

Central Schools Trust



**INCORPORATING BALSALL COMMON PRIMARY SCHOOL AND
DAMSON WOOD NURSERY AND INFANT SCHOOL**

Behaviour Management Policy



flourishing together

Document Control

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Introduction

We believe every child has the right to learn. Within Central Schools Trust (CST) good behaviour is promoted in a consistent way in order for all children and adults to feel safe and secure and to provide the best environment for quality learning and positive well-being. Within CST, we maintain a positive atmosphere and promote a sense of community in which every child and adult is respected and valued.

CST Culture

Schools within the trust set high standards and have high expectations of good behaviour. These pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents. Everyone should treat one another with dignity, kindness and respect.

Behaviour is managed most successfully when staff use positive strategies to reinforce appropriate behaviour and discourage the behaviour that is inappropriate. These measures are implemented consistently and fairly. All members of our CST community accept responsibility for achieving excellent behaviour throughout our schools.

In each school community, we feel that encouragement always works better than punishment. Each school has several reward systems and a clear procedure for managing inappropriate behaviour, which all work in alignment with CST's positive ethos. **For further details, please see Appendix 1 for Balsall Common Primary School and Appendix 2 for Damson Wood Nursery and Infant School.**

The Teaching of Good Behaviour

High expectations of behaviour need to be discussed, agreed and taught, thus ensuring the safety and well-being of all. There should be a clear understanding of why boundaries are in place and the consequences of behaviour choices, appropriate to each child's age and development.

Expectations of behaviour are underpinned by the values of each school and are thoroughly discussed and modelled with all children. Pupils work together at the beginning of each year to discuss the expectations for behaviour and routines in their new class. Teachers may come up with a set of agreed expectations or a Class Charter in collaboration with pupils.

Any expectations should always be succinct, and written and shared in a positive way. Children should understand reasons for any rules in place and be reminded of them regularly. All behaviour expectations are revisited regularly during Personal, Social, Health and Emotional education (PSHE) lessons, assemblies and our everyday interactions.

Within our school, we use the Jigsaw® scheme of learning to form the basis of our teaching and learning of PSHE for all pupils from Nursery to Year 6. This is a whole school approach that has a major impact on positive personal development in our schools. Each year group works on the same theme for every half term and follows the objectives, which fulfil the PSHE National Curriculum. It is carefully and thoughtfully planned out and supports the development of positive social behaviours of our pupils.

The Role of School Leaders

The schools' leadership teams are highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

CST school leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

The role of the Headteacher

It is the role of the Headteacher to ensure the health and safety of every child in his/her care and to implement the CST and school-specific policies consistently. The Headteacher may need to support the investigation of a serious incident in school to resolve a behavioural matter. More serious misconduct may lead to fixed term or permanent exclusion, where the Department for Education (DfE) guidelines must be followed in these exceptional circumstances.

It is essential that all members of our community are aware of their roles in promoting and maintaining good behaviour.

The role of teachers and other staff

Our pupils have the right to expect a calm learning environment, without unnecessary disruption. Teachers need to promote good, respectful behaviour and deal firmly but fairly with any inappropriate behaviour.

It is essential teachers get to know the children they work with as individuals and to understand them well. It is their responsibility to maintain an organised and interesting environment where pupils are praised regularly for positive behaviour and effort.

Teachers also need to involve the pupils in setting targets and expectations for the class and for individuals. Teachers should be aware of any additional needs (including Special Educational Needs and Disabilities) or particular difficulties which are happening outside school which may affect a child's behaviour. Where a child has a Special Educational Need and/or Disability, the school SENDCo will coordinate and work closely with the child, family and class teacher.

All staff should communicate the schools' expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the schools' culture and how they can uphold the schools' rules and expectations. Staff should also consider the impact of their own behaviour on the schools' culture and how they can uphold the school rules and expectations.

If a child or parent has a behaviour concern, the child's class teacher should be contacted in the first instance. School leaders will support children, parents and staff when additional support is required to investigate and resolve a behaviour concern.

The role of the Chief Executive Officer (CEO)

It is the role of the CEO to ensure that this policy is implemented across CST.

