



GREEN OAKS
PRIMARY ACADEMY

Green Oaks Primary Academy

Behaviour Management Framework

Mission statement

Welcome to Green Oaks Primary Academy. We pride ourselves that the staff, children, and parents work together to provide a safe, nurturing, happy and friendly community. We value inclusion and encourage all our children to achieve their full potential by investing in every child. Together we promote and build on essential values and attributes to secure firm foundations for successful futures.

Vision

Together we aim to be the very best we can be... the very best versions of ourselves by igniting the "spark" in each individual and achieving together.

Reviewed: September 2023

Next review: September 2024

Strategies for promoting positive behaviour

Recognition of good behaviour through both public and private acknowledgement is a positive and powerful strategy to help children learn acceptable behaviours.

Staff develop positive relationships and know their pupils, they know how well they respond to a thumbs up, sticker, smiles or positive body language. Staff will be sensitive to individual children and their response to praise.

Whole school approach to positive behaviour

At all times, the reinforcement of positive behaviour by all staff (including praise and rewards) will play a key role in behaviour management. Praise can be given informally or formally, in public or private, to individuals or to groups. Every opportunity should be taken to recognise, praise and promote positive behaviour and achievement.

Our reward system

Reception to year 6

<u>Aspect</u>	<u>Procedure</u>
Verbal praise	Discussed in PSHE Use of verbal praise with pupils (e.g., for "Thankyou" if a pupil held a door open or "Well done" if they impress you.) Awarded to pupils who demonstrate positive behaviours in class and around the Academy that benefits those around them. Walking sensibly around the school. Contribution to class and group discussions. Completing homework to a high standard. Being prepared for learning by having all resources ready for lessons
Individual rewards	Stickers Stamps Comments in feedback Sharing work with others
Class rewards	Tokens, marbles, or something like this that build towards a total which earns a reward. <ul style="list-style-type: none">- As a class children decide on a special class reward which they would like to work towards e.g., class party, disco, football tournament, art and craft activities, cooking, extra outdoor play etc- Over several weeks the whole class will work towards collecting a determined number of their reward token/marble etc- Rewards would be given for whole class doing something well, e.g., all working well in a lesson, walking to assembly, behaviour during assembly, punctuality, attendance etc- Maximum of 1 hour reward time per half term.- The reward should be given at the earliest convenient time once achieved. Class punctuality awards (extra break time)

	<p>Class attendance awards (extra break time)</p> <p>Varied competitions throughout the year</p>
Star of the Week	<p>Awarded in Friday achievement assembly (1 pupil per class)</p> <p>Can be awarded by teacher/TA etc</p> <p>For both academic and behavioural/social reasons linked to Values and attributes</p> <p>To be ambitious and aspirational (FOCUS AUTUMN 1)</p> <p>To be responsible and respectful (FOCUS AUTUMN 2)</p> <p>To be reflective and a critical thinker (FOCUS SPRING 1)</p> <p>To be independent and collaborative (FOCUS SPRING 2)</p> <p>To be creative and curious (FOCUS SUMMER 1)</p> <p>To be enthusiastic and engaged (FOCUS SUMMER 2)</p> <p>Children place a star on the relevant value or attribute, they will also receive a badge and GOPA currency.</p>

Years 1-6 rewards (in addition to the above)

