



'We love to learn and together we grow'

Cranmore Infant School Positive attitudes, Values and Behaviour Policy

(reviewed February 2019 and next planned review January 2021)

Cranmore Infant School
including Cranmore Little Acorns and Kids' Club

Positive attitudes, Values and Behaviour Policy

Cranmore Values

This policy reflects the school's values, which have been established and agreed through consultation with the whole school community.

The following values are fundamental to our approach towards the development of positive Social, Emotional and Mental Health within our whole school community.

1. Responsibility - for ourselves and each other
2. Respect - for ourselves and each other
3. Sharing - objects and experiences, taking turns
4. Kindness - the way we would like everyone to be with each other
5. Fairness - that all situations in school will be dealt with fairly
6. Integrity - always doing the right thing even when no-one else is looking

At Cranmore we take very seriously our responsibility for safeguarding children. This policy supports us in fulfilling our commitment to develop positive emotional well-being and implicitly positive relationships and behaviours between members of the whole school community.

We understand that our pupils' social and emotional wellbeing requires the presence of positive relationships. All relationships within the school must be built on mutual respect and trust with tolerance for each others wishes. This forms part of our broader Personal and Social Development and Inclusion Policies.

Statutory roles and responsibilities

This policy also reflects our commitment to Equal Opportunities in compliance with the Equality Act 2010 and reflects the recent guidance in the DfE document 'Behaviour and Discipline in Schools - advice for Headteachers and School Staff, January 2016 which increases the powers of teachers and all paid staff with responsibility for pupils (unless the headteacher states to the contrary) regarding discipline in schools.

Screening and searching pupils

DfE advice regarding 'Screening, Searching and Confiscation' was updated in 2014 and the following items that can be searched for and confiscated are

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or

- to cause personal injury to, or damage to the property of, any person including the pupil

It is a highly unlikely that a search will be required due to the age of the children at Cranmore. However, in the event of a search being required this would be carried out by a member of the Senior Leadership Team with the involvement of the police as required. Full details of the non statutory advice are explained in the 'Screening, Searching and Confiscation' DfE 2014 document.

Aims of this policy

- to produce caring, successful pupils with a high self regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts.
- to prevent bullying
- to foster positive caring attitudes towards all members of the school community where achievements at all levels are acknowledged and valued
- to encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- to have a consistent approach to behaviour throughout the school with parental cooperation and involvement
- to make boundaries of acceptable behaviour clear and to ensure safety for all

Role and responsibilities of Cranmore School Community members

Governors

The Governing Body is responsible for ensuring that the school complies with legislation and that this policy and related procedures are implemented appropriately and effectively. It supports the school statement of behaviour principles.

Headteacher

The Headteacher is responsible for providing strong leadership in implementing this policy.

The Headteacher will also ensure that all community members are aware of their responsibilities and are given appropriate training and support in order to carry out those responsibilities.

The Headteacher will also determine the school rules and any disciplinary penalties for breaking the rules.

The Headteacher has a statutory power to intervene in behavioural issues and children's conduct that occurs outside the school gates where these have an impact on a child's behaviour in school. This power is linked to and an intrinsic part of our Anti Bullying Policy. Please refer to this policy for further detail.

Children at Cranmore will learn

- what positive behaviour is
- to understand the effect of their actions upon others
- to make positive behaviour choices
- to care for one another and treat others with respect
- to build good relationships with others involving co operation and collaboration
- about the value and rewards of friendship
- to develop positive self esteem
- to work to the best of their abilities, and allow others to do the same
- to take care of property and the environment in and out of school
- to uphold the school values

Parents will

- feel confident that their children are growing personally, socially and academically
- know that their children receive the support that they need
- feel welcome in school to discuss their children's progress
- know the systems in place to support their children's development of positive behaviour
- encourage independence and self-discipline
- foster good relationships with the school
- support the school in the implementation of this policy
- be aware of the school rules and expectations

Staff will

- foster and develop positive behaviour
- prevent bullying
- treat all children fairly and with respect.
- raise children's self esteem and develop their full potential.
- create a safe and pleasant classroom environment to develop positive social, emotional and mental health
- use rules and sanctions clearly and consistently
- be a positive role model
- foster positive relationships with parents so that all children can see that the key adults in their lives share a common aim
- recognise that each child is an individual, and work in a flexible manner to ensure a calm and safe working environment

Golden Rules

Positive behaviour at Cranmore is guided by our 5 Golden Rules. They are as follows:

Listen to others
Be honest
Be responsible and independent
Be kind and helpful
Persevere with your learning

These Golden Rules are underpinned through the following

- clear and consistent expectation of positive behaviour
- modelling of positive behaviour by all staff including non teaching staff, parents and visitors
- promoting mutual respect.
- encouraging the whole school community to take responsibility for their own actions and behaviour.
- frequent and appropriate praise/recognition for positive behaviour
- older pupils are encouraged to care for and support younger ones both inside and outside the school building

Classroom management in supporting positive behaviour

At Cranmore we feel that the effective use of positive classroom management strategies and developing the skills of reciprocity is the key to promoting positive social and emotional well being and as a result - positive behaviour.

