



# **CARE, SUPPORT, GUIDANCE AND BEHAVIOUR POLICY INCLUDING EXCLUSION ARRANGEMENTS**



Issue Date: September 2023  
Review date: September 2024

## A consistent approach to behaviour management- aims of the policy

This policy sets out our approach to promote positive behaviour in the academy. The procedures and guidance in this document provide a consistent approach across the academy and enables pupils, parents and staff to understand our approaches to the management of behaviour in the academy. It is also recognised that for some pupils, variance on these procedures will be made to meet specific social, emotional, learning or other needs which require a personalised approach. Our policy is based on a restorative approach, positive reinforcement and the teaching of good behaviour.

## Behaviour curriculum

We recognise our pupils need to be taught to understand what behaviour is expected. We take proactive steps to ensure our pupils have repeated practices to support their success to follow academy systems and social norms. By taking a consistent approach we introduce and embed, age appropriate, key habits and routines, for example 'pupils are expected to line up quietly'. Additionally, consistent and clear language is used when acknowledging positive behaviour and addressing misbehaviour.

Adjustments will proactively be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary.

## A Relational Approach

All pupils will benefit from a relational approach to behaviour. We recognise some pupils struggle to know what appropriate behaviour for their age is and need behaviour support rather than behaviour management. By ensuring we build positive relationships with all our pupils we seek to establish an environment where all the academy community feel safe and cared for and pupils develop trust that adults will help them pick up the pieces if things go wrong.

## ELSA School

To enable us to achieve an approach to behaviour support based on relational, regulatory and restorative practice our academy is proud to be an ELSA Academy. The ELSA approach helps us support our children with their SEMH, behavioural and emotional needs whilst also allowing us to give bespoke support to children who have experienced a particular trauma. We are proud to have three specialist ELSA trained practitioners at the academy who deliver interventions in groups and on an individual basis and provide support to teachers and support staff, allowing them to take ownership of interventions too.

## Expectations of the Academy Community

<b>Senior Leadership Team (SLT)</b>	<ul style="list-style-type: none"> <li>To implement and monitor the Care, Support, Guidance and Behaviour policy</li> <li>Report to the Executive leadership Team (ELT) and Academy Advisory Body (AAB), as appropriate, the effectiveness of the policy</li> <li>Set high expectations through consistently modelling the academy values</li> <li>Strive to ensure all pupils work to the best of their ability</li> <li>Ensure the health, safety and welfare of all pupils</li> <li>Keep detailed records of all reported serious incidents, including all forms of child-on-child- (formally peer-on- peer) abuse including sexualised behaviour, bullying and racism</li> </ul>
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<b>All Staff</b>	To model the behaviours you wish to see
	To be consistent in dealing with pupils, parents and adults in general
	To encourage the aims and values of the academy and local community, among the pupils
	To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support
	To encourage regular communication between home and academy
	To respect pupils and be consistent
	To set high expectations, clear boundaries and regularly agree classroom and behaviour expectations
<b>Pupils</b>	To use agreed rewards and, where necessary sanctions, consistently
	To respect, support and care for each other, both in the academy and the wider community
	To listen to others and respect their opinions
	To attend the academy regularly, on time, ready to learn and take part in academy activities
	To take responsibility for their own actions and behaviours
	To follow the academy rules as instructed by all members of staff throughout the academy day
	To be respectful of others, regardless of differences; for example, race, gender, religion, disability, sexualisation and age
<b>Parents and Carers</b>	To be aware of, and support, the academy's values and expectations
	To ensure that pupils attend regularly and on time for the academy day
	To take an active and supportive interest in their child's work and progress
	To respect, model and support the aims and values of the academy

### Reward system in Delta primary academies

The primary academy behaviour policy is based on positive reinforcement. Pupil reward systems are linked to desired behaviours. These can include:

An act of kindness Showing politeness or courtesy Following the academy rules	Special or sustained effort made in work Displaying positive learning behaviours Excellent or improved work	Good attendance and punctuality Teamwork Community work
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Specific verbal praise is the most powerful way in which pupils are given positive feedback which reinforces desired behaviours. Pupils can also earn reward points, house points or merits which are linked to rewards such as:

Certificates Stickers / stamps Principal or Head of Academy awards and certificates	Whole class prizes Individual prizes Pupil of the week Celebration assemblies	Privileges Presenting work to another adult in academy or a senior leader
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### Sanctions and consequences

In the academy we use a restorative approach to resolving and repairing conflict and tackling challenging behaviour. All consequences have a learning outcome and aim to teach children that there are always repercussions for poor choices and inappropriate behaviour. Our goal is to help the children learn to make informed and positive decisions and to choose a better way. If a child does make poor choices, whether it is deliberate or unintentional, the academy



consequence system is applied to ensure we maintain a safe and positive learning environment for the academy community. Sanctions are applied as appropriate to the situation and/or circumstance of the behaviour (or the age/need of the pupil). If pupils with additional needs struggle to meet behaviour expectations, we will support them in being able to do so. This does not mean that sanctions will not also be applied, alongside learning, intervention, and support.

The consequence system ensures positive classroom behaviour is promoted and pupils have many opportunities to stop the undesired behaviour and are supported to make the right choice. (See *appendix 1*). Each classroom has a consequence system displayed, age appropriate, in a prominent place to enable SLT to support the teacher / support staff. At any point, in the case of extreme behaviour that shows no sign of improvement, consequences may be escalated. We approach 'every session' as a new morning or afternoon session.

### Sanctions and Consequence adaptations

When dealing with individual cases, staff will:

- Consider whether the sanction is proportionate, the age of the pupil and whether there are any relevant special considerations such as Special Educational Needs or Disability. This should include considering where there may be an unidentified unmet SEND need
- Consider whether any assessment of underlying factors of disruptive behaviour is needed

### Removal from class

Following the consequence system there may be times within the academy day that a pupil is asked to leave their classroom; if their behaviour becomes challenging or unsafe and low-level adult intervention has not been successful. The pupil may be asked to work in a partner class for the rest of the session and return after a reintegration discussion. Additionally a pupil may be removed to support the regulation of their emotions, with an appropriate adult, before returning. On rare occasions, where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which significantly disrupts the learning of others, or more serious misconduct, without the use of warnings, they can be removed from class, to spend a limited time in an alternative area of the academy. The use of removal allows for the continuation of the pupil's education in a managed environment, with an appropriate adult and access to appropriate resources, allowing the pupil to regain calm in a safe space. Following the removal from class the parents will be informed, and a reflection opportunity will be facilitated with the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.

### Banned Items

The academy follows Government advice when confiscating items from pupils which is outlined in their document 'Screening, Searching and Confiscation', a copy of which is available from the academy on request. Within this document there is a clear, but not exhaustive, list of prohibited items not allowed on academy premises and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:

In general terms – any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).

Heads of Academy and authorised staff can also search (with the permission of the pupil) for any item banned by the school rules which has been identified as an item which may be searched for.

### Pupil support systems

Where staff believe that children's behaviour is due to an unmet social or emotional need, they will seek advice from an appropriate senior colleague who will work with the class teacher to develop strategies to support the distressed behaviour shown by the child and some ELSA support is identified.

Where there are persistent repetitions of disruption, class teachers may put a Behaviour Support Plan (BSP) in place which will identify clear expectations and set targets to enable the behaviour to be modified. Parents will be involved in this process and the academy will regularly review progress and impact with parents. In the event of a more serious incident e.g., assault on staff; damage to property, the leadership team will decide about appropriate action.

Where children continue to struggle to make the right behavioural choices or where a special educational need or disability has been identified, support may be sought from external agencies with a multi-disciplinary assessment carried out if necessary.

### Alternative Provision, Off site direction

Sometimes, it may be appropriate to place a pupil in alternative provision (AP). We only take this decision if it is in the pupil's best interest. Pupils in AP remain the responsibility of our school and we take this responsibility very seriously. Normally, placement in AP is short-term. As a result, we make sure that AP meets a pupil's needs and offers continuity of education so that reintegration has the best chance of success. Alternative provision placements are monitored closely, and we work closely with parents to give the placement the best chance of success.