<u>Aspect</u>	<u>Procedure</u>
House Points	<p>House Points – Each week the team with the most points is celebrated in assembly and awarded with Green Oaks GOPA currency-1</p> <p>Achievement of personal targets</p> <p>Application of skills taught, e.g., spellings, ambitious vocabulary etc.</p> <p>High standard of homework completed</p> <p>Contribution to class and group discussions which supports the understanding of others in the classroom.</p> <p>Exceptional kindness or thoughtfulness to others.</p>
Maths's Master	<p>Awarded in Friday achievement assembly (1 pupil per class)</p> <p>Can be awarded by teacher/TA etc</p> <p>Receive a pencil and GOPA currency 2</p>
Star Writer	<p>Awarded in Friday achievement assembly (1 pupil per class)</p> <p>Can be awarded by teacher/TA etc</p> <p>Receive a certificate and GOPA currency. -2</p>
Remarkable Reader	<p>Awarded in Friday achievement assembly (1 pupil per class)</p> <p>Can be awarded by teacher/TA etc</p> <p>Receive a bookmark and GOPA currency. -2</p>
Skills Builder Skills	<p>Showing aptitude in the following essential skills</p> <p>Each half term every class will choose up to 3 children who are demonstrating the skill consistently throughout the half term- relating to the skill for that half term.</p> <p>Aiming High (FOCUS AUTUMN 1)</p> <p>Listening and Speaking, (FOCUS AUTUMN 2)</p> <p>Problem Solving (FOCUS SPRING 1)</p> <p>Leadership and Teamwork. (FOCUS SPRING 2)</p>

	Creativity (FOCUS SUMMER 1) Staying Positive (FOCUS SUMMER 2) Children will collect a whole row of skills stamps and then once completed will receive GOPA currency, 10 in Friday's assembly.
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Behaviour Expectations (Years 2-6)

All pupils start every morning and afternoon on the green card. 

Before applying the stepped sanctions in this framework, the following should have taken place:

- Non-verbal management- eye contact, pausing, moving closer to a pupil
- General reminders and comments either to an individual or class
- A verbal warning will be given if behaviour is not as expected. "Next time it will be a yellow card....."

Sanctions- all classrooms have Red, Yellow and Green cards displayed for each individual pupil. (Flow chart appendix to be displayed in classrooms and referred to be adults where appropriate)

Step 1

Should a second verbal warning be needed, a yellow card will be given. 

Step 2

If negative behaviour persists, a red card will be given.  This results in a time out session usually with the Principal/Deputy Principal, occasionally with the Class Teacher during the next breaktime and a **Think Sheet (APPENDIX A)** will be discussed/completed with the supervising adult. Parents are informed by the class teacher at the end of the school day.

Teachers record incidents in their electronic class folder the paper class folder will be sent with pupil when completing red card and the leader will complete this.

EYFS- may decide to carry out "Time out" in their own classrooms.

If parents do not pick up their child at the end of the day (Year 6) then a phone call home should be made.

Depending on the red card, the child will carry out 5 or 10 minutes thinking time.

All red cards are recorded in the class folder, with the description coded of the red card behaviour.

Teachers will complete electronic information of **Appendix B and C** and save in their behaviour folder.

Step 3

Should a serious behaviour incident occur, this will result in an instant red card,  time out and a report taken by a Senior Leader. This will be recorded on separate Appendix D and Appendix E (kept separate to red cards).

Depending on the serious incident the child will carry out 5/ 10 or 15 mins thinking time.

Teachers will complete electronic information of Appendix D and E and save in their behaviour folder, these are to be uploaded to CPOMs.

All supporting documentation such as :

Child/young person violence to staff report form

Incident report form (if positive handling was used)

De-brief incident form

Behaviour incident form (if no positive handling)

All should be scanned into CPOMs and appropriate toggles used to tag the incident.

Step 4

Additional time out may be required where a pupil spends extended isolated time in a different class or the Principal's office. During this time the pupil should have work supplied and they should continue to be learning. Pupils are not to be sent into the corridor.

Step 5

The Principal and class teachers will monitor their classes behaviour and if any child reaches 5 red cards within a half term, teachers will discuss this with the parent in a more formal way either by a phone call or a meeting in school.

Leaders and teachers to monitor behaviour half termly and recording any actions on Appendix F (electronically)

Step 6

The Principal and the class teacher will monitor serious incidents and if any child reaches 3 serious incidents within a half term, teachers will discuss this with the parent in a more formal way either by a phone call or a meeting in school. Unless the child has an identified SEND need and the behaviour is directly related to the need and this is not deemed appropriate.

