

Behaviour policy and statement of behaviour principles

Castle Bromwich Junior School



At CBJS we aim to teach the children to do the best they can, so that they learn the most they can, and develop academically, socially and physically to be as happy and as healthy as they can.

Approved by: Tristi Timms

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform (not linked to any challenging circumstances that may prevent the child from being able to wear the correct uniform).

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Child on child abuse	Child on child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control carried out between children (those under the age of 18), and within their relationships, friendships, and wider peer associations. Child-on Child abuse includes, but is not limited to: • physical and sexual abuse • sexual harassment and violence • emotional harm • on and offline bullying • teenage relationship abuse

4.1 Online Behaviour

Many online behaviour incidents among young people occur outside of school and off the premises. Parents are responsible for this behaviour. However, incidents that occur online can affect the school culture. If a child's online behaviour causes threat or harm to another pupil and/or have repercussions on the orderly running of the school, then appropriate sanctions will be put in place and parents/carers will be informed.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The **Outcomes Committee** is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The **Full governing body** will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the **full governing body** giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher and deputy headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The leadership team are responsible for the implementation and day to day management of the policy and procedures. They will also support staff faced with challenging behaviours.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording behaviour incidents on CPOMs

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly and sensibly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times (unless reasonable adjustments have been made)
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rules, Rewards and sanctions

This strategy aims to promote and reward good behaviour as well as deal with unacceptable behaviour. School rules are brief and written in positive language. These must be displayed in the classroom and discussed with the class. Sanctions have a clear hierarchy.

The behaviour pathway- appendix 6 is followed.

7.1 Rules, Rewards and Sanctions Rules

- Follow instructions without answering back
- Listen to staff and speak respectfully [calm and not shouting]
- Show kindness to others: don't hurt each other physically or emotionally

Rewards

Positive behaviour will be rewarded with:

- Praise
- Positive Dojo points
- Positive notes home
- Postcards home in the post
- Special certificates awarded in the weekly celebration assembly
- Golden Time
- Phone calls home to parents
- Sending pupils to SLT to share their work/ achievements
- Special responsibilities/privileges

Sanctions

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning and a reminder
- A negative dojo
- Some loss of own time at break or lunchtime depending on the time it falls or the nature of the disruption the time will differ. Significant disruption will lead to greater loss of time.
- Sending the pupil to another classroom
- Expecting missed work to be completed at home, or at break or lunchtime
- Code red – contacting SLT for support
- Referring the pupil to a senior member of staff
- Internal suspension (see guidance below)
- Letters or phone calls home to parents
- Agreeing a behaviour contract – repeated behaviours
- Putting a pupil onto a behaviour plan
- Parents invited into school to discuss concerns

We may use the pupil support room or a member of SLT room in response to serious or persistent breaches of this policy. Pupils may be sent to the pupil support room or a member of SLT during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given loss of time are also sent to the pupil support room or a member of SLT.

The pupil support room is managed by Hannah Brown.

Internal Suspension

Internal suspension is an internal process within the school and is used when the objective is to remove the pupil from class, not from the school site, for disciplinary reasons. The aim is to avoid a formal suspension with the intention that the consequences of the behaviour are managed consistently within the school setting. It is a formal process within our school but it is not a legal suspension so suspensions legislation does not apply. This sanction is used for misdemeanours that are less serious than those deserving fixed suspensions.

As part of our whole school approach to behaviour and attendance, internal suspension offers immediate, short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted. It also allows a calm place for the pupil being removed to feel safe and be able to de-escalate. Periods of internal suspension are for the shortest time possible – it may be for a lesson, a half day and in extreme cases a whole day. If a child has had to be removed from the classroom because an internal suspension has been deemed appropriate, their parents will be informed on the same day of this happening.

Setting this up

This must be authorised by the senior leadership team

It should be set up the day before to ensure all staff are prepared and available. [Other groups run by the learning mentor may need to be re arranged as a result of an internal suspension]

Parents must also be informed of this arrangement and the reason why. This is the responsibility of the class teacher.

The class teacher must ensure that appropriate work is set and that the pupil has the correct resources.

Class teacher must log the internal suspension on the w drive-W:\Behaviour\Internal suspension using the record saved there [See appendix 2]

During the suspension

The member of staff managing the internal suspension should support the child in completing their work – i.e. ensuring they know what to do and helping where appropriate.

This member of staff should also engage with the child in order to try to build a relationship [it is possible that you may have to deal with this child again , this will be considerably easier if a relationship has been built].