The role of the pupil

Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.

Pupils are encouraged to manage their own behaviour and understand that there are right and wrong choices. It is extremely important to educate the whole child; by giving them responsibility, and encouraging self-discipline, we are preparing them as citizens of tomorrow. Pupils should understand that disliking behaviour and attitudes is separate from disliking individuals and that the implementation of sanctions does not mean that the pupil is disliked, merely the behaviour.

We use Anti-Bullying and restorative strategies to build resilience and develop the confidence which children need in order to try and resolve minor issues independently. **This approach is underpinned by an Anti-Bullying Procedure, the details of which are in Appendix 3.**

The role of the parents

Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

In partnership with their child's school, parents should understand that a good attitude towards learning is essential if pupils are to reach their full potential. We always have an open door policy and parents are encouraged to come in and discuss any issues with the teaching staff.

It is supportive for parents to encourage their child to develop attitudes of self-respect, self-discipline and honesty. These can be fostered through a shared positive attitude towards children completing home learning regularly and taking pride in themselves and their learning.

The role of the Governors

Governors support the CEO and Headteachers in implementing the policy and being aware of its effectiveness.

Children with additional needs and/or SEND

CST sets high expectations which are maintained for all pupils. Our good behaviour cultures create calm environments which benefit pupils with SEND, enabling them to learn.

Our approach to behaviour has due regard to the Equality Act, Special Educational Needs Code and Conduct and Safeguarding guidance.

Where children have learning difficulties, or particular emotional and behavioural issues, the SENDCo will also be involved in advising the class teacher, Phase Leader and Leadership Team about positive behaviour management strategies and reasonable adjustments required for a specific need.

It may be agreed between parents and school that the school's behaviour system is not suitable for certain children and an individual approach to behaviour support will need to be mutually agreed to show alternative strategies. In so far as is possible, schools will attempt to identify and anticipate likely triggers of misbehaviour and put in place support to prevent

these. The involvement of outside agencies may be considered at this point, with parental agreement. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Rewards

To encourage good behaviour, we aim to emphasise the positive whenever possible. Attention should be given for success rather than failure, and pupils should be given praise and rewards for demonstrating positive attitudes towards their learning and behaviour.

Whilst there are further details of school-specific rewards in Appendices 1 and 2, staff in both schools regularly use the following rewards to promote and praise good behaviour:

- Verbal praise
- Stickers and certificates
- Positive comments on learning
- Phone calls, messages or postcards home communicating good behaviour/learning
- Awards in assembly
- Whole Class Reward Time
- Visiting another staff member, e.g. Headteacher to share good news.

Responding to Misbehaviour

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

In addition, children must learn to understand that for all actions, there are consequences. Pupils are taught how negative behaviour impacts others and are encouraged to 'put things right'.

They are also very aware of the fair and consistent sanctions that will follow if behaviour is serious or persistent.

Each school has its own procedures and sanctions in place for managing inappropriate behaviour, appropriate to the age and development of children. In both schools, consequences include:

- Visual and verbal reminders/cues
- Conversation with teacher/senior leader
- Contact with parents/carers – telephone or in person
- Loss of play time/leisure activity (under supervision)
- 'Time Out' (under supervision)
- Removal from the classroom (see section below)
- Fixed-term suspensions or, in the most serious cases, permanent exclusion (in line with DfE Exclusions Guidance)

Across CST, disruptive behaviour will be addressed swiftly, consistently and, where possible, discreetly. The aim is always for the child to have an opportunity to reflect on and rectify his/her behaviour, and resolve any conflict. Every effort is made to give children clear choices and to target the unwanted behaviour, not the child, in order to avoid humiliating the child who has misbehaved.

Opportunities for restoration and learning from mistakes made are maximised, where possible, to support children's social and emotional development, improving their self-regulation and ability to manage and respond appropriately to difficult situations.

Persistent Inappropriate Behaviour

Persistent inappropriate behaviour will be supported on an individual basis. School teachers and leaders will seek to gather an understanding of the behaviour by keeping a record of all of the incidents over a period of time. This will allow them to track the potential triggers, consider previous actions taken, together with the impact of these strategies on behaviour, in order to avoid, or reduce, the risk of harm to the specific child and/or others.

