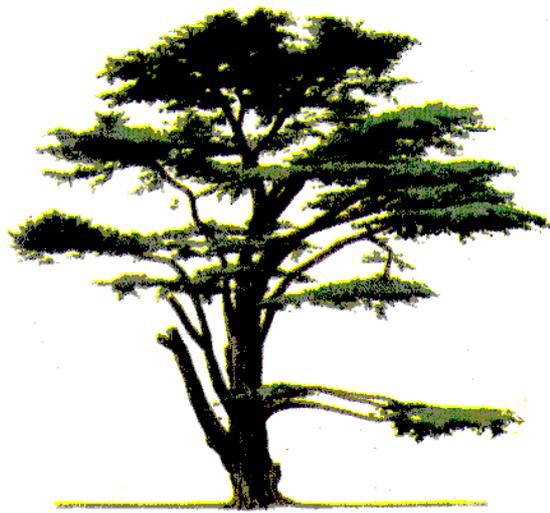


The Cedars Primary School



Behaviour Policy

This policy was reviewed in:	September 2018
This policy will be reviewed in:	September 2020

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The Cedars Primary School

Behaviour Policy

The Power of Praise

*I've come to the frightening conclusion that
I am the decisive element in the classroom.
It's my personal approach that creates the climate.
It's my daily mood that makes the weather.*

*As a teacher, I possess a tremendous power
To make a child's life miserable or joyous.
I can be a tool of torture,
Or an instrument of inspiration
I can humiliate or humour, hurt or heal.*

*In all situations, it is my response that decides,
Whether a crisis will be escalated or de-escalated
And a child humanised or de-humanised.*

(Haim Ginott from "The Learner's dimension")

This policy describes the structures and strategies within the school, which enable us to manage the children's behaviour and support us in meeting our aims. This policy underpins all the work we do at The Cedars and provides us with a framework within which we can teach, support and develop each individual child. All staff working with the children are involved in contributing towards the policy and keeping it under review.

"Good behaviour is a necessary condition for effective teaching to take place"
(Education Observed 5 – DES 1987)

The Governing Body totally endorses this principle and seeks to create an environment in the school which encourages and reinforces good behaviour.

Aims of the School

All children at The Cedars will experience some difficulty with managing themselves and their behaviour. The Cedars provides a more appropriate school environment for children with Severe Social, Emotional and Mental Health Difficulties (SEMH) who have experienced difficulties in mainstream school.

The Cedars aims to provide a safe, secure and stimulating educational environment which responds to individual children's needs. Within this environment, it is hoped that the children can be gradually helped to overcome their emotional, social mental health difficulties and helped to develop their true potential.

It is essential that all children develop self-discipline and learn acceptable standards of behaviour if they are to succeed in further education and everyday life.

In every aspect of school life it is important to be aware of the opportunities which can enable children to:

- regain and maintain self-esteem
- increase confidence
- become re-motivated and gain a sense of purpose in learning
- experience progress, achievement and success
- develop emotional maturity and stability
- develop positive inter-personal and social skills
- acquire life-skills which enable them to make their own good choices
- learn to function independently
- make progress towards successful re-integration to mainstream school.

To facilitate this staff should:

- be supportive
- establish a good relationship with the children
- support each pupil within a multi-disciplinary context
- create a positive learning environment in which a broad and balanced curriculum is taught to address the needs of each child
- be firm, fair and consistent

The Aims of the Behaviour Policy

- To encourage and reinforce good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of approach to both positive and negative behaviour.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

This Policy has been written in order to give guidance on how behaviour is managed at The Cedars. However, this policy cannot foresee every possible circumstance and staff will still need to stop, think and make a considered decision. When in doubt they should consider the risks and always act in the best interest of the child.

Behaviour Management

Behaviour management should be an integral part of the curriculum that teaches appropriate and relevant social skills to all pupils thus allowing them to participate fully in the life of their home, school and local community.

Good behaviour management is necessary for a variety of reasons, including the following:

- To ensure the safety and well-being of all pupils
- To ensure the safety and well-being of members of staff or of the general public
- To protect the environment
- To protect the pupil from self-inflicted abuse or injury
- To divert a pupil from an inappropriate to an appropriate behaviour
- To curb or divert obsessive behaviour in order to allow learning to take place
- To teach pupils to have self-control and subsequently to take responsibility and be accountable for their actions
- To teach pupils that actions and choices have consequences
- To allow a pupil to develop and demonstrate positive abilities and attitudes.

The Principles upon which the work of the school is based

- Each child is expected to make progress, achieve well and experience success.
- The school will provide a nurturing environment in order to meet children's developmental needs.
- All opportunities and experiences are planned to enable children to increase their self-esteem and confidence and help them to develop a more positive self-image.
- The management of behaviour will reflect similar expectations of acceptable and appropriate behaviour in mainstream schools. Individual programmes will address identified needs and the requirements of the statement or Education and Health Care Plan (EHCP).
- The school will liaise and aim to work closely with families and relevant support agencies in adopting a holistic, consistent and coherent approach in addressing individual children's needs.
- A planned system of rewards and sanctions is employed to enable children to work towards improving their behaviour within an ethos of positive reinforcement
- Behavioural difficulties are managed by all staff according to an agreed and planned approach, taking into account the circumstances and individual needs of each pupil.
- A comprehensive system of monitoring, evaluating and reviewing behavioural programmes from daily classroom practice to termly and annual reviews will help to ensure that the most appropriate approaches are used to meet individual needs.
- Staff development e.g. through regular INSET aims to ensure that acceptable models of behaviour management and current good practice are understood and followed.

