

Zouch Academy



Behaviour Statement of Procedure

September 2016

Key principles

Here at Zouch we aim to achieve a learning environment that develops our children as independent learners equipped to play a full role in the life of the school and one that raises pupils' self-esteem by rewarding their achievements in their learning. Effective behaviour management is essential for the smooth running of a school and in the creation of a learning environment where everyone's rights and responsibilities are addressed.

1. We are a values school and as such we role model day in and day out our values in all interactions with pupils, parents and our colleagues.
2. We are unrelentingly positive in all areas of school life focussing on celebration and what is going well with our pupils whilst reinforcing expected behaviours. A key feature of our thinking reflects Carol Dweck's work on **GROWTH MINDSET**.

Growth Mindset	Fixed Mindset
<ul style="list-style-type: none">▪ Believe that effort create success▪ Believe that skill and ability can be increased over time▪ Views mistakes as an opportunity to develop▪ Are resilient▪ Think about how they learn	<ul style="list-style-type: none">▪ Believe you either have the ability or you don't▪ Are reluctant to take on challenges▪ Are worried about making mistakes▪ Prefer to stay in their comfort zone▪ Think it's important to seem intelligent in fro of others

3. We understand the expectations of all as laid out in the Teachers' Standards in particular those highlighted below:

- 1. Set high expectations which inspire, motivate and challenge**
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- 2. Promote good progress and outcomes by pupils**
 - encourage pupils to take a responsible and conscientious attitude to their own work and study
- 7. Manage behaviour effectively to ensure a good and safe learning environment**
 - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in
 - classrooms and around the school, in accordance with the school's behaviour policy
 - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and
 - rewards consistently and fairly
 - manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Expectations of all staff at Zouch

1. Unrelenting positivity and culture of celebration in classroom

- Each classroom needs to have a range of rewards that are consistently used and applied. It's vital though that those children who do the right thing day in day out are continuously recognised.

2. Use language of choice in managing behaviour that doesn't match expectations

- This enables us to provide opportunities for pupils to become refocused and leads into a greater independence and taking responsibility for own actions.

3. Recording and Reporting

- All classes will have a behaviour book to log incident and actions taken (see later section on actions following an incidents).
- We ACTIVELY encourage pupil voice and enable them to reflect on.....
What happened, **Why** and **What** happens next. These written reflections need to go to pupil file with brief overview from class teacher.
- All teachers/support staff to use agreed paperwork for reporting bullying/racist/homophobic behaviour.
- All teachers to follow guidance if a pupil has to be restrained.

4. Our procedures recognise the importance of minimising conflict and positive resolution

- (a) Role model positive behaviours – acknowledge pupils when they are behaving appropriately (remember the assertive discipline movement) EVEN WHEN this is the right behaviour. Ensure there is a positive working environment (maximum use of seating plans, leadership roles, classroom layout etc.), positive feedback on going and the holding of special events for your class. Transitions/movements between activities – be clear about how they give out scissors/collect books etc.
- (b) Use positive corrective non-verbal signals/language for example
- *Non verbally* – cueing by raising hand
 - *Descriptive reminders* – teacher describes the behaviour to raise behaviour awareness 'Nina (always use child's name) you're calling out'
 - *Directional language* raises the awareness of the child as well as focussing on positive expectation so 'listen when I'm talking' becomes 'Tricia, pen down and facing this way'. 'Four on the floor Vanessa' when asking a child to stop swinging on the chair
- (c) Avoid open interrogative 'why' when dealing with pupils as it just opens up conflict. Leave the 'why' to later when working with the child to understand their behaviour.
- (d) Use 'least-to-most intrusive' approach/repertoire ranging from nonverbal, tone of voice, gestures etc.
- (e) Invite model and expect respect through
- Basic civility and good manners
 - Consciously separating behaviour from person

- Allow consequences to do the teaching
- Use private rather than public reprimands where ever possible
- Refocusing pupils who come off task with directional language
- Re-establish positive relationships following correction

(f) Utilise related and reasonable behaviour consequences (sanctions) – they could be immediate or deferred, for example an apology can wait until the child has cooled off properly and can make a meaningful apology, (see Appendix 2 for consequences). We must focus on enabling pupils to reflect on their behaviour and the consequence that applies to their choice!

