you’. Firm reminder – boundaries – warnings. Consequences/choices- simple language used- no negotiations. Consult/discuss problem with whole class. Confiscate items – send items home.</p>
<p>Level 2: Behaviour requiring a consequence /response because of its intensity/frequency. Dealt with by CT with the option of seeking support from ELT.</p>	<p>Continuation of level 1 despite consequence Rudeness to adults/children Continual low level disruption Telling lies / blaming others Refusal to follow instructions Refusal to take responsibility Repeated name calling/repeated unkind words Derogatory language (sexualised, sexist, disability, homophobic, biphobic, transphobic)</p>	<p>Child’s name moved to storm cloud. Reinforcement of school rules. Lost time made up for at break/lunch. Child removed from situation, working on own, working out of room. Time out in the class or in ‘partner’ class. Initial contact with 1:1 adult reasoning & planning tactics. Class teacher has informal chat with parent/carer.</p>
<p>Level 3: Behaviours that SLT should be kept informed about. Dealt with by ELT/AHT/DHT Incident recorded on Behaviour Watch and</p>	<p>Continuation of level 2 despite consequences Provoked retaliatory behaviour Physical abuse/aggressive playground behaviour- punching/ fighting/ kicking/ hurting/ storming off/ threatening behaviour/ stampeding/ spitting on others Deliberate vandalism /misuse of equipment or property e.g. toilets, or misuse of resources such as scissors Deliberate and repeated refusal to comply with adult requests, open rudeness, refusal to come into class Theft Derogatory language (sexualised, sexist, disability, homophobic, biphobic, transphobic) with intent/in</p>	<p>Child raised to the Inclusion Team. Behaviour Support Plan put in place (involving parents/carers, teacher and ELT/SLT member – targets and review dates set). Resources removed. Reinforcement of school rules. Longer time out in partner class. Work out resolution with the child, e.g. letter of apology, clearing up of mess. Loss of playtimes/ lunchtimes. Implementation of systematic reward & consequences programme. Loss of treat/privilege. Loss of playground freedom for 5/10/15</p>

<p>read by ELT and SLT.</p>	<p>context Sexualised behaviour (amber behaviours identified in Brook's Sexual Behaviours Traffic Light Tool – 5-9/9-13 years) Leaving the classroom without permission</p>	<p>minutes at Reflection Zone completing reflection form. Inform parent/carer by letter/more formal discussion with parent/carer, with YGL, AHT, DHT where appropriate</p>
<p>Level 4: Behaviours that require immediate removal from class, ELT/SLT involvement and formal follow up. Dealt with by ELT/AHT/DHT or when required, HT.</p>	<p>Unmanageable behaviour / severe and constant disruption / complete defiance Physical assault - aggressive outbursts and/or fighting – maybe involving injuring another child or adult, throwing or breaking furniture or large equipment, vandalism A second, or subsequent, racist incident Leaving the premises without permission Dangerous behaviour (to self and others). Major / significant theft Extreme / repeated / deliberately offensive verbal abuse, harassment or bullying Threats towards other children, taking into account the age of the child and the context of the situation Threats or malicious comments to/about pupils on social media that are negatively impacting school life Serious behaviour away from school that falls under the remit of the behaviour policy Threats against staff (including those on social media) Malicious allegations against staff Sexualised behaviour (amber behaviours identified in Brook's Sexual Behaviours Traffic Light Tool – 5-9/9-13 years)</p>	<p>Behaviour Support Plan put in place (involving parents/carers, teacher and ELT/SLT member – targets and review dates set). Child taken to a place of safety by adult (or other children removed from classroom) until child has calmed down. Time out with a member of SLT - who will monitor & may give warning of exclusion. Parent/carer informed immediately – formal meeting to discuss way forward with class teacher and member of SLT. Referral to Educational Psychologist. Internal Exclusion at another school. Possible fixed term exclusion e.g. if unprovoked attack leading to an injury (child or adult), exceptionally violent or aggressive behaviour.</p>
<p>Level 5: Behaviours that require immediate involvement from the DHT/HT.</p>	<p>Verbal or physical attack on another pupil leading to injury Physical attack on an adult Extreme physical bullying Extreme vandalism Bringing a weapon into school Leaving site without permission (away from immediate boundaries) Bringing drugs or other illegal substances into school One off serious breach or persistent breaches of the school's behaviour policy Serious behaviour away from school that falls under the remit of the behaviour policy Threats against staff (including those on social media) Malicious allegations against staff Sexualised behaviour (red behaviours identified in Brook's Sexual Behaviours Traffic Light Tool – 5-9/9-13 years)</p>	<p>Fixed Term Exclusion. Permanent Exclusion.</p> <p>This list is not exhaustive or limited to. When deciding to issue a Fixed Term or Permanent Exclusion, the Headteacher follows the DfE statutory guidance.</p>

Racist Incidents

- All racist incidents are recorded on Behaviour Watch
- The perpetrator has an appropriate level sanction applied

Monitoring and Evaluation

The success of this policy will be monitored and evaluated through:

- Informal observations before school, break times, lunchtimes and assemblies
- Lesson observations
- Analysis of playground logs, time-out, racist and other incident reports, and exclusions
- Progress towards behaviour targets in Behaviour Support Plans

These are analysed by gender, SEND (including by SEND type), Pupil Premium and ethnicity to ensure that the policy is being applied in a fair and balanced way.

Pupils with Special Educational Needs and/or Disabilities

Where appropriate, reasonable adjustments to this policy and its procedures, will be made taking into consideration the child's Special Educational Needs and/or disabilities in line with the SEND Policy.

Policy statement on Equality and Community Cohesion

- Working within this policy we aim to make sure that no-one experiences less favourable treatment or discrimination because of their 'protected characteristics' as follows:
 - Their age
 - A disability
 - Their ethnicity or national origin
 - Their gender
 - Their gender identity
 - Their marital or civil partnership status
 - Being pregnant or having recently had a baby
 - Their religion or belief
 - Their sexual identity and orientation

(Equality act 2010)

This policy should be read and applied alongside the Equality Act (2010) and the SEND Code of Practice: 0 to 25 years (2014).