Teachers to record meetings on Appendix F

Leaders and teachers to monitor behaviour half termly and recording any actions on Appendix F

Step 7

If further serious incidents occur then the Principal will invite parents for a formal meeting with the principal and the class teacher.

Step 8

Further serious incidents may be followed up with a letter from the Principal outlining possible Fixed term exclusion concerns.

For some of our learners with special educational needs, a personalised behaviour plan and reward system may be required to support them in addition to, or instead of, the whole school behaviour traffic light system above.

EYFS

Pupils in EYFS will use the equivalent of the "traffic light system" introducing the pupils to green, yellow and red behaviours in preparation for transition into Year 1.

The teacher will make the decision when the pupils will interact with such a system during the academic year.

Sanctions for EYFS pupils are likely to be more instantaneous with "Time out" occurring shortly after negative behaviours.

However should the teacher/ Principal deem it appropriate then the above system of Red card etc may be implemented.

If serious incidents occur these should be recorded in the same way and recorded on CPOMs.

Year 1

Will have a graduated approach according to cohort need, however the pupils will all be using the red card system by the end of the academic year for transition into Year 2.

Pupils will start the year using the traffic light system with many of the strategies used by EYFS, such as instantaneous sanctions (Time out).

However should the teacher/Principal deem it appropriate, then the above system of Red card etc may be implemented.

If serious incidents occur, these should be recorded in the same way and recorded on CPOMs.

Monitoring of behaviour

Teachers and leaders should both monitor behaviour records at least half termly.

Appendix F should be reviewed by both teacher and Principal.

Appendix G should be completed by the teacher half termly- electronically

In summary

- Appendix A- red behaviour think sheet
- Appendix B-class red card behaviour record
- Appendix C- individual red card behaviour record
- Appendix D- individual serious incident behaviour record
- Appendix E- class record of serious incidents
- Appendix F- monitoring of behaviour by senior leaders
- Appendix G-behaviour log analysis of groups

There are separate forms for red cards and serious incidents:

For the individual child there is a chronology for red cards and serious incidents these incidences should be kept separate
For the class chronology there are separate forms for red cards and serious incidents to again keep these separate.

Electronic/paper folders

When a child receives a red card/serious incident behaviour then an **electronic and paper** folder /section should be made with the child's name on it within your class folders (electronic and paper). In this folder an **individual chronology** should be kept - **APPENDIX C (red card) or APPENDIX D** (serious incident) depending on whether it is a red card or a serious incidents.

Electronic folder

Each class should have a "CLASS record for red cards- **APPENDIX B**, every RED card should be recorded on this in electronic folder and a class record for serious incidents **APPENDIX E**

Paper folders

Should be brought with the child to the leader each time there is a red card or a serious incident, the leader will complete the child's individual chronology as to whether this is a red card or serious incident.

Think sheets to be stored in **class paper** behaviour folder.

Additional paperwork

Serious incident forms are scanned into CPOMs every time there is a serious incident.

Any violence against staff forms should be scanned into the pupil's folder and dated/CPOMs

Monitoring

APPENDIX F and G need saving into your class **electronic** folder, and monitoring will take place and recorded here by leaders (mainly WG)

The Zones of Regulation

As part of our P.S.H.E curriculum, all pupils will be taught about 'The Zones of Regulation'. Pupils will learn about emotional self-regulation, strategies which support them to identify their emotional states and toolkits to help them to regulate their emotions and resulting behaviour. A minimum of one whole class taught session every term complements the rest of the PSHE curriculum and more sessions can be incorporated according to the needs of each class. Group and one-to-one intervention programmes can also be run for pupils needing further support to develop emotional self-regulation skills. The SENDCo and Class Teachers will identify pupils needing this additional support.

