Norwood Green Junior School

Behaviour Policy

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1. Vision and Aims

This policy aims to:

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

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2023
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

3. Definitions

Poor behaviour choices are defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Repeated breaches of the school rules
- Any form of bullying
- Online harassment
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items (knives, weapons, alcohol, illegal drugs, stolen items, tobacco or cigarettes, vapes, fireworks, pornographic images or any article a staff member reasonably suspects has been or is likely to be used to commit an offence.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Types of bullying can include: emotional, physical, prejudice-based, discriminatory, sexual (direct or indirect) and cyber-bullying.

See Norwood Green Junior School Anti-bullying Policy for details on how the school deals with incidents of bullying.

5. Roles and responsibilities

5.1 Norwood Green Junior School Governors

School Governors are responsible for:

- Reviewing and approving the 'Statement of Behaviour Principles' (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy with Norwood Green Junior School staff and Governors
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management and understanding how special educational needs and disabilities (SEND) and mental health needs may impact on behaviour.

5.3 Staff

Staff are responsible for:

- Following school guidance outlined in the document: 'Achieving Positive Behaviours' Guidance
- Establishing and maintaining clear boundaries of acceptable pupil behaviour

- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils Appendix 5: School Rules in School (Hierarchy of sanctions)
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMs and communicating them verbally
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.
- Demonstrating positive relationships with pupils and treat them with fairness, kindness and dignity.
- Taking time to get to know individual pupils. They celebrate pupil's achievements outside of school and acknowledge pupil's backgrounds.
- reminding pupils that the following day is a new start, if a pupil has received a behaviour sanction during the school day.
- Staff use praise to celebrate pupil achievement, ensuring pupils know specifically what they have done well.
- Reprimands are made privately, where possible. Staff understand that when pupils are spoken to publicly, it may reinforce pupil's negative self-image.

5.4 Parents and carers

Parents and carers, where possible, should:

- Familiarise themselves with the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

6. School behaviour curriculum

How pupils are taught to behave is outlined in greater detail in the document 'Achieving Positive Behaviours' Guidance.

Through the school's strong culture, children develop exemplary behaviour and social skills. A sense of belonging and team is created through the following approaches:

- Teachers, LSAs and office staff teach and refer to NGJS expected and exploratory behaviour continuously so that all staff and all pupils are aware of expectations.
- Appendix 5: School Rules (Hierarchy of sanctions)
- Appendix 6: School Rules Playtime & Lunchtime
- Greeting pupil's positively when they enter the school.
- Staff provide active learning experiences in a way which deliberately bonds children through pair, group work and co-operative games. They use risk taking and collaborative activities to develop pupil skills in supporting each other to become more resilient. On a day-to-day basis children are taught explicitly about turn taking, cooperation and teamwork.
- Staff tailor moments of the curriculum and social times to reflect the interests of the children, such as choosing the context of handwriting to reflect a current social interest of the class, such as, a TV programme, football tournament, music band etc. This cements commitment from the child to the class 'team' and aids pupil/teacher relations.
- Staff make positive comments about the whole class, referring to their collective positive attributes e.g. 'This class is so good at listening.' 'This class is great at answering maths problems.'
- Staff continuously praise effort, highlighting pupils demonstrating school values, showing effort in schoolwork and presentation.

6.1 Children's Charter: All pupils are taught the UN's convention of the rights of the child and our school values and are expected to follow it when in school. The Children's Charter promotes community cohesion by helping children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs and differences of others. It focuses children on learning to respect the rights of others.

6.2 Mobile phones: Pupils are not allowed to have mobile phones with them on-site

Phones should be stored in a locked draw or safe in the classroom during the school day

7. Responding to behaviour

7.1 Classroom management

Behaviour is taught explicitly in class in September 'proactively' as a part of a series of lessons which establish school values, expected behaviours and a sense of belonging (Getting the Year off to a Good Start & wider curriculum weeks).