School leaders will meet with the child's parents on a regular basis to review the strategies in place and to consider the next steps that can be taken to reduce the risk of harm to all parties in school.

Serious or persistent incidents of behaviour could result in a fixed-term suspension or permanent exclusion. Exclusion is only used as a last resort where there is a justified reason to do so.

Serious behaviours include, but are not limited to:

- Swearing or shouting directly or overtly at another pupil or adult
- Wilful damage to property
- Violence intended to cause physical harm to others
- Confirmed bullying behaviours
- Absconding outside of the school grounds
- Intentional, persistent behaviour which makes it impossible to proceed with lessons
- Deliberate refusal of a reasonable request made by an adult.

Following a fixed-term suspension, school leaders will ensure a strategy is in place for the reintegration of the child in order to manage their future behaviour.

What the Law Allows

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.¹

Staff can issue sanctions any time pupils are in school, or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school when a member of staff is not present.

A sanction will be lawful if it satisfies the following three conditions:

- i. The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher
- ii. The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff
- iii. It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.²

¹ Section 91(3) of the Education and Inspections Act 2006

² Section 91 of the Education and Inspections Act 2006.

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The headteacher may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment by school staff is illegal in all circumstances.

The use of Reasonable Force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children which may involve a degree of physical contact to control or restrain children. Reasonable means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Force may not be used to search for other items banned under the school rules.

When considering using reasonable force, staff should recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Searching, Screening and Confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.³

Removal from Classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal should be used for the following reasons:

- i. to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption

³ Section 91 (6)(b) of the Education and Inspections Act 2006

- ii. to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- iii. to allow the pupil to regain calm in a safe space.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher, and should be supervised. These pupils should be given extensive support to continue their education, including targeted pastoral support aimed to improve behaviour, so they can be reintegrated and succeed within the school community.

Staff, supervising areas used for removal, should be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

Suspension and Permanent Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

Headteachers 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.

CST follows the DfE Behaviour in School guidance ([Behaviour in schools - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362222/behaviour-in-schools-guidance-2016.pdf)) and the DfE Suspensions and Permanent Exclusions guidance ([School suspensions and permanent exclusions - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362222/suspensions-and-permanent-exclusions-guidance-2016.pdf)).

Behaviour outside of the School Premises

CST schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- i. when taking part in any school-organised or school-related activity
- ii. when travelling to or from school
- iii. when wearing school uniform
- iv. when in some other way identifiable as a pupil at the school
- v. that could have repercussions for the orderly running of the school
- vi. that poses a threat to another pupil
- vii. that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.⁴

⁴ [Section 91](#) of the Education and Inspections Act 2006

Child-on-child sexual violence and sexual harassment

Sexual violence and sexual harassment are never acceptable and will not be tolerated. Staff are clear to respond assertively and challenge inappropriate behaviour in order to prevent challenging, abusive or violent behaviour in the future.

Sanctions may be appropriate, and may see involvement from police or support services. Where there are reports of child-on-child sexual violence or sexual harassment offline or online, safeguarding principles are followed (see CST Safeguarding and Child Protection Policies), and the designated safeguarding lead is informed in order to advise on relevant action on a case-by-case basis.

Behaviour Incidents Online

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour.

However, often incidents that occur online will affect the school culture. CST will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Mobile Phones

Year 6 children are allowed to bring a mobile phone to school to help to keep themselves safe if they walk to or from the school.

However, these phones must be switched off on entry to the school grounds, given to the class teacher for safe keeping and collected at the end of the school day, only being switched back on after leaving the school grounds.

Monitoring and Review

This policy will be monitored on a regular basis by the CST's Senior Leadership Team (CST SLT) and the school-specific appendices will be regularly reviewed by each Headteacher and the SLT in each school. Discussions on behaviour should take place regularly at staff, Senior Management Team (SMT) and SLT meetings.