As part of the school training timetable staff are given regular CPD related to Social, Emotional and Mental Health issues that relate to young children's behaviour to ensure effective behaviour management in the classroom.

Building Learning Power (BLP) is a key part of our curriculum and has a definite influence on the dispositions and attitudes of our pupils. By instilling the BLP capacities of Resilience, Reciprocity, Resourcefulness and Reflectiveness we feel that our pupil's behaviours will be positively developed.

Along with BLP the following strategies give further examples of good practice with regard to developing positive behaviour

- give frequent praise for good behaviour in line with school values as well as for good work.
- use positive language whenever possible and as often as possible.
- praise children who are doing the right thing as an incentive for others to follow. Eg reinforce appropriate behaviours in another child rather than drawing attention to negative behaviours, rather than saying "Don't throw the sand" try saying "look how well Adam and Zakir are filling their buckets with sand".
- be consistent in dealing with positive and negative behaviour
- know pupils as individuals and be flexible with approaches to include all positively
- plan and organise both the classroom and lessons to keep pupils motivated to learn

- model the standards of courtesy and respect that they expect from pupils
- display the Golden Rules and Cranmore Values for classroom behaviour to ensure that they are clear to all and explain why they are necessary

Rewards and motivation for positive behaviour at Cranmore

Zone Board

Each class has a zone board which children can move up or down a class zone board for good behaviour choices, attitudes and values. (for further detail see appendix 4)

Stickers and Stampers

Children receive stickers for instant reward for good behaviour choices, attitudes and values.

Golden Time

- All children in KS1 have Golden Time
- Organised differently in each year group
- Children select their Golden Time activity/ies
- Golden Time can be earned through a class reward

Going to another member of staff to share their positive behaviours

Celebration Assembly

Every Friday children have their hard work and good behaviour celebrated. Parents are invited to attend and certificates are presented that can be taken home.

During this assembly children are also encouraged to bring in any awards they have achieved outside of school. It is important to us that their achievements outside of school are also celebrated.

Excellent attendance is also celebrated during this assembly.

If children receive a certificate in this assembly they can then play on the outdoor play equipment with adult supervision during playtime.

Lunchtime table awards

Classes are awarded certificates by the lunchtime supervisors for good manners and tidiness at lunchtime. These are presented at the weekly celebration assembly.

Raffle tickets

Lunchtime staff promote good behaviour by awarding raffle tickets. At the end of each week raffle tickets are drawn and children are awarded small prizes.

Special Person

Every Friday a child is selected. The class share the things that are special about the child. They wear a special sash and have a special place to sit in celebration assembly.

Half termly certificates given out in class for those children who consistently follow the Golden Rules.

Builders Club

Some children find having unstructured periods of time, such as playtime, extremely challenging. To assist with this we can offer a lunchtime games club supervised by a member of staff to give invited children the opportunity to play in a more structured zone.

Responses to children who break Cranmore's Golden Rules

Zone Board

(as above)

Choices – giving children the opportunity to make a choice

- 'You can either (state the unacceptable behaviour and sanction) or (state the behaviour you are looking for)...'

Repeating unsatisfactory work until it meets the required standard.

The setting of tasks as sanctions, such as writing letters of apology for unacceptable behaviour.

Missing play time.

Golden Time is lost for persistently failing to follow Cranmore's Golden Rules including:

- Kicking, hitting, punching, biting, scratching, deliberate pushing, aggressive or abusive behaviour including derogatory comments, persistent lying, bad language and deliberate damage of property
- No aggressive or violent behaviour is tolerated at Cranmore. Any such behaviour will result in an immediate sanction relating to class reward/sanction system. If a child displays this behaviour the child must be removed immediately. The reason for the sanction must be shared with the child briefly. At a later opportunity there should be time to discuss the child's behaviour with them.

Golden Time is lost in small amounts (typically 5 minute chunks), which is recorded in the classroom.

- in serious cases, more than one chunk or all of the time may be lost.
- Children are given a warning about loss of Golden Time, possibly through a sad face on the white board. After 3 warnings a child will lose some Golden Time.
- Golden Time can be earned back by demonstrating behaviour that adheres to the Golden Rule that was broken.

Time Out

- short time in a designated place inside the classroom
- it may be used on an individual or whole class basis
- for persistent breaking of the *Golden Rules* children may be given time out in another class

Lunchtimes and playtimes

- if a child breaks the *Golden Rules* when outside of the classroom a child may walk with an adult for a short time or spend a short amount of time inside
- they may be taken to a senior member of staff or the Head Teacher
- time out in a designated safe place

Persistent breaking of the Golden Rules

In school

- all classrooms and areas in the school have an orange card by the light switch. If you need help then please send this card to the Head Teacher or another member of staff.
- the Head Teacher or Senior member of staff can be called to remove the child from the classroom
- if a child continues to break a particular rule/s, a meeting will be arranged with parents/carers and the relevant staff, including the Head Teacher.
- involving parents will, in most cases, follow these steps:

An informal discussion regarding any incidents of unacceptable behaviour that they need to be aware of. This may happen on more than one occasion.

