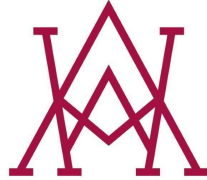# COGNITA

AKELEY WOOD SCHOOL

Behaviour Policy

December 2023

1 Purpose

1.1 This policy is designed to foster a school ethos that promotes high quality teaching and learning in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all pupils.

1.2 This policy applies to all pupils including those in the Early Years.

2 Background

2.1 We are required to ensure the safety and well-being of all our pupils and staff and take great pride in the behaviour and conduct of all our pupils. We provide a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.

2.2 In keeping with Education (Independent School Standards) (England) Regulations 2014/British School Overseas Standards (as amended), our policy outlines our code of conduct for pupils, as well as the use of sanctions and rewards to ensure our high standards are maintained. We have a duty to ensure arrangements are made to safeguard and promote the welfare of children.

2.3 The Executive Head Teacher/Head of School is responsible for developing this policy within the framework set by Cognita as proprietor. Teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. This means that the Executive Head Teacher/Head of School decides and sets the standard of behaviour expected of all pupils in our school. This includes how the standards will be achieved, the school rules, any sanctions for breaking the rules, and rewards for good behaviour. The measures in our policy aim to promote good behaviour, self-discipline and respect, and ensure that pupils complete assigned work and regulate conduct.

2.4 This policy also refers to our approach towards managing any bullying behaviour and our school strategies to prevent all forms of bullying. To this end, we also hold an Anti-Bullying Policy, which is available on our website.

2.5 This policy takes into account the need to safeguard and promote the welfare of pupils, as outlined in our Safeguarding and Child Protection Policy, our general duty to eliminate discrimination under the Equality Act 2010, as well as our support for pupils with special educational needs and/or disability.

2.6 If any pupil's behaviour is considered by the Executive Head Teacher/Head of School to be criminal or to pose a serious threat to a member of the public, then it will always be reported to the relevant police authority. If any misbehaviour is considered to be linked to any child suffering, or being likely to suffer, significant harm, then our Safeguarding and Child Protection Policy and Procedures will be rigorously followed and action will be taken in accordance with the relevant local safeguarding children's board referral procedures. *If any child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.*

2.7 We publish our policy for parents, pupils and staff. It can be found on our website. We review this policy at least annually. This policy is referred to in our parent contracts accordingly.

2.8 We support children at times when difficult events happen in their lives, such as domestic violence, bullying, accidents, transition, loss of friendships, divorce and separation, loss and bereavement. This helps to build coping strategies and build resilience, which helps to prevent mental health problems from occurring later in life.

3　Applicability

3.1　Good behaviour is essential for effective learning to take place. Our school policy presents a fair, consistent and transparent approach towards behaviour management, which combines appropriate discipline with support and encouragement delivered within our caring school environment.

3.2　We work in partnership with our parents, pupils and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour.

3.3　To this end, we have an ethos of setting high expectations for all pupils with consistently applied support. We expect our staff, parents and pupils to understand and respect the rules of the school and the expectations and responsibilities outlined in this policy. We expect both staff and parents to model positive behaviour at all times so that our pupils can benefit fully from their experiences in school.

3.4　It is important that our staff follow this policy at all times to ensure that it is implemented consistently and effectively. We understand that this will ensure that our pupils feel they have been treated fairly compared to others.

3.5　We do not permit the use of corporal punishment, nor the threat of any such punishment which could adversely affect a child's well-being, during any activity, whether on or off the school premises, under any circumstances.

3.6　Should any child display severe emotional, behavioural and social difficulties, it is our role to support them to be resilient and mentally healthy and to ensure that all children are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.

3.7　Children who are mentally healthy have the ability to:
- Develop psychologically, emotionally, intellectually and spiritually;
- Initiate, develop and sustain mutually satisfying personal relationships;
- Use and enjoy solitude;
- Become aware of others and empathise with them;
- Play and learn;
- Develop a sense of right and wrong; and
- Resolve (face) problems and setbacks and learn from them.

3.8　Where severe problems occur, we expect the child to receive external support, as well as support in school at an early stage, such as via the Common Assessment Framework and early help services, from medical professionals working in specialist Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and local GPs. We will identify whether individual pupils might be suffering from a diagnosable mental health problem and involve their parents and the pupil in considering why they behave in certain ways. We will intervene early and help to strengthen resilience before serious problems occur, using national and local agencies to support pupils, using evidence-based approaches.

