Tall Oaks Academy Trust

POLICY

Behaviour Management

November 2019

Review Date: November 2022

Approved by: S Wilson 18th November 2019
Behaviour Management Policy

Our behaviour policy is set out in the booklet “The Guide to Behaviour at Tall Oaks Academy Trust” This booklet is sent out to all new parents and is published on our website.

Introduction

Our Trust values and respects all staff, children and visitors to the Tall Oaks Academy Trust. We aim to treat each individual fairly, promote a consistent approach to behaviour expectations and foster mutual respect.

This policy is designed to ensure the safety, security and happiness of our children in order to enable access to our creative curriculum. Our approach supports pupils to regulate and become responsible for their own behaviour.

Ethos

We have high expectations of our children which are modelled by all staff at all times. Our behaviour policy supports and instils our core ethos. We encourage children to:

- Be safe
- Be positive
- Be kind
- Be respectful
- Be honest
- Be a good listener
- Be determined
- Be fair
- Be polite
- Be cooperative

Responsibilities

All members of the Trust, both adults and children, are expected to behave in a considerate way towards each other. All staff and visitors are expected to adhere to and promote this behaviour policy which is made available to all (see TOATS Guide to Behaviour, Appendix 1). Alternative forms of recognition or sanctions are not to be used unless they have been agreed with the Executive Headteacher, Heads of Schools, Assistant Heads of Schools or the
Head of Inclusion. In the absence of the Executive Headteacher, responsibility for decisions related to exclusions may be delegated to the Heads of Schools. The Heads of Schools may delegate some responsibilities to other members of the Leadership team when absent.

High standards of behaviour should be expected at all times. We recognise that children may present behaviours in different ways. Therefore, we categorise our behaviour policy using three tiers.

**Tier One**

The majority of pupils fall into this category and the use of everyday recognition, warnings and consequences are enough to maintain expected behaviours.

**Tier Two**

A minority of children fall into this category. These children may require additional support through any of the following:

- SEND behaviour targets
- Safeguarding and Welfare Officer support
- Pastoral Support Plan (PSP)
- Behavioural Outreach Support Service (BOSS)
- Risk Assessment
- Nurture Provision

**Tier Three**

A smaller minority of children fall into this category. Where the child’s behaviour escalates to warrant Tier 3 support, they may be at times educated within internal specialist provision.

The aim of this provision is to support the child further and decrease the risk of fixed or permanent exclusion. This may involve a child being assessed using a social, emotional and behavioural assessment tool (Boxall) which is reviewed termly with the aim of developing individualised interventions. In some circumstances, careful thought may be taken to consider whether or not a mainstream setting is the most appropriate environment to meet the child’s need. Please see separate Nurture Policy.

If a child displays unsafe behaviour that is putting themselves or others at risk, children will be evacuated from the surrounding area. Should children engage in a physical fight, we would intervene to prevent serious harm.
Our Behaviour Policy is based on shared language, recognition and consequences. You can find our shared language on ‘Staff Behaviour Guidance’ (Appendix 2).

Recognition

We recognise effort shown in all aspects of school life, progress and excellent learning in the following ways:

<table>
<thead>
<tr>
<th>10 circles</th>
<th>Each working area will display 10 circles on the whiteboard. Children will work as a team to earn these 10 circles. Circles can be awarded to individuals, groups or the whole class. When 10 circles are achieved, the children may choose an immediate reward lasting 1-3 minutes. See T:drive for ideas of rewards. MSAs will award children circles and inform the class teacher at the end of lunch.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praise pads</td>
<td>These can be awarded by all members of staff.</td>
</tr>
<tr>
<td>Post cards home</td>
<td>These can be awarded by all members of staff.</td>
</tr>
<tr>
<td>Book of Excellence</td>
<td>The names of children who have shown excellent effort or have produced an outstanding piece of work will be recorded in this special book along with the date and reason. This will be shared in Achievement assembly.</td>
</tr>
<tr>
<td>Achievement assembly</td>
<td>We will celebrate achievements both in and out of school in this assembly as well as birthdays and attendance.</td>
</tr>
<tr>
<td>Stickers</td>
<td>These will be awarded in books for excellent work/effort.</td>
</tr>
<tr>
<td>Phone call home / Text home</td>
<td>This can be made by any adult during the day and where possible with the child present.</td>
</tr>
</tbody>
</table>