Sometimes, a managed move (MM) or an off-site direction (OSD) may be in the pupil's best interest. Off-site direction is when a pupil is required to attend another education setting to improve their behaviour as set out in Section 29A Education Act 2002 and further defined in the Education (Educational Provision for Improving Behaviour) Regulations 2010. Off-site direction (OSD) is only used as a way to improve future behaviour. This can be an effective way to break a cycle of poor behaviour and give a pupil a fresh start. We will only use MMs or OSD when there is a genuine reason to do so and where it is in the pupil's best interest. We will take all the necessary steps to make sure that the MM or OSD is successful for pupils involved.

We will ensure that parents, and the local authority if the pupil has an Education Health Care Plan (EHCP), are given clear information about the placement: why, when, where, and how it will be reviewed.

### Suspension and Permanent Exclusions

Under exceptional circumstances, the Head of Academy may issue a suspension or permanent exclusion. Suspension or permanent exclusion is seen as a last resort after all other attempts to modify behaviour have failed.

Suspension or exclusion serves several purposes, including:

- To maintain high standards of behaviour in academy
- To ensure the safety and well-being of all staff and children

If the Head of Academy suspends or excludes a child, they will inform the parents immediately, giving reasons for the suspension or exclusion and information on how parents can make representations about the decision. The Head of Academy will follow the Trust's reporting system and inform the Executive Principal Team (and the Local Authority where appropriate). After a suspension a reintegration meeting will take place with the pupil and parents, where a support plan will be agreed. We would expect to see an eradication of the problem behaviour at the point of the child returning to academy. If not, the Head of Academy will consider permanently excluding the child.

A decision to exclude a pupil permanently should only be taken:

- in response to serious or persistent breaches of the Academy's Care, Support, Guidance and Behaviour Policy; **and**
- where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupils or others in the Academy.

### Malicious Allegations Against Staff

If an allegation is made and is determined to be malicious, the Designated Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned needs services or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head of Academy will consider the appropriate disciplinary action against the pupil who made it.

### Supporting Staff Wellbeing and Professional Development

A training calendar is in place, including an induction package, to ensure all staff members are equipped to support the relational behaviour approach in the academy. Regular meetings are held to discuss behaviours and look at ways of supporting individual children and staff. Where appropriate, staff are given opportunities to reflect through supervision, coaching and mentoring. Systems are in place to ensure staff have their voice heard through a team around the child approach.

### Parents / carers

Pupils are more secure and successful when the adults who support them work together with a common purpose. Our academy plans regular contact with families to build positive relationships. This includes welcoming parents/carers on to the premises and providing opportunities to come to the academy for a variety of formal and informal meetings and activities. Most children behave well most of the time. For this policy to be fully effective everyone who has care of our children has a responsibility to uphold good behaviour or carry out/support any solutions given. Parents will be contacted when behaviours are causing concern and will be involved with agreed behaviour plans. Parents/carers are encouraged to work closely with the academy who will provide support to parents where possible.

### Record keeping

All academies have rigorous systems in place, including CPOMS software, which will ensure full and accurate records are maintained and analysed. All incidents relating to behaviour problems are recorded, including monitoring progress made in relation to behaviour targets, post suspension actions, incidents requiring the use of positive handling strategies, any child-on-child abuse incidents including sexual misconduct, racist incidents, bullying and discriminatory behaviour of any kind and complaints.