3.9　Staff work closely with the Inclusion Lead/Special Educational Needs Coordinator (SENCO) and Designated Safeguarding Lead (DSL) to ensure we have a good understanding of the mental health support services available in our locality, both through the NHS and voluntary organisations.

4   Definitions and Scope

4.1   <u>School Provision</u>

Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. Our school provides:

- A committed senior management team that sets a culture within the school that values all pupils; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way;
- Staff who understand about the protective factors that enable children to be resilient when they encounter problems and challenges;
- An effective strategic role for the Special Educational Needs Coordinator (SENCO)/Inclusion Lead, ensuring all adults working in the school understand their responsibilities to children with Special Educational Needs and Disabilities (SEND), including pupils whose persistent mental health difficulties mean they need special educational provision. Specifically, the SENCO/Inclusion Lead will ensure colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals as necessary;
- Working with parents and carers as well as with the pupils themselves, ensuring their views, wishes and feelings are taken into account and that they are kept fully informed so they can participate in decisions taken about them;
- Continuous professional development for staff to inform them about the early signs of mental health problems, and what to do if they think they have spotted a developing problem;
- Clear systems and processes to help staff who identify children and young people with possible mental health problems; providing routes to escalate issues with clear referral and accountability systems. We work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond the school). These are set out clearly in our published SEND Policy;
- Working with others to provide interventions for pupils with mental health problems that use a graduated approach to inform a clear cycle of support: an assessment to establish a clear analysis of the pupil's needs; a plan to set out how the pupil will be supported; action to provide that support; and regular reviews to assess the effectiveness of the provision and lead to changes where necessary; and
- A healthy school approach to promoting the health and wellbeing of all pupils in the school, with priorities identified through the Wellbeing Charter and a clear process of 'planning, doing and reviewing' to achieve the desired outcomes.

4.2   Consistent disruptive or withdrawn behaviour can be an indication of an underlying problem. Only medical professionals should make a formal diagnosis of a mental health condition. We are well-placed to observe children day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn pupils whose needs may otherwise go unrecognised. We do this by making effective use of data so that changes in attainment, attendance or behaviour can be noticed, recorded, and acted upon. We also have an effective pastoral system so that at least one member of staff knows every pupil well and can spot changing patterns and early signs.

4.3   The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.

4.4   We will support pupils with medical needs and be fully aware of any medication that children are taking, including supporting any Individual Health Care Plans.

4.5   School Principles:
- School staff and pupils should all show respect for one another;
- Good behaviour should be rewarded and sanctions should always be applied consistently for unacceptable behaviour, including bullying and violence;
- Appropriate action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils, such as those with special educational needs;
- Pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents should be identified and supported;
- All pupils should be listened and responded to;
- All pupils are entitled to learn in a safe and secure environment;
- Pupils should act as appropriate ambassadors for the school on, for example, school trips, work placements, sports events and journeys to and from the school;
- All school staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills; and
- All members of the school community should understand and accept the principles on which the Behaviour Policy is grounded.

5   Procedures and Responsibilities

5.1   Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all of our children should be able to behave in socially acceptable ways.

5.2   Teachers have authority in our school to discipline children for misbehaviour which occurs in school and this power applies to all paid staff with responsibility for children; unless the Executive Head Teacher/Head of School says otherwise.

5.3   To be socially acceptable, we believe that children should be able to:
- Treat other children and adults with respect;
- Speak politely to other people; and
- Have self-confidence and high self-esteem.

5.4   To encourage this, the staff will:
- Treat all children and adults with respect;
- Speak politely to other people;
- Praise children's efforts and achievements as often as they can;
- Explain to children what they should have done or said when they get it wrong;
- Encourage self-reflection when they get it wrong to encourage learning;
- Tell parents about their child's efforts and achievements; and
- Avoid using critical or sarcastic language towards all children and adults.

5.5   We will not accept the following behaviour from children or adults:
- Use of unkind or rude language;
- Hitting, kicking, biting or other such physical responses; or
- Racist or sexist remarks, or other discriminatory comments.

5.6   If such behaviour occurs:
- We will tell the child that it is wrong and explain what they should have done or said, or not said;
- If the behaviour is repeated, the child will be reprimanded once more as above;

- If the behaviour continues, we will remove the child from the activity and speak to the parent when the child is collected; and
- We will try to find out why the child is behaving in this way and then treat the situation accordingly.