Staff new to the school undergo training in the school's approach to behaviour management. There is a commitment from senior leaders to monitor behaviour weekly in the school, and act on any findings to further improve behaviour.

Positive Behaviour Management
Staff maintain positive professional relationships by combining assertiveness with warmth. They are strict and firm whilst communicating that children are valued and respected. All staff act in a professional manner, even when challenged by pupils behaving inappropriately. Personal remarks and sarcasm, wanting to have the last word and responding to poor behaviour in a personal emotive way are never approaches used. Staff do not enter into debate or argument with children. Staff do not shout at children and voices are only raised if required not as regular practice.

Expectations are established.
Teachers never tolerate poor effort with presentation in exercise books, talking in the corridor, not lining up properly, pupils getting out of their places in class, distracting others. Staff relentlessly and consistently address these behaviours, so children learn to function within higher expectations, and these are the norm. Expectations are clearly communicated to children regularly through NGJS behaviours. If a child has not invested effort in their work – the teacher/LSA requires them to do it again. If a child has forgotten to use manners or is running down the corridor All staff, including office staff will ask children to repeat what they are doing in the appropriate way.

Gaining Pupils' Attention
Staff at Norwood Green practise **getting the pupils attention through 'signal', 'pause', 'insist'.** Norwood Green use non-verbal signals to direct children. Less is more. Teachers train the class to respond to chime bells to stop and listen and use non-verbal signals to direct the class. Noise is further reduced, and routines become easier for children to follow than not.

Non-verbal signals are mostly taken from British sign language.

Routines are rehearsed
Routines are the bedrock of positive behaviour management. Children are taught at Norwood Green what to do in various situations. This allows the focus to be on learning because the rest happens naturally without fuss or long periods of behaviour management.

'Getting the year off to a good start', is a period, at the beginning of the school year, when establishment of routine takes precedence over the formal curriculum. Routines are practised until they become seem-less parts of the day – normal everyday habits.

Positive framing
Staff maintain high expectations through positive reinforcement and affirmative language. Teachers catch children being good and use praise to encourage others to follow suite: "Well done to NAME for showing good listening and looking this way." When pupils do not meet teachers' expectations, they reassert what they want and do not describe the negative behaviours. Corrective statements are framed positively: "Jas and Ahmed – looking this way, thanks" rather than "Jas and Ahmed stop talking and turn around I have told you a number of times and this is taking forever." If a child denies wrongdoing or seeks confrontation, staff defuse the situation: Child: "but I wasn't talking" Teacher: "OK, but I need you to be focussed on working hard now, thank you". The 'Thank you' confidently assumes compliance and is polite whilst being assertive. Bill Rogers calls this 'partial agreement'. Teachers keep corrective language light, friendly and non-confrontational.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information https://ngjs.co.uk/Policies/.

7.3 Responding to good behaviour

Behaviour expectation posters
Expected and exemplary behaviour are taught to all children through whole school assemblies and in class. Classroom expected and exemplary (Diamond) behaviour is displayed in every teaching space.

- Appendix 8 and 9: Visual timetable example 1
- Appendix 10: Visual timetable example 2

Playtime and Lunchtime behaviours are displayed where they can be seen from the playground and the field. They are displayed in the dining hall and in the School Office area. It is the role of the JA coaches, SMSAs and Office staff to refer to them for praise, teaching, reminders and reprimands. See section on lunchtimes for role of SMSA/JA and rewards to children. See:

- Appendix 2: Norwood Green Expected Behaviour
- Appendix 3. Norwood Green Extemporary Behaviour (Diamond) 'Playtime and Lunchtime Behaviour Outside and in the Dining Hall Visual

Praise
Praise is explicitly linked to a desirable behaviour and given publicly (unless the child has difficulty with public praise). All staff, Teaching, LSAs, SMSAs and office staff praise children every day.
Staff understand that praise helps the child receiving the praise to want to repeat expected behaviours and other children want to copy these behaviours to receive the same gratuity. Staff are clear in what the praise is for. Phrases like: "good work" & "good boy" are not used. Instead, teachers use phrases like: "It was really kind of you to let them have a turn first". Praise is specific and often links to values, rights and expected behaviours. It is a method of teaching.