Consequences need to teach our children

- About the relationship of their behaviour and the consequence applied
- That they in effect own their own behaviour – our job is to help them make better choices
- Reparation **MUST** happen - especially between adult and child.

5. Be clear about consequences/sanctions

- We will use a range of consequences/sanctions following a least-to-most approach that are age appropriate.
- Sanctions are set in the context of choices and consequences.

Levels of Behaviour Management at Zouch

We will use Sunny/Cloudy/Rainy (EYFS & KS1) and Green/Amber /Red (KS2) to identify the required behaviours and appropriate consequences. We will use Sunny/Green routinely to acknowledge the right behaviour. If a child’s behaviour is not as it should be – remind them their behaviour is becoming cloudy/amber and we need them to move back to Sunny/Green behaviour etc.

We will use **BLUE** as a code for those children who have a specific **PUPIL BEHAVIOUR PLAN** (PBP) and **RED** for those pupils on a **Pastoral Support Plan** (PSP).

Behaviour Type	Behaviour characteristics	Teacher actions/ Consequences
Sunny/Green	Classroom expectations fulfilled	<ul style="list-style-type: none"> ▪ Class rewards ▪ Use whole school reward system
Cloudy/Amber	<p>Low level behaviours for example</p> <p>Distracting others Poor effort/lack of work Annoying behaviour Unkind comments</p> <p>Continuing Low level behaviours (not tuning to sunny behaviour) after teacher intervention</p>	<ul style="list-style-type: none"> ▪ Non verbal ▪ Corrective language (see above) ▪ Teacher proximity ▪ Move in class ▪ Time out in quiet corner ▪ Time out just outside classroom ▪ In at break 5, 10 mins or lunchtime ▪ Behaviour chart/report <p>All of the above including</p> <ul style="list-style-type: none"> ▪ Move to another class for short time ▪ TA support working 1:1 ▪ Record in behaviour book ▪ Contact parents and record outcomes of discussion in behaviour book <p style="text-align: center;">REMEMBER REPAIR AND REBUILD</p> <ul style="list-style-type: none"> ▪ See either VA/NH for guidance ▪ Raise concern with JU

Rainy/Red	<p>Poor behaviour incidents or Rainy/Red behaviour might include</p> <p>Persistent low level over time Disruptive behaviour Refusal to work or failure to cooperate Hurting another pupil/fighting Inappropriate language Deliberate damage to property school or otherwise Racist, homophobic behaviour Bullying, intimidation and negative use of social media Restraint required</p>	<p>Use appropriate actions described above in first instance</p> <ul style="list-style-type: none"> ▪ Send for member of SLT (BOB/NJ in the first instance – use RED card with trusted member of class if no TA available) <p>Consequences applied dependent on incident</p> <ul style="list-style-type: none"> ▪ Removal to another class to work/time out ▪ Loss of social time ▪ Internal seclusion ▪ Meeting with parent/child and relevant SLT <p>Other actions</p> <ul style="list-style-type: none"> ▪ Review of wider support needed – ELSA support, 1:1 work or small group work. ▪ External agency support to determine any underlying needs ▪ Solution circle ▪ Pupil Behaviour Plan - a BLUE plan must be shared with all staff so consistent approach to child – this will be led by either BOB/NJ with the class teacher supported by ELSA/IM. ▪ For pupils at risk of FTE/PEX they will have a Pastoral Support Plan (PSP) this will be led by the Principal
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Recording and Reporting

We will **only record Rainy/Red behaviours in the behaviour book**. However as a class teacher you will need to be mindful when a low levels behaviours (Cloudy/Amber) tip over into Rainy/Red and become persistent. The behaviour book is not for low level behaviours.