5.7   The role of the teacher
- Teachers are responsible for ensuring that the school Code of Conduct is enforced in their class, and that their classes behave in a responsible manner during lesson time;
- Any incidents of anti-social behaviour will be discussed by the teacher with the class, e.g. during circle or pastoral time;
- Every teacher enforces the classroom code consistently and treats each pupil fairly;
- If a pupil misbehaves repeatedly in class, the teacher keeps a record of all such incidents; dealing with the matter themselves in the first instance. However, if the behaviour continues, they should seek help and advice from the senior member of staff named at the front of this document, including, where relevant, a conversation with the parent to seek improvements and the use of appropriate strategies;
- The teacher reports to parents about the progress of each pupil for whom they are responsible, in line with our school policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of any pupil;
- An incident form is used to record in detail any incident involving a child or anyone employed in the school which results in personal injury or damage to property. These include loss or theft, deliberate damage and any other serious incident. These are reported to the Executive Head Teacher/Head of School and parents. We record all details fully and accurately. Incident forms are kept in school and records maintained in the child's personal file and the incident book;
- Obey all health and safety regulations in classrooms and around the school, including helping to keep the school clear of clutter and litter;
- Never make racist, sexist, homophobic or other abusive or humiliating remarks;
- Never resort to physical violence;
- The use of reasonable force may be used exceptionally and only to prevent injury to pupils, damage to property or to prevent pupils committing an offence. Only the minimum is used and a critical incident is recorded. Please see our separate policy on the Use of Reasonable Force for further details;
- We have powers to search included within the Education Act 2011 to tackle cyber-bullying, including, where necessary, deletion of inappropriate images or files on electronic devices including mobile phones. We use this power under the specific authority of the Executive Head Teacher/Head of School only and where there is good reason to do so, i.e. that it could be used to harm children, disrupt teaching or break the school rules. We do not search pupils in a blanket way; and
- Comply fully with the Staff Code of Conduct, including the Acceptable Use of ICT Policy.

5.8   Expectations of pupils in our school
- Arrive on time to lessons/classes with all the equipment needed for the lesson;
- Listen respectfully when the teacher is giving instructions;
- Follow instructions promptly and accurately;
- Follow the teacher's instructions about moving around the classroom;
- Treat others with respect and consideration at all times;
- Dress cleanly and neatly in the specified uniform for the activity;
- Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter;
- Move sensibly and calmly around the buildings and grounds;

- Never make racist, homo/bi/trans phobic or other abusive or humiliating remarks, including to those with protected characteristics (Equality Act 2010); sexist or other abusive or humiliating remarks;
- Never resort to physical violence; and
- Comply fully with the Digital Safety Agreements.

5.9   On any occasion where physical intervention is used, the school will keep a record and parents and/or carers will be informed on the same day, or as soon as reasonably practicable.

6   Policy

6.1   Behaviour Team

Pastoral Lead, SENDCO/Inclusion Lead, Phase Leaders, DSL and when appropriate the Head of

School and Executive Head Teacher.

6.2   Aims if the Policy

Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
Consistent follow up: Ensuring 'certainty' at the classroom, phase and senior leadership level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
Consistent, simple rules/agreements/expectations: promoting appropriate behaviour
Consistent respect from the adults: Even in the face of disrespectful behaviours - we remain unshockable.
Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning
Consistently reinforced rituals and routines for behaviour: In classrooms, around the site, at Reception.
Consistent environment: Display the quality of a good primary school, consistent visual messages that echoes our core values

6.3   Consistency in Practice

• To create a culture of **exceptionally good behaviour**: for learning and for community for life.
• To ensure that all learners are **treated fairly, shown respect** and to promote good relationships.
• To refuse to give learners attention and importance for poor conduct.

• To help **learners take control** over their behaviour and be responsible for the consequences of it.
• To **build a community** which values care, humour, respect and empathy for others.
• To promote **community cohesion** through improved relationships.
• To ensure that **excellent behaviour is a minimum expectation** for all.

6.4   Students

WE ARE KIND
we care about ourselves and others.
we try our best in all that we do and assist others to do the same.

WE ARE RESPECTFUL
we look after our school and take pride in our work.
we are where we should be and contributing effectively.

WE ARE RESILIANT
we try our best in all that we do.
we have a can-do attitude and remain solution-focused.

6.5   Staff behaviour

Be positive role models (encompassing the school's values) - verbal and non-verbal. Be unshockable. Follow the school processes and talk prompts when teaching behaviour.