Praise – Star of the Week

- One child from each class will be rewarded with a Star of the Week postcard which is sent home with the school behaviour clearly identified on it.

- Criteria for Star of the Week: 1. School values 2. Expected behaviours 3. Extemporary behaviour (Diamond behaviour)
- Class teacher will track who has achieved star of the week
- Year group Assembly – Child receives postcard, and teacher explains why they achieved the award.
- Head Teacher stickers are presented in Friday Assembly.

Praise – Diamond Award

On a half termly basis, all classes will spend one PSHE/circle time session looking at the diamond award behaviours (see Appendix 3). Classes write a letter to the Head Teacher and Deputy Head describing why specific children from their class should achieve the Diamond Award. The letter will include reference to the Diamond Award Behaviours. This reinforces pupil, teacher and parent clarity of desired behaviours and is a method of teaching.

Rewards

Dojo Points

The school uses ClassDojo as a reward system for children. Each class displays ClassDojo on their interactive white boards daily. Children can earn Dojo points for lots of different things like working hard, being ready to learn, good teamwork, good listening, being helpful, using good manners, making a good effort with their work, being a superstar, participating in lessons and following the Children's Charter. If a teacher takes the class other than the usual class teacher, such as PPA staff or supply teacher they are supported by the year team in using Dojo points.

Positive behaviour is also rewarded with:

- Praise

- Stickers
- Positive messages home to parents verbally and with a postcard every week with the star of the week and their behaviour referenced from the NGJS behaviour or Diamond Behaviour chart.
- Dojo points
- Dojo Certificates
- Sending a child to another member of staff to praise
- Headteacher or Deputy head teacher stickers

Teachers are consistent in their use of Dojos. Children are usually **awarded one to five Dojo points (five is for exceptional behaviour)**.

School Dojo Assembly

Every half term there will be a whole school Dojo Assembly to find out which class in each year group has won the most points.

Dojo Award Certificates
Children earn behaviour certificates when they reach the following point score every half term.

- Bronze certificates 1-49 Dojo Points
- Silver certificates 50-99 Dojo Points
- Gold certificates 100+ Dojo Points.

Reviewed by year chairs.

Privilege Time

All children are rewarded with privilege time every week unless they have made a poor choice with their behaviour. Any child who has made a poor choice will lose their privilege time that week. Privilege time is timetabled on a Friday afternoon for 15 minutes. Privilege time can be won back if it is lost. If privilege time is taken away it can be taken away in minutes and then reduced or added to.

These points will be added up at the end of each term and the winning class will receive the privilege cup.

7.4 Responding to misbehaviour

Norwood Green Junior School Rules (hierarchy of sanction) are explicitly linked to when the rights of a child. Teachers explain to children which right of another child or adult has not been upheld/respected and the subsequent consequences. These are displayed throughout the school. See Appendix 5: School Rules in School (Hierarchy of sanctions)

Pupils, parents and all staff are aware of the 'Hierarchy of Sanctions'. They are enforced consistently throughout the school by all staff. All staff have a shared responsibility for all children. The purpose of sanctions is that all children become aware of their choices and the consequences of their choices. Sanctions are undesirable and are a deterrent.

When children break school rules the staff:

1. Sanction them
2. Support their social development by teaching them and reducing the likelihood of reoccurrence (restorative)

3. Involve parents when required.

The more challenging the behaviour or regularity of behaviour the greater the sanction, ***the more time is invested with both the child and parents on supporting an improvement.*** Behaviour is perceived as a communication of need commonly known as SEMH (Social Emotional Mental Health Special Need).

Yellow and Red Cards

2 yellow cards are given as warnings before a red card is given, unless the behaviour is so bad it requires a red card. See Appendix 5: School Rules in School (Hierarchy of sanctions).