The Zones:

Blue – e.g. tired, low, lethargic, withdrawn, tearful

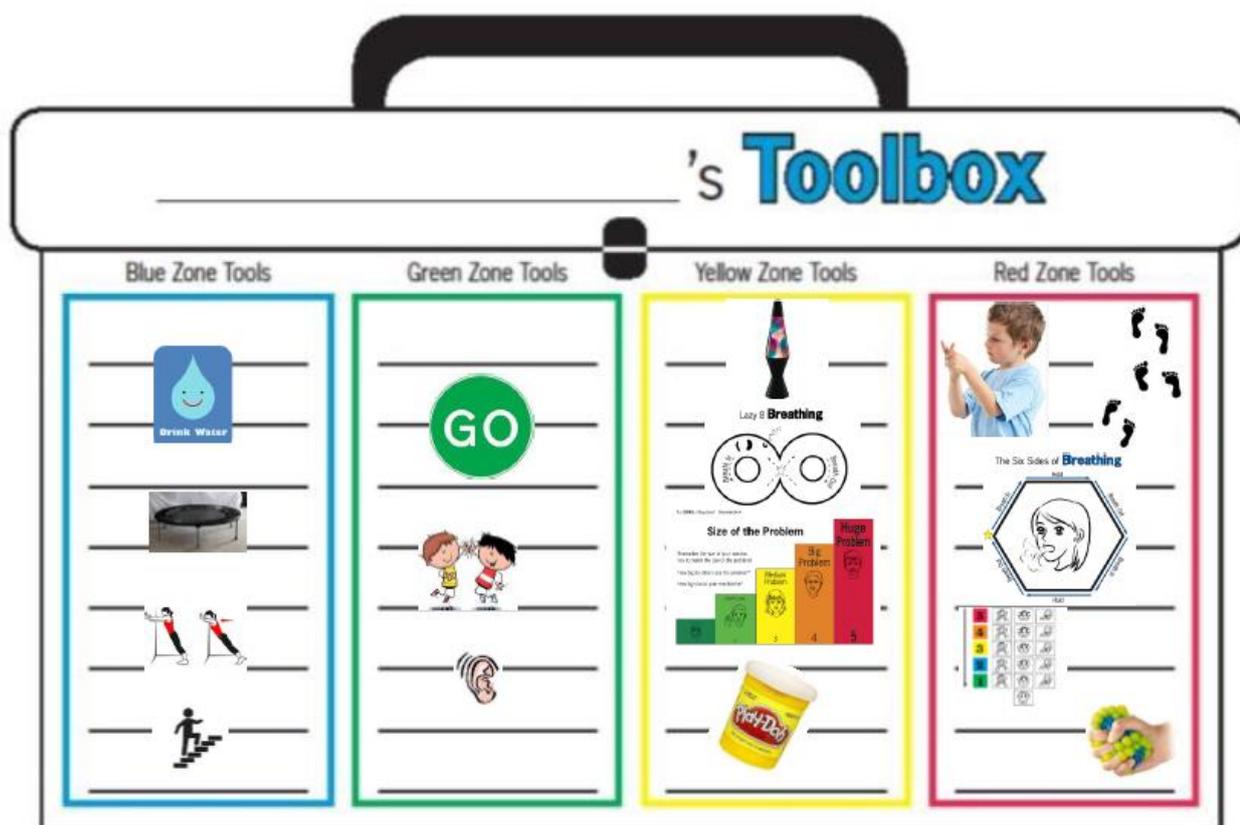
Green – e.g. focused, alert, positive, calm, proud, helpful

Yellow – e.g. excitable, anxious, nervous, frustrated, annoyed

Red – e.g. angry, furious, yelling, aggressive

The ethos and language of 'The Zones of Regulation' is consistently applied on a day-to-day basis throughout the school by all staff. Staff support pupils to recognise their emotional states using the four colour zones and to choose and use strategies that support them to move into a positive emotional state for their learning. Twice-daily, whole class 'check-ins' encourage pupils to reflect on and share their current emotional state, allowing them time to put into place the self-regulation strategies that they may need or to have further support from an adult. Pupils should be familiar with their own personal "Toolkit".