Standards of Behaviour

In seeking to define acceptable standards of behaviour, it is acknowledged that these are **goals** to be worked towards rather than expectations that are either fulfilled or not. We measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

The Boxall Profile Assessment

Children will be assessed using the Boxall profile termly. The Boxall Profile Assessment has two sections. The first measures progress through the different aspects of development in the pre-school years. Children need to have developed satisfactorily in these areas in order to make good educational progress.

The second section describes behaviours that directly inhibit or interfere with the child's ability to be fully engaged in learning. These behaviours are directly or indirectly the outcome of impaired learning in the early years or development.

The Boxall Profile assessments enable class teams to plan nurture based interventions based on each child's individual needs outlined in the individual Nurture Development Plans. These interventions happen during "Nurture Time" which happens each morning between 9.30am and 9.45am and each afternoon between 2pm and 2.15pm.

Daily Routines

At The Cedars every part of our management and organisation is planned to meet the children's needs. All the systems and procedures are thought out to best affect a positive change in the children's behaviour and to enable us to manage any inappropriate behaviour.

All our daily routines, both in and out of the classroom, have a clear structure so as to create order and calm for the children. These routines are paramount in our behaviour management.

The words and actions of staff communicate to the children their degree of caring and determines the staff/child relationship. The active involvement of staff with children is vital throughout the day – taking an interest and sharing an interest; interacting with individuals and groups, organising a range of enjoyable activities, making available interesting things to do, listening, talking, and joking.

Arrival

The children who arrive by mini-bus are greeted in the hall and they are met in the hall by a member of their class team. There are staff available for those children who need additional support. Children who arrive in taxis or with their parents / carers will be greeted in Reception and they then take themselves to class. Support staff will be positioned on the front path or in the hall to ensure all children enter their classes

calmly. All personal belongings are handed into the office for safe keeping. All money and letters are handed to the child's teaching assistant. Packed lunches are put in designated areas in Reception and in the hall.

Assembly

Assembly starts at 10.30 am Monday – Thursday and at 2.30 pm on a Friday. All children should enter the hall in a quiet, orderly fashion in their class groups, with their teacher and teaching assistant. It is important that classes arrive on time. Assemblies follow a structure; starting with a hymn / song and ending with the school prayer.

- Monday PATHS assembly
- Tuesday Singing assembly
- Wednesday R.E. assembly
- Thursday Leadership Team assembly
- Friday Celebration assembly

We expect the children to respond well to these routines. However, if children are not behaving appropriately, this should be dealt with as calmly as possible. Consequences can be given at the discretion of the staff involved. Children can earn three points on their personal targets for their behaviour in assembly.

Children will be awarded class points for coming into assembly in an appropriate way, behaving appropriately throughout assembly and for their contributions.

All staff must be present unless arranged with the Headteacher or Deputy Headteacher. Support staff will sit at the back of assembly unless supporting a class.

No food, toys etc should be brought into assembly. If a child needs a sensory object this should be pre agreed by the person taking the assembly. Staff should not bring drinks into assembly.

Children should be supported to leave assembly in a calm and orderly way.

Playtime Supervision

The children at The Cedars do not gain playtime as a right. Children who break one of the following school rules – deliberately hurting adults or children, going out of bounds, being racist, homophobic, bullying, or damaging property, will forgo their playtimes and will be supervised in Holly.

Children who cannot behave in an acceptable manner in the playground may also lose all or part of their playtime. For serious incidents this will be in Holly. For lower level behaviours at the teacher's discretion, children will miss time out of either indoor or outdoor play and will be supervised by the staff in those areas. Children can spend a maximum of 10 minutes standing on the wall. Children who have lost part of their playtime will not be able to go to the PlayStation room or the computer room.

Playtime is as important for our children as class time. It offers them the chance to develop the social skills that most of them lack. As we know from experience, many do not cope well in unstructured situations, being unable to organise their time or activities with any expertise. They often need guidance but they also need the chance to learn through experience.

Experience is gained through opportunity. All staff are therefore encouraged to allow children to experiment and play with as few constraints being placed upon them as is reasonable.

Our primary concern must be that of safety and therefore it is necessary to provide the children with some guidelines. The boundaries are well defined and all the staff on duty should take an active role.

It is the responsibility of all staff on duty to make decisions, using their skills and knowledge of the children. It is most important that the staff on duty work as a team and provide a consistent approach and it is down to the staff teams to organise cover for the different playground areas.

No child should be indoors unless supervised by staff.

Playground Rules

- We play together and look after each other.
- We allow others to get on with their own games.
- We respect the grown-ups on duty.
- We stop when the bell rings and walk sensibly to our lines and classrooms.
- We always tell an adult if we feel angry or sad.

Wherever possible staff should be proactive in suggesting positive playtime behaviours and strategies to children rather than only picking up on negative behaviours once they have already happened. The following guidelines are in place in order to keep children safe:

- Sitting on the top of the climbing frame, climbing trees and climbing over the fence are all considered to be out of bounds, as are children who leave the playground without permission.
- Staff should use their discretion when allowing children to play in the bushes. They may need a closer eye kept on them.
- We do not allow play fighting in either playground
- Staff should use their discretion regarding children's use of sticks. At no time should they be used as weapons.

Staff on duty should always take into account the language needs of children (information is available in each classroom on the class information sheet). It may be necessary to use Makaton or communication aids outside with individual children.

Lunchtime

Lunchtime starts at 12pm. Lunches are ordered in advance by children with the help of the class team. Class teams will eat with their children wherever possible and the SMSAs will ensure that the salad bar, water, clearing of plates etc is running smoothly and support children wherever needed.

All children should come into the hall quietly. When the hall is quiet a staff member will lead the children in saying grace. Nobody will go up to the hatch for lunch until the hall is quiet and grace has been said.