For **Rainy/Red behaviour INCIDENTS** such as a **fight or an incident requiring physical intervention** in class or out of class/social time follow the flow chart below. We have two pieces of documentation that must be completed (if physical restraint is required please see JU immediately after incident). The adult(s) that is/are involved/witnesses the incident records what they have seen & their actions on **STAFF INCIDENT REPORT FORM** and the child completes the **PUPIL INCIDENT FORM**. The child should be fully supported by an adult as the form is designed to assist the child reflect on their behaviour. It might be appropriate that the work with the child takes place with the ELSA.

Racist and Homophobic Incidents

Any racist or homophobic incidents must be reported to the Inclusion Manager immediately. The adult who makes the report must complete the relevant form; pass this to JU who will follow up with either BOB/NJ for appropriate next steps. JU will log in our Racist Homophobic Incidents Log.

Bullying behaviours

Please follow guidance in the Anti Bullying Policy

Duty of Care - Outside the Classroom – our Strategy for Managing Out of Class Behaviour

Leaving orderly classrooms to the relatively unstructured time of break/wet break and lunchtimes requires us to be extra vigilant and have absolute clarity around expectations/behaviours and how we manage incidents or accidents that happen. We have identified below our arrangements for managing our out of class behaviours.

	KS1 Arrangements	KS2 Arrangements
Play time	EYFS – social time around snack and outside play KS1 Wash hands Line up and collect snack End of play whistle blown/freeze and then line up. Teachers come out and collect	Orderly dismissal/stand behind chairs End of play bell rung/freeze Pupils line up outside their classrooms and CT welcomes back into class.
Wet play	EYFS - video then wake and shake KS1 Golden Time in class supervised by CT	KS2 Ps in classes supervised by CT
Lunchtime	All pupils eat in KS1 Hall supervised by MDSAs Duty staff collect from classrooms following end of meal Pupils out to play End of lunch routines same as those at break	Pupils having hot lunch escorted over to KS1 Hall by VA Packed lunches eaten in hall TH to supervise start Pupils to use Y5 cloakroom only Coloured bands for FA (red) and toilet (green) given out by lunchtime supervisors End of lunch routine same
Wet lunchtime	After lunch routine completed routine as for wet break	After lunch routine completed routine as for wet break

Appendix 1 Celebration/Rewards overview and Consequences/Sanctions at Zouch

Sunny/Green	<p>Celebration/Rewards</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <p style="text-align: center;">EYFS/KS1</p> <ul style="list-style-type: none"> ✓ Verbal praise ✓ Paw prints chart ✓ Stickers ✓ Show work/effort to NH/JT ✓ Class teacher award ✓ Principal's Gold award </td> <td style="width: 50%; border: none; vertical-align: top;"> <p style="text-align: center;">KS2</p> <ul style="list-style-type: none"> ✓ Celebration chart ✓ Pasta jar/marbles ✓ Stickers ✓ JBMs ✓ Show work/effort to VA/JT ✓ Class teacher award ✓ Principal's Gold Award </td> </tr> </table>		<p style="text-align: center;">EYFS/KS1</p> <ul style="list-style-type: none"> ✓ Verbal praise ✓ Paw prints chart ✓ Stickers ✓ Show work/effort to NH/JT ✓ Class teacher award ✓ Principal's Gold award 	<p style="text-align: center;">KS2</p> <ul style="list-style-type: none"> ✓ Celebration chart ✓ Pasta jar/marbles ✓ Stickers ✓ JBMs ✓ Show work/effort to VA/JT ✓ Class teacher award ✓ Principal's Gold Award
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Cloudy/Amber	Consequences/Sanctions			
	<p style="text-align: center;">In class</p> <ul style="list-style-type: none"> Verbal warning Seat move Time out (limited time) Loss of break time Loss of Golden time 	<p style="text-align: center;">At playtime & at lunchtime</p> <ul style="list-style-type: none"> Verbal warning Stand with adult on duty Staying at a particular place as identified by adult 		
Rainy	Consequences/Sanctions			
	<p style="text-align: center;">In class</p> <ul style="list-style-type: none"> Removal to another class to complete set work Referral to SLT Loss of social time Loss of Golden time Internal seclusion Restorative Justice 	<p style="text-align: center;">At playtime & at lunchtime</p> <ul style="list-style-type: none"> Send to Duty Senior Staff Loss of social time Loss of Golden time Restorative Justice Community Service 		