## Bullying

Bullying can take many forms including verbal abuse, exclusion from a group, threatening behaviour and physical violence. It is characterised by persistent and repeated incidents where one person targets another. Bullies are not always older or physically bigger than their victims, but this is often the case. In the academy, no form of bullying is ever to be tolerated, whether children to children, adults to children or adults to adults. We acknowledge that bullying may happen at any time, although staff may not be aware of it. We aim to continuously educate ourselves and children to raise awareness and understanding of bullying by addressing the issue in assemblies and through the curriculum. Children are encouraged to speak to in any member of staff, parents or friends. All incidents are treated seriously, and the appropriate actions taken for both victim and perpetrator. The role of parents is important in reducing any incidents of bullying and they should watch out for signs of distress such as repeated illness, damaged clothing etc. Parents should always encourage their children to tell a member of staff. The academy has a clear child on child abuse policy which should be read in conjunction with this policy.

## Racism

In the academy our wish is to develop in every individual a sense of self-worth and respect for others. Racism is behaviour which upsets a person by making a connection with a person's ethnic group, skin colour, religious beliefs, language / dialect or cultural background or nationality in a negative way. It can take many forms including verbal abuse, threatening behaviour to the person or their property or exclusion from activities. We intend that all possible racial incidents are followed up immediately to ensure that it is obvious such behaviour is not condoned under any circumstances. It may be dealt with in several ways depending on the seriousness of the incident and the understanding of the children involved. It may take the form of a discussion to improve understanding, the child may be given a sanction, parents brought into academy, or in very serious incidents a child may be excluded from the academy following appropriate investigations by the Head of Academy. All racist incidents will be logged and reported to the AAB. We oppose all forms of racism by both adults and children, in the firm belief that everyone has the right to the best possible education through equal opportunity and access in a healthy, safe, caring and stimulating environment. Children will be encouraged to respond to racism appropriately (see additional information in the child- on- child abuse policy)

## Sexual violence and sexual abuse

Sexual violence and sexual harassment can occur between two children of any age and sex, or it can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. It can take many forms as listed in the child-on-child abuse policy and KCSIE. Sexual violence and sexual harassment will not be tolerated or dismissed as 'banter'. All unacceptable behaviours that fall within this category will be robustly challenged and dealt with in accordance with the academy's consequence system, in very serious incidents a child may be excluded from the academy following appropriate investigations by the Head of Academy.

## Managing pupil transition

At the start of each academic year an induction of academy behaviour expectations and culture is delivered and repeated for all pupils at suitable points in the year. Additionally, the induction is shared with all pupils who join the academy mid-year. Prior to moving class, staff meet



to discuss individual children and strategies used to de-escalate behaviours and re-engage children. Children's behaviour records are made available to the class teacher.

### Pupil's conduct out of academy

The academy will investigate any reported incidents of bullying outside of the academy which include bullying and cyber bullying that involve our pupils or behaviour that could adversely affect the reputation of the academy (see additional information in the child-on-child abuse policy). Depending on the outcome, academy behaviour systems may be put in place where appropriate including discussion with the parents. These will be recorded on the academy incident recording forms which record outcomes and actions. Members of staff are not expected to deal with incidents outside of academy that might put themselves in danger, however all staff have a duty of care. Staff will have to use their judgement about whether to involve themselves in incidents outside of academy. It may be more appropriate to call outside agencies such as the police.

### Monitoring and Review

The Care, Support, Guidance and Behaviour policy will be reviewed on an annual basis and behaviour issues will be monitored daily, by the Head of Academy and through discussions with staff.

This document is freely available to the academy community and will be posted on the academy website with a hard copy available at the main office.

### Positive Handling Policy

**Rationale** -This policy is based on the idea that physically restraining pupils will be as a last resort and occur rarely and only when there is no alternative in theirs and others' interests and safety. Physical restraint should only be used where behaviours are such that they will have a direct impact on the safety of the pupil, of others, where there is a risk of damage to property or where there is serious disruption. The academy recognises the importance of placing its policy on physical restraint within the context of its whole-academy approach to behaviour. The academy's behaviour policy sets out the steps taken to positively promote and encourage good behaviour amongst pupils; is specific about what behaviour is expected of pupils and what is unacceptable and sets out the range of progressive sanctions and steps.