New members of staff will be made aware of this policy and its implications. Our pupils' views need to be expressed through child focused discussions and School and Class Councils. Parental views can be obtained through consultation at parents' evenings and the annual parental survey. As a whole school community, we need to make sure we are all following a consistent approach to promoting positive behaviour within our school.

Appendix 1: School Specific Information for **Balsall Common Primary School Academy**



Pursuing Excellence for All'

The principles behind desired behaviour in school are underpinned by the school values:

TRUST RESPECT INITIATIVE COMMUNITY RISK

School Aims

- All children should have a suitable working environment in which respect is shared by staff and pupils alike. We strongly **encourage** polite and courteous behaviour and discourage calling out and interrupting others. Children are praised for waiting in turn to speak and for listening to others politely.
- The noise level in classrooms is appropriate to the task in hand. Pupils are not allowed to disrupt the work of others and any anti-social behaviour is dealt with promptly. This is reinforced by our school values, where we encourage pupils to show Respect when in lessons.
- As an integral part of our Community values, pupils develop a strong awareness of their own safety and that of others and respect each other's personal space.
- From the very beginning of school life, pupils' independence and self-discipline are fostered through a safe, secure environment.
- All pupils understand they must share and cannot always be chosen for a particular event.
- Pupils develop an awareness of the world around them and learn the importance of tidying up after themselves. Classrooms are organised so that the youngest of our pupils are able to access equipment safely and also play their part in putting it away.
 - Resources are clearly named and practical areas are organised in such a way that pupils can be independent.
- Pupils develop self-control and learn about managing their emotions through our PSHE curriculum and other work in classrooms, such as Circle Time or small group discussions. Children are given strategies to deal with aggression and to take responsibility for their actions.
- Our behavioural approach reinforces the need for politeness and kindness to all members of the school community. At Balsall Common Primary School, we expect all members of our school community to say please and thank you. Visitors are treated with respect and we also set the same expectations of behaviour during extracurricular activities and school residential trips.

Rewards and Sanctions

At Balsall Common Primary School, we believe in praising and rewarding good behaviour in a variety of ways. Where every class teacher may have their individual ways of promoting good behaviour within their own classroom, as a school community we have agreed on the following generic rewards.

Dojo Points

These are given out by staff to recognise excellent behaviour around the school. These are collected in each class and counted up at the end of each week. The winning classes are announced in the weekly newsletter and awarded a certificate to display in class.

Foundation Stage – Nursery and Reception

In Nursery, children are awarded Points for making good choices. Nursery children are able to take home a Reward Mascot each week. Nursery also reward kind behaviour by awarding a 'Kindness King or Queen' each week.

In Reception, children are also awarded Points for good attitudes towards learning and behaviour and are able to take home a Reward Mascot each week.

Key Stage 1

Good work or behaviour is rewarded by Dojos.

Weekly, a child in KS1, who has earned the most amount of Dojos individually, receives the Dojo Trophy. This is kept at home for the following week.

At the end of each term, the two children from each of the classes in KS1 who have collected the most amount of Dojo points individually, are rewarded by being invited to a special tea party with the headteacher to celebrate their incredible work over the whole year.

Each week, children's attitudes towards learning are celebrated through:

- Writer of the Week Award
- Mathematician Award
- Star of the Week Award in each class.

Key Stage 2

Good work or behaviour is rewarded by Dojo points.

Weekly, a child in Lower and Upper Key Stage Two (LKS2 and UKS2), who has earned the most amount of Dojos individually, receives a Dojo Trophy. This is kept at home for the following week.

Also, weekly, the class with the most amount of Dojos in LKS2 and UKS2 receives the Head's Class of the Week Award.

At the end of each term, the two children from each of the classes in KS2 who have collected the most amount of Dojo points individually, are rewarded by being invited to a special tea party with the headteacher to celebrate their incredible work over the whole year.

Merit Ribbons

Good work or behaviour is also rewarded in KS2 by a series of different coloured ribbons, awarded for excellence in behaviour and effort and embodying the school values. These are presented in celebration assemblies on Friday afternoons to one child in each class.