It may be that a member of staff needs to give the child a break at a different time to the rest of the school. This will involve a supervised walk around the playground for approximately 5 minutes Toilet breaks must also be supervised.

After the suspension

A restorative justice conversation needs to take place with the class teacher or year leader the pupil and the member of staff managing the suspension so that feedback can be shared and expectations set. Any internal suspensions should be logged on CPOMs for information and for use when analysing data. Data will be analysed termly to interrogate patterns and to judge the effectiveness of the removal.

Fixed-Term Suspension

In the event of serious misconduct, such as theft, constant or excessive aggression, deliberate damage to property or personal abuse to any adult, the Headteacher may use the right to exclude a child from school for a fixed period. Parents will be informed and have the right of appeal. Work will be provided for the child during this period.

The decision to suspend

A decision to exclude a pupil will be taken only:

- in response to serious breaches of the school's behaviour policy; and
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- Only the head teacher [or, in the absence of the head teacher, the acting head teacher] can exclude a pupil.

After the suspension

A back to school meeting will take place with a member of SLT and a re-integration plan is put in place to support the pupil and reduce the risk of further suspensions taking place.

Permanent Exclusion

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the head teacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These incidents will be considered on individual merit, indicating the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In considering a permanent exclusion the school will take advice from the LA and follow DfE guidance [\[Exclusion from maintained schools, Academies and pupil referral units in England\]](#)

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

Behaviour for Learning is the basis of our behaviour management and is based upon:-

- Positive interaction with pupils. Thus generating a working atmosphere in which children want to learn thereby reducing the occurrence of behavioural problems.
- Strong organisation of classroom routines, consistent about the school
- The principle that we are discussing the behaviour as unacceptable and not the child.
- The principle that effective teaching leads to effective learning and good behaviour
- High levels of motivation
- Celebrating achievement

Class Dojo

All class teachers will log into Class Dojo (A web-based positive behaviour management system) on a daily basis and award Dojo points for positive and negative behaviours. Children will be able to see how many Dojo points they have earned. Parents get given a log-in to class Dojo so they can see how their child is doing in the classroom. Children will have their own log-in so they can change their 'Avatar' character that gets displayed on the screen. The negative Dojo points are in line with the school rules as outlined below. In addition there will be a negative Dojo point for those children who get into the lunchtime behaviour book and positive points for those who don't each day. The class teacher is responsible for ensuring the appropriate Dojo points are allocated at the end of the lunchtime.

It is very important that all the children should from time to time receive positive dojo points. This needs to be effectively managed by class teachers so that all children feel part of the system. If the system only motivates and rewards the children who behave well already and excludes those who find good behaviour more difficult then it will not work. Children with a behaviour need should be specifically engaged in the rewards that good behaviour would bring both to standard of their work and their self-esteem.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption ○
Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible - fair, reasonable and proportionate
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in detail in the books stored in the deputies' room and reported to parents

A risk assessment is carried out for any child that may need restraint and are included in a Relational Support Plan (RSP) for that pupil. These are reviewed and updated at least annually.

8.3 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. These prohibited items are as follows:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- 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 property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers (including vapes and e-cigarettes);
- fireworks; and
- pornographic images.
- Mobile phones – unless they have followed the school system and are handed into the school office

If found the actions below maybe taken:

- mobile phones – returned to parent or child as appropriate with discussion about the school policy expectations
- controlled drugs – deliver to police;
- other substances- deliver to police or destroy;
- stolen items – deliver to police;
- alcohol, tobacco, cigarette papers or fireworks- retain or dispose of them – do not return to the child;
- weapons or items which are evidence of a suspected offence - must be passed to the police
- pornographic image - dispose of the image UNLESS:
- It is extreme or an indecent image of a child report to the police. The member of staff should never intentionally view the image, and must never copy, print, share, store or save such images.

A member of staff can use such force that is reasonable to search for any prohibited items. The member of staff searching will be of the same sex as the pupil if the pupil refuses to hand over the prohibited item.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

All children are allocated a personal desk and locker with the knowledge that they may need to be searched. Records will be kept of any searches on CPOMS and parents will be made aware of any searches that have taken place for prohibited items.

