REDBROOK HAYES PRIMARY SCHOOL

Behaviour Policy

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Policy Responsibilities & Review

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Chair signature:	
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1. Purpose

1.1 Statement of Intent

Redbrook Hayes Primary School promotes an environment where all members of our school community feel safe, valued, happy and secure and where everyone treats each other with respect, care and tolerance where children can learn free from disruption. We recognise that positive learning behaviours need to be consistently taught therefore our approach is to help children understand what positive behaviour looks like and how important it is for themselves and those around them. Good behaviour is not merely the absence of poor behaviour but involves pupils flourishing as learners and as human beings.

First attention to best conduct is at the heart of our policy and our staff will use praise and positive reinforcement to reward positive behaviour choices. Children need to know when they have been successful as this leads to a positive outlook and improved self-esteem, which in turn leads to improved behaviour. As such, children are consistently taught the rules and routines they are expected to follow, and every opportunity is taken to positively reinforce these.

We appreciate that some of our children will require more support to achieve this than others. This may be due to a number of influences or experiences in their lives, and these may be current or historic. We collectively commit to a shared belief that all behaviour is a form of communication, and seek to understand and remediate any negative experiences for children through understanding and a personalised response when needed. We recognise that being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity).

Absolute consistency, clarity and social norms are key to this behaviour policy and ensuring its success. Therefore, we never overlook or fail to act when rules or routines are broken, no matter how time pressured things are.

1.2 Aims

To provide:

- A behaviour culture that reflects the Redbrook Hayes mission statement of 'Limitless Possibilities' and LEARNER values.
- Strong school leadership, where leaders are highly visible and ambitious goals are set.
- A positive, fair and consistent approach with attention to detail.
- Well established, universally known and well-articulated school routines and social norms that are easy to understand and implement.
- Well communicated expectations around praise and positive reinforcement.
- A detailed graduated behaviour pathway
- Expectations around the development of effective partnerships with parents and the wider community.
- Engaged staff who receive high quality support and training

1.3 Monitoring & Review

- The Behaviour Policy and associated rules and routines will be reviewed annually by the Senior Leadership Team and Full Governing Body annually.
- Application of the policy will be monitored by the SLT and others within routine school self-evaluation activities.

2. Leadership and Management

2.1 Governance

The Local Governing Committee is responsible for holding the Headteacher and senior leaders to account for the implementation of this policy.

2.2 Headteacher and Senior Leaders

The Headteacher has overall responsibility for ensuring the safety and well-being of all pupils and adults. Senior Leaders support the Headteacher in monitoring behaviour, supporting CPD and ensure the behaviour policy is consistently being followed.

In addition to this, the team are visible to our families on the school gate at the start and end of the day.

2.3 Staff Members and Volunteers

All staff have the delegated responsibility to maintain a safe, calm, and purposeful learning environment. Every adult must always set an excellent example to pupils, modelling and teaching the behaviour they wish to see. They work hard to know their pupils well, understanding that high quality relationships are key to successful behaviour management. All staff members are committed to keeping open and transparent lines of communication with parents and carers in order to maintain the highest standards of behaviour for all pupils. The school Inclusion and Pastoral Officer also works to support staff and pupils in successful implementation of this policy.

2.4 Parents/Carers

The role of parents is crucial in helping to maintain good behaviour. We encourage all of our parents to know and reinforce the behaviour policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise that directly with their child's class teacher so that we may continue to work in partnership with them. This is also an expectation of parents of children whose behaviour is becoming a concern, as parents are required to meet with different members of staff, including SLT, as part of our restorative conversations.

3. Rules and Routines

3.1 School Rules

As a school, we follow three simple rules which embody all positive learning behaviours and can be used by everyone. This ensures a consistent approach in all areas of school, at all times of day. Our rules are:

READY **RESPECTFUL** **SAFE**

3.2 Behaviour Expectations and Routines

The Redbrook Code (Appendix A) covers our expectations of children.

Children need predictable routines, expectations and consistent responses to behaviours, and consequences that follow certain behaviours made explicit. Time has been spent by staff, in the review of this policy, outlining clearly what our expected routines and social norms look like, so that these can be carefully communicated to our pupils and parents.

We have specific routines to explain what should happen at different points throughout the school day. These routines are set out below and more detailed expectations surrounding these can be found in Appendix B.