Our school also presents the Helen Lewis Trophy and the School Council Friendship Cups every month to pupils who have shown exceptional kindness towards others. Pupils receive an illustrated certificate, which they can keep, and they are allowed to keep the trophy at home for a month. Parents are told in advance if their child has won so that they can attend the special celebrations assembly.

Each week, children's attitudes towards learning are celebrated through:

- Writer of the Week Award
- Maths Mountaineer Award
- Star of the Week award in each class.

Awards/Rewards

Award	Reason	Frequency
Dojos	Positive behaviour Modelling a school value Answers in class	1 per occasion – leads to Dojo trophy weekly for the most Dojos in each phase (one child per phase).
Star of the Week	General aptitude throughout a week, in and out of class	One child per class each week
Ribbons	General aptitude over a period of time, in and out of class	One child per class each week
Maths and Writing Certificates/Pencils	General aptitude throughout a week in relevant lesson (Maths or English)	One child per class each week
Friendship Cups	Long-term demonstration of kindness and friendship qualities.	Once per half-term, per phase
Kindness King or Queen (N only)	Kindness over the week	Weekly
Head's Tea Party	Most Dojos across the year (boy and girl from each class)	Yearly
Heart of Balsall	Demonstrating all of the school values, making an impact across school or uniquely contributing to the local community	At several points across the year as and when SLT feel appropriate

Zoneboards

In every classroom, from Reception to Year 4, there is a Zoneboard displaying each child in the class. All children start each new day in Green, which means they are displaying the expected behaviour. All staff are asked to follow the Rules, Praise and Ignore System. If a child displays inappropriate behaviour in the class, they will be issued with a warning, reminding that he/she is expected to follow the rules just like everyone else and that failure to do so may result in moving to Yellow on the Zoneboard. Their positive behaviour can be

overtly praised and, if their behaviour continues to improve, they may be moved back to the Green area. However, if unwanted behaviour persists, the child is then issued with a second warning and, if they fail to adjust their behaviour, will be moved to the Yellow Zone (see below). If unwanted behaviour still persists, a third warning is issued, telling children that if they continue to disrupt the learning of others they will have to work in another area within the classroom.

Guidance for Zoneboard use is here:

1. First Warning (Initial verbal intervention or a 'look')	Green
2. Second Warning – verbal, explaining that it's a 2 nd warning	
3. Loss of some break (Move to Yellow)	Yellow
4. If 3 x occurrence in one day remove from classroom – call to parents to explain Redzone (Year Lead informed to be kept updated)	Red
5. If 3 x Red over time – arrange to meet parents. <ul style="list-style-type: none"> • Plan for improvement • Explore wider issues • Specific reward/positive behaviour plan? <p>TIME LIMITED AND REVIEWED</p>	
6. If continues Phase/Year Lead to join review	
7. Escalation to SLT member	

NB – some incidents will of course require faster escalation to Red zone i.e. more serious breaches of conduct such as physical behaviour/fighting or bad language.

These incidents can be dealt with on a case-by-case basis and teachers are empowered to use discretion as to the nature of the sanction required.

It is important for all staff to remember that children can move back up the Zoneboard once positive behaviour is seen.

- **In Reception and KS1, resets can be done daily.**
- **In Years 3 and 4, movement on the Zoneboard continues across a week, with the aim being that children can move up and down over a number of days in order to encourage long-term behavioural goals.**

During loss of playtime, it is important for the class teacher to repair and restore positive relationships using the Restorative Five detailed below:

The Restorative Five

Not all questions from this list are needed and teachers use their judgement to decide which are appropriate to the situation.

1. What happened?
 - a. Listen carefully and dispassionately to the child's account, without interruption or disagreement.
2. What were you thinking at the time?
 - a. This reflection helps the child to reconsider their actions and replay their thought processes.
3. What have you thought since?
 - a. You may need to guide the child and open the door towards a change of attitude, a shift in explanation, or even an apology.
4. How did this make people feel?
 - a. The child might be unaware of how other people reacted to their behaviour in the moment of crisis. This is an opportunity for the child to consider others and the impact of their behaviour on classmates and others around them.
5. Who has been affected and how?
 - a. Often, the child will consider only themselves. Teach the child to be reflective and use their conscience and list the people who they may have impacted.
6. What should we do to put things right?
 - a. An apology should not be demanded. There may be other ways to put things right. Try not to criticise the apology if it is given as they might need some support to get it right.
7. How can we do things differently in the future?
 - a. Provide strategies on how they could change their behaviour if faced with this situation again.