Meet and greet children. Refer to Respectful, Responsible and Positive - using WEEKS, (See below). Model positive behaviours and build relationships.

- Meet and greet children.
- Refer to Respectful, Responsible and Positive.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use WEEKS and behaviour steps when necessary.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Will always deal with all learners who are behaving badly.

6.6   Middle Leaders

Be a visible presence in their phase to encourage appropriate conduct.
Regularly celebrate staff and learners whose efforts go above and beyond expectations. Encourage the use of Positive Notes and Positive Phone Calls

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence in their phase to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Use behaviour information to identify trends and monitor interventions.
- Make sure that accountability remains

6.7   Senior Leaders

Be a visible presence around the school and especially at changeover time.
Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
Support Middle Leaders in managing learners with more complex or entrenched negative behaviours.

Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the school and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support Middle Leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school-wide behaviour policy and practice
- Regularly review provisions for learners who fall beyond the range of written policies
- Be a daily visible presence around the corridors and the site, particularly at times of mass movement.
- Take time to say goodbye to children at the end of the day

6.8   Responding to Childrens Behaviour

We will *all recognise and teach* children who are going above and beyond the expected behaviour standards. We will *all recognise and teach* children who are not following the expected behaviour standards. We will always label the behaviour, not the child. Teachers will formulate Essential Agreements with their classes/groups to ensure that expectations of behaviour are clear and understood. Depending on the year group, children will also have ownership of the sanctions in an age-appropriate way. The Essential Agreements will be displayed in classrooms.

6.9   Verbal Feedback (WEEKS)

When we notice children going above and beyond or not following the expected standard, we will all use the acronym WEEKS to teach behaviour.

WHO - name the child or group

EXAMPLE - what is the positive behaviour/choice that is being recognised
EI VALUE/RULE - what rule are they following/not following
KONSEQUENCE - what their action leads to
STOP POINT - thank you/above and beyond/caution

6.10   Recognition and Rewards

We recognise and reward learners who go 'above and beyond' our expected standards. Although there are tiered rewards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners that are hardest to reach.

Rewards to support behaviour :

- thank you in person, explaining their positive behaviour and its consequences.
- taken to a Middle/Senior Leader in the school to share their positive action.
- Purple postcard awarded, explaining their positive behaviour.
- E-mail/telephone call home, explaining their positive behaviour.
- Rocket Recognition Awards - name placed on the above and beyond board.
- Learner Profile Postcards awarded in assembly for those demonstrating specific learner profile attributes.

> From Reception to Year 6, House Points are given to children. These are awarded through the online Class Dojo system. We reward one House Point for good choices, academic achievement and positive behaviour linked to the Akeley Learner Profile. The House with the most points is celebrated in assembly each week and then a tally is recorded on a whole school display. Collectively, as a class, the children will collate their House Points to achieve a half-term target which will be celebrated by a class reward, agreed upon by the children, on the last day of each half-term.

> From Reception to 6, Rocket Recognition lanyards are given to children who have gone 'above and beyond'. The children wear these in school until the following assembly. Parents and other children are encouraged to ask why they have received one. Their names are displayed on the Rocket Recognition board in the School Reception area.

> Assemblies are a weekly opportunity to publicly celebrate the good choices children have made in school and celebrate through House Points and Rocket Recognition. Also important is to celebrate achievements outside of school in order to promote a wider range of interests and a broad outlook.

6.11   Responding to children's behaviours . (Years 1 to 6)

When possible, any responses will be done privately. We always label the behaviour, not the child. It is the responsibility of the teacher dealing with the incident to follow the incident through to a conclusion. Be unshockable - I am going to take some time to consider what I will do next.