Number	Routine
1	Movement around school
2	Start and end of the day and classroom expectations
3	Playtime and lunchtime

3.3 Behaviour Consequences: Rewards and Sanctions

Our behaviour pathways outline the rewards which our children will receive for demonstrating positive behaviours. These also cover the sanctions that will be issued following certain behaviours. We have adopted a graduated response with increasing gains with rewards and severity for sanctions. See Appendices C and D.

We believe that praise and positive reinforcement are more effective than sanctions and follow the first attention to best conduct approach. Positive behaviour is expected at all times, held in high regard by all and constantly promoted and rewarded. Across the school we use an individual electronic reward system named ‘E-Praise’, which allows pupils to earn and save house points before redeeming them for prizes. In addition, all pupils and staff are members of house teams where E-Praise points are totalled towards achieving a termly team reward. Staff do not use their own localised reward systems.

Where further intervention has been signalled via the sanction pathway, please refer to Appendix E, which outlines our menu of inclusion strategies.

3.4 Behaviour Toolkit

This consists of the following template documents which must be used in-line with this policy:

A. KS1 Reflection Sheet
B. KS2 Reflection Sheet
C. The Zones of Regulation

3.5 Reflections

A reflection is a commonly used sanction and is often used as a deterrent for negative behaviour as part of our behaviour pathway. All reflections will occur within the school day during either break or lunchtime, most likely on the same day depending on the time of the incident. We do not require parental consent to issue a reflection.

The member of staff who has issued the consequence will supervise the child for the reflection. During this time, the child will complete the work from the session in which the incident occurred and a restorative conversation will take place. This conversation will help to ensure the incident does not occur again. The child will not miss their entire break or lunchtime; staff will ensure they have had sufficient time to eat their snack/lunch and to use the toilet before their time commences.

During SLT lunchtime detention, pupils will complete a reflection form/letter of apology as appropriate. A restorative conversation will take place with any associated staff members part of/informed about this conversation.

3.6 Removal from Classroom

Removal is where a pupil is required to spend a limited time out of the classroom at the instruction of a member of staff. The use of removal should allow for continuation of the current learning task in a supervised setting, i.e. in a partner class as part of our reflective process. Where removal is used as an opportunity to reflect, it may last up to five minutes for a child in KS1 or ten minutes for a child within KS2.

In the event that removal occurs to maintain the safety of a child, then this may last for a longer period of time. During this time, the child will be supervised by an appropriate member of staff and the educational task will continue where possible. Once the child has had sufficient time to self-regulate, then a restorative conversation will take place and they will be integrated back into the classroom with support from a teaching assistant or the class teacher.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the head teacher. Support will be given to the child and their family by the SLT/pastoral officer with an aim to improve behaviour so they can be integrated and succeed within the mainstream school community.

3.7 Suspension and Permanent Exclusion

As a tolerant, supportive learning community, suspension and permanent exclusion will only be used as a last resort and will only be used in line with current DfE guidance. The school does not wish to suspend or permanently exclude any child but recognises that sometimes this may be necessary.

The Headteacher is the only person who can suspend and permanently exclude a child. When a child is at risk of suspension or permanent exclusion, we follow the DfE statutory guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' along with CCLT suspension and exclusion documents.

3.8 Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force, as permitted by law. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, from causing disorder or committing a criminal offence. It is only used when all possible options have been exhausted. As with rewards, sanctions, reasonable force is used consistently, proportionally and reasonably, by staff, in line with this policy, taking into account children with SEND and the bespoke needs of vulnerable children.

Some staff are trained in the use of reasonable force and if a child's risk assessment identifies deployment of this approach, this approach may be deployed. However, all adults have the power to physically intervene to control or restrain a pupil, if in their professional judgment this is required to prevent pupils from hurting themselves or others, from damaging property or causing disorder.

3.9 Banned Items

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes/vapes, fireworks, pornographic images, any article that could reasonably be considered likely to be used to commit a criminal offence, cause injury, damage property or has been banned by the school.

School staff can confiscate any prohibited item found as a result of the search. School staff can also confiscate any item they consider harmful or detrimental to school discipline. School will not be liable for any items that are lost following confiscation; all items are brought into school at parents' risk.

3.10 Discipline Beyond the School Gate

The school reserves the right to discipline pupils for incidents that occur outside of school in line with our graduated behaviour pathways and exclusion protocols, detailed elsewhere in this policy. This includes incidents that may occur online.