**Aims & Objectives** - Pupils are entitled to a safe and secure environment in which the highest value is placed on learning how to behave appropriately towards others. Staff are also entitled to a safe and secure environment and have a right to personal support and guidance about what is expected of them in a difficult situation. All staff may physically restrain pupils to protect the pupils or themselves without having received formal training. However, the academy will seek external training for some staff and update that training as required.

**Implementation** - The academy has a duty of care to all its pupils. Staff will therefore be required to act in a manner which safeguards and promotes the welfare of their pupils, and to do everything reasonable that is within their power to protect the child from harm, from harming others or from causing serious damage to property. In exceptional circumstances the carrying out of this responsibility may involve the use of reasonable force in accordance with the academy's policy to physically control or restrain a pupil whose behaviour lies well beyond the usual boundaries of self-control. Physical restraint should at no time be used as a threat, a punishment to the pupil, or to force compliance with staff instructions when there is no risk of injury or serious damage to property.



Physical restraint will only be used in the following circumstances:

- The child is attempting to harm himself/herself or his/her actions may result in harm to other children
- There is a risk of physical injury to a member of staff or a member of the public
- Serious damage to property is being caused
- It is the judgement of the member of staff that there is a serious risk of any of the above happening unless immediate action is taken

Restraint will therefore only be used as a last resort after all other agreed avenues to defuse and deescalate the situation have been pursued or where staff feel that immediate action is required. Once a member of staff has decided to intervene physically to prevent injury occurring to any person, or serious damage to property, then he/she should:

- Give clear instruction warning the pupil that unless he/she conforms then physical restraint will be applied
- Calmly explain to the pupil that staff are unable to allow him/her to damage or hurt others, once they have calmed down and no longer posing a threat then the restraint will cease
- Summon help from another member of staff, to assist and, where possible, one other to act as a witness
- Other staff may need to swap in as needed
- Use only the minimum force necessary to prevent injury or damage and apply for the minimum amount of time
- Gradually relax the restraint as soon as it is judged safe to do so, to allow the child to regain self-control
- Reassure the pupil, as they regain self-control
- Both pupil and the adult should be given time to recover, acknowledging that emotional distress takes longer to subside than physical symptoms. Immediately following an incident, staff involved will be given the opportunity to take time out
- Following any restraint, a positive handling risk assessment will be completed and shared with pupil and parents

## Roles and Responsibilities

The role of the class teacher is to:

- Act in a manner which safeguards and promotes the welfare of their pupils, and to do everything reasonable that is within their power to protect the child from harm, from harming others or from causing serious damage to property
- Log incidents on CPOMs

The role of the Head of Academy is to:

- Ensure that reports of incidents are logged on CPOMs and parents informed as appropriate. (If other professionals are involved with the child e.g., social worker, these will be informed also.)
- Ensure Positive Handling training is kept up to date.
- Arrange for reports monitoring and evaluating the use of restraint to be prepared on a regular basis for the AAB
- Monitor the use of restraint, including consideration of:
  - The use of strategies to attempt to defusing situations
  - Correct post-restraint procedures have been carried out
  - The need for individual behaviour plans/positive handling plans



- The need for training for staff

### The role of the AAB is to:

- Ensure that the policy is administered fairly and consistently
- Review this policy every two years

### Monitoring and Review

The Head of Academy will:

- Monitor the effectiveness of this policy on a regular basis
- Report to the AAB on the effectiveness of the policy
- If necessary, make recommendations for further improvements

### Recording/ reporting incidents

All serious incidents, which result in a physical intervention taking place, will be recorded on CPOMS. Following a physical intervention taking place, the parents/carers of the pupil involved will be informed by telephone.

### Post-Incident support

It is essential that following a physical intervention that both the pupil and member[s] of staff involved are provided with support. Immediately after the incident, both parties will be given time to calm down, as it is not possible to debrief effectively until adrenalin levels subside. The incident will be discussed and the opportunity to review how this could [if possible] have been handled differently will be considered. This will enable staff to develop their skills and knowledge and enable work to be carried out with the pupil about developing strategies that will support them in finding more appropriate ways of managing their behaviour. A further meeting will be facilitated, if necessary, between the member[s] of staff and the pupil to enable them to rebuild relationships.