There is a rota for children going up to the hatch. Each day the rota will work as stated, even if a class has been absent. Children who have packed lunches will collect their lunch at the same time as their class.

The teacher managing the hall will decide when the duty staff are ready and will then dismiss the children from the hall at 12.25. Staff not on duty will remain with any children who are still eating and will remain at their tables until 12.30. Class staff should alert staff on duty if there are any children still eating at 12.30 and arrangements will be made for the supervision of these children.

Children who are not behaving appropriately may be asked to wait until the end of the rota. If a child is still not ready to eat, the dinner will be kept for them. It is our aim that all children will have eaten their dinner by 1pm, ready for afternoon lessons. In some cases, lunch may be later, ideally no later than 1.45 as this can be used as a tool alongside our other rewards and sanctions.

Some of our children do not wish to have lunch. This is their choice and no child will be forced to eat lunch. However, if children refuse to eat they may not be able to go outside to play as they would not have the 'fuel' needed for active play.

Departure From School

The children should be ready to leave at 3.10pm. Children who leave with a parent / carer or in a taxi will be called first by a member of the support team or bus monitor and will leave via the front door. Once these children have been called a member of the support team will call class teams to walk their children to their buses via the hall back doors.

The curriculum and learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. The staff plan thoroughly to meet the children's individual needs where possible, providing activities which encourage the children to become actively involved in their learning, subsequently this will develop on task behaviour and enjoyment and reduce inappropriate behaviour. It follows that lessons should have clear objectives, which are understood by the children, and differentiated to meet the needs of children of different abilities.

Classroom organisation

Classroom organisation and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between members of the class team, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays, all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through

demonstrating the value of every individual's contribution, and overall the classroom should provide a nurturing environment.

Managing children – good practice

Our emphasis is on praise and rewards to reinforce good behaviour. We believe that praise and rewards have an emotional role, helping children to see that good behaviour is valued.

It is also essential that adults exercise authority and control, without being overly authoritative and inflexible. Discipline needs to be based upon **firmness, fairness** and **consistency**.

A supportive 'team' approach adopted by all staff is important in order to provide the best possible environment for everyone.

In managing children, the following points offer some guidelines to good practice.

Positive reinforcement

Positive behaviour management is based on the fundamental principle of establishing good relationships with each child and a mutual understanding of the expectations of appropriate behaviour. This is supported by establishing boundaries of acceptable behaviour which are consistently enforced:

- The focus is to give attention and praise to positive behaviour and ignoring as far as possible, inappropriate attention seeking behaviour.
- Praise and encouragement are intrinsic elements of the way in which our school functions. Rewards, both tangible and otherwise are given according to individual circumstances ranging from verbal recognition, stars, ticks and stickers, letters home to earning a place on a trip out.
- In some circumstances opportunities can be given for children to 'earn back' so there is an incentive to do better.

The following points are worthy of consideration:

- The need to be wary of over use of reinforcements as they can lead to satiation.
- Effort should be reinforced as frequently as actual achievements. Thus **endeavour, persistence** and **perseverance** are encouraged.
- With some children it may be necessary to search for behaviour which is deserving of praise – but it is worth noting that in the past these children have possibly been inclined to misbehave because of the infrequency of positive reinforcement.
- Reinforcements can be publicly or privately administered. Individual children will need to be considered – shyness, fear of ridicule – as to the manner and place in which the praise occurs.
- Reinforcements can be signaled in subtle ways - a smile, a wink can be used in a confidential manner. They can also be provided in a more public manner such as a hug, applause etc.
- Reinforcements can be given to small and large groups as well as individuals. Group morale can be considerably boosted by such intervention.

- Reinforcements, on the whole, should be given immediately following the occurrence of desirable behaviour. However, on occasions, a delay between behaviour and reinforcement is often necessary e.g. merit awards, lunchtime awards.
- Reinforcement (praise or attention etc.) from one person may not be so reinforcing from another.
- At times it is necessary to make clear to children exactly what has been reinforced: - “Good” + description of the behaviour e.g. “Good sitting” or “I like the way you’ve put your pencil down”. Apart from making the individual aware it also makes others appreciate the behaviour which is being praised.

Searching and Confiscation

The following prohibited items may be searched for with or without consent:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers, lighters and matches
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil).
- Prescription drugs

In addition to these items, children at The Cedars are not allowed to bring in any items other than book bags, home-school book and swimming kits. Any items brought in must be handed into the office. If staff believe that children have items on them they are authorized to search for them.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

For further information, see the Searching and Confiscation Policy

Personal Contact between Children and Staff

At The Cedars our aim is to provide clear guidance on the use of physical contact. We want staff to be able to meet the needs of the children with confidence, whilst safeguarding themselves and those in their care. Physical contact is necessary and justifiable when it meets the needs of the pupil.

Care, comfort and reassurance

Physical contact should always be about meeting the needs of the child. Actions that can be ambiguous are open to misrepresentation. Staff should always think before making any physical contact. In making decisions about the use of physical contact, staff should consider how their actions could be misconstrued. They should be clear

about why their actions are in the best interests of the child concerned. If any pupil or colleague questions the appropriateness of an interaction, that too should be reported and recorded. Open, honest recording protects both children and staff.

Physical contact – pats on the back, ruffling hair, arms around shoulders, hugs, examining latest scratches and bruises – without being overdone are signs of a warm and caring person capable of meeting the child's need for affection and belonging. Staff should always be mindful of safeguarding issues (for further information see Staff Personal Conduct Policy)

The quality of relationships between staff and children, make a crucial contribution to the development of each pupil's self-image. It helps to provide them with security and support and a sense of being valued, respected and cared for by significant adults in their lives.