Appendix 2 Wider School interventions including ELSA work

Continuing/Persistent poor behaviour in all likelihood will indicate that there is an underlying problem for the child. It is imperative that we stop poor behaviour becoming the expected behaviour and addressed only through sanctions and consequences. CT needs to raise the child's poor behaviour with either BOB/NJ who will in turn share the concerns with IM and decide next steps following work with the child and their parent(s).

At a school level we can offer a range of support/interventions for example provided through Inclusion Manager and ELSA:

- Anger management
- Self-esteem groups
- Social skills
- 1:1
- Social stories
- Bespoke interventions dependent on child's needs
- Counselling
- Play therapy
- CAF/TAC (if appropriate)

However if additional specialist support required the school will raise concerns through LA referrals for example behaviour Support/Ed Psychology. In this instance it is likely that a CAF/TAC will be completed and we will explore wider strategies dependent on need of the child. Our primary focus is to support the child and family however it might be agreed that rather than therapeutic support we need to pursue the disciplinary route of Individual Behaviour Plans and Pupil Support Plans (see appendices).

Appendix 3 Reporting Forms

Staff Incident Report Form

Pupil Incident Report Form

Racist/homophobic



Zouch Academy
Staff Incident Report Form

Name of colleague reporting incident:	
Date:	
Pupils involved:	
Pupil Incident forms completed by:	
Incident summary:	
Actions taken:	

Circulation:

Please attach pupil incident forms to this form and pass to class teacher as a soon as possible to the event.



Zouch Academy
Pupil Incident Form

Important note for all staff

The purpose of this form is to enable the pupil to reflect and think through their behaviour. Depending on the age of the child an adult might want to read the questions and record the child's response. For those pupils able to write their own response the questions an adult will still need to go through each question and talk it through with the child so any misconceptions/misreporting can be corrected.

The completed form needs to go to class teacher for next steps/actions. The class teacher should make sure the event is recorded in the behaviour book. It's advised that the class teacher shares the incident with either NH/VA.

Pupil name _____ Date _____

1. What I did.

2. Why I think this happened (their right of reply).

3. What rule/right I broke or affected.

4. What I need to do to put things right.

Actions/next steps

- 1.
- 2.
- 3.

Signed pupil

Signed adult



Zouch Academy

Racist/Homophobic Incident Report

Date of Incident:	
Date this form completed:	
Name of victim:	
Name of alleged perpetrator:	
Names of witnesses:	
Investigation completed by:	

Investigation findings/outcome:

Action Taken by school with	
Victim:	
Perpetrator:	
With parents:	
School actions in response to incident:	

Signature of investigator:	
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Appendix 4 BLUE Pupil Behaviour Plan (PBP) Guidance

Pupil Behaviour Plans detail the specific arrangements to support the development of appropriate behaviours for a particular pupil.

1. Triggers for a PBP

Continuing of persistently poor behaviour, the escalation of poor behaviour or a one off significant event for example deliberate harm of another child are all triggers for a PBP. The CT will have tried a wide range of interventions including meetings with parents and flagged their concern to JU and either NH/VA. There will be a meeting of CT, either NH/VA and JU to decide if a PBP is the required way forward or there are other options to be tried.