The Headteacher may notify the police if the behaviour is considered anti- social, criminal or poses a serious threat to another person.

The school will always consider whether this behaviour could be linked to an unmet need and follow the safeguarding policy.

3.11 Mobile Phones

Pupils may bring their mobile phone into the school office as we recognise that some pupils may walk home alone and require parental/carer contact. Pupils' phone are not allowed anywhere else on site.

Mobile Phones must:
• Be handed to a member of staff at the school office before the pupil goes through the school gate
• Be securely kept at the office in a locked cabinet
• Switched off, upon arrival to school
• Not used on the school premises to photograph, record or for any other reason that could promote a safeguarding concern.
Any smart watches, especially those with a camera function should follow the above guidance as per a mobile phone.

4. Pupil Support System

We respect the rights of all children within our setting and recognise that when a child is involved in an incident, either as the victim or perpetrator, we must have a support system in place for them. The Pastoral Team make a risk assessment which identifies the support required and who will deliver this. Impact is carefully monitored.

Careful data management and tracking allows for early identification of pupils at risk of failing and preventative measures are put in place. Ongoing monitoring allows for impact to be assessed and strategies adjusted as needed.

4.1 Record Keeping and Data Analysis

We use the CPOMS system to record safeguarding concerns and behaviour incidents. This allows the timely sharing of information, a joined-up approach and early identification of any issues. It also enables data to be robustly and purposefully integrated by the behaviour lead. Staff are all trained as part of our CPD offer. Our SLT analyse the data to ascertain patterns and to not only prevent further occurrences of negative behaviour, but to also ensure effective support is given at the earliest opportunity.

4.2 Reasonable Adjustments

As an inclusive school, all pupils, staff and visitors should be free from any form of discrimination. The school recognises its legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, and Para 7 of Schedule 1 Education Regulations 2010, to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach may be adjusted to cater to the needs of the pupil. A multi-agency assessment will be considered for pupils who display continuous disruptive behaviour.

4.3 Pupil Transitions

Transitions at all levels are carefully planned based on group and individual needs. As required, additional support from the pastoral team is given. Parents/carers are involved and informed as appropriate.

4.4 Anti-Bullying Strategy

We aim to provide a safe and secure environment where all pupils can learn without anxiety. We believe bullying is wrong and endeavour to prevent it by having an ethos in which bullying is unacceptable and where it is each person's responsibility to prevent it.

Pro-active measures are in place to avoid all forms of bullying, and these are delivered in a range of ways: assemblies and PSHE curriculum.

Any incidents of bullying will be dealt with in line with the agreed protocol attached. Violence or threatening behaviour or abuse will not be tolerated in any circumstances, physically, verbally or through social media.

In formulating our strategy, we take due regard to the key legislation:
• The Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006
• The Education (Independent School Standards) Regulations 2014
• The Equality Act 2010. A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED)

Definition:
Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:

1. It is ongoing and continuously repeated (not the same as a conflict between two equals or a random, unprovoked, aggressive act).
2. It is deliberate and targeted.
3. It is unequal – it involves a power imbalance it may be physical, psychological (knowing what upsets someone) derived from an intellectual imbalance, or by having access to the support of a group or the capacity to socially isolate.

In addition, we define Cyber bullying as: The use of information and communications technology, particularly mobile phones and the internet, to deliberately to upset someone else.

Specific types of bullying include those relating to:

- Race, religion, belief, culture, or gender.
- SEN or disabilities.
- Appearance or health conditions - including maternity or pregnancy.
- Sexual orientation - including homosexual, gay or homophobic, gender reassignment.
- Young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual.

4.5 Child-on-Child Abuse

Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the procedures outlined within our Safeguarding policy. The DSL will consider each incident on a case-by-case basis, seeking support from external agencies where required.

We advocate high standards of conduct amongst our pupils and staff by modelling use of good manners, courtesy and dignified relationships. We will not tolerate sexually abusive language used as 'banter' or something to be expected as part of growing up. Pupils who fall short of these behaviour expectations will receive sanctions in line with the school's behaviour pathways whilst other investigations by police and/or children's social care are ongoing.

5 EYFS Addendum

The intent, purpose and values within our whole school policy is reflected within our Early Years Provision, our policies and our pedagogical approach.
It is important for our Early Years Practitioner and the Senior Leadership Team to have strong knowledge of child development 0-5 years so that we can support behaviours appropriately, considering ages and stages of development. Our focus in EYFS is to support our learners to develop a strong sense of self, empathy, independence, resilience and to also teach strategies for co/self-regulation.
We focus on setting high expectations, building positive relationships with learners and their parents and attuning to individual children's needs.