Throughout the school day there are occasions when pupils require encouragement, comfort and reassurance from staff which includes physical contact such as any caring parent would give. Staff frequently need to respond to spontaneous demonstrations of attention and affection from children. The children have a need for physical contact and frequently and naturally they put their arms around staff, hold hands, link arms and sit on laps. Staff responses at these times should be as normal and as natural as possible. Their attitude to the children should be an appropriate combination of care, compassion and objectivity. Without this approach staff are not likely to be effective in their relationships with many children who have suffered emotional or physical deprivation.

As has been outlined in the daily routine many situations arise in which staff are engaged in assisting pupils where personal contact may occur.

These include:

- Providing individual attention in learning situations
- Dealing with children who are unwell
- Treating cuts and bruises
- Administering medicines
- Supervising washing / showering
- Supervising and organising Physical Education and other activities
- Supervising children changing for Physical Education activities.

With regard to all the responses and situations requiring personal contact between staff and children, it is necessary for staff to be aware of their possible vulnerability at these times and appreciate that their actions, however well intentioned, could be misconstrued. It is important not to inhibit adult / child relationships but it is imperative to recognise the possible dangers which could arise and lead to accusations of abuse or assault.

Areas which are generally considered to be less sensitive include the hands, arms and upper back. Where possible, contact should be directed towards less sensitive areas.

For further guidance, see Intimate Care Policy and Staff Personal Conduct Policy

Deep Pressure Touch and Light Pressure Touch

Light pressure touch, gentle stroking, can excite some children. Deep pressure touch, squeezing, reduces arousal levels and can be calming. Some people, particularly, but not exclusively, those on the Autistic Spectrum, react badly to light pressure touch but are calmed by, and seek out, deep pressure touch. Some children will provoke restraint in order to procure deep pressure touch.

Counselling and Discussion

Opportunities for children to talk to staff are most important. Children value the chance to talk to a trusted adult.

It is important to note that staff are not trained counsellors and therefore should not be attempting to delve into the child's past experiences or feelings.

However, there are personal common sense skills which all staff can use in listening and talking to children.

Empathy, the ability to listen, showing genuine interest, keeping a balance between detachment and too emotional an involvement, are all factors to be aware of when involved in discussions with children.

In discussion with a child – interest can be shown, comfort can be given, concerns shared, the consequences of a specific behaviour pointed out, and approval or disapproval expressed. These opportunities will help develop a child's insight and provide them with a greater understanding of the effect of their behaviour on themselves and on others. They also show the child that someone is interested in them and this helps to boost their self-image.

Behaviour Target System

At The Cedars we use a Behaviour Target System in order to provide a framework of positive reinforcement. This is based on a simple system reinforcing achieved targets on a session by session, day-by-day, basis.

Each child is set targets relating to their behaviour and work each lesson. These targets will be reviewed weekly and should be derived from their EHCP and Boxall Profiles but may also be in response to a new behaviour issue raised.

Targets must be attainable, clearly defined and measurable. Either the child has earned their target or they have not. The targets must be written in an unambiguous way – in child speak and be appropriate for all lessons.

The aim of the target is to help the child change their behaviour. Therefore, as a child begins to achieve their targets they should be incrementally adapted to further challenge the child's ability to change their behaviour.

If a child continues to be unable to achieve their target, it may be necessary to alter their target or add an interim step in order for the child to achieve success. Up to three points can be awarded at the end of each lesson if the targets have been achieved. If a target has not been earned it cannot be earned back.

Targets can be earned during each session of the school day including playtimes, lunchtimes and assembly. If a child deliberately hurts someone during a session they will not be able to earn any points during that session.

It is important that sufficient time is given to the targets at the end of each lesson. It is important that the children see that adults value the target system. Therefore, staff should expect all children to listen. Children should be encouraged to reflect on their behaviour and be involved in making the decisions as to whether or not they have earned their target. It is important that the appropriate behaviour is made clear. About 5 minutes should be sufficient for most lessons unless there has been a particular issue – positive or negative.

It is important to acknowledge when children have been honest about their behaviour, however they cannot earn their target because of their honesty. Another lesser reward could be offered.

Each child can achieve a maximum of 120 points per week. Children who are unauthorized absent will score no points. Gold, Silver, Bronze and Commendation awards mark their achievements.

Targets and recording charts shall be prominently displayed in class. Copies of each child's targets are displayed outside the staff room for everyone to see.

The target totals must include all lessons. The class teams will give out rewards during the last lesson on a Friday. A teaching assistant from the support team will fill the reward trays each week.

The points will be put into the children's point books and class teams will write out certificates for each child. One target will go on display and another will be sent home.

Rewards

All classes should have a "super-star" chart for each child. All adults in school are able to award children superstars for good behaviour that they see in and around school or for good bus behaviour. A normal reward would be 1-3 points. 50 points would equal an award. It is at the discretion of the class teacher exactly how many superstars they give for the good behaviour and what the reward for completion of a superstar chart will be.

In addition, all classes should have a class reward, whereby children all work together to achieve a reward. A whole class reward would be awarded after 100 points.

*For further ideas of rewards see **Appendix 1***

Additional Rewards

Each teaching team will nominate a child every week for a special merit mention. This can be for any behaviour or attitude that improves the life of the school. It is particularly suitable for one-off behaviours, which would not fit into the target system. Those children earning the merit receive a certificate, a rosette and a further 10 points in their point books.

Achievement Assembly

Every Friday there is an achievement assembly. During this assembly children who have gained Gold receive their medal which they keep in class for the week.

There are special rewards for children who have earned 3 golds in a row, 6 golds, 9 golds etc.

Each week two children are chosen from the same class. One is chosen to receive a reading certificate and a book prize and the other is chosen to receive a writing certificate and a special pen.