### Complaints

Following Delta Academies Trust complaints procedures- should a complaint arise following an intervention this will be activated and the procedures followed. However, if concerns arise when the investigation of the incident is taking place regarding misconduct by a member of staff, then the safeguarding policy and procedures will be followed.

This policy follows the non-statutory guidance published by the DFE entitled 'The use of reasonable force' July 2013



## Appendix 1 – Behaviour Policy Consequence System

<b>Possible Rewards</b>	
<p>Following the academy rules.</p> <p>Displaying positive learning behaviours</p>	<ul style="list-style-type: none"> <li>○ Pupil reward points – pupils are awarded reward (Class Dojo) points for good behaviour. These points are linked with following the academy rules, good attendance and punctuality and displaying positive learning behaviours. Pupils' points are recorded electronically, and the points gained can be swapped for prizes at the academy's swap shop</li> <li>○ Celebration assembly- selected pupils' work is celebrated in a weekly Star of the Week assembly</li> <li>○ End of year trophies are awarded to pupils who have been the best of the best</li> <li>○ Other rewards include positive verbal feedback, stickers, certificates and badges and Dojo messages home</li> </ul>
<b>Reminders and Prompts</b>	
Amber 1	A warning can be given for low level behaviours for example: swinging on chair, shouting out, talking when not appropriate, and distracting others etc. State what is happening and give rule reminder.
Amber 2	If the above behaviour continues, children are then given an Amber card and reminded how they can get back into Green.
Red 1 (C1)	Children who continue to showcase behaviour that is not expected are placed into Red and are given a consequence of time owed (5 minutes) at playtime or lunchtime (dependent on time of day). Offer solutions and reminders on how they can improve their behaviour. Offer de-escalation techniques.
Red 2 (C2)	<p>At this point the pupil should leave the classroom and go to paired class for the rest of the session to have time to reset their behaviour. Pupils going to a paired class should take work with them and it should be completed quietly in the partner classroom and not disrupt the learning of this class. Any continuation of behaviour whilst in paired class would result in further consequence.</p> <p>Any learning missed at this point because of the child's behaviour must be completed in their own time during break/lunch supervised by a member of staff. Children who have been sent to paired class will miss the entirety of their breaktime or lunchtime plays (dependent on time of day).</p>
Red 3 (C3)	<p>Given for significant unacceptable behaviours such as; walking out of class, refusing to follow a reasonable instruction, swearing, threatening behaviour, foul and abusive language/body gestures and fighting. Detention Issued after school (45 minutes) and Parents/Carers contacted to discuss with a view to monitoring behaviour and developing interventions where appropriate.</p> <p>Red 3 could also occur for persistent continuation of Red 1/Red 2 behaviours.</p>
Red 4 (C4)	Attempted assault of staff with/without injury, attempted but unsuccessful breakage or damage to property or when physical intervention has had to be used – Period of seclusion in house in a partner class and after school detention.

	<p>Parents/Carers informed and requested to come into the academy to discuss behaviour and possible strategies with the inclusion team/member of SLT. Activation of behaviour plan/external agency involvement.</p>
Red 5 (C5)	<p>Physical/sexual assault, damage to property, proven allegation of bullying/racism, bringing prohibited items into school e.g., knife, cigarettes, drugs</p> <p>Parents to attend meeting with the Head of Academy</p> <p>Activation of behaviour plan/external agency involvement.</p> <p>Sanctions range from a period of internal seclusion to a possible 5-day fixed term exclusion.</p> <p>If Red 5 behaviour is persistent and severe then the school will follow the exclusion arrangements if necessary with a possible permanent exclusion.</p>

*The Behaviour Lead alongside SLT have the right to escalate incidents through the behaviour policy as needed.*

## Appendix 2 – Academy-Level Behaviour Policy Additions

### The Inclusion Team

Mrs T Adamson – Social Emotional and Mental Health Lead, ELSA Practitioner and Attendance and Behaviour Lead

