



TALL OAKS ACADEMY TRUST

Policy for Behaviour Management

Introduction

Our Trust values and respects all staff, children and visitors to the Tall Oaks Academy Trust. We aim to treat each individual fairly, promote a consistent approach to behaviour expectations and foster mutual respect.

This policy is designed to ensure the safety, security and happiness of our children in order to enable access to our curriculum. Our approach supports pupils to self-regulate and become responsible for their own behaviour.

Ethos

We have high expectations of our children, which are driven by our four key values; resilience, aspiration, engagement and well-being.

Responsibilities

All members of the Trust, adults and children, are expected to behave considerately. All staff and visitors are expected to adhere to and promote this policy which is made available to all. Alternative forms of recognition or sanctions are not to be used unless they have been agreed with the Executive Head, Heads of Schools, Assistant Heads of Schools or the Inclusion Leader.

High standards of behaviour are expected at all times. We recognise that children may present behaviours in different ways. Therefore, we categorise our behaviour using three tiers.

Tier One

The majority of pupils fall into this category and the use of everyday recognition, warnings and consequences are enough to maintain expected behaviours.

Tier Two

A minority of children fall into this category. These children may require additional support through any of the following:

- SEND behaviour targets
- Safeguarding and Welfare Officer support
- Pastoral Support Plan
- Behavioural Outreach Support Service
- Risk Assessment

Tier Three

A smaller minority of children fall into this category. Where the child's behaviour escalates to Tier 3, they may, at times, be educated within internal specialist provision.

The aim is to support the child further and decrease the risk of a fixed-term or permanent exclusion. In some circumstances, careful thought may be taken to consider whether or not a mainstream setting is the most appropriate environment to meet the child's needs (please see separate Nurture policy).

If a child displays unsafe behaviour that is putting themselves or others at risk, the surrounding area will be evacuated. Should children engage in a physical fight, we would intervene to prevent serious harm.

Our behaviour policy is based on shared language, recognition and consequences. You can find our shared language in 'Staff Behaviour guidance'.

RECOGNITION

We recognise effort shown in all aspects of school life, progress and excellent learning in the following ways:

10 circles	Each working area will display 10 circles somewhere in the classroom. Children will work as a team to earn these 10 circles. Circles can be awarded to individuals, groups or the whole class. When 10 circles are achieved, the children may choose an immediate reward lasting 1-3 minutes or children can accumulate circles if they wish to, and exchange them for a longer/alternative treat at a different point in the day. MSAs can award children circles and inform the class teacher at the end of lunch.
Praise pads	Awarded by all members of staff, given to child on the day.
Post cards home	Awarded by all members of staff, sent home via post.
Book of Excellence	Children who have shown excellence, academic or otherwise, have their names recorded in this, along with the reason and this is celebrated in a weekly celebration assembly.
Stickers	Awarded by the leadership team for excellent work.
Phone call home	This can be made by teachers, teaching assistants and members of the Leadership Team and, where possible, with the child present.
In app messages	These will be sent to a child's primary contacts by teachers and members of the Leadership Team.

Warnings and Consequences

Step	Action	In Class	Playtime	Lunchtime	Assembly
Step 1	A discrete warning. This can be recorded on a class chart.			MSAs to record warning in note book.	A warning is given.
Step 2	5 minutes away from the group, remaining within the class.	FS 5 minutes away from planning. KS1 & KS2 Use of the Step 2 table/space.	Outside 5 minutes with adult outside.	Outside 5 minutes with MSA or on the bench. Inside 5 minutes on separate table.	Move to the end of the line with a member of staff.
Step 3 Recorded on CPOMS	Further 10 minutes away from the group, remaining within the class.	FS Further 10 minutes away from planning. KS1 & KS2 Use of the Step 2 table/space.	Outside 10 minutes with adult outside.	Outside 10 minutes with the MSA or on the bench. Inside 10 minutes on separate table.	Sent to a member of leadership.