2. Setting up the PBP

Prior to the PBP meeting the CT with Principal and NJ (dependent on age of child), JU and CC hold a Serious Case Review (SCR) with child's parents to discuss

- (a) Key challenging behaviours
- (b) Strategies already in place
- (c) What else we can provide internally and recommendations for external agency involvement
- (d) Recognition/reward strategy

The information is record on a **My Support Plan** format (JU will lead on this). The focus of the meeting must then focus on the in school management strategies that address how the CT/TA and any other member of staff who might come into contact manages their behaviour. See copy of plan.

3. Communicating the PBP

The notes of the meeting and the plan must be set to the parents and a copy to file. The PBP must be copied on blue paper and copied to staff as well as being put on staff notice board in designated area.

4. Monitoring of the Plan

Review meetings need to be set up weekly with the child's lead professional to assess impact and to discuss any recommended amendment if required.

A *formal review* of the plan should take place after 3 weeks with all colleagues at the initial meeting. At the review meeting the decision could be to take the pupil off the PBP, continue with the plan, add to/change the support in place if no improvements. If there are no improvements then JU will make a referral to Behaviour Support (BSS)/Educational Psychologist (if not already done so).

The cycle continues for two more reviews and a new SCR set up if no improvements this time involving the Principal to determine if a child goes onto a formal Pastoral Support Programme if they are at risk of FTE/PEX.

Appendix 5: RED Pastoral Support Plan PSP Guidance

A PBP will move to a PSP if the child's behaviour deteriorates over a period of time or there is a one of significant event that doesn't quite meet the threshold for PEX. The SCR set up at the end of a PBP will make the recommendation that a PSP should be set up. The only difference to the process is that BSS and the Principal must be present at the meetings. The setting up/recording/communicating and monitor of the plans stay the same. The pupil's plan should be copied onto RED paper.



Name:	Nature of the risk:	Date:
<p>Stage 1: <i>What anxieties/triggers need to be planned for?</i></p>	<p>Stage 4: <i>Where will the child calm after the crisis – who will support them?</i></p>	
<p>Stage 2: <i>What signs do you notice when things start to escalate? What are the best strategies for de-escalation?</i></p>	<p>Stage 5: <i>What do they need for recovery (how do we re-enter them back to the classroom?)</i></p>	
<p>Stage 3: <i>In a moment of crisis, what is the 3 step plan?</i></p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>Stage 6: <i>What script will be used to discuss the incident? How are peers (witnesses) supported?</i></p>	

Some responses to consider at each stage:

<p>Stage 1 (Anxiety/Trigger)</p> <ul style="list-style-type: none"> • Read the body language • Read the behaviour • Intervene early • Communicate – ‘Talk and I’ll listen’ • Use appropriate humour • Display CALM body language • Talk low, slow and quietly • Offer reassurance – including positive physical prompts • Assess the situation • Divert and distract by introducing another activity or topic 	<p>Stage 4 (Recovery)</p> <ul style="list-style-type: none"> • Support and monitor • Be wary of the possibility for further escalation • Give space and time • Look for signs that they are ready to talk • Offer a glass of water (check physical signs and ability to breath/swallow)
<p>Stage 2 (Defensive/Escalation)</p> <ul style="list-style-type: none"> • Continue to use stage 1 de-escalation responses • State desired behaviours clearly • Set clear enforceable limits • Offer alternatives and options • Offer clear choices • Give a get out with dignity • Assess the situation, making the environment safer and getting help 	<p>Stage 5 (Depression)</p> <ul style="list-style-type: none"> • Support, reassure and monitor • Respond to any signs that they want to communicate • Show concern and care (no consequences yet)
<p>Stage 3 (Crisis)</p> <ul style="list-style-type: none"> • Continue to use stage 1 and 2 de-escalation responses • Make the environment safer • Move furniture and possible weapons/missiles • Consider physical handling if reasonable, appropriate and necessary • Ensure face, voice and posture are supportive but not aggressive • Use help script to ‘save face by changing face’ 	<p>Stage 6 (Follow up)</p> <ul style="list-style-type: none"> • Listen and learn (consider a Restorative Practice approach) • Report, record, review and communicate • Follow up any consequences • Plan to avoid it happening again