Miss R Hancock – EYFS/KS1 SENCo

Mrs D Catchpole – KS2 SENCo

Mrs D Adamson – HLTA and ELSA Practitioner

Mrs T Kerry – Nursery Nurse and ELSA Practitioner

Mrs T Freeman – Vice Principal, Designated Safeguarding Lead and Key Stage One Lead

Miss F Gibson – Assistant Principal and Upper KS2 Lead

Miss J Boulton – Assistant Principal and Lower KS2 Lead

Mrs L Boynton – EYFS Lead

Mrs K Johnson – Family Safeguarding Officer

Mr M McGrath – Head of Academy

### One Approach – Good to be Green

All classes and teachers use the traffic light system called 'Good to be Green'. This system is in place for the whole school. A very few specific pupils may also have a bespoke behaviour system that runs alongside the whole school policy. Any bespoke systems/procedures are created in conjunction with the inclusion team, parents and the child.

The expectation is that all children start the day on green and that this 'green behaviour' will be reinforced throughout the day through praise. e.g., "This table are demonstrating the green standard of behaviour, they are all sitting how we expect..." Each lesson, pupils start on green, and the minimum expectation is that they finish the lesson on green.

Amber is used as a warning to those children who don't display green behaviour, for example: talking when it is not appropriate. Pupils should be moved to amber temporarily and it should be made clear to the pupil at this point what they need to do to be put back on green, "To be green you need to ....." **See Appendix 1 for more information around 'amber behaviours'.**

Red should be used when children choose not to show green behaviour, where children have been persistently in amber and failed to get back into green or where the behaviour has escalated. Pupil's names should be moved back to green as soon as they display green behaviour. Pupils in red should be given direct intervention to support them in being able to 'get back into green'. **See Appendix 1 for more information around 'red behaviours'.**



Strategies to support children who have gone into red:

- De-escalation walk with teaching assistant or member of the wellbeing team
- A period of time spent supported at a desk outside of the classroom
- Time to calm down in the Reading corner/Rainbow/Sunshine/Shooting Star rooms
- Use of fidget/fiddle toys to de-escalate behaviour

## Language – Insistent, consistent and persistent

All adults are insistent consistent, and persistent in their adherence to and reinforcement of the behaviour policy. Consistency in the language used will ensure that expectations are clear.

Examples of language used by adults:

- You need to .....
- Well done, that is the green standard of sitting/walking/listening etc.
- To be in green you need to.....
- In our academy we.....

## ELSA Intervention

ELSA is used to support children's SEMH in areas such as social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship. Support staff are trained across the building in delivering ELSA interventions to both groups and individual pupils.

Children are referred in half-termly to the SEMH Lead from both Class Teachers and parents.

## Rewards

### **'Dojo Points'**

Children can earn 'Dojo points' for good behaviour, good work, attendance and any other aspects decided upon by the staff member in charge of the children at that particular time. Pupils can spend their points in the academy's Swap Shop. 'Dojo Points' will be recorded on Class Dojo and should be referred to as points by adults in the setting.

### **Additional Rewards**

There are lots of other positive reinforcement measures the academy uses, including messaging parents on Class Dojo, weekly star of the week awards and end of year awards.



## Pupils Absconding

As an academy it is our priority to keep pupils safe. All gates and fencing are checked daily by site staff. Registers are taken at the beginning of the morning and afternoon sessions. If a pupil is absent who is expected to be in the classroom, the following actions will take place.

- 1.** A member of staff will check the toilets
- 2.** If the pupil is not in the toilets the Head of Academy or other appropriate SLT member must be informed.
- 3.** A search of the academy grounds will take place.
- 4.** If this is unsuccessful, both parents and the police will be contacted and informed.

If a pupil makes the choice to abscond from the academy building but remains on the site staff will follow the pupil to ensure their safety and intervene using physical intervention if the child is putting themselves or other in danger. Parents will be notified at this point but police will not.

Where pupils abscond from the academy site staff will not take part in an active pursuit as this may pose a greater risk to the pupil and staff member.