When a red card is given the person issuing the red card must:

- Listen to all parties including witnesses if the incident happened away from staff.
- Record the incident on CPOMs
- Inform the class teacher, if they are not the class teacher.
- Inform the parents in a way which does not publicly humiliate the parent.
- Tells the child off focussing upon the behaviour choice and not the child's whole personality. They consider how to teach the child and support them to not make that choice again. They ensure that the child stays in the hall at break time with a member of SMT by escorting them to the hall. The focus is on the action and not the child. The child is seen before the end of the day, and they are reassured that there is no personal grudge, and that tomorrow is a new day and a fresh start.

If the behaviour is of a low level the child may be given a time-out in a specific area of the playground or field few a few minutes.

If the incident is more serious, then the staff member will take the following steps (the following list can apply to any member of staff):

1. Ask the child to move away from the situation into an area of the playground, field or lunch hall which is quieter.
2. **Give the child a 5-minute cool down until they are already to articulate what happened, if they need it.**
3. Move down to the level of the child and adopt open body language.
4. Stand at a respectful distance from the child and initiate respectful conversation.
5. Use neutral body language to avoid further aggravating the situation e.g. not folding arms or pointing.
6. Remain calm and use a talking voice to speak to this child. Shouting is never acceptable.
7. Listen to the child and not jump to conclusions.
8. Communicate with the class teacher discreetly to explain the situation in private without the child being able to hear. The teacher first ensures the class are calm and then makes time to listen to the coach or SMSA.
9. Avoid using emotive language to describe what happened, just describe the facts.
10. However, if a situation is serious involve a member of SLT in resolving the situation. The child may be asked to miss some of their lunchtime. Any poor behaviour will be reported to the class teacher at the end of lunchtime.

If children have a dispute with each other, it is essential to make sure that every child is listened to before judgements are made. If children are not ready to speak because they are emotional, they are given time to calm down prior to an adult led investigation

At the end of playtime and lunchtime adults will indicate that play has finished. Children are expected to join their class line in a smart orderly manner without speaking. If any child fails to follow this routine, their teacher will ensure they miss 5 minutes of their playtime consequently. This expectation is communicated by class teachers and SLT in Assembly. It is practiced until perfect in September and returned to if needed.

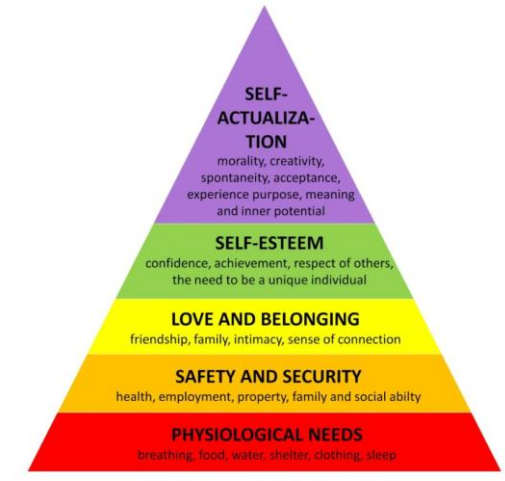
Teachers arrive before the end of lunch to support this routine. Sports Coaches, SMSAs and teachers work cooperatively to achieve calm orderly class lines.

Behaviour Plan

When a pupil has been given a red card more than 4 times within a half term, they are signalling a SEMH need. Children who try to challenge adults more often have the greatest need and require more teacher investment. The teacher will consider their needs and implement supportive intervention.

Parents are always involved and are included as supportive influences. The teacher focuses upon building a positive relationship with the child.

The teacher considers what possible barriers there are to the child behaving well and considers all their essential needs (See Maslow's Hierarchy of Need).



Behaviour plans are then devised with clear manageable short term achievable targets. These targets are reflected upon with the child on a weekly basis with parents. Individual rewards need to be meaningful and motivational to the child.