Banned items

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Banned items are not categorised as a risk so therefore the school will not search for them but the pupil will be asked for them. We will inform the child as to why we are requesting the item. if the pupil refuses to hand over the banned item requested, we will inform parents and remind them of our expectations. These items include:

- Any more than 10 'cards' for swaps e.g Football/Pokemon
- Sweets unless for a birthday – these should be handed to the teacher at the start of the day to be shared at the end of the day.
- Fizzy drinks including energy drinks
- Toys - these can cause disruption as well as upset when lost or broken.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

To ensure that pupils get the correct support, class teachers refer a child they have any concerns about into the inclusion panel. The inclusion panel (made up of the SENCO, Assistant SENCO, Child and Family Worker, Assistant Child and Family Worker, Learning Mentor and Reading Recovery Support Teacher) decide what the best support is for the child and put this into place. This support is reviewed half termly by the team – looking at the impact of the provision in place. This provision may be adjusted once the review has taken place depending on the progress made by the child.

The school has a range of staff that support children with additional needs as follows:-

People	Summary of responsibilities
Inclusion Team Leads Inclusion Manager/ Named Senco - Tristi Timms Assistant Senco– Carole Churchard	- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. - Ensuring that parents/ carers are: - involved in supporting their child's learning - kept informed about the support their child is getting - involved in reviewing how they are doing - Involved in setting new targets where appropriate - Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Specialist Inclusion Support Service etc... - Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. - Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible. - Lead regular Inclusion meetings with the wider Inclusion team to review the impact of the provision in place as well as set up new provisions and agree new referrals/ assessments where appropriate.
Inclusion Team: Child and Family Worker - Hannah Ancil Assistant Child and Family Worker – Paige Hiley	- To negotiate, develop, implement and evaluate appropriate interventions and strategies which will utilise available resources in the child's home, school and community environment. - To undertake joint work and interventions with family members, schools, other practitioners and outside agencies. - To provide information, advice, guidance and support to families in order to access services and develop parenting capacity. - To accompany children and families to appointments (where appropriate) and activities in order to support them in engaging with services.

	To be responsible for keeping the school staff informed of work being undertaken with the young person and the family, to offer advice and strategies for relevant members of staff, to promote well-being and minimise risk.
	- To maintain accurate monitoring data and up to date case records both on manual files and on computer in accordance with school policy - Lead small group and 1:1 interventions to support pupil social and emotional needs.
Inclusion Team: Learning Mentor – Gina Bayliss	- To mentor/ support children who are vulnerable and need some additional nurturing - Implementing strategies and supporting children with self-esteem and confidence-building - Listening to children and help them resolve any issues that are creating barriers for them - Helping with transition activities for learners moving to secondary school and children transitioning up from year 2 - Support for vulnerable pupils at break and lunchtimes. - Working closely with the other members of the inclusion team
Inclusion Team: Reading support – Elaine Wall	- Use a range of systematic observation techniques to assess and guide children's reading and writing progress. - Design individual programmes based on assessments. - Record information about children's reading and writing development and use the information to inform teaching. - Provide advice/monitor children who have completed an intervention - Inform the SLT/class teachers about children's progress on a regular basis. - Working closely with the other members of the inclusion team
Teaching Assistant (TA) Used to support English and Maths lessons in years 3 and 4 Learning support Assistant (LSA) May be allocated to some pupils with SEND	- A Teaching Assistant (TA) will work with small groups of pupils in English and Maths lessons in lower school and work directly with the class teacher to support children (some of whom may be on the SEND register) to target areas that will support good pupil progress. - TAs lead small group interventions or targeted 1:1 support as required for pupils within their class. - Track and monitor progress of any interventions on the school tracking system – Provision Map. - A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/ or disabilities. They play a valuable role in the development of your child and we encourage regular dialogue between them and parents/ carers. However, we ask that questions related to your child's progress are directed at the Class Teacher or the Inclusion Team. - LSAs lead small group or 1:1 interventions as required by the pupil's EHCP needs - Track and monitor progress of any interventions on the school tracking system – Provision Map.

9. Behaviour at Lunchtime

The lunchtime supervisors follow the same procedures based on rules, rewards and sanctions but they have been adapted to suit the environment of the playground. When on duty staff must ensure they follow the same expected playground rules.

In extreme or constant cases referral is made to the Deputy Headteacher or Headteacher. A meeting with the parents will be arranged if necessary, to decide on any further action.

The school can exercise the option of suspension at lunchtime for a set period if a certain child constantly misbehaves, or can use a 'no warning' suspension for a serious incident.