Level	Stage	Action		Outcome
	Exemplary Behaviour	We recognise and reward learners who go 'above and beyond' our expected standards. Children are praised for their continued behaviour. • That is the behaviour I need to see today. Make a positive choice. - Thank you for listening.		Displaying Exemplary behaviours
		Children are displaying above-expected standards for some of the time. To move to the next level children need to display above-expected behaviours all of the time. Children are praised for outstanding continued behaviour. • That is the behaviour I need to see today. Make a positive choice. - Thank you for listening.		Displaying Outstanding behaviours
	Ready to Learn	Children are sat ready to learn and display expected behaviours. Children may start on Green at the beginning of the day or work towards it during the day. • That is the behaviour I need to see today. Make a positive choice. - Thank you for listening.		Displaying good behaviours
0	The start of the day	At the beginning of the day, a child may arrive at school and not be ready to learn. Children must be given the chance to show the right behaviours in the school. The teacher must use their own judgement when deciding if a child is showing good behaviour.		
1	The Reminder	A reminder of the expectations for all learners, Respectful, Responsible and Positive, delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.		Bringing back on track.
2	The Caution	A clear verbal caution is delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing.		Making the child responsible.
3	The Last Chance	Scripted approach at this stage. A clear verbal caution is delivered privately to the learner . The learner will be reminded of their previous good conduct to prove that they can make good choices. • have noticed that you are... • The rule that behaviour is not following is... • Do you remember yesterday/last week when...? • That is the behaviour I need to see today. Make a positive choice. - Thank you for listening.		Proving that they can do it and it is therefore a choice.
4	Time to Talk	The learner is asked to speak to the teacher away from others. Boundaries are reset. The learner is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning. The learner is given a final opportunity to reengage with the learning / follow instructions • Remember when we spoke about… • Have noticed that you are... • The rule that your behaviour is not following is... • Do you remember yesterday/last week when...? • That is the behaviour I need to see today. Make a positive choice. - Thank you for listening.		Reflection and opportunity to calm/alter behaviour. Pupils reaching this stage should have their behaviour recorded on the pupil record along with any actions taken. PL should be alerted for monitoring purposes.
		If the step above is unsuccessful, or if a learner refuses to take the talk time, then the learner may / will be asked to leave the room and work in the parallel year group or speak to the PL. If appropriate, a member of staff that is available will escort the learner to the classroom. This is a final resort action.		

5	THE REPAIR	Restorative conversation: Completed by the Class Teacher as soon as possible. Completed informally when possible. What happened? What have you thought since? How did it make people feel? What should we do to put things right? How can we do things differently in the future?	Developing understanding and self-regulation) Pupils reaching this stage should have their behaviour recorded on the pupil record along with actions taken. PL should be alerted for monitoring purposes.

6.12   Responding to childrens behaviours (Nursery to Reception)

The Nursery Manager, Head of School at Akeley Wood Junior School and Nursery and the Executive Head Teacher of Akeley Wood School along with the Nursery Team is responsible for behaviour management. The team will work with individual children and their families if issues of unacceptable behaviour arise and will seek out additional support if the need arises.

- Behaviour meetings held with the family and relevant staff
- To work alongside the families to develop a 'Personal Support Plan' to share strategies and reasonable adjustments that are needed to support the child in their personal development with behaviour
- Regular updates via email to parents to create a 2-way dialogue
- Access to the school SENDCo/Inclusion Lead to observe and recommend the next steps
- Access to relevant external agencies/universal services- Health Visitor and community Paediatricians to develop a multi-agency approach.
- Ensure that all staff within the Nursery are kept up to date on the behaviour management policies and procedures during initial inductions and then ongoing during INSET days.
- Ensure that all staff are supported in the management of children's behaviour on a day-to-day basis as well as dealing with specific issues.

Behaviour Management strategies:
- Distraction
- Diversion
- Bring to the child's attention
- Choices and consequences
- Self-regulation/calm corner

Distraction:

Distraction is a particularly important strategy with infants because it places attention on the behaviour and not the child. Distraction acknowledges that young children are curious about their environment by offering an alternative to negative behaviour in a warm but firm manner. E.g if a child pushes another child over, offering a car or pushchair to push with an explanation stating that we push a car and not people, the child's attention has been directed to an equally appealing activity and an explanation of what can and cannot be pushed has been given.

Diversion:

Diversion is similar to distraction and is a useful tool when children are not easily distracted from inappropriate behaviour. The adult needs to decide what behaviours are unacceptable and what alternatives they can offer instead. For example, when a child wants to join a particular activity but there is no space for them to participate, knowing from experience that this may present a problem;

the adult diverts the child's attention to another activity, informing them that they can join the activity once there is space.

Bring to child's attention:

When a child has behaved in an inappropriate way, it is the adult who needs to discuss this with the child (age appropriate) by talking about what they have done and why the behaviour is not acceptable to them.

Choices and consequences:

It is important that children are given daily opportunities to make choices and decisions. It is part of becoming independent and taking responsibility, skills they need to develop as they progress through school and into adult life. Making choices and decisions always has consequences, sometimes this is positive and sometimes this is negative. By allowing a child to make choices, they will learn their own actions through:

- The limits and boundaries of behaviour are communicated to the child as unacceptable behaviour occurs.
- That they will be given the opportunity to calm down and to co-regulate/self-regulate(Butterflies classroom has a calm corner, Caterpillars classroom has the book area).
- They will be provided with an opportunity to settle into an activity where they can be rewarded quickly for positive behaviour.
- The consequences of their choices and decisions, enabling them to make informed decisions and develop their independence and confidence.
- Directing the child into a new activity promptly informs the child that their behaviour is unacceptable and deciding to behave in this way has consequences.

