



# Behaviour Statement of Procedure Policy

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## Key Document Details

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

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. 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.

#### **4. 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**

- Class teacher to ensure the rules of the classroom (his/her expectations) are shared/agreed with the children in the first few days of the year.
- Agreed rules/class promise should be displayed somewhere in the classroom to refer to when needed.
- All staff across the school will now reward children with dojo points.
- Behaviour to be managed in the classroom in the first instance.
- If negative behaviour persists, then the child can be removed to the parallel year group for a short period of time.
- If negative behaviour persists, child can miss some of their playtime.
- If negative behaviour still persists, then the child can be sent to Principal/Vice Principal who will decide a sanction which is proportionate for the behaviour and considers the needs of each child.
- Internal exclusions may be given; parents will be notified by the class teacher or the SLT. Principal/Vice Principal to decide where the child will be placed for this sanction.
- FT exclusions can be given as a last resort (If Principal thinks it is safe for a child to be excluded)

## Recording and Reporting:

### 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 NJ or JW 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.

	<b>KS1 Arrangements</b>	<b>KS2 Arrangements</b>
<b>Play time</b>	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.
<b>Wet play</b>	EYFS - video then wake and shake KS1 Golden Time in class supervised by CT	KS2 Ps in classes supervised by CT
<b>Lunchtime</b>	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 adult 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
<b>Wet lunchtime</b>	After lunch routine completed routine as for wet break	After lunch routine completed routine as for wet break

## Appendix: 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 NJ/JW 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 NJ/JW.

Pupil name \_\_\_\_\_ Date \_\_\_\_\_

#### 1. What I did.

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

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#### 3. What rule/right I broke or affected.

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

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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:
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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 NJ/JW. There will be a meeting of CT, either NJ/JW 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.

**Zouch Academy Pupil**

**Behaviour Plan**

<b>Name:</b>	<b>Nature of the risk:</b>	<b>Date:</b>
<b>Stage 1:</b> <i>What anxieties/triggers need to be planned for?</i>	<b>Stage 4:</b> <i>Where will the child calm after the crisis – who will support them?</i>	
<b>Stage 2:</b> <i>What signs do you notice when things start to escalate? What are the best strategies for de-escalation?</i>	<b>Stage 5:</b> <i>What do they need for recovery (how do we re-enter them back to the classroom?)</i>	
<b>Stage 3:</b> <i>In a moment of crisis, what is the 3 step plan?</i>  1.  2.  3.	<b>Stage 6:</b> <i>What script will be used to discuss the incident? How are peers (witnesses) supported?</i>	

**Some responses to consider at each stage:**

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