Step 4 Recorded on CPOMS	15 minutes 'time out' outside of the classroom or in another class.	Designated classrooms or outside space.	Children will miss the rest of their playtime.	Sent to leadership for the rest of the lunch period. MSAs to inform leadership why children have been sent in. MSAs and leadership to update CPOMS.	N/A
Step 5 Recorded on CPOMS	<p>Contact card sent to leadership to collect the child immediately. Reflection time given with leadership and an explanation of consequence given.</p> <p>Parents/carers informed of Step 5 via in-app message and advised to call school or talk to teacher at the end of the day.</p> <p>Child works outside of the leadership office, or in a designated space, until end of session and then returns to own class.</p>	<p>Contact card sent to leadership to collect the child immediately. Reflection time given with leadership and an explanation of consequence given.</p> <p>Parents/carers informed of Step 5 via in-app message and advised to call school or talk to teacher at the end of the day.</p>			N/A
Children frequently reaching Step 5 will be considered for formal time out and possible meeting to initiate a PSP.					
Formal time out	Formal time out will commence immediately. Parents will be informed that their child is on a formal time out via an in-app message and advised to contact school or talk to the teacher or member of leadership at the end of the day. Children will complete set work in, or just outside of, the leadership office. During breaks and lunch time, the children will have the option to read a book or continue working.				

*Assembly- Children are expected to enter, leave and remain silent throughout assembly.

*Should a child refuse to comply with the steps, following take up time, this may result in escalation to the leadership team and may be deemed a persistent or serious incident.

Children are given opportunities to have a 'fresh start' three times in the day, where the children's steps are reset to 0. The fresh starts are:

- End of the morning session
- Lunchtime
- Beginning of the afternoon session

It is our philosophy that children are able to make the right choices and it is essential we allow children to start afresh throughout the day to support self-regulation.

Serious and Persistent Incidents

Where the safety of other children and staff is compromised and a child is displaying unsafe behaviour, the child will immediately be sent to the Leadership Team, or the Leadership Team may be called for assistance. From this, the member of the Leadership Team will

decide the consequence. The child may warrant an individual risk assessment from this point and they may be referred to our internal nurture provision to begin intervention.

Treehouse Provision

Treehouse is our internal, Trust wide nurture provision. Children who are experiencing social, emotional and behavioural difficulties may be referred for this support. Children who access Treehouse may attend daily or weekly sessions as an intervention to support their needs. During the child's time in Treehouse, they may also be referred for a PSP and BOSS, should the school require additional support.

Pastoral Support Plan (PSP)

Should a child continue to demonstrate persistently unacceptable behaviour, a Pastoral Support Plan (PSP) may be introduced, in line with the Lincolnshire County Council guidance Sept 2019. If this is the case, parents/carers will be invited in to meet to discuss the contents of the plan to ensure all parties are involved. A 16-week personalised plan will be put in place, where targets linked closely to the behaviour causing concern will be set as well as any reasonable adjustments that will be made to support the child. This plan will be reviewed after 8 weeks.

Pastoral Support Plans can be put in place for many reasons, not just to support with behaviour.

BOSS Referral

If the school feels that a child needs further support to implement the PSP, a referral for a Behaviour Outreach Support Service (BOSS) worker can be made. This may include a BOSS worker assessing the child and then offering additional mentoring, counselling and support within school.

Reduced timetables

In some circumstances, there may be a need for a temporary timetable to meet a pupil's individual needs. Where a reduced timetable is used, parents will be consulted and asked to sign a written agreement, which will be stored in the child's electronic file. School will provide sufficient and appropriately differentiated work for any time the child is not attending school. In the event of a reduced timetable being used, the school must notify the local authority.

Pre-exclusion Placements

In circumstances where a child is consistently not meeting the targets outlined on the PSP, after reasonable adjustments and support from a BOSS worker, then a referral for a pre-exclusion placement can be made. This provision would offer a 16-week placement at a pupil referral unit (PRU) where additional assessment and intervention would be carried out. Throughout this period, the school, family and the PRU would liaise closely to ensure successful transition back to the school or another appropriate setting at the end of the placement.