Classroom management must reflect the ethos of reward and encouragement. The Zone board also has Silver and Gold sections (sometimes referred to as 'Proud Cloud') above the Green section. If pupils are particularly well behaved, they can move up the Zoneboard into the Silver or Gold area and receive credits for their superb behaviour. The credits for Silver (2 Dojos) and Gold (5 Dojos) will contribute to the rewards at the end of each week, identified above. The Dojo Trophies are given out in Celebration Assemblies each Monday.

Positive Use of Zoneboard

General good behaviour, following the rules.	Remain in Green and use Dojos as rewards
Sustained and noticeable engagement throughout a lesson and/or being seen going 'above and beyond'.	Silver (2 Dojos)
As above but sustained for multiple lessons and noticeable outside of classroom also.	Gold (5 Dojos)

With children who have learning difficulties, or particular emotional and/or behavioural issues, the SENDCo and/or the school's learning mentor, will be involved in advising the class teacher, Phase Leader and Leadership Team. It may be felt that additional reward systems are suitable for certain children and plans will need to be drawn up to show

alternative strategies being used. The involvement of outside agencies may then be considered, with parental agreement.

Our expectations for good behaviour also apply to lunchtimes and playtimes. The dinner supervisors also have their lunchtime sanctions of three warnings and they collect the names of any children who persistently display poor behaviour. Any children who receive three warnings during a lunchtime will be referred to the Senior Playworker and the same system for speaking to the class teacher and contacting parents will apply as indicated above. They also able to award Dojo points to children, which corresponds with the whole school reward system.

At all ages, pupils are aware that they hold responsibility for their own behaviour and should be able to exercise sensible management of this. One of the benefits of being a primary school is that good behaviour can be modelled for the younger pupils and we actively encourage our older pupils to take on responsibilities, which includes extra duties in their final year. They take turns to assist the staff on the Key Stage 1 playground and form strong links with the younger children. Opportunities to have child Playleader training is available for children in KS2 and they assist the children in KS1 leading activities and modelling good behaviour. They also participate in office duties, welcoming visitors to the school, which is an excellent way of ensuring good interpersonal skills as they enter secondary education.

Appendix 2: School Specific Information for Damson Wood Nursery and Infant School Academy



'Learning and Growing Together'

Our School Values:

At Damson Wood Nursery and Infant School, our ethos around positive behaviour is underpinned by our school's SPARKS values. We expect everyone in school to behave in a way that is

SAFE PROUD AMBITIOUS READY KIND SUCCESSFUL (SPARKS).

These words, BSL (British Sign Language) signs and their meaning are regularly taught, modelled and reinforced throughout our school and curriculum.

Rewards

In addition to the rewards outlined in the CST Management of Behaviour Policy, we have agreed on the following school-specific rewards.

Class Dojos are given out visually and electronically by staff to recognise excellent behaviour in the classroom and around school. These are given verbally or as cards to give to class teachers and are collected electronically in each classroom. The classes with the most Dojo points each week are shared and celebrated in whole class assembly on Mondays and are announced in the weekly newsletter. The winning class for each half term wins a special reward. Awards are given when children reach milestone totals of Dojos, e.g. 50, 100.

Classroom management must reflect the ethos of our reward and encouragement ethos to ensure we are regularly praising children who are doing the right thing, not just those whose behaviour we want to improve. To encourage this, the Class Dojo Reward System is used to send a clear message to the child about the specific positive behaviour seen.

Our expectations for good behaviour apply consistently during the school day, including lunchtimes and playtimes. Lunchtime Playworkers have Dojo Points which are given out to children for excellent behaviour. The Lunchtime Playworkers seek support from class teachers and/or school leaders if a child persistently displays poor behaviour.