Attunement Cycle

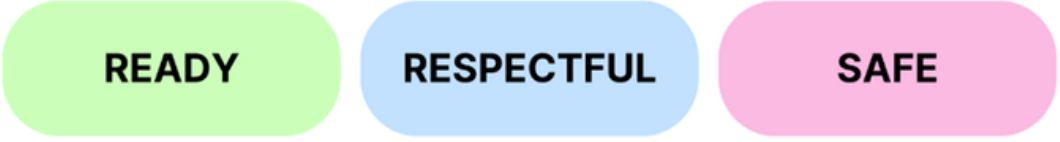
The **Personal, Social and Emotional Early Learning Goal** drives our practice. The non-statutory guidance within the Development Matters and Birth to Five documents provides us with the subject knowledge and strategies we can use to ensure our learners reach these goals.

Self-Regulation - Children at the expected level of development will:
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions
involving several ideas or actions

Managing Self - Children at the expected level of development will:
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
Explain the reasons for rules know right from wrong and try to behave accordingly
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Building Relationships - Children at the expected level of development will:
Work and play cooperatively and take turns with others
Form positive attachments to adults and friendships with peers
Show sensitivity to their own and to others' needs

When supporting children's behaviour, through praise or intervention we will use our 3 school rules, ready, respectful, safe. Throughout the EYFS our children will gain an understanding of what each rule means and why it is important.



Positive Behaviour Pathway

We will use Class Dojo points to reward and reinforce positive behaviour. Our dojo points will relate to our three school rules or link to more specific behaviour that we would like to target such as tidying up or helping others. These points will be shared with parents and we have the option to write a note linked to the point so the parent knows what the learner did to achieve the point.
When children receive 50 points they will take home a Class Dojo Certificate.
Individual practitioners may choose to reward positive behaviour through stickers.

We will use 3 Key Strategies to support positive behaviour.

The EYFS Team will use First Attention to Best Conduct as stated in our whole school policy

'First attention to best conduct is at the heart of our policy and our staff will use praise and positive reinforcement to reward positive behaviour choices. Children need to know when they have been successful as this leads to a positive outlook and improved self-esteem, which in turn leads to improved behaviour. As such, children are consistently taught the rules and routines they are expected to follow, and every opportunity is taken to positively reinforce these.'

30 Second Intervention

When supporting learners to reflect on and change their behaviour The EYFS team will use the 30-second intervention framework (as stated within our whole school policy.)
I've noticed that...
Rule reminder
Connect to consequence
Remind of previous positive behaviour
Set time-frame and allow take up time
Thank them for listening

Emotion Coaching

The EYFS Team have all undertaken training on Emotion Coaching and recognise that big emotions are an opportunity to teach learners about emotions and self-regulation strategies.

*In Conjunction with the Senior Leadership Team EYFS practitioners will refer to the whole school sanctions pathways when supporting challenging and dysregulated behaviour. They will use their knowledge of child development to make decisions on the most appropriate intervention.

Other Considerations
The EYFS Team will use the whole school policy routines to set high expectations of behaviour which are age and stage appropriate.
Due to the activities within Nursery Black leggings or Jogging bottoms and black trainers will be allowed as part of school uniform. Other expectations will be followed.
Following significant episodes of dysregulation EYFS team will use the KS1 reflection sheet.

Appendix A - The Redbrook Code

Our School Rules

READY

RESPECTFUL

SAFE

Key Information

- Arrive at school on time at 8.45am
- Turn off any mobile phones and take them to the school office.
- Remember to bring your reading book and diary each day.
- Walk around school quietly and sensibly.
- Put your hand up if you need to go to the toilet in class

Limitless Possibilities!

Our School Houses

House points are awarded for following our school rules, showing our LEARNER values and for making positive behavioural choices.

Our School Values

Our School Uniform

- No jewellery other than one small stud earring in each ear.
- Earrings need to be taken out yourselves for PE or not worn that day.
- It is recommended that long hair is tied back
- Any hair accessories should be small
- You should not wear make up or have false nails
- All items of clothing should have your name in.
- It is your responsibility to look after your belongings.
- You can come into school on your PE day in PE kit seen in the picture.