Lunchtime rules

Outside

- We are respectful to everyone
- We play well with others and involve everyone
- We follow the playground safety rules
- We listen
- We look after property and equipment
- We are honest

Inside

- We line up calmly
- We walk through the hall
- We keep our hall clean
- We tidy our plates away
- We speak in quiet voices
- We are polite to everyone
- We have good table manners

Rewards

Each time a child is behaving well or following the school rules they receive a class dojo. At the end of each week the classes are given extra dojo's as rewards for their continuous good behaviour. The best behaved class of the half term receive an additional reward for the class such as extra golden time, cinema with popcorn or a chocolate fountain.

Sanctions

- Verbal warning
- Second warning.
- Time Out in playground:
- Go to the reflection room
- If a pupil's name appears more than twice in the week, the deputy head teacher asks that child to meet them to discuss the problem.
- The deputy works with the child to set targets for lunch and pupils persistently in the lunchtime books get put onto a lunchtime behaviour programme.

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Staff reintroduce the school rules and expectations at the start of each academic year with their new class and go through the child speak expectations.

11. Monitoring and Evaluating School Behaviour

To have a strong and effective system for data capture we monitor and analyse the data regularly through the school monitoring and evaluation cycle in the following ways:

- Behaviour incident data (including removal from the classroom)
- Attendance, permanent exclusion and suspension data,
- Use of Pupil Support Units and managed moves,
- Incidents of searching, screening and confiscation ,
- Anonymous surveys from staff, pupils and governors, trustees and other stakeholders on their perceptions and experience of the school behaviour culture.

12. Training

Staff are provided with specialist support on managing behaviour as part of their induction process and in addition to this where appropriate.

Behaviour management will also form part of continuing professional development for all staff and time is allocated each year for staff updates on areas that are identified as a need for that cohort of staff.

Staff complete and their training log up to date on the 'Perspective' Software online tool.

For staff who have more challenging needs in their class external support is provided for the teacher through an external agency (SISS SEMH team).

13. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Full Governing Body / Outcomes Committee every two years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Body / Outcomes Committee every two years.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying policy
- Exclusions policy
- Safeguarding policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and fixed-term suspensions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Body / Outcomes Committee every two years.



Castle Bromwich Junior School Positive Behaviour Management

We are all responsible for our own actions: We all have choices to make. We have clear expectations and we teach our pupils the correct choices and reward those who make them. We also have clear consistent sanctions for those who may struggle to make appropriate choices.