Warnings and Consequences

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>In Class</th>
<th>Playtime</th>
<th>Lunchtime</th>
<th>Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>A discrete recorded warning on class proforma (Appendix 3)</td>
<td></td>
<td></td>
<td>MSAs to record warning in note book.</td>
<td>A warning is given</td>
</tr>
<tr>
<td>Step 2</td>
<td>5 minutes away from the group, remaining within the class.</td>
<td>FS – 5 minutes away from planning KS1 &amp; KS2 - Use of the</td>
<td>Outside – 5 minutes with adult outside</td>
<td>Outside - 5 minutes with the MSA</td>
<td>Move to the end of the line with a member of staff</td>
</tr>
<tr>
<td>Step 2</td>
<td>Step 3</td>
<td>Step 4</td>
<td>Step 5</td>
<td>Formal Time Out</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>table/space</td>
<td>Further 10 minutes away from the group, remaining within the class</td>
<td>FS – further 10 minutes away from planning KS1 &amp; KS2 - Use of the Step 2 table/space</td>
<td>Designated classrooms – see table</td>
<td>SLT will seek parental permission before supervising the child on ½ day formal time out. This will commence immediately. Children will complete work available in the HOS office. During breaks and lunch time the children will have the option to read a book or continue working. No staff should engage with these children during formal time out. Children frequently reaching Step 5 will also be considered for formal time out and possible meeting to initiate a PSP.</td>
<td></td>
</tr>
<tr>
<td>Outside – 10 minutes with adult outside</td>
<td>Outside – 10 minutes away from the group</td>
<td>15 minutes ‘time out’ in another class. Recorded on child’s individual online profile.</td>
<td>Contact card (and brief explanation of incident) sent to SWO or SLT to collect child immediately. Reflection time given with SWO/SLT and explanation of consequence. SLT contact parent/carer after reflection time (with child present where possible/appropriate). Child works in designated classroom until end of session and then returns to own class.</td>
<td>Contact card sent to SWO or SLT to collect child immediately. Reflection time given with SWO/SLT and explanation of consequence. SLT contact parent/carer after reflection time (with child present where possible/appropriate).</td>
<td></td>
</tr>
<tr>
<td>Outside - 10 minutes with the MSA/bench</td>
<td>Sent to a member of leadership.</td>
<td>Into the hall for the rest of lunch. MSAs to inform office using incident form. Office to ensure child’s profile is updated and relevant staff are emailed.</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

*Assembly – Children are expected to enter, leave and remain silent throughout assembly. *Should a child refuse to comply with the steps, following take up time, this may result in escalation to leadership and may be deemed a persistent or serious incident.
Children are given opportunities to have a ‘fresh start’ 3 times in the day. At each ‘fresh start’, the children’s steps are reset to 0. The fresh starts are – Morning Session, Lunchtime and Afternoon session. It is our philosophy that children are able to make the right choice and it is essential we allow children to start afresh throughout the day to self-regulate.

**Serious and Persistent Incidents**

Where the safety of other children and staff is compromised and a child is displaying unsafe behaviour, the child will immediately be sent to leadership or leadership may be called for assistance. From this, the member of leadership will decide the consequences for the behavioural incident. The child may warrant an individual risk assessment from this point and they may be referred to our internal nurture provision.

**Treehouse Provision**

Treehouse is our internal, Trust wide nurture provision. Children who are experiencing social, emotional and behavioural difficulties may be referred to this for support. Children who access Treehouse may attend daily or weekly sessions as an intervention to support their needs. Whilst accessing Treehouse, they will be assessed using Boxall, an impact statement will be written to identify the child’s overall needs and a programme of intervention will be put in place. This will last for a minimum of 1 term and then the child is reassessed and a new impact statement is written to measure the impact of the intervention. During the child’s time in Treehouse, they may also be referred for a PSP and BOSS, should the school require additional support.