When giving choices to children during verbal reprimands, it is important to that:

- The choices are realistic and can be easily followed through, e.g if you repeat the behaviour once more, the child will be encouraged away and guided to another activity.
- The consequences flow from the choice, e.g when a child is demonstrating negative behaviours the carer carries out the consequence such as removal from the situation.
- The child may need support to complete what they are doing and to move to the new activity that the carer has identified.
- A calm, firm but kind approach should be used.
- The choices are never threatening e.g, If you continue the behaviour I will tell your Mummy.
- Children should be given opportunities to change their behaviour and return to the activity after a few minutes after settling down and remain calm.
- It is not appropriate to keep reminding the child of their previous negative behaviour. Further, it gives them the opportunity to be rewarded for positive behaviour within a short time scale.

Children under three years:

When children under three years old behave in inconsiderate ways we recognise that the strategies for supporting them will need to be developmentally appropriate and differ from those of older children.

We recognise that very young children are unable to regulate their emotions, such as fear, anger or distress and require sensitive adults to do so.
Common inconsiderate or hurtful behaviours of young children include tantrums, biting or hitting. Staff remain calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talking about them to help resolve issues and promote understanding.

If tantrums, biting or hitting are frequent, we try to find out the underlying cause - such as a change of upheaval at home, or a frequent change of carers. Sometimes a child has not settled in well and the behaviour may be a result of separation anxiety.

We focus on ensuring a child's attachment figure in the setting, their Key Person, is building a strong, nurturing relationship to provide security to the child.

6.13 Where the child continues to display undesirable behaviours

Where the child continues to display undesirable behaviours and does not respond to the stages above, then we need to have a more formal process to ensure that behaviours are brought back to school expectations.

KIND, RESPECTFUL, RESPONSIBLE	
Is the child **consistently** following the school's expected behaviours?	
YES	**NO**
Use WEEKS to provide behavioural praise when the child goes above and beyond. Send postcards and make phone calls home.	1. Class teacher will inform the Phase Leader that they have behaviour concerns. Phase Leader to ensure that the child understands and all adults are adhering to the school's behaviour policy.
Has the child's behaviour improved?	
Continue with the school Behaviour Policy including restorative conversations.	2. Along with the Phase Leader (when required) - meet with parents/carers to share concerns and explain possible future actions should improvement not be evidenced, including any community service or payback.
Has the child's behaviour improved?	
Continue with the school Behaviour Policy including restorative conversations.	3. Study patterns with PL. Inform parents that improvement is not evident. With Phase Leader and adults involved with the child, undertake GL PASS assessment, devise a plan (collaborate with parents), implement actions.
At the review date has positive behavioural change been evident?	
Continue with PASS recommendations that have led to positive change until it is decided with Phase Leader that the plan is no longer necessary.	4. Seek support from the behaviour team in school (a discussion will occur at this point regarding Childs need to be registered as SEN). Develop and implement a Pupil Support Plan (PSP).
At the review date, has positive behavioural change been evident?	
Continue with the recommendations that have led to positive change until it is decided with Phase Leader that the plan is no longer necessary.	5. Contact SENDCo/Inclusion Lead to initiate referral to educational psychologist. Devise and implement plan from recommendations.
At the review date has positive behavioural change been evident?	
Continue with the recommendations that have led to positive change until it is decided with Phase Leader that the plan is no longer necessary.	6. Go to restorative conference

6.14 Restorative Conference

A restorative conference that takes a 360-degree view of the learner will be convened. This meeting will include the Teacher, Learner, Parent/Guardian, and a member of the Senior Leadership Team or Phase Leader. The meeting will address the learner's progress and achievement, learning needs, attitude, behavioural routines and personal organisation.

There may be an element of 'sanction' in the action plan from this meeting. In order to keep the learner and other members of the school community safe, the learner may be restricted in movement around the school, or removed from whole school-related activities such as fixtures or trips.

Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions, then the procedure will move to the next stage.

Every effort will be made to encourage and support a change in the learner's behaviour.
If the learner refuses to attend or engage with the Restorative Conference then further consequences may be needed such as suspension or exclusion.