Toolkit examples:



If pupils receive a red card sanction (described above), they will complete a Think Sheet (APPENDIX A) with a Class Teacher or Senior Leader during the time out session. The Think Sheet further supports pupils to reflect on how their emotions have played a part in their behaviour choices and how they could choose to use learned strategies of self-regulation should a similar situation arise again.

Serious Incidents

Serious incidents include, for example: physical assault against a pupil or an adult, verbal abuse/threatening behaviour against a pupil or an adult, child on child abuse (including sexual harassment or violence and bullying), racist abuse, homophobic abuse, damage, disruptive behaviour.

All serious incidents are reported to a member of the Senior Leadership Team as soon as possible and are also communicated to parents.

- Serious Incident Witness Statements are completed and appropriate actions are determined by the Senior Leadership Team to support the school community to acknowledge the wrong-doing and rebuild trusting relationships.

- "De-brief" takes place to determine if the incident could've been avoided.
- Violence against staff paperwork to be completed if applicable.
- Review of the child's behaviour plan takes place.
- A behaviour plan written if the child doesn't have one.

A Restorative Justice Approach informs the decisions made. A Behaviour Support Plan, if not already in place, will be written and agreed by the pupil, parents and school staff. A Risk Assessment may be written or amended and a debrief will take place with all staff involved in the incident which will identify possible changes in practice that may decrease the likelihood of the incident occurring again..

Use of reasonable force

Where it is necessary to prevent a pupil from

- causing injury or damage to the property of any pupil (including him or herself)
- prejudicing the maintenance of good order and discipline at the Academy reasonable force may be used by a member of staff.

The use of reasonable force is a last resort and alternative strategies will be adopted wherever possible, for example contacting the parent or the police for support.

Reasonable force will never be used as a sanction and the degree of force used will be the minimum needed to achieve the necessary result. We will communicate with parents where serious incidents involving the use of force been used. It will be up to the Principal's discretion to decide on the need to report, depending on the severity of the incident.

Searching and confiscation

In addition to the general power to use reasonable force described above, Principals and authorised staff can use such force as is reasonable, given the circumstances, to conduct a search for the following 'prohibited items':

- knives or weapons
- alcohol
- illegal drugs and paraphernalia
- stolen items
- tobacco and cigarette papers
- e-cigarettes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury (whether physical or psychological) or damage to property. We do not encourage the use of force but a member of staff may use reasonable force to carry out a search for a prohibited item as listed above. Where a member of staff reasonably suspects that a pupil is in possession of a prohibited item and the pupil refuses to cooperate with a search of their person or their property, the Academy may treat this as a disciplinary matter and apply an appropriate sanction. In dealing with the confiscation or disposal of items found following a search, the Academy will have regard to the DfE's guidance on searching and confiscation. (Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies, July 2022.) Any cigarettes or e-cigarettes confiscated in the Academy may be destroyed.

Behaviour off site

Where pupils misbehave on the way to or from the Academy, near the Academy premises or in circumstances in which the Academy considers it reasonable to impose sanctions for behaviour outside of school, this policy will apply and the pupil will be disciplined by the Academy.

In deciding whether to apply sanctions and the appropriate level of sanction, the Academy will take into consideration

- the severity of the misbehaviour/breach of this policy
- the extent to which the Academy's reputation has been affected
- the effect that the behaviour has had or may have on other pupils or members of the Academy community
- the extent to which the behaviour has implications for the orderly running of the Academy and its duty to uphold discipline
- whether the behaviour occurred when the pupil was identifiable as a pupil of the Academy.

The Principal has a duty to ensure the good order and discipline for all pupils and to safeguard their health, safety and welfare and that of members of staff. In some cases, the Principal may need to resort to excluding a pupil, either a fixed term exclusion or permanently. The Principal will always firstly consider alternative to exclusion for example:

- Using a restorative justice process which enables an offender to redress the harm that has been done to a victim.
- Internal exclusion to a designated area within the Academy. However, this is dependent upon if the Academy's resources can support its implementation.
- A managed move, where a pupil is at risk of permanent exclusion, a managed move to another school may be considered. A managed move is a voluntary agreement between schools, parents/carers and a pupil, for that pupil to change school or educational programme under certain circumstances. If the pupil's parents do not agree to a managed move, the Principal will record this in writing.