**PSP**

Should a child continue to demonstrate persistently unacceptable behaviour, a Pastoral Support Plan (PSP) may be introduced in line with the Lincolnshire County Council guidance. This involves an individual risk assessment being carried out and then a 16 week personalised plan being put in place, including an 8-week review, where the child, school and family meet to set targets which are closely linked to the behaviour causing concern. Within this plan, reasonable adjustments can be made to support the child whilst the PSP is in place, this could include a reduced timetable. In some circumstances, the review date may be brought forward.

**BOSS Referral**

If the school feels that the child needs further support to enhance the PSP, then a referral for a Behaviour Outreach Support Service (BOSS) worker can be made. This may include a
BOSS worker assessing the child and then offering additional mentoring, counselling and support within school.

**Intervention Placements**

In circumstances where a child is consistently not meeting the targets outlined on the PSP, after reasonable adjustments and support from a BOSS worker, then a referral for an intervention placement can be made. This provision would offer a 16-week placement at a pupil referral unit (PRU) where additional assessment and intervention would be carried out. Throughout the 16 weeks, the school, family and the PRU would liaise closely to ensure successful transition back to the school or another appropriate setting at the end of the placement.

**Exclusion  (please refer to the Exclusion Policy for detailed guidance)**

We reserve the right to exclude for a fixed period for acts of physical aggression, verbal abuse, bringing harmful substances/objects on the premises, acts of vandalism and stealing, racial abuse, sexual misconduct and persistent disruptive behaviour which prevents others from learning. Extreme acts of physical aggression against other children or adults may be subject to permanent exclusion as may be persistent disruptive and threatening behaviour or repeatedly refusing to follow school rules. If a child is deemed to make other children unsafe or is significantly harming the education of other children he/she may be permanently excluded.

The Trust must make sure the school is a safe place for all adults and children.

**Anti-Bullying**

Incidents of bullying are taken extremely seriously. If a child, parent or member of staff have a concern about bullying in our Trust, the incident is logged on our Anti-Bullying log system and a formal investigation will take place. Please see the Anti-Bullying Policy for further guidance.

**Recording (through CPOMS)**

The Trust operates a system of electronic recording for each pupil where step three, four and step five behaviour incidents are logged as well as any additional information which is perceived as relevant to a child’s profile. Serious or persistent incidents are also logged. Any incidents of bullying will be recorded on the Anti-Bullying log form. Anything that is recorded can be read by a parent following a FOI request and redaction. Requests for a copy of the profiles should be made in writing and referred directly to the Executive Headteacher.
of the Head of School so the relevant names can be redacted. Staff should not take it upon themselves to offer copies without referral.

Educational Visits

The Heads of Schools, Executive Headteacher and teachers reserve the right to refuse to take any child whom they judge to be a health and safety risk due to behavioural issues or who will adversely affect the well being and happiness of the group. It is the school’s intention to include all children on educational visits wherever practicable to ensure inclusion. However, children demonstrating persistent disruptive behaviour and violent or verbally abusive behaviour during the weeks prior to the visit may not be included. Parents and carers will always be notified if this is the case. Children of parents refusing to sign to agree to come to fetch their child from Educational Residential Visits following disruptive or inappropriate behaviour will not be allowed to go.

Display

Each classroom has a laminated copy of the steps displayed. They should be at the child’s eye level and in a prominent place for adults and children to refer to. The step 2 table should be clearly identifiable to staff and pupils with clear access to the timers.

In addition, Foundation Stage and KS1 will display the following:

- 5 white clouds-each one representing a step
- A sun- all children will start each registered session here
- Rainbow- visual recognition for children achieving above and beyond
- Star- visual recognition for exceptional effort/work shown to Head of School

For individuals with specific SEND an individual version of the visual prompts may be used (see TOATs T: Drive)

Links to related policies and documents

- Visitors policy
- SEND policy
- Nurture policy
- Equal opportunities policy
- Anti-bullying policy
- Staff induction policy
- Behaviour guidance for parents and carers
- Staff behaviour guidance
- Anti-Bullying Policy

Review

The Executive Headteacher and staff will review this policy annually following parent and pupil surveys. Any suggested amendments will be present to the Trustees for discussion.