Lower and Upper End Swimming certificates and other special mentions are also given out.

All Gold certificates and Merits are displayed outside the staffroom in celebration of children's achievements. There is also an achievement wall in the Hall showing the child photograph gold medal.

Termly Behaviour Reward Afternoon

We also acknowledge excellent behaviour by rewarding those children who have never received a sanction in Holly, been to the support room or been restrained over a half term period. Those children spend time out of class and take part in a reward afternoon that celebrates their success. Children also receive 50 extra points to spend in tuck.

Procedures for Dealing with Inappropriate Behaviour

Whilst we try to ensure a positive environment throughout the school, we acknowledge that some children have great difficulties in managing their behaviour and we have to teach them that certain behaviours are unacceptable.

The use of sanctions depends on the circumstances and needs of the individual pupil. The most appropriate response will be adopted.

What is most important is that staff carry through the sanction. The sanction does not have to be severe. Staff should always bear in mind what the child needs not what they deserve.

*For ideas of possible sanctions see **Appendix 2***

Serious incidents are recorded in the incident book

Parents are informed of serious incidents or a pattern of inappropriate behaviour through the Home/School book, a letter or phone call.

Serious incidents include:

- A child going out of bounds
- Deliberate assaults on staff and pupils
- Racist, homophobic and bullying behaviour
- Threatening behaviour
- Sexualised behaviour
- Self-injury
- Serious damage to property

At The Cedars we aim to have a **non-exclusion policy**. If it were ever necessary to exclude a child we would follow the borough guidelines.

Use of Holly as a sanction

Holly (playtime detention) should be the ultimate sanction. It should be used for breaking a school rule i.e.

- Out of bounds
- Violence towards staff and other children
- Racist, homophobic or bullying behaviour
- Bus / taxi behaviour
- Damaging property

It should **not** be used for:

- Finishing work
- Eating lunch
- Swearing minutes
- Rudeness

In Holly, where possible, there should be consistent staff which will ensure consistent behaviour management. Children should have a table each and should complete their time in silence except when staff are talking to them.

If children are acquiring lots of time in Holly – beyond 45 minutes /1 whole day – it may be necessary for their consequence to be revised eg missing fun times, clubs etc. This should be kept constantly under review.

If a child comes to Holly with a sorry letter or a package the minimum time that they will stay is 15 minutes regardless of how fast the written part of the sanction is completed. Very occasionally the staff in Holly may allow a child to leave before the 15 minutes if this is felt to be in the best interests of the child.

Use of Support Team / Support Room

It is important that most behaviour is managed in class as the support team is a very small resource that cannot meet all the behavioural needs of the school.

Keeping children in class supports the school's ethos of liking the child despite their behaviour, of non-rejection and of their class being where they belong.

The Support Team consists of all non-class based staff, both teachers and teaching assistants. The number of staff available at any time is very variable depending on staff absence and what's going on in school on any given day. It is our aim to always have at least 2 members of staff available.

Support staff may support in the following ways, if there is adequate staffing:

- Providing additional support for activities and outings.
- Providing support for particular children in their lesson; this can be prearranged or as a response to a child's behaviour.

- Providing time-out for children who are upset or distressed and need some 1:1 or a calm place to regain their composure. Children may sit quietly; they may talk to staff or they may get on with tasks set.
- Providing support for children who are finding it difficult to manage their own behaviour in their lessons. These children may be both physically and verbally challenging and require restraint.

The support room has a limited capacity, usually a maximum of 3 children, but this will depend on the staffing levels and levels of violence. Support Staff will make a dynamic risk assessment as to whether or not it is safe to receive a child. For example, if a child is having a very violent restraint and there are only 2 adults available then support is full.

If children are in Support it is very important that the staff know:

- Why is the child in support?
- How long they are in support
- What are the expectations of what they are going to do?
- How and when are they to return to class?

Although the Support Team aims to work consistently with class teams, there may be times when the Support Team needs to manage children differently to the way that they are managed in class.

Any child who requires support outside of class for any reason must be recorded in the Support Room Log Book.

Alternatives to support:

- Supporting children either in class or just outside.
- Taking child to another class.
- Use of behaviour lead / leadership team.

It should be noted that where restraints are happening in the classroom that the learning of the other children may be affected temporarily.

Internal Exclusion

Internal exclusions can be used for deliberate and extreme violence to staff (this does not include adults being accidentally hurt during a restraint) or extreme violence to other children. There may be other incidents such as certain sexualised behaviour or extreme out of bounds behaviour that warrant an internal exclusion.

Internal exclusions are staffed by members of the support team or leadership team. They are usually for two hours– depending on the incident. For our youngest children or children with significant additional needs the time may be reduced.

Children are expected to be well behaved and following all adult instructions for the two hours, with no violence or needing to be restrained before they can return to their class. They should also have opportunities to discuss the incident which led to the exclusion.

Children will be provided firstly with one page of school rules to copy out and then with a support room work pack as directed by the adult. E.g. during RWI they will be given a literacy pack first.

Children will have their playtimes and lunchtime in internal exclusion and will be supervised at all other times, e.g. a staff member will accompany the child to the toilet, wait outside and then accompany them back to the room where the exclusion is taking place.

Internal Exclusions are carried out in support. There should be as little distraction or interaction as possible.

It must be seen as the ultimate sanction. Children must know that the behaviour is not acceptable

- Children must sit in silence and adults are **not** to interact with them unless to give instruction
- Adult interaction amongst themselves to be kept to a minimum to avoid distraction and the child enjoying being there
- Children to put their hands up to ask a question
- No child is to move off their chair unless instructed by an adult
- They are to work consistently
- Time will stop if they are not working, being rude, needing restraining or not following the rules of the support room
- 15 minutes before the end of the exclusion, before the child returns to class they should have opportunity to discuss the incident which led to the exclusion.