Appendix B - Redbrook Routines

Routine #1 Movement around school

• Children should line up quietly, in register order, facing the correct direction.
• A member of staff will lead the children at the front of the line and when possible, another member of staff will position themselves at the end of the line.
• Children will walk slowly and quietly, one behind the other.
• If a child requires a staff member's attention during lining up or transitioning around the school, they will raise their hand and be spoken to when appropriate.
• If children are transitioning around the school alone they should walk sensibly and quietly.
• Children should be encouraged by all staff to hold doors open for adults around school.
• Children should be encouraged by all staff to offer visitors and staff members a friendly greeting as they travel around school.
• When transitioning around the school to go to an assembly, children should follow the above protocols and will be directed where to stand and sit by a member of staff. When directed to sit down, the children are expected to remain silent whilst waiting for the rest of the school to arrive.

Routine #2 – Start and end of the day and classroom expectations

At the start of the day, teachers should be stood on external doors greeting children and parents with a smile. Children should be encouraged to respond. Children should:

• Enter the cloakroom, hanging up their coats and bags quickly and then quietly enter the classroom. Children should be encouraged to hang up items that have fallen onto the floor.
• Reading books and diaries will put in the designated place.
• Snack should either be put into the child's tray or designated place within the classroom.
• Homework will be put in the designated place on the day that it is due in.
• Water bottles will be placed on or under the table, so that they are close-by but will not spill on to work.
• Lunch boxes will be placed in the lunchbox box.
• Children will then sit at their designated seat and begin starter activity, instructions for which should be displayed on the whiteboard.
• All equipment or items needed to complete starter activities will be on tables, so that children have no need to ask for anything or leave their seat.

Appendix B - Redbrook Routines Continued

During learning:

- Children do not leave their seat without consent from a member of staff.
- All staff use the silent hands up signal to gain children's attention. In Early Years, this may be accompanied by a sound (e.g. bells) to signal to children to look at the teacher.
- Children may contribute to learning by putting up their hand, or by being selected by the teacher to contribute (no hands up).
- Children should push their chair in whenever they are leaving their desk.
- Children should be encouraged to go the toilet at breaktimes, but if needed during a lesson they may go one at a time. Going to the toilet during lesson input should be discouraged.
- Tissues should be easily accessible for children whenever needed.
- Transitions around the room should follow this system:
    1) Stand silently
    2) Walk to expected place silently
    3) Sit down silently

At the end of the day, children should:

- Ensure their space above, below and around their table is tidy and all items are in their correct places. The classroom should be tidy before children prepare to go home.
- In tables or small groups, retrieve their belongings from the cloakroom whilst being supervised by an adult.
- Return to the classroom to put on their coats and put any items in their bag, including water bottles whilst another group is sent to retrieve their belongings.
- Remain seated and wait for the class teacher to call them to go out to their grown up (or in the case of upper KS2 to walk home alone).
- All children going to an after-school clubs should be registered by the class teacher and wait by the classroom door (if going to another part of school) or sit to one side of the room (if remaining in their classroom) before any children are dismissed.
- If a child is being collected, a member of staff will ensure that the child goes to their grown-up.
- If a child is walking independently (previously agreed) the child must exit the school grounds in a calm manner and make their way home.
- Exit doors should not be opened before 3:20pm.
- Children should not ride scooters or bikes on the playground at the start or end of the day.

Appendix B - Redbrook Routines Continued

Routine #3 – Playtime and Lunch Time

At morning playtime:

- Children collect their coats and snacks as directed by the class teacher.
- Children who are not buying tuck should go out to play out of their classroom external door. This door and the door into the cloakroom is then locked from the inside.
- Children who are collecting tuck from the hall, go in an orderly line into the hall and line up to collect tuck. These children then exit down the long corridor onto the playground and do not re-enter the main part of school.
- Children should not be inside school unsupervised by an adult, at any time.
- Children who need to access first aid at the school office should enter school via the long corridor and go straight to the office.
- All staff should encourage children to put snack rubbish in the playground bins and to litter pick before the end of playtime.
- At the end of playtime, teachers should be ready to collect their class from the playground at 10:45am so that lessons can promptly begin.
- Children should re-enter their classrooms quietly, hanging up coats swiftly and returning to their seats, ready to begin the next lesson.