REWARDS • Praise - your teacher will say “well done” or give you a thumbs up when you have done something really well. • Your teacher will give you positive Dojo points. • You will get stickers/ stamps • Positive notes home • Postcards Home in the post • Positive phone calls home • Special certificates - these will be presented to pupils in our special assembly • Share with senior leaders	RULES • Follow instructions without answering back • Listen to staff and speak respectfully [calm and not shouting] • Show kindness to others: don’t hurt each other physically or emotionally	SANCTIONS (Each day is a fresh start) 1. Verbal warning and a reminder. 2. Negative Dojo 3. Some loss of own time at break lunchtime. 4. Time in another classroom 5. Missed work to be completed at home, or at break or lunchtime 6. Code Red (pupils now on behaviour pathway – see sheet) 7. Parents invited in to meet with class teacher and year leader to review targets 8. Meeting with Deputy Head, parents and class teacher to discuss next steps.
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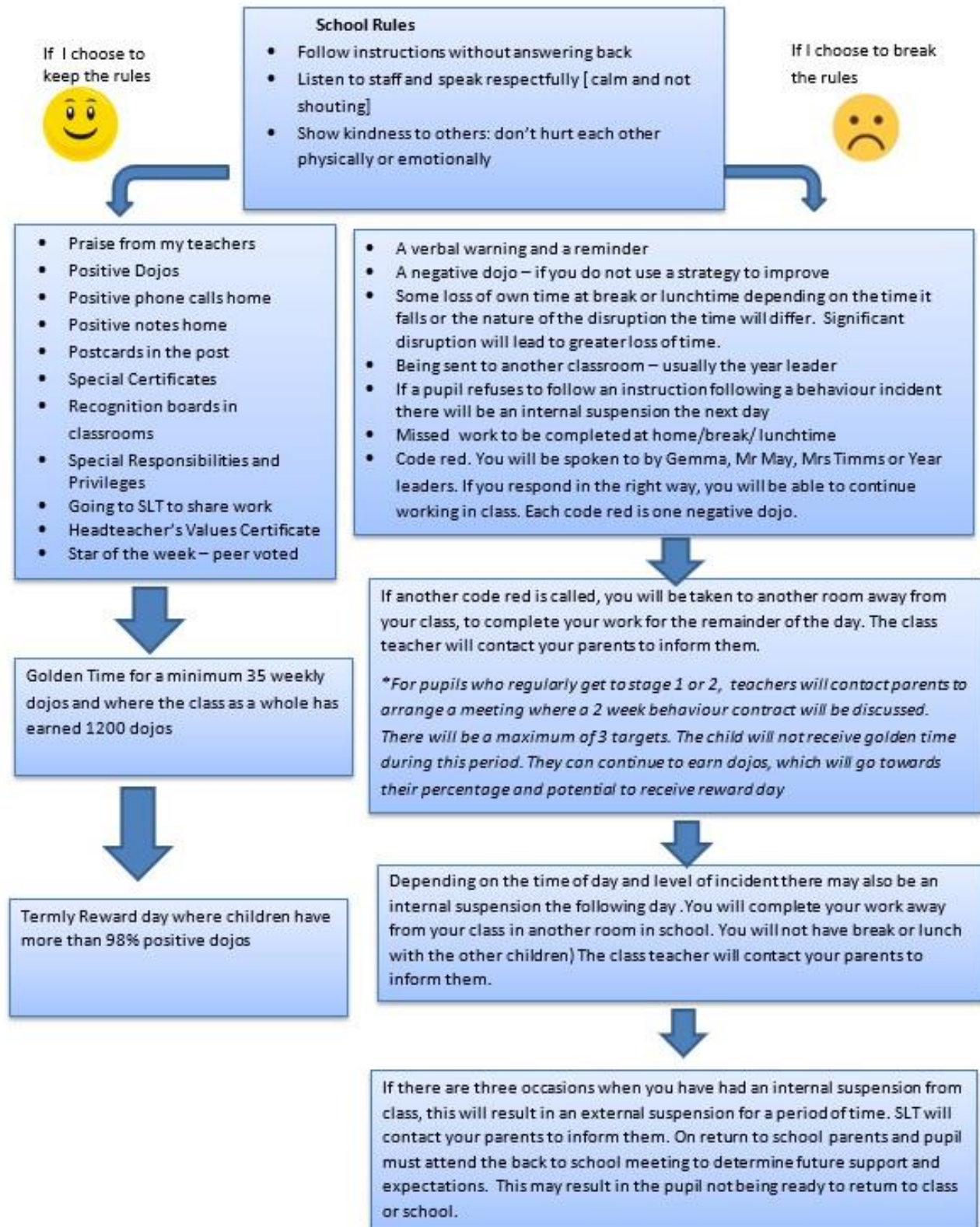
Internal suspension record

Name of child	Class teacher
Authorised by	Parents informed
Timings of suspension	FSM/SEN/ADDITIONAL SUPPORT
Reasons for Internal suspension	
Lessons missed during suspension :	
Work set during the suspension	Yes/ No (please circle)
Behaviour discussions had:	
Handover to class teacher (restorative conversation)	Yes/ No (please circle)

Appendix 4 – Behaviour P Behaviour Pathway 2025

Behaviour Pathway 2025

At Castle Bromwich Junior School we recognise that the vast majority of our children follow the school rules and behave well. They are recognised in a range of ways detailed below. In a minority of cases, additional support is put in place as per the behaviour policy, to support some pupils.



Challenges

For some pupils this linear pathway doesn't work and they need more immediate intervention and an alternative pathway. These are pupils who regularly leave the classroom and operate beyond our standard systems and have their own behaviour plan.

For these pupils the following pathway will be implemented:

1. Conversation with pupil to try to solve the issue and return to class
2. Conversation with pupil to try to solve the issue but some time out is needed – 10 minutes initially Increased to the full lesson if the child hasn't regulated fully but some work needs to be completed in the nurture area. Return to class for the next lesson
3. If the pupil refuses to return to class then there will be a phone call to a parent for an opportunity to talk to their child. Child returns to class
4. If the pupil won't go to class then parents will be informed that it will be an internal suspension and if the pupil does not cooperate with this then they will need to be collected for an external suspension- with time frame to be determined. Work will be set and must be completed so the pupil understands the significance of the suspension
5. On return to school parents and pupil must attend the back to school meeting to determine future support and expectations. This may result in the pupil not being ready to return to class or school.

Some pupils may not follow through each stage of this pathway and may immediately result in a call home and possibly a suspension

For pupils who are regularly on this pathway parents are invited in to discuss appropriate referrals to external support.