Each week in our whole school celebration assembly, family members are invited to celebrate and share the following achievements:

- Hot Chocolate Friday
- Bright SPARK of the Week
- Skills Builder Certificates
- Lunchtime Superstars
- Class Attendance
- Awards from home, e.g. Swimming, Musical achievements.

Each half term, staff can nominate children for a prestigious SPARKS award. These celebrate children who have consistently exemplified one or more of our SPARKS values.

Zoneboards

In every classroom, from Nursery to Year 2, there is a Zoneboard displaying each child in the class. All children start each new day in Green, which means they are displaying the expected behaviour. All staff are asked to follow the Rules, Praise and Ignore System. If a child displays inappropriate behaviour in the class, they will be issued with a warning, reminding that he/she is expected to follow the rules just like everyone else and that failure to do so may result in moving to Yellow on the Zoneboard. Their positive behaviour can be overtly praised and, if their behaviour continues to improve, they may be moved back to the Green area. However, if unwanted behaviour persists, the child is then issued with a second warning and, if they fail to adjust their behaviour, will be moved to the Yellow Zone (see below). If unwanted behaviour still persists, a third warning is issued, telling children that if they continue to disrupt the learning of others they will have to work in another area within the classroom.

Guidance for Zoneboard use is here:

1. First Warning (Initial verbal intervention or a 'look')	Green
2. Second Warning – verbal, explaining that it's a 2 nd warning	
3. Loss of some break (Move to Yellow)	Yellow
4. If 3 x occurrence in one day remove from classroom – call to parents to explain Redzone (Year Lead informed to be kept updated)	Red
5. If 3 x Red over time – arrange to meet parents. <ul style="list-style-type: none"> • Plan for improvement • Explore wider issues • Specific reward/positive behaviour plan? 	
TIME LIMITED AND REVIEWED	
6. If continues Phase/Year Lead to join review	
7. Escalation to SLT member	

NB – some incidents will of course require faster escalation to Red zone i.e. more serious breaches of conduct such as physical behaviour/fighting or bad language.

These incidents can be dealt with on a case-by-case basis and teachers are empowered to use discretion as to the nature of the sanction required.

It is important for all staff to remember that children can move back up the Zoneboard once positive behaviour is seen.

- In Early Years and KS1, resets can be done daily, or even by lesson, if this provides a more positive experience for the children.

During loss of playtime, it is important for the class teacher to repair and restore positive relationships using the Restorative Five.

Classroom management must reflect the ethos of reward and encouragement. The Zone board also has Silver and Gold sections (sometimes referred to as 'Proud Cloud') above the Green section. If pupils are particularly well behaved, they can move up the Zoneboard into the Silver or Gold area and receive credits for their superb behaviour. The credits for Silver (2 Dojos) and Gold (5 Dojos) will contribute to the rewards.

If children reach the gold zone, they will be in with a chance of attending 'Hot Chocolate Friday' with the Headteacher/Assistant Headteacher. Two children from each class will be chosen weekly to receive a certificate, enjoy a cup of hot chocolate and some stories with other children from across the school.

Positive Use of Zoneboard

General good behaviour, following the rules.	Remain in Green and use Dojos as rewards
Sustained and noticeable engagement throughout a lesson and/or being seen going 'above and beyond'.	Silver (2 Dojos)
As above but sustained for multiple lessons and noticeable outside of classroom also.	Gold (5 Dojos)

With children who have learning difficulties, or particular emotional and/or behavioural issues, the SENDCo and/or the school's learning mentor, will be involved in advising the class teacher, Phase Leader and Leadership Team. It may be felt that additional reward systems are suitable for certain children and plans will need to be drawn up to show alternative strategies being used. The involvement of outside agencies may then be considered, with parental agreement.

Procedure for Dealing with Negative Behaviour

Incidents of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. All staff enable everyone to have their say and become actively involved in the process. With consideration of the children's age, we ask children open questions to support the restorative mediation such as:

- What happened?
- How did this make you and/or the other person feel?
- What were you thinking about at the time?
- What should we do to put things right?
- How can we avoid this or do things differently in the future?