At lunchtime:

- Children should collect their coats/scarves/hats/gloves before going to the hall.
- Children should line up at their classroom door, ready to be collected by their lunchtime supervisor.
- Children enter the hall quiety and sit at the table as directed.
- Those with packed lunches collect their lunch from their lunchbox box and start eating once seated.
- A member of lunchtime staff will notify those having a school meal when to line up.
- Children should go up to the serving hatch in year groups.
- Children line up on the right of the hatch.
- Children collect a tray, then their lunch, remembering to use manners.
- Children collect cutlery place this on their tray before returning to their seat.

Appendix B - Redbrook Routines Continued

Once they have finished their lunch:

- Children should push in their chair before leaving their table.
- Those with a packed lunch will put any unconsumed food back in their lunch box to take home and replace their lunch box in the lunchbox box, before going down the long corridor and out to play.
- Those children having a school meal, will take their tray to the cleaning station. They must put their cups and cutlery in the designated bowls, before scraping any unwanted food into the bowl provided. The tray should then be stacked neatly in the designated space. Children should then go down the long corridor and out to play.
- For Reception pupils, once the majority of the children on the table have finished, they will be asked to line up quietly by the member of staff.

Outdoor Play at Lunchtime:

- Children will arrive on the playground and engage with the varying activities within the different areas.
- Equipment must be tidied away five minutes before the end of lunchtime
- Members of staff will engage with, monitor and support play; role modelling different games or how to interact with one another.
- Designated 'play leaders' will support their classmates and support with the collection of the play equipment.
- The roundabout should be used following the risk assessment guidance.
- Children should not be playing on the steps but may sit on them to read or complete an activity during warmer weather.
- Staff will blow the whistle once to signal for everyone to stop; once everyone has stopped, the second whistle will signal for equipment to be put away/children to line up.
- Children will walk to their line before being escorted back to their classroom.
- Teachers should be ready to collect their class at 12:55pm so that afternoon lessons can begin promptly.

Indoor Play (wet or other):

- Activities will be provided in class.
- Children to be supervised by a member of their classroom staff at breaktime and a member of lunchtime staff at lunchtime.
- Children should be seated, quietly busy and not moving around the classroom.

Children should be encouraged to use the toilet during break times in order to reduce missed learning time.

Appendix C - Redbrook Behaviour Pathways - Rewards

Appendix D - Redbrook Behaviour Pathways - Sanctions

Behaviour	Recording & Reporting	Whom	Possible Response
Stage 1 • Calling out • Talking when others are • Wasting learning time • Moving around the classroom • Distracting others	No recording necessary unless repeated behaviour (see Medium Level descriptor)	**Class Teacher** **Teaching Assistant**	**First attention to best conduct** **Reminder of the school rules – Ready, Respectful, Safe** 30-second intervention framework: *I've noticed that...* *Rule reminder* *Connect to consequence* *Remind of previous positive behaviour* *Set time frame and allow take up time* *Thank them for listening*
Stage 2 • Repeated Stage 1 behaviours • Disrespect including: - Ignoring instructions - Rudeness - Name calling - Inappropriate language	Record on CPOMs Class Teacher informs parents	**Class Teacher** **Teaching Assistant**	• Time out • A different table • A solitary place in the classroom • Restorative conversation
Stage 3 • Non-compliance with consequence from Stage 2 • Continuation of Stage 2 behaviour • Refusal to complete learning tasks	Recorded on CPOMs Class Teacher informs parents Possible formal meeting with parents to discuss strategies (if repeated behaviour)	**Class Teacher** **Teaching Assistant** **Partner Class Teacher** **Inclusion and Pastoral Officer**	• 10 minutes in partner classroom • Reflection given for missed learning at next break, to complete missed learning and have restorative conversation with class teacher • Consideration of school report (if repeated behaviours) • Consideration of referral for pastoral support (internal)
Stage 4 • Non-compliance with consequence from Stage 3 • Fighting • Deliberate harm to pupil • Deliberate verbal abuse • Vandalism	Recorded on CPOMs SLT informs parents Possible formal meeting with parents to discuss strategies	**Class Teacher** **Inclusion and Pastoral Officer** **Deputy Head Teacher** **SENCO** **External Agencies**	• Pupil sent to SLT who will complete an investigation and ensure recording on CPOMs • Reflection(s) given as appropriate • Parent meeting/discussion with SLT • Restorative conversation supported by class teacher • Consideration of referral for pastoral support (internal) • Reflection Form completed/Letter of apology if appropriate • Consideration of school report (if repeated behaviours) • Implementation of Personalised Behaviour Plan considered • Referral to outside agency for support – Behaviour support service/Ed Psych (if appropriate) • Fixed Term suspension (if appropriate) (Parents, Chair of Governors, CEO informed)
Stage 5 • Non-compliance with consequence from Stage 4 • Continuation of Stage 4 behaviours • Serious one-off incident • Weapons • Deliberate assault of pupil resulting in injury • Deliberate assault of member of staff • Significant damage to property • Racism/Homophobia	Recorded on CPOMs Head Teacher informs parents Possible formal meeting with parents to discuss strategies	**Class Teacher** **Inclusion and Pastoral Officer** **SLT** **Head Teacher** **External Agencies**	• Pupil sent to Head Teacher who will complete an investigation and ensure recording on CPOMs • Reflection(s) given as appropriate • Parent meeting/discussion with Head Teacher • Restorative conversation supported by class teacher • Consideration of referral for pastoral support (internal) • Reflection Form completed/Letter of apology if appropriate • Consideration of school report (if repeated behaviours) • Implementation of Personalised Behaviour Plan considered • Referral to outside agency for support – Behaviour support service/Ed Psych (if appropriate) • Fixed Term suspension (if appropriate) (Parents, Chair of Governors, CEO informed) • Exclusion as a last resort