6.15 In the Moment

Incidents that take place at break times or lunch times, must be dealt with by those on duty of initially resolving the incident. It is the responsibility of the member of staff dealing with the incident to ensure that the correct restorative conversations have taken place. It is their responsibility to ensure that any sanction is, given in the moment such as missing a set time of play. The member of staff also needs to inform the Class Teacher of any incident and consequence. If there is no time for action, this must be communicated to the Class Teacher to follow up.

6.16 Serious Incident.

Is an incident that may lead straight to a significant consequence or action and depending on the severity, it could lead to a fixed term or permanent exclusion.

It is not possible to provide an exhaustive list of serious breach examples. Therefore, professional judgement must occur at this stage in relation to what is deemed to be a serious incident; however, it is possible to provide some examples as reference points: purposeful, physical act on another adult/child; the use of unsafe language; damaging school or another person's property.

If a serious incident occurs, a restorative conversation should take place between all parties, immediately. At this point, it may be that Phase Leaders or Senior Leadership need to be involved.

Parents will be called/e-mailed or depending on the incident, asked to come to school to meet with the class teacher and when appropriate the Phase Leader, the incident is logged on the pupil record using the Serious Incident form and recorded in the Incident Log.

Any consequences are actioned. If a serious incident occurs twice in a half-term, then this will be reported to the Head of School/Executive Head Teacher.

In response to major breaches of discipline such as physical aggression, deliberate damage to property, stealing, leaving school premises without permission, severe and persistent bullying, online or digital bullying, verbal abuse and persistent disruptive behaviour in class the following may be actioned:

- verbal warning by the Head of School or Assistant Head. For most pupils, this will be sufficient and the problem will be rectified;
- Withdrawal from lessons for the rest of the day;

- contacting parents immediately;
- Meeting with parents and a plan agreed for monitoring the behaviour whereby parents also take responsibility for helping their child to improve;
- Suspension (fixed term exclusion); and
- Expulsion (permanent exclusion).
- [See Suspension, Exclusion and Removal in Other Circumstances Policy]

It should be noted that, in most cases, the school's sanctions are used in a hierarchical manner. Where cases of serious misbehaviour are evident, the Head of School/Executive Head Teacher reserves the right to use any sanction, including suspension and expulsion, without first using lower-order strategies.

6.17 <u>Strategies and support</u>
The following outlines a range of strategies for use in school to reinforce desirable behaviour:
- changes in classroom organisation, seating, etc;
- using different resources;
- setting small and achievable targets;
- short periods of supervised time for personal reflection;
- positive rewarding systems with no comments for undesirable behaviour;
- use of certificates for positive qualities;
- acclaiming good behaviour when it is seen in class;
- involving parents at an early stage to make an action plan together;
- peer mediation and peer mentoring;
- restorative justice approach;
- school counselling sessions to help pupils with social, mental or emotional health difficulties;
- social skills training;
- referral to CAMHS and/or educational psychology services; and
- referral for family support and/or therapy to help the pupil and family better understand and manage behaviour.

6.18 <u>Our sanctions</u>
The teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner. A child's individual needs will always be considered carefully. However, if there are any times when children transgress from the acceptable boundaries in our school, they will be spoken with so that they understand the boundaries and what is expected of them.

6.18.1 We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our Safeguarding and Child Protection Policy and refer the conduct to the DSL for advice and support before determining any sanction. We should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a multi-agency assessment is necessary.

6.18.2 Adults should always make it clear that they are upset about the child's behaviour, not the child. They should always use private, not public, reprimands so that when a sanction is applied the child can make a fresh start. Corporal punishment (or the threat of corporal punishment) will not be used in any circumstances and to do so is illegal.

6.18.3 Parents will be involved at the earliest stage if problems persist or are recurring.

6.18.4   Any sanction must be reasonable in all the circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. These include the following:

Staff at Akeley Wood Junior School employ a consistent and clear hierarchy of sanctions (our 'warnings') if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

Teachers will formulate Essential Agreements with their classes/groups to ensure that expectations of behaviour are clear and understood. Children will also have ownership of the sanctions in an age-appropriate way depending on the year group. The Essential Agreements will be displayed in classrooms.

We have a series of consequences if someone breaks a rule. These are developed to meet the needs of different ages of children. We expect all children to be 'ready to learn' at the start of each day.