Parent Guide

1. We will talk to your child to try to solve the issue and return them to class
2. If this first conversation doesn't settle them then some time out will be given in our nurture room . This will be 10 minutes to start with but can be increased to the full lesson if they haven't calmed fully but some work needs to be done. They will then return to their class for the next lesson
3. If your child won't go to class then we will tell you that they are having an internal suspension with work to complete. If your child does not do this, they will need to be collected for an external suspension- with time frame to be determined. Work will be set and must be completed so the pupil understands the significance of the suspension
4. On return to school you and your child must attend the back to school meeting to determine future support and expectations. This may result in the pupil not being ready to return to class or school and you may need to take your child home.

Some pupils may not follow through each stage of this pathway and may immediately result in a call home and possibly a suspension.

For pupils who are regularly on this pathway you will be invited in to discuss a possible referral to external support.

Repeated External Suspensions

- **Number of days of suspension**

The number of days is dependent on the severity. We try to limit suspension by initially starting with one day. However, if a pupil has two one day suspensions, future suspension will be 2+ days of suspension. If there are no more suspensions in that half term, we will default back to the start i.e. a 1-day suspension if

needed Extreme aggressive or violent behaviours would sit outside of this and would therefore result in a suspension of longer than 1 day.

In order to avoid further suspensions, school will use a range of strategies and support may include:

- Play and lunchtime support as appropriate.
- Reduced timetables (to support emotional and mental health needs)
- Key adult may be allocated at key points of the day.
- Specific targeted interventions one to one.
- Referrals to: SEMH, ASD team, Connected Care Network, SOLAR, single panel (high needs)

When a pupil hits 12 days of suspension within a term, a meeting will be held with the Headteacher, MAT representation and parents to agree the next steps. This may include

- Single panel referral (alternative provision)
- Consideration of permanent exclusion

Permanent Exclusion

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort. The strategies CBJS will endeavour to put in place include:

- Reduced timetables
- Referral to other agencies including high needs team and possible outreach work in school
- Referral to offsite provision such as Refresh
- For some pupils it may be an option to consider a managed move to another mainstream school.

Regular meetings will take place with families so all are part of any future decision to permanently exclude.

There will, however, be exceptional circumstances where, in the head teacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These incidents will be considered on individual merit, indicating the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In considering a permanent exclusion the school will take advice from the LA and follow DfE guidance [Exclusion from maintained schools, Academies and pupil referral units in England]

Following a permanent exclusion

A decision by the head teacher to permanently exclude will be followed by a meeting of the Governing Body's Discipline Committee to either:

- a) reinstate the permanently excluded pupil or;
- b) confirm/uphold the head teacher's decision to exclude.

Parents will be invited to this meeting and can bring a friend or someone they would like to speak for you. Parents will receive any relevant papers at least 5 days in advance of the meeting. Parents may wish to submit a written statement to the governing body, which must be sent at least 48 hours before the meeting.

If the governing body decides to confirm/uphold the Head Teacher's decision to permanently exclude your child parents have the right to request an Independent Review of the case. Parents should do so as soon as possible after the decision of the governing body although parents have up to 15 days to make a decision. Any request for a review received after that time will not be considered.

Pupils Name			Class		Date	
Present						
Reason for meeting						
Targets for behaviour and learning						
Area for development	Current score [0=never 10=always]	Target Score [0=never 10=always]	How will we achieve this			Timescale / review date
Parent Views			Child's views			

		Mon	Tues	Wed	Thurs	Fri
Lesson 1	T1					
	T2					
Assembly						
Lesson 2	T1					
	T2					
Break						
Lesson 3	T1					
	T2					
Lunch						
Lesson 4	T1					
	T2					
Lesson 5	T1					
	T2					

Target:

% of ticks (v) achieved _____

Here are the things you have done well and should be proud of this week:

Praise Pad

Name:

Targets:

1) _____

2) _____

Rules:

- 1) In each lesson you will work hard to achieve your targets.
- 2) Show your card to the teacher at the end of each session to get your ticks.
- 3) For each cross (x) you get before break time you will lose 3 minutes out of your break.

Name



Targets:

1. To be able to talk to an adult about a problem and explain his part in the situation.
2. To use my strategies in my toolbox when I am in the blue or red zone.



Praise Page



	Rule 1	Rule 2	😊 😞 😐
L1			
L2			
Breaktime			
L3			
Lunchtime			
L4			
L5			