Appendix E - Redbrook Menu of Inclusion Strategies

Tier 1: Internal Pastoral Support - reasonable adjustments available to all pupils promoting emotional health and wellbeing

Lunch Club (AC) (alternative lunch time provision in the Y2 classroom)
Aims:
To provide a small, less overwhelming environment for learners during lunch time that find it difficult to regulate their emotions on the playground with large groups of peers. This creates facilitated interactions in a controlled environment with other learners.

Zones of Regulation
Aims:
To provide visual support to discuss and explore emotions throughout the school day. Learners are familiar with Zones of Regulation and can use this tool to discuss and reflect on how they are feeling before utilising strategies to regulate.

Access to The Bubble
Aims:
To provide a calm, quiet environment with access to sensory resources for learners throughout the day who may need a safe space outside of class to regulate their emotions. Depending on the individual circumstances, they may access this independently or with an adult.

THRIVE intervention
Aims:
Targeted sessions with Mrs Kent utilising trauma-informed approaches in small groups or 1:1. It teaches children how to recognise and manage their feelings, self-regulate, and interact positively with others through activities and creative play whilst building strong, positive relationships.

Tier 2: Internal Pastoral Support - promoting emotional health and wellbeing

Pastoral Support Officer Check-Ins (15-30 min sessions daily/weekly in afternoons)
Opportunity to build trust and develop self-regulation strategies
Aims:
To develop self-regulation skills with support during moments of emotional dysregulation. Check-ins can be used proactively for learners that need an additional positive interaction outside of class before starting the afternoon sessions.

SLT daily Check-Ins – end of the day
Aims:
Planned check-ins with a member of SLT at the end of the day to report any issues or unresolved problems from the day. This is an additional opportunity for a learner to share anything they are unhappy about or feel has not yet been dealt with. This also provides an additional opportunity to share and celebrate what has gone well – supporting learners to recognise their achievements and build self-esteem.

Positive Behaviour Charts
Aims:
Record of engagement and behaviour throughout the day, including break times. This is completed by the class teacher then shared with SLT by the learner at various intervals throughout the day. This provides additional opportunities to celebrate success as well as de-escalating any difficulties had earlier in the day.

Counselling
Aims:
1:1 counselling support from Tracy over 6 weeks in school.
This can be around self-esteem, bereavement, emotional wellbeing and anxiety. Parents will be consulted with prior to accessing this and can request this.

Tier 2: External Services providing support in school and/or at home

Cannock Mental Health Support Team
Aims:
1:1 referral to our local Mental Health Support Service.
A learner can be discussed at a consultation before a referral is made. An Educational Mental Health Practitioner is based in school once a fortnight. Families, parents and/or guardians can be referred to workshops with the team. CMHST can also provide workshops within school for groups of learners – exam stress, friendship difficulties etc. Please see the leaflet for more information.