The Academy is fully aware of its duties not to discriminate against, harass or victimise pupils due to their sex, race, disability, religion or belief. For disabled pupils, the Academy will make reasonable adjustments to its policies and practices to ensure disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

Suspensions/ Exclusions

This policy has been drafted with regard:

-Behaviour in school- advice for Principal and school staff

-Suspension and permanent exclusion from maintained school academies and pupil referral units in England, including pupil movement

The decision to exclude will only be taken for a disciplinary reason and all exclusion decisions will be formally recorded.

A decision to exclude will be taken where:

1. There has been a serious breach, or persistent breaches of this policy; and
2. Allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy.

Before taking a suspension or an exclusion decision, the Principal of the Academy will also have due regard to the following (in accordance with the DfE Guidance):

- for groups with high exclusion rates (pupils with SEN, pupils eligible for Free School Meals, looked after children, pupils whose ethnicity is Gypsy, Roma, Travellers of Irish Heritage or Black Caribbean) any extra support required to identify and address the needs of the pupil

- what additional support or alternative placement may be required for a pupil with a Statement of SEN/EHC Plan or a looked after child
- that the permanent exclusion of a pupil with a Statement of SEN/EHC Plan or a looked after child should, as far as reasonably possible, be avoided. The decision to suspend or exclude will only be taken for a disciplinary reason and all decisions will be formally recorded. In line with the DfE's SEND Code of Practice, where an academy has concerns about the behaviour, or risk of exclusion, of a child with additional needs and a pupil with an EHC plan it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, academies should consider requesting an early annual review or interim/emergency review. For those pupils who are SEND-K, a co-production meeting (professionals and families meeting) should be arranged to discuss the additional support and strategies which may need to be considered.

Suspensions

If a decision is taken to exclude a pupil for a fixed term (suspension)

- the parent is contacted by the Principal as soon as possible and the decision is confirmed in writing. The letter will outline any relevant incident(s), the reason for the exclusion and the duration of the fixed term exclusion. The parents' right to make representations about the suspension or request a meeting of the Academy Advisory Council's Disciplinary Committee is highlighted as appropriate.
 - a meeting is set up for the parent/carer and pupil to attend on return from a suspension with a senior member of staff.
- Following this meeting
- the pupil is reinstated
 - the pupil may be placed on report or another appropriate temporary sanction or support
 - behaviour support and 'reasonable adjustments' will be reviewed
 - a record of the suspension and meeting is kept in the pupil's file. In accordance with the requirements set out in the DfE

Guidance, the Academy Advisory Council will arrange for a Disciplinary Committee to meet to consider reinstatement of the pupil if the suspension would bring the pupil's total number of school days of exclusion to more than fifteen (15) in a term or if the suspension would result in the pupil missing a public exam. If requested to do so by parents, the Disciplinary Committee must also consider the reinstatement of an excluded pupil if that pupil would be excluded from school for more than five (5) school days but not more than fifteen (15) in a single term. Where a pupil is suspended for fewer than five (5) days in a single term, the Disciplinary Committee will consider any parental representations but will not meet and cannot direct reinstatement.

The National Standard list of reasons for permanent exclusions is:

- physical assault against a pupil
- physical assault against an adult
- verbal abuse/threatening behaviour against a pupil
- verbal abuse/threatening behaviour against an adult
- bullying
- racist abuse
- sexual misconduct

- drug and alcohol related incidents
- damage
- theft
- persistent, disruptive behaviour

The academy will do everything possible to avoid the permanent exclusion of a Looked After Child. Each Academy is expected to be proactive and work with the young person, carers, the virtual school and social workers to do everything reasonable to avoid excluding a Looked After Child. The Education Director will be informed of any Permanent Exclusion decision.