Parents should be informed when their child has an internal exclusion and it must be recorded in the Debrief Book and the Support Room Log Book.

Bonsai

Bonsai is used when a child's behaviour in class is escalating and more serious measures need to be taken but there are not yet grounds for an internal exclusion. It is a discretionary measure for a child who persistently disrupts their class, has no respect for the rules of that classroom or are still posing a risk of going out of bounds. The decision for a child to be in Bonsai will be made by the behaviour support lead in consultation with SLT following reports of a child's deteriorating behaviour in class and evidence that other behaviour strategies used in the school are not working.

The child will be isolated from the rest of the school and they must work away from their class for a fixed amount of time, usually a day. During this time the child will be provided with work for each timetabled lesson, have no interaction with other children during playtimes or lunch times and must follow all the rules of the support room. Bonsai will be staffed by two members of the support team in the support room, when this is not possible the Head teacher's office or the Deputy Head teacher's office can be used

It will be decided by the behaviour support lead in consultation with SLT when the child's attitude has changed and they can return to class.

Back to Basics

Aim

The aim of using 'Back to Basics' is to ensure that the class staff team have authority and control and are consequently able to maintain a safe environment for all, enabling all the children to learn and succeed.

When to use

The strategy of 'Back to Basics' can be used where there is a breakdown in class behaviour. It should only be used where the majority of the class are continually not responding to the adults, causing a health & safety concern and/or affecting the children's learning.

The strategy should only be used occasionally when there are very challenging circumstances to ensure its effectiveness.

All staff should be informed during briefing that 'Back to Basics' is being implemented.

Once the majority of the class are conforming, the need for 'Back to Basics' can be reduced or finished and individual children can be dealt with.

'Back to Basics' can be implemented for a minimum of a whole morning or up to two days. If there has been no change in behaviour within two days other strategies may need to be considered.

If there is one child who does not require 'Back to Basics' they may be sent to another class for the duration of 'Back to Basics.'

How to implement

'Back to Basics' must not be fun or enjoyable in the first instance. Children have to earn their 'fun' activities by responding to adults appropriately; talking politely, conforming to requests, on task behaviour.

During 'Back to Basics' the classroom is very structured. The work is simplified and requires less adult support. There are very clear expectations of behaviour and the children have to meet these expectations in order to get any reward.

Rewards may be implemented at any point throughout the lesson at the teacher's discretion. This could be a small sweet, sticker, raisin etc to help reinforce the positive and build relationships.

Assembly

It is at the teacher's discretion whether or not the children attend assembly.

Playtime

It is at the teacher's discretion whether or not the children have a playtime. If staff have a time-tabled duty they may swap duties or ask for additional adult support.

RWI

Staff may decide to keep their own class and not take part in RWI. Staffing and children will be adjusted accordingly to enable class teams to stay in their classes.

PPA

If the class teacher has time-tabled PPA the teacher providing PPA may continue with the class TA or a swap may be arranged or the class teacher may decide to forgo their PPA.

Lunchtime

Staff may decide to keep their class in their classroom during lunch. This will be staffed by the class team. An SMSA will be directed to support the eating part of lunch time.

Any decisions regarding 'Back to Basics' which are not outlined in this policy should be discussed with the behaviour support lead in consultation with SLT before being implemented.

Out of Bounds

Out of Class – but still in the building

There may be occasions where a child will leave the classroom without permission. Children may have permission written onto their targets. A 5 minute warning can be given for children to return to class. If the child needs retrieving the teacher will have to assess who is the most appropriate person to try and do this – the teacher or the teaching assistant. A member of the Support Team may be asked to assist.

As a last resort staff may call on the Behaviour Support Lead, Deputy Headteacher or Headteacher to assist.

Sanction

Children will owe back the amount of time that they were out of class. When and where this happens is at the discretion of the teacher.

Leaving the building

(This includes children who do not come in from playtime)

If a child goes out of bounds but remains within the grounds, they should be located and a member of staff should stay near them to ensure their safety and encourage them calmly to return to class. If a child places herself/himself in danger, e.g., up a tree, they should be told that they are putting themselves at risk, and encouraged to put their safety first.

Sanction

Children will have their shoes removed and taken to the office. They will miss their next playtime (15mins). The following playtime they will have an indoor play and then their shoes back.

(Children will need to have their shoes returned for the art room, cookery room and lunch hall)

Extreme out of bounds

If a child goes off site staff will have to do a dynamic risk assessment to determine how and whether they should follow the child. Some children may run further if they are followed, whilst others may wait round the corner or on a fence to be found. Once

a child has left site or where there is a known high risk of a child leaving site they may be kept in support; here there is only one door and staff can physically prevent children from leaving. It must be noted that this is only a temporary solution – often to get to the end of the day.

- The Behaviour Support Lead, member of SLT and the School Business Manager must be told immediately
- If possible, a member of staff should look around the surrounding area, taking a mobile phone with them whenever possible.
- If not possible to locate a child, the School Business Manager should be informed and the police contacted. During this time staff should continue to search for the missing child
- At the same time as the police are informed, the parents/guardians should also be informed
- As soon as the child returns, the Behaviour Support Lead, member of SLT and the School Business Manager must be told immediately and the police informed.

Sanction

Extreme out of bounds behaviour (leaving the school site and continuing to run or hiding from staff) will warrant an internal exclusion for a minimum of 1 hour and on return to class complete the next 2x indoor plays and then their shoes returned. Children must follow all the rules of an internal exclusion for their time to count. If after completing the internal exclusion a child is still deemed as posing a serious risk of further absconding they will stay in the support room and their time then comes under the rules of Bonsai.