Stay Well – Emotional Wellbeing Service
Aims:
Stay Well is an emotional health and wellbeing service for children and young people experiencing mild to moderate mental distress – providing a range of group and 1-2-1 interventions. Referrals are accepted for children and young people:
o Aged between 5 to 18 years
o Who are experiencing anxiety, low mood, low self-esteem, difficult emotions and grief
o With a Staffordshire postcode, (home, school, or GP, excluding Stoke-on-Trent)
Referrals can be made by school or families.
The Stay Well Service also provides a wide range of specialist training sessions for parents, carers, professionals, and volunteers across Staffordshire. D

Malachi – Family Support
Aims:
Malachi offers a one-to-one support service for families referred by schools in Birmingham, Cannock, Dudley, Solihull, Walsall, Wolverhampton, Staffordshire and Worcestershire. By creating a safe space for families to express themselves, they promote good mental health and well-being. The Malachi team deliver a solution focused intervention to begin the process of change at home and in school.

Children and Families Single Point of Access (CaFSPA) – Staffordshire
Aims:
CaFSPA aims to simplify the way children, young people, their families or carers in Staffordshire seek care, support, and guidance, while also streamlining how health and care professionals, alongside others can make a referral. Information provided is triaged to understand the needs of the child, young person, and their families, and the team will make further contact if further information is required to identify a service best placed to offer appropriate support. CAMHS South Staffordshire, Health Visiting and School Nursing and Stay Well are the first services to be part of CaFSPA, with further teams set to be included.

Tier 3: External Services providing support at home

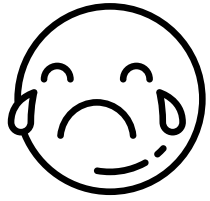
Early Help Team
To support families at home and in school with a range of challenges.
Referral can be made in school, over the phone. Regular Team around the Family (TAF) meetings are held to support the family in setting goals and reviewing them. This is a multi-agency approach. Consent must be gained before making the referral. The Early Help team assess the referral and discuss with the family. They may accept or they may recommend Tier 2 – Malachi instead.
The team helps families in Staffordshire facing more complex issues, such as parental conflict, financial difficulties, or challenges with child behaviour. The service uses a collaborative, restorative approach, working with families and other agencies to prevent them from escalating, improve outcomes for children, allowing them to thrive and reach their full potential, enables families to remain together.

Behaviour Toolkit - A - KS1 Reflection Sheet

What happened?

How did you feel at the time?

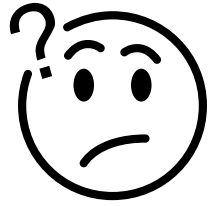
Angry



Upset

Worried

Nervous



Stressed

Why did you feel that way?

What do you need to do to fix it?

Are you ready to go back to class?

Behaviour Toolkit - B - KS2 Reflection Sheet

What happened?

How did this make me feel?

What was the result of this?

What could I have done differently?

What have I learnt?

Am I ready to go back to class?

Behaviour Toolkit - C - Zones of Regulation

The ZONES of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad	Happy	Worried	Overjoyed/Elated
Bored	Focused	Frustrated	Panicked
Tired	Calm	Silly	Angry
Sick	Proud	Excited	Terrified

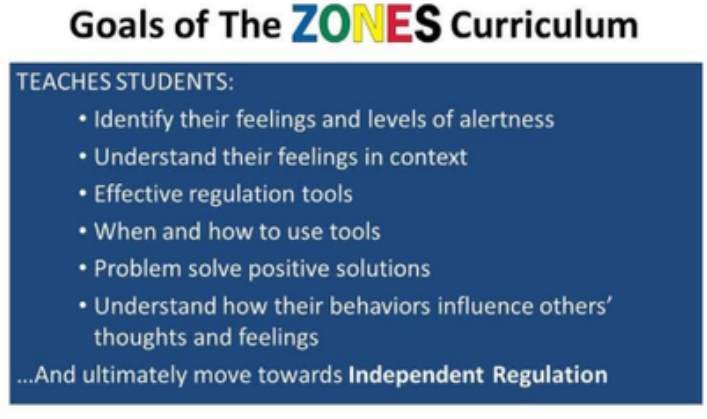
Behaviour Toolkit - C - Zones of Regulation Continued

Zones of Regulation is an approach used to support the development of self-regulation in children. All the different ways children feel and the states of alertness they experience are categorised into four coloured zones. Children who are well regulated are able to be in the appropriate zone at the appropriate time.

The Zones of Regulation curriculum teaches children how to use calming techniques, cognitive strategies, and sensory supports to stay in a zone or move from one zone to another. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A personmay be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.