Permanent exclusion processes

The processes that the Academy must undertake following a decision to permanently exclude follows precisely the DfE guidance in this area. When the Principal decides to permanently exclude a pupil, the Academy Advisory Council will arrange for a Disciplinary Committee to review the case within fifteen (15) days of the exclusion. The panel will ensure they consider the facts of the case and representations at the meeting carefully before making a decision either to uphold the permanent exclusion or to reinstate the pupil. If, following the completion of the exclusion review process, a pupil who was permanently excluded is to be re-instated, the process of re-integration will require careful planning. A re-integration plan may also involve carrying out a risk assessment and implementing measures to reduce identified risks. The Academy will formalise re-integration plans, where actions, expectations and consequences are made clear in writing and may include a parental contract. Should a further exclusion be necessary, this could be used to demonstrate that a sound integration plan was put in place and rigorously applied. If the decision to permanently exclude is upheld, parents/carers have the right, as described in DfE guidance, to request that the decision of the Disciplinary Committee be reviewed by an Independent Review Panel. Independent Review Panels must be impartial and constituted in accordance with the detailed provisions of the DfE Guidance. The Trust will ensure that Independent Review Panel members and clerks are suitably trained. Where requested by the parent, a SEN expert will be appointed by the Trust to advise the Independent Review Panel.

The Independent Review Panel may decide to

- uphold the Disciplinary Committee's decision
- recommend that the Disciplinary Committee considers reinstatement
- quash the decision and direct the Disciplinary Committee to reconsider reinstatement.

The Independent Review Panel's decision is final and binding on the Academy, pupil and parents. The Independent Review Panel does not have the authority to direct the reinstatement of a pupil. A parent may not appeal to the Commissioner for Local Administration (the Local Title: Pupil Behaviour and Exclusions Policy Page 8 of 8 Government Ombudsman) about maladministration as the Commissioner's remit is limited to considering the conduct of appeal panels constituted by Local Authorities.

Parents' responsibilities

There is a duty on parents to ensure that an excluded pupil of compulsory school age is not in a public place during school hours without reasonable justification, or a fixed penalty could be imposed by the local authority. Parents will also be warned in the

exclusion letter that failing to comply with their duties in this regard may form part of a case for a parenting order to be issued by the magistrate's court.

Continuing education during the exclusion period

For the first five days of a suspension, the Academy will set work appropriate to the pupil's age and ability and make arrangements for this to be collected and returned for marking. Where a pupil is given a suspension of six (6) days or longer, the Academy has a duty to arrange suitable off-site full-time educational provision from and including the sixth day of exclusion as day one. With reference to permanent exclusions, the Academy will set work as described above for the five days following a permanent exclusion.

Removal from classrooms

Pupils will be removed from classrooms as a last resort. Incidences where this is necessary will be when they are in danger of harming themselves or others.

If staff are required to positively handle a child this will only be by staff who have received positive handling training.

This will be recorded on CPOMs and if the child has a social worker they will be informed. If the child is looked after their PEP will be reviewed. (refer to Restraint Reduction Network)



THINK SHEET

Which **Zone** are/were you in?

<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

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What's in your TOOLKIT ?

_____ 's **Toolbox**

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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Please turn over...



What would you do
differently if it happened

again?

How can you make it
better/What will you
do now?



Share

think sheet with an adult.

your

Now it's time to make it better!



Appendix B (To be kept electronically in GPA Primary – behaviour- class folder)

Green Oaks Primary Academy- Appendix B

Red card Time Out record Class _____

Reason for red card key

CCA =child on child abuse (including sexual harassment/bullying) PT= persistent talking, P=physical, LF=lack of focus, LE=lack of effort, DC=disrupting the class, D=distraction, Disrespectful and rude =DR O=other

Date	Name	Year	Category PP/SEND/Boy/Girl/EAL	Reason for Red card	Number of visits