Exclusion

We reserve the right to exclude for a fixed period; following acts of physical aggression, verbal abuse, bringing harmful substances/objects on the premises, acts of vandalism and stealing, racial abuse, sexual misconduct and persistent disruptive behaviour which prevents others from learning. Extreme acts of physical aggression against other children or adults may be subject to permanent exclusion, as may persistent disruptive and threatening behaviour or repeatedly refusing to follow school rules. If a child is deemed to make other children unsafe or is significantly harming the education of other children he/she may be permanently excluded.

In the absence of the Executive Head, responsibility for decisions related to exclusions may be delegated to the Heads of Schools. The Heads of Schools may delegate some responsibilities to other members of the Leadership Team when required.

The Trust must make sure the school is a safe place for all adults and children.

Further Guidance

Harmful Sexual Behaviour

Harmful sexual behaviour is defined as:

Sexual behaviours expressed by children that are developmentally inappropriate, maybe harmful towards self or others or abusive towards another child or adults.

Tall Oaks Academy Trust has a zero tolerance approach towards harmful sexual behaviour, whether this is face to face or using non-contact forms, such as online or on social media.

If harmful sexual behaviour does occur in school, behaviour and safeguarding support will be put in place for all parties.

Unacceptable Behaviour

At Tall Oaks Academy Trust, the following behaviours are deemed unacceptable. This is not an exhaustive list.

- Homophobic language
- Racist language
- Sexual comments, remarks or 'jokes'
- Online sexual harassment
- Up-skirting
- Twanging bra straps
- Lifting skirts
- Hitting in the genitalia
- Body shaming
- Sexist comments and name calling
- Bullying – including cyber bullying
- Prejudice based discriminatory bullying
- Physical abuse (hitting, kicking, shaking, biting, pushing)
- Any behaviour that causes humiliation, distress or alarm.

Anti-Bullying

Incidents of bullying are taken extremely seriously. If a child, parent or member of staff have a concern about bullying in our Trust, the incident is logged on our system and a formal investigation will take place. Potential bullying will be logged and monitored by the Leadership Team. Please see Anti-Bullying policy for further guidance.

Recording

The Trust operates a system of electronic recording (CPOMS) for each pupil, where step three, four and five behaviour incidents are logged, as well as any additional information which is perceived as relevant to a child's profile. Anything that is recorded can be read by a parent following a FOI request and redaction. Requests for a copy of this information should be made in writing and referred directly to the Executive Head so the relevant names can be redacted. Staff should not take it upon themselves to offer copies.

Educational Visits

It is the school's intention to include all children on educational visits wherever practicable to ensure inclusion. However, we reserve the right to refuse to take any child whom we judge to be a health and safety risk due to behavioural issues, or who will adversely affect the well being

and happiness of the group. Parents and carers will always be notified if this is the case. Children of parents refusing to sign to agree to collect their child from educational residential visits following disruptive or inappropriate behaviour will not be allowed to go.

Display

Each classroom has a laminated copy of the steps displayed. They should be at the child's eye level and in a prominent place for adults and children to refer to. The step table should be clearly identifiable to staff and pupils with clear access to timers.

In addition, EYFS and KS1 will display the following:

- 5 white clouds-each one representing a step
- A sun- all children will start each registered session here
- Rainbow- visual recognition for children achieving above and beyond
- Star- visual recognition for exceptional effort/work shown to Head of School

For individuals with specific SEND an individual version of the visual prompts may be used (see TOATs T: Drive)

Links to related policies and documents

- Visitors policy
- SEND policy
- Nurture policy
- Equal opportunities policy
- Anti-bullying policy
- Staff induction policy
- Staff behaviour guidance
- Lincolnshire County Council PSP guidance

REVIEW

The Executive Head and staff will review this policy annually following parent and pupil surveys. Any suggested amendments will be present to the directors for discussion.

Approved by Tall Oaks Academy Trust Board of Directors on: XXX

Date of Next Review: XXX