Different choices in approach

Weekly behaviour chart Appendix 7:

- for lessons and/or playtimes – 1-3 targets.
- rewards can be weekly, daily or twice daily depending on the needs of the child.
- smiley faces indicate whether target is achieved. There is a target number of smiley faces that need to be achieved to gain the reward.

- this should be a manageable amount so that it is a challenge and achievable. The challenge of the targets are increased as the child's behaviour improves, narrowing the gap between their behaviour and the behaviour of others.

These charts also apply to children who are not badly behaved but show SEMH needs and require intervention. They are used by the pastoral leader and monitored by the SENCO.

Weekly behaviour chart without negatives.

Some children do not have the emotional resilience to cope with failure and therefore sad faces are not used with them. They may have a target of getting a certain number of smiley faces during a day without it being a summary of one lesson. Appendix 8: Behaviour Chart without negatives

Zones of Regulation

Where relevant, the 'Zones of Regulation' are used with children. These provide an easy way to think and talk about how to understand what is felt inside and sort emotions into four coloured zones. When time is invested – children become better at being self-aware and subsequently more able to self-regulate.

Reasonable adjustment for children who display behaviour needs

All classes use visual timetables to ensure children with social communication needs do not feel emotionally ambushed and respond with negative behaviour internally or externally. Teachers talk through the day and any upcoming changes in the week or following week in a caring way which supports the child to adapt to change. Visual timetables work well on interactive whiteboards and can be drawn on the boards so children can refer to them throughout the day.

- Appendix 9: Visual timetable example 1
- Appendix 10: Visual timetable example 2

If a child receives more than four red cards in a half term and/or the class teacher feels that they are continuously struggling to follow school rules the class teacher's role is to make reasonable adjustments for them by identifying their specific needs. (Reference can be made to SEND Behaviour Handbook Beacon School Support https://beaconschoolsupport.co.uk/send-handbook.php)

Talk to their parents in an agreed weekly meeting. Parents are seen as part of the solution and bridges are built with them by the teacher. The teacher sets the same expectations and uses the same hierarchy of sanctions and provides support for the child to be successful by making reasonable adjustments. The yellow and red card system are only removed in exceptional circumstance with agreement from the SENCO.

Pupils' Causing Concern Group
The aim of this group is to identify children who are most in need of help in terms of safeguarding, social, emotional and mental health difficulties. Pupils with the greatest need are discussed weekly.

Senior leaders, Pastoral leader and SENCO work in collaboration to support children in this group.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder

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

Incidents of reasonable force must:

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

Appendix 4: The use of reasonable force

7.6 Searching and confiscation

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Children are not allowed to bring into school items from home unless required for lessons. Teachers may confiscate items and will return them to the child or parent of the child at the end of the day.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, the headteacher or a member of staff authorised by the headteacher can still carry out a search for stolen property or 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.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Travelling to or from school
- Wearing school uniform

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8. Serious sanctions

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Suspension

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour.

Where suspensions are becoming a regular occurrence for a pupil, the headteacher will consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

During a suspension, pupils still receive their education. The headteachers will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first suspension

Parents will be notified of the reasons for suspension.

Parents will be involved in a reintroduction into school meeting with the headteacher when the child starts back at school. The headteacher will outline support for the pupil to help them with behaviour.

Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently is to be only taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, the headteacher will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

Cancelling exclusions

The headteacher can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the governing board has not yet met to consider whether the pupil should be reinstated. Where an exclusion is cancelled: The headteacher must notify the parents, the governing board, the LA and the pupil's social worker and VSH as applicable, without delay. The notification must also provide the reason for the cancellation; The governing board's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement; Parents should be offered the opportunity to meet the headteacher to discuss the circumstances that led to the exclusion.

9. Pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school co-operates with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

When children present challenging behaviour in school it is useful to identify the possible underlying SEMH (Social, Emotional and Mental Health) needs so support programmes are put in place. Educators cannot diagnose psychological conditions as this is reserved for health practitioners. The SENCo ensures that pupils are on the SEN register and directs support for the child from the class teacher/pastoral leader/LSA.
Teachers introduce behaviour plans (Appendix 7, 8, 10, & 11) when a child keeps receiving red cards/ shows continuous challenging behaviour. They alert the SENCO to this intervention the CPOMs communication. Parents are met with on a weekly basis. Although the teacher cannot diagnose psychological conditions it is useful to be aware of common identifiable behaviours and related teaching strategies to support children with SEMH

https://beaconschoolsupport.co.uk/send-handbook.php

- Trauma & Adverse Childhood Experience (ACES)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Autistic Spectrum Condition (ASC)
- Pathological Demand Avoidance Syndrome (PDA)
- Oppositional Defiant Disorder (ODD)
- Developmental Language Disorder (DLD)
- Foetal Alcohol Spectrum Disorder (FASD)

9.2 Adapting sanctions for pupils with SEND

On occasions pupils will not be issued with red cards and have a bespoke behaviour system made for them. This happens when the whole school sanction system does not have the desired impact. Adaptations and support are implemented on a case-by-case basis. The school tries to limit pupils not facing the same consequences as this does not prepare children well for the rule of law. It is the school's aim to maintain the same sanctions and to make reasonable adjustments to help pupils to not break school rules.

Appendix 7: Behaviour chart

Appendix 8: Behaviour Chart without negatives

Appendix 9: Visual timetable example 1

Appendix 10: Visual timetable example 2

Appendix 11: Proactive Intervention Plans

Appendix 12: SEND Plan

10. Monitoring arrangements

Staff record behaviour incidents including bullying on CPOMs. SLT have weekly meetings to discuss and monitor these behaviour incidents. Both PCC and weekly SLT behaviour meetings are times when monitoring leads to decisions made on actions.

10.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves

11. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding Policy
- Anti-bullying Policy
- Children's version of anti-bullying Policy

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

Appendix 2: Classroom Expected Behaviour Visual

We line up in register order

We greet staff & visitors politely in the corridor and when they enter our room

We are silent in corridors and the library

We respect each other by using good manners and kind words

Learning Behaviour
(Pupil)

We get our home things in small groups quietly

We treat all staff with the same excellent manners and respect

When the teacher/coach is talking, we don't talk or have anything in our hands

We re-write work when our teacher feels we have not shown pride in it

We raise our hand if we want to get out of our seat

Appendix 3. Diamond Exemplary Behaviour Visual

Diamond Learning Behaviour

We go out of our way to be kind to others.

We can work independently in silence so the teacher can work with a group or individual

We can speak confidently in front of an audience

We solve problems at playtime and are kind to children who are not included or feel angry

We can work in groups with anyone cooperatively

We make sure teachers who are not our main teacher (supply) feel valued.

We lead learning:

- Friday celebration
- PE warm ups
- Learning leader

We do additional research about our school topic or a topic which interests us

We look after younger children

Appendix 4: The use of reasonable force

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their careers that involve a degree of physical contact with pupils.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury to themselves or the child.

Who can use reasonable force?

- All members of school staff have the legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people who the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school-organized visit.

When can reasonable force be used?

- The use of reasonable force is an absolute last resort. If a child is at risk of hurting another child, then we ask the other child to remove themselves from the situation so they can't get hurt. The staff then talks to the child who is angry to calm them. Staff are asked to use every means possible to de-escalate a situation before having to resort to restraint.
- However, the safety of the child, other children and adults is the number one priority.
- Key members of staff have restraint training throughout the school, and they should be called upon in the event of a child needing to be restrained. However, this may not be feasible in all situations.

In the unlikely event of a serious breach of behaviour, the school can use reasonable force:

- when behaviour disrupts the learning of others and the child refuses to leave the classroom
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- when a pupil is at risk of harming themselves through physical outbursts.

The school will record all attempts to restrain a child in the Restraint Log which is kept with the safeguarding team. If the school has restrained a child, then the carer will be informed.