Where a child has demonstrated inappropriate behaviour that has not been satisfactorily restored, they will miss some of their next period of leisure time e.g. playtime, lunchtime or play activity, for a length of time appropriate to their age (between 1-10 minutes).

If unwanted behaviour still persists, they may have to spend time in another area with a member of SLT or senior member of staff completing a learning activity or deescalating their behaviour. In the event of persistently unwanted behaviour or a serious incident, parents are notified at the earliest opportunity. Any restorative action and/or sanction will be discussed with the child and parents. Teachers will try to support restorative practice and

deliver any sanction on the same day so that the child can begin each day with a positive attitude.

Appendix 3: Anti-Bullying Information

Objectives of this Procedure

This procedure outlines the CST's approach to preventing and tackling bullying behaviour. It has been drawn up with the involvement of the whole school community and we are committed to a zero-tolerance approach to a bullying culture.

Our trust adopts a restorative justice approach to dealing with inappropriate behaviour and bullying. This means that we expect children who have behaved inappropriately towards others to enter into mediation and agree a suitable act of reconciliation for their inappropriate behaviour. The children are supported with this.

Our school leaders are proactive in ensuring that the approach to the way in which we treat each other is well understood, and that safeguarding leaders in school are well placed to offer holistic and bespoke support.

Specific anti-bullying work features periodically throughout the school year. Pupils learn about what bullying is and how to respond to incidents of bullying through personal, health and social education (PHSE) and wider curriculum time.

Positive reward systems in CST Schools are used effectively to promote a positive behaviour culture and good attitudes to learning.

Definition of bullying

Bullying is 'Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally'⁵. Damson Wood pupils use the acronym S.T.O.P to help the children understand that bullying is behaviour that happens 'Several Times On Purpose'. Balsall Common uses the High Five Against Bullying. Both approaches empower the children themselves to act swiftly to communicate to those who may be displaying bullying characteristics that they must stop.

Forms of bullying

Bullying can happen to anyone and may include:

- Bullying related to race, religion or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying via technology – 'cyberbullying'.

Preventing, identifying and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns

⁵ DfE 'Preventing and Tackling Bullying', March 2014

- Challenge practice which does not uphold the values of celebrating each other's differences, non-discrimination and respect towards others
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school council
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, in order to ensure that all staff follow the school policy and procedures (including recording and reporting incidents)
- Proactively gather and record concerns, antecedents about bullying incidents and issues, in order to develop effectively strategies intended to prevent bullying
- Actively create 'safe spaces' for vulnerable children and young people
- Use restorative justice techniques to resolve the issues between those who bully and those who have been bullied
- Celebrate success and achievements to promote and build a positive school ethos.

Involvement of pupils

We will:

- Regularly gather children views on behaviour in school
- Ensure that all pupils know how to express worries and anxieties about inappropriate behaviour
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum
- Publicise the details of sources of support
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats
- Ensure that all parents/carers know who to contact if they are worried about bullying
- Ensure that parents work with the school to role model positive behaviour for pupils.

Links with other school practices

This Policy links with a number of other school policies, practices and action plans including:

- Complaints Policy
- Safeguarding and Child Protection policies
- Confidentiality Policy
- E-Safety (Online Safety and misuse of technology)
- Curriculum Policies such as PSHE and citizenship and computing
- Mobile phone Policy.

Additional Content

Dealing with Incidents

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be shared the same day with a member of the school's senior leadership team
- A clear and precise account of the incident will be recorded and given to a senior school leader and/or designated lead
- The senior leader/designated lead will investigate the incidents with all those concerned, and will record the incidents
- Teachers will be kept informed
- Parents/carers will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned through mediation and a restorative justice approach.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an opportunity to discuss the experience with a member of the teaching team
- Discussing with an adult how to respond to concerns and build resilience as appropriate
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- Sanctioning in line and proportionally with school behaviour policy
 - This may include restorative action, loss of reward time, a school reintegration plan, fixed-term and/or permanent exclusions.