Early Years Sanctions
In Ladybirds, babies (up to 2 years) are starting to understand simple boundaries and where these boundaries are being stretched we will use a method of distraction and gentle reminding. If a behaviour continues, for example biting, we would then look at the reasons for biting (teething etc.). Parents are informed and positive behaviour strategies are used.

In Caterpillars (2-3 years), the understanding of behaviour and what is acceptable is understood more in this age range. Continuing with the positive behaviour approach, children may have 'thinking time' if their behaviour continues to show negativity. Parents are fully informed in the process and we ask for their support if issues keep arising.

In Butterflies (3-4 years) and Reception there is a weather-themed, hierarchical positive behaviour system, aligned to the school system. Towards the end of Reception, the children will be introduced to the faces positive behaviour system to aid transition into Key Stage 1.

6.18.5   In response to major breaches of discipline such as physical aggression, deliberate damage to property, stealing, leaving school premises without permission, severe and persistent bullying, online or digital bullying, verbal abuse and persistent disruptive behaviour in class the following will be followed:
- verbal warning by the Head of School or Assistant Head. For most pupils this will be sufficient and the problem will be rectified;
- withdrawal from lessons for the rest of the day;
- contacting parents immediately;
- meeting with parents and a plan agreed for monitoring the behaviour whereby parents also take responsibility for helping their child to improve;
- Suspension (fixed term exclusion); and
- Expulsion (permanent exclusion).
[See Suspension, Exclusion and Removal in Other Circumstances Policy]

6.18.6   It should be noted that, in most cases, the school's sanctions are used in a hierarchical manner. Where cases of serious misbehaviour are evident, the Head of School reserves the right to use any sanction, including suspension and expulsion, without first using lower-order strategies.

7 Suspension and Explusion

7.1 The Head of School/Executive Head Teacher reserves the right to suspend and expel pupils from the school. Suspension and expulsion will be dealt with in accordance with our Suspension, Exclusion and Removal in Other Circumstances Policy.

8 Allegations of Harmful Sexual Behaviour (HSB) and Child on Child abuse

8.1 Allegations of a student demonstrating Harmful Sexual Behaviour and/or Child on Child Abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the victim and supports the person about whom the allegation has been made. All allegations will be dealt with in accordance with the Safeguarding and Child Protection Policy and Procedure. The school will, in most cases, engage with both the victim and the alleged perpetrator's parents when there has been a report of HSB/Child on Child abuse, unless to do so will heighten risk to the victim/alleged perpetrator. All parties involved will be provided with appropriate support and guidance and schools will carefully consider what information is shared with respective parents to ensure that confidentiality is maintained. Every effort will be made to ensure confidentiality is maintained while an investigation is underway. Referrals to children's Social Care/Police will be made as appropriate, in line with the Safeguarding and Child Protection Policy

9 Allegations of Abuse against Teachers and Other Staff

9.1 Allegations of abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the child and supports the person about whom the allegation has been made. All allegations will be dealt with in accordance with the Safeguarding and Child Protection Policy and Procedure. Every effort will be made to ensure confidentiality is maintained while an investigation is underway.

10 Complaints Procedure

10.1 If you are not happy with the way that you or your child is treated by any member of staff you should consider raising your concern informally in the first instance with the Head of School/Executive Head Teacher. You may find it helpful to refer to our Complaint Procedure for guidance (available via the school website).

10.2 The Complaints procedure emphasises the importance of resolving any concerns informally and at the earliest possible opportunity. We expect our parents to share any concerns informally with us so that we can continuously improve the quality of education at our school. If as a parent/carer(s) your complaint is about exclusion from school for inappropriate conduct, please refer to the Suspension, Exclusion and Removal in Other Circumstances Policy.

11 Monitoring and Evaluation

11.1 Each Head of School is responsible for maintaining a behaviour log which includes instances of bullying.

11.2 The Head of School is responsible for the implementation of this policy and for reviewing from time to time to evaluate its implementation and impact.

11.3 Heads of School report on behaviour and bullying at governance meetings. This forms the monitoring and evaluation function of the proprietor.

11.4 Where there are concerns regarding the school's approach to dealing with behaviour, these will be explored by the Cognita Director of Education (DE).

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Document sponsor (role)	Group Director of Education
Document author (name)	Karen Nicholson, ADE. 2018 Review - John Coleman, ADE 2019 Review – David Baldwin, DE 2021 Review – Nicola Lambros DE 2022 Review – Nicola Lambros DE and Alison Barnett - Regional Safeguarding Lead)

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