Appendix 5. Hierarchy of Sanctions (School Rules in School)

Norwood Green Junior School Rules & Hierarchy of Sanctions

1 To show respect for the right for others to learn.
Article 28: I have the right to a good quality education

2 To show respect for the right for others to not be hurt or treated badly.
Article 19: I have the right to be protected from being hurt or badly treated

	Breaking school rules	**School Actions - Example of possible actions adults will take:**
Step 1 ⇩	• Any behaviour which disrupts their own or others' learning or games. • Unkind words or gestures towards another child.	• Praise the positive behaviour of others • Giving children A/B choices • Moved within classroom to new seat • Missed playtimes or asked to rewrite work at breaktime • Children supported to reflect on the situation and see other's points of view and apologise • Every child's viewpoint will be heard when two children fall out • Bonding activity between children who have fallen out
Step 2 ⇩	**Persistent Step 1 behaviour** • Deliberately creating a disturbance • Repeated unkind words or gestures towards another child. • Minor challenges to authority	• Red card & parents informed, break time missed and no Privilege Time • Sanction appropriate to the rule broken eg carry out task to "put things right" • Sent to work in another class • Verbal or written apology if appropriate
Step 3 ⇩	**Persistent Step 2 behaviour and** • Hurting another child physically • Direct challenge to authority • Leaving the class without permission • Bullying in any form. • Damaging school/pupil property • Refusal to do set tasks • Racist comment or actions • Vandalism/stealing	Teacher: • Red Card, parents informed, record of incident kept, and appropriate sanction given • Restorative work to prevent reoccurrence including a behaviour chart • Weekly parent meetings helping the child to reflect on specific targets • Class teacher informs SENCo, and consideration is given on whether the child is placed on the SEND register for SEMH needs • Sanctions may include being sent to another class to complete work with an experienced teacher (UPS/ML). SLT: • SLT and class teacher decide on actions to support the child to prevent reoccurrence. • Class teacher and SLT to meet with parents • Internal suspension SENDCO: • SENDCO to direct support plan • Pastoral/SEMH support plan (including guided play/reflection) • Referral to external agencies • Recorded on SEND Register for SEMH

Step 4 ⇩	**Persistent Step 3 behaviour and** • Seriously hurting another child physically • Serious challenge to authority of a member of staff • Vandalism/stealing	SLT Intervention: • Member of SLT meets with parents, class teacher and child weekly reviewing behaviour plan/target. • Lunchtimes inside with supervision • Internal exclusion • Partial timetable • Permanent move of class SENDCO and Pastoral Leader: • SENDCO to direct support plan • Woodbridge Park behaviour support school • Referral to external agencies
Step 5	**Persistent Step 4 behaviour and** • Extreme violence or dangerous behaviour that poses a risk to the safety of self or others. • Persistently running out of school	Immediate involvement of Head Teacher • Fixed term exclusion from school for up to 5 days • Permanent exclusion from school • Police called if appropriate • Referral to external agencies

Pupil Version
Norwood Green Junior School Rules & Hierarchy of Sanctions

To show respect for the right for others to learn.
Article 28: I have the right to a good quality education

How we always show respect for others including the right to learn:

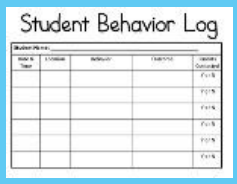
1. We stay in our seat
2. We raise our hands to speak
3. We work quietly when asked to
4. We take pride in work
5. We respect all adults
6. We stay focused on our learning

To show respect for the right for others to not be hurt or treated badly.
Article 19: I have the right to be protected from being hurt or badly treated

How we show respect towards others:

1. We are kind
2. We treat others in a way we want to be treated
3. We apologise if we offend someone
4. We are inclusive and always let others join in
5. We try to see situations from each other's point of view
6. We solve our problems with words

Expected Behaviour
Norwood Green Junior School - A love of learning grows here...