If a child leaves the school persistently parents should be involved in supporting the school through agreed consequences.

Violence

Fighting with / hitting other children

Sanction

15 minutes in Holly
Sorry letter to be written and given to the person
Report in home / school book
Report in Debrief

Deliberate violence to adults / extreme violence to children

Sanction

Internal exclusion (see section on Internal Exclusion)
Report in home / school book

Internal Exclusion is the ultimate sanction. Children must learn that the behaviour is not acceptable

Bullying

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally. Bullying can be short term or continuous over long periods of time. At The Cedars we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to.

Sanction

15 minutes in Holly
Sorry letter to be written and given to the person
Report in home / school book
Report in Debrief

For further information, see The Anti Bullying Policy

Racism

'Racism is an act or expression which causes harm or offence, directed by a member of one racial or ethnic group to others, where the motivation or effect is to create racial dislike or hatred'. At The Cedars we deem the use of any racist language to be racist even if there is no racial intent or understanding. All members of staff will treat racist behaviour very seriously and are expected to challenge all racist and geographically-biased attitudes and behaviour.

Sanction

15 minutes in Holly
Sorry letter to be written and given to the person
Report in home/ school book
Report in Debrief
Record on the Local Authority monitoring forms

For further information, see The Policy for Preventing and Dealing with Racist Behaviour

Homophobia

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. It is important to challenge homophobic language when it occurs

Sanction

15 minutes in Holly
Sorry letter to be written and given to the person
Report in home / school book
Record on the school monitoring forms

Bus / Taxi Behaviour

Sanction

15 minutes in Holly

Sorry letter to be written and given to the person

Report in homeschool book

Damaging Property

Children are held responsible for their actions with regard to the destruction or damage to school property.

Examples of damaging property include writing on tables or the breaking of a chair or window.

Sanction

15 minutes in Holly

Sorry letter to be written and given to the person

Report in homeschool book

Report to the school business manager

Destroying displays and ripping up work – points are deducted from tuck book

Managing aggressive and violent behaviour

Despite the system of sanctions and rewards there will always be those children who act in challenging, aggressive and violent ways. The following offers guidance in dealing with these children:

- Always avoid confrontation wherever possible. Only confront if you feel able to control the situation and are clear about what you intend to achieve.
- Wherever possible give a child an option to back down without losing face.
- Wherever possible it is advisable to have a second adult present in any confrontational situation.
- If a child is persistently disruptive in class it may be appropriate to remove the child.
- It is better to remove a child sooner than allow a situation to escalate. The attention of an audience will often prolong the incident.
- A child should never be sent from class, children should always be escorted and supervised.
- If you are unable to persuade a child to leave the class, call for assistance. We are staffed to enable this.

Avoiding Aggressive Behaviour

Staff will aim to:

- create an environment in which the pupils feel safe, secure and contained.
- work as a team to support each other in adopting a consistent and coherent approach to managing behaviour.

- develop a stimulating, creative and constructive environment in which pupils are purposefully occupied.
- develop an understanding of the individual needs of each pupil and recognise the 'trigger' points.
- observe and interpret the verbal and non-verbal behaviour of the pupil.
- develop strategies with each pupil which allows them to increase their level of self-control.
- avoid confrontational situations but aim to negotiate an acceptable outcome for all parties.
- have reasonable and realistic expectations for each pupil.
- listen to pupils; allow the pupil to talk and for staff to avoid reacting even when the comments are disagreeable and offensive.
- acknowledge that a pupil's perception may be different.
- address pupils in a calm and reassuring way by developing good communication skills.
- develop relevant PSHE programmes.
- focus on the positive aspects of behaviour and where appropriate, ignore the negative.
- establish positive role models.
- avoid rushing in order to achieve an outcome – gradual and smooth intervention is more effective.

A good combination of defusing signals which can be utilised by staff include:

- Open hands – held forward
- Slow, steady, clear voice
- Maintaining ground-or gradual backward movement if too close
- Maintaining eye contact

Staff should avoid the use of sarcasm, belittling or hostile comments, nagging, panicking, threatening/aggressive gestures and postures and ultimatums as these can escalate potentially violent situations and ensure a greater likelihood of physical confrontation.

*Further strategies for dealing with particular behaviours can be found in **Appendix 3***

Anger Management Group

We offer weekly anger management sessions, when appropriate and staffing allows, for those children who struggle to understand the difference between angry feelings and aggressive behaviour. Frustration and anger can quickly turn into defiance, disrespect, aggression, and temper tantrums if a child doesn't know how to deal with his or her emotions. Anger is a normal, healthy emotion, but without appropriate anger management skills, children struggle to express their feelings in a socially appropriate manner.

The Use of Positive Handling

At The Cedars we have children with severe behavioural difficulties who present behaviour that may necessitate the use of restraint or physical interventions to prevent injury, damage to property, or the breakdown of discipline.

Positive Handling is a safeguard, not a sanction. The purpose of any physical contact, including restraint, is to safeguard and promote the welfare of the person being held, along with anybody else whose welfare is threatened.

School staff are able to use such force as is reasonable in the circumstances to prevent a child from doing, or continuing to do, any of the following:

- Committing any offence (or for a child under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to or of any person (including the pupil himself)
- Causing damage to property
- Prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school, whether during a teaching session or otherwise.

Positive Handling should usually only be used when all the other reasonable methods of managing the above situations have been tried. We expect staff to conduct a dynamic risk assessment and choose the safest alternative. It also means that we expect staff to think creatively about any alternatives to physical intervention which may be effective.