STEP 1:	If I am not showing good behaviour, my teacher will ask me to stop and if I do not: • I may be moved to a different seat. • I may lose some playtime. • I may receive one or two reminders with a yellow card	
STEP 2:	If I do not show expected behaviour after my teacher has spoken to me: • I may be sent to work in another classroom. • I may be asked to reflect on my behaviour • I may get a red card, my parents will be told and I will stay in at breaktime. • I will apologise to anyone affected by my behaviour.	
STEP 3:	If my behaviour still does not improve or if it worsens: • My teacher may use a behaviour log with me. • I may be asked to reflect on my behaviour • I may be kept off the playground for some time. • I will be sent to a senior member of staff and they will meet my parents.	
STEP 4:	If my behaviour does not improve or I show very poor behaviour including bullying or fighting: • I may be sent to work in a different class and I will stay in at breaktimes. • I may be asked to reflect on my behaviour • I may be suspended which means I will not be able to come to school for up to 5 days.	
STEP 5:	If I show dangerous or violent behaviour: • I may be suspended which means I will not be able to come to school for up to 5 days. • I may be permanently excluded from school. • The Police may be involved.	

Appendix 6. School Rules Playtime & Lunchtime

Expected Playtime Behaviour

We stop when the end of play whistle is blown

We tidy up equipment even if it's not ours

We line up quietly in register order

We show respect to others and treat each other with kindness

We only play football on our football day

We look after our class balls

We share equipment with each other

We ask an adult for help when things aren't going well

We only go on the climbing equipment on our day

Appendix 7. Behaviour Chart

Name:

W/B	Soft Start	Lesson 1	Lesson 2	BREAK	Lesson 3	Reward Time	LUNCH	Newsround	Lesson 4	Lesson 5	Reward Time	Assembly	Overall
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													

Targets:

Appendix 8: Behaviour chart without negatives

Appendix 9: Visual timetable 1

Appendix 10: Visual timetable 2

Appendix 11: Proactive Intervention Plans

	Proactive Intervention Plan			
	Name:	Class:	Date:	Review:
	Known Triggers:			

What do I look like when I am calm?	**What can I do to help me stay calm when I begin to feel angry/upset/anxious?**	**What do staff do to keep me calm?**
What do I do when I am bubbling? (minor)	**What can I do to help me get back to calm?**	**What do staff do to help me back to calm?**
What do I do when I am upset? (major)	**What can I do to help me get back to calm?**	**What do staff do to help me back to calm?**
What do I do when I am finding things extremely difficult? (Critical)	**What can I do to help me get back to calm?**	**What do staff do to keep others and me safe and help me back to calm?**
Can I be helped to look back at and learn from what happened when calm again?		**What do staff do to help me reflect and learn and to reflect and learn themselves?**

My Interests:

I am good at:

Appendix 12: SEND plan

MY LEARNING PLAN			
CHILD:		**CLASS:**	**TERM:**
LEARNING TARGET ONE:			
AREA: (Please highlight)		(AT REVIEW) **SUCCESS:**	Achieved ☐
Communication & Int.	Cognition & Learning		
SEMH	Physical & Sensory		Ongoing ☐
TARGET - I am learning to: •		**SUCCESS CRITERIA -** If I am successful, I will be able to: •	
LEARNING TARGET TWO:			
AREA: (Please highlight)		(AT REVIEW) **SUCCESS:**	Achieved ☐
Communication & Int.	Cognition & Learning		
SEMH	Physical & Sensory		Ongoing ☐
TARGET - I am learning to: •		**SUCCESS CRITERIA -** If I am successful, I will be able to: •	
LEARNING TARGET THREE:			
AREA: (Please highlight)		(AT REVIEW) **SUCCESS:**	Achieved ☐
Communication & Int.	Cognition & Learning		
SEMH	Physical & Sensory		Ongoing ☐
TARGET - I am learning to: •		**SUCCESS CRITERIA -** If I am successful, I will be able to: •	