For further guidance, see the Policy for the Use of Restraint / Physical Interventions

Communication

To be the most effective at dealing with the children's behaviour we have strategies in place for communicating with everybody concerned with the child. Only then can we provide a consistent approach that meets the individual's needs.

Parents

We place great importance on sharing equal and joint responsibility with parents for their children's education and behaviour. We therefore welcome the support and involvement we get from our parents and seek to build on this to help us with our work. There are various ways in which we communicate with parents:

- Parents evenings held each term
- Annual Reviews
- Home/school diaries
- Regular news letters
- Telephone calls
- Special events
- Home visits on entry and subsequently where appropriate
- School brochure

- Meetings at school

Governors

The Governors meet formally once a term but they are also welcome to visit the school whenever they wish. They are encouraged to visit the school during the day at least once a term. The committees also meet and feedback to the full Governing Body at least once a term.

Outside Agencies

- The Education Welfare Officer may be contacted if there are attendance issues and may make planned or unplanned home visits if necessary.
- The Education Psychologist visits the school when requested to attend Annual Reviews and to carry out assessments.
- Social Workers of individual children are invited into the school and members of the leadership team will attend case conferences, core group meetings, network meetings and PEPS for Looked After Children.
- Children with a particular need may be referred to CAMHS and regular meetings will be held with the school.
- Children at risk of social exclusion or offending may be referred to the Youth Bonds Project if they live in the Feltham or Bedfont area.

The Community

We endeavour to maintain strong links with our local community and mainstream schools. We visit all feeder schools as children are admitted and attend borough-sporting events with mainstream schools.

We work closely with both primary and secondary mainstream schools to aid integration and transition.

We have strong links with the local neighbourhood and our neighbouring church.

At School

Every morning there is a staff briefing to discuss the day's organisation. The information is also written on the board in their staff room.

Every afternoon there is a staff debriefing where staff can discuss any individual children or information that has come in. These are logged in the Debrief Book.

SMSAs hold their debrief session and this information is shared during the afternoon staff debrief.

There is an Incident Book where all staff, including SMSAs and bus escorts are encouraged to write all significant incidents.

<ul style="list-style-type: none"> • Extra tuck points • Free time • Visit a favoured class at the end of the day • Meaningful work program • Superstars • Stickers • Thumbs up • Playstation • Individual Class reward system • Verbal/nonverbal praise • Show work in Assembly • Go on trips with other classes • Visit other staff • One to one special time with staff • Playing with a friend • Praise from SMT (lollipop) • Public recognition in Assembly • Merits • Extra playtime • Playing in the Big End • Juice • Hot chocolate • High five • Hug • Pat on the back • Surprise treats • 100 point chart 	<ul style="list-style-type: none"> • A smile • Special toys • Class applause • Targets • Sweets • Biscuits • Stamps • Helpers • Saying yes if possible • DVD treat • Praise from preferred adult • Trusting relationships • Catch them being good • Chocolate points • Stamp charts • Eating with CT • Indoor play • Computer time • Board games • Kentucky • Certificate • 5 minutes on climbing frame • Show work to Lesley/Cathy • Free play • Football games • Extra tuck points for good bus behaviour • Motivational rewards
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- Reprimand
- Missing playtime, or part of a playtime
- Standing by the wall in the playground for a fixed period of time
- Loss of privilege, reward or target
- Asking parents to come into school
- Separate children in class
- Removal from class for set period of time
- Taken to another class
- Making up time
- Packages (Set consequences)
- Reflection sheets
- Tidying up and making good
- Owning up
- Telling the truth and reflecting on actions
- Reverse psychology
- Time out
- Debrief
- Swearing minutes
- Cards to victim
- 1-minute works better than 10
- Involve Parents/carers in bus behaviour issues instead of class staff
- Talk to calm down/give time to calm
- Big ones to help in lower playground
- Indoor play
- Give tuck points to adult/child
- Make children play football
- Discussion with CT
- Letter of apology/lose points for fighting
- Repair any damage done
- Discuss problem in Holly
- 'Disappointment' from adult - being told off

Child under a table

- Distraction / bribery
- Humour
- Go under with them
- Remove from class
- Be firm
- Time/timer to come out
- Reminder of target
- Allow them to stay there
- Ignore
- Reminder of job
- Reward rest of class
- Remind them of good things they've done
- Empathy
- Change of adult
- Move table
- Remind about trips etc
- Take class out
- Offer time out
- Limited choices
- Stress the positives of the lesson
- Give 2 choices

Child swearing

- Wait until they are calm
- Reward rest of class for not joining in
- Remind them that we don't talk to them like that
- Don't react
- Ignore
- Choices
- Swearing minutes at end of lesson
- Correct them in private
- Refuse to talk to them until they are calm.
- Talk about during targets
- Try to understand why they are angry
- Offer time out of class

Child running around class / standing on furniture

- Remind them of health & safety
- Warn them of danger
- Be firm - you need to stop!
- Offer a place where running is ok
- Remind them of target
- Reminder of nice things coming
- Distraction
- Close down their own space - needs 2 adults
- Set firm boundaries
- Remind them about acting their age
- Give them options/choices
- Don't chase them

Child refusing to work

- Remind of target
- Talk about playtime/work time -remind them about 'Golden Time'
- Work with different adult
- Ask about problem
- Build up their self-esteem
- Reward rest of class
- Miss a treat
- Earn reward
- Humour
- Pair them up with a 'friend' or a peer
- Be firm
- Change the work
- Differentiate the work
- Offer to scribe
- Compromise quality / level / quantity
- Offer an alternative way of doing the work
- Check child understands what needs to be done.
- Break down into small manageable steps
- Take to support room
- Make it a race
- Set challenges e.g. Do 1 in 10 secs
- Sit with child / 1:1 attention