The parents are asked to come in for a formal meeting with the class teacher; a member of the senior leadership team may also be present.

Parents are asked to come in for a meeting with the Head Teacher and /or Behaviour Lead.

- Individual Behaviour Plans with clear targets will be set up in consultation with parents, Head Teacher, class teacher and Inclusion Lead.
- Nurture room provision may be provided in the school Rainbow Room as a strategy for those children who require a low sensory environment to access their learning effectively
- external agencies may also be involved including Warwickshire Intervention Support, SOLAR, Engage, Educational Psychology Service providing monitoring support and

staff training to ensure the appropriate strategies and approaches are used with pupils

- we may also recommend partnership work through the Family Support Worker and Team around the Family meetings.
- in rare cases and as a last resort children may have to be restrained to protect themselves or others. This is outlined in the schools Positive Handling Policy

Lunchtimes

- Verbal warning and reminder of the school golden rules
- if children require "time out" at lunchtime they will be taken to the designated safe place in the playground for a specified amount of time, or until they are ready to behave appropriately
- if there is persistent unacceptable behaviour at lunchtime a lunchtime exclusion will be issued immediately by the Head teacher in consultation with a senior lunchtime supervisor for the next day

Reporting behaviour and monitoring impact

- ABC sheets will be completed to record incidents
- all staff both teaching and non teaching have the responsibility to complete ABC sheets should they be required

Exclusions and reintegration

- as a school we have to take account of the statutory guidance from the Department for Education on exclusion which applies to all children including those above and below compulsory school age.
- in extreme cases a child may be temporarily or permanently excluded. (Appendix 2 shows example letters regarding exclusion.)
- only the Headteacher Mrs Ward and Deputy Headteacher Carol Tombs can authorise fixed term exclusions where children are removed from the school site and these are formally recorded.
- children at Cranmore will only be excluded when they have breached the school's behaviour policy in a serious and/or persistent manner, and where allowing them to remain in school would seriously harm the education of the child and others in school
- children cannot be excluded for non disciplinary reasons such as the actions of parents or their academic ability

- when considering exclusion Cranmore takes account of its responsibilities under the Equality Act 2010 and as a school we take pride in our inclusive values; as such we recognise that children with EHCP plans and those on the SEND register are especially vulnerable to the impact of exclusion and will take every appropriate measure to ensure that we meet our legal responsibilities with sensitivity (Please refer to the school Inclusion Policy for further details)
- to exclude a child because a school cannot meet their needs is illegal and to do so could constitute discrimination, therefore, at Cranmore we take seriously our commitment to Inclusion and as stated previously will take every appropriate measure to ensure that we meet our legal responsibilities (Please refer to the school Equal Opportunities for further details)
- for fixed term exclusions of more than 5 days the school governing body must arrange suitable alternative full time education
- should a child be permanently excluded from school it is the responsibility of the local authority to provide alternative education
- internal exclusion - where a pupil is removed from class but not the school site - can be used/authorised by the Headteacher but this does not need to be formally recorded.
- careful arrangements will be made to ensure that a child returning from school, after an exclusion, is supported to behave more appropriately as outlined in their reintegration plan (see appendix 3).
- Reintegration plans will be produced and reviewed regularly in consultation with parents, the Head Teacher, class teacher and Inclusion Lead

Transition arrangements

- to ensure smooth transitions between classes and schools transition meetings are held with parents, child's current teacher, their new teacher and SENCOs from Cranmore and the child's new school as appropriate.
- information is passed on about the effective strategies in place for your child along with their personalised targets.
- new strategies such as visits to new classes/schools and social stories are put in place to ensure as smooth a transition as possible.
- we encourage all new children to visit the school prior to starting to ensure transition is effective
- our school Inclusion Leader will visit settings prior to a child arriving at Cranmore should the child's needs require targeted social, emotional and mental health provision
- we liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood

Use of Reasonable Force

The 2012 DfE advice on the use of reasonable force states that schools can use reasonable force to

- remove disruptive children from where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts

For further information please see the school policy regarding the 'Use of Reasonable Force'.

Allegations about members of staff

- allegations of misconduct made against members of staff are to be reported to the Head teacher or Chair of Governors and will be treated promptly and with serious consideration
- it is the responsibility of the Head Teacher and Governing Body to have a duty of care to protect employees from malicious complaints and provide pastoral care in the case of staff accused of misconduct.
- full details can be found in DfE guidance on Dealing with Allegations 2012

Children's Conduct Outside the School Gates

- Headteachers have had a specific power to intervene in behavioural issues outside the school gates, especially if the issues are having an impact on a child's behaviour in school. This statutory power was linked explicitly to 'Anti-Bullying' and was a result of the significant numbers of children and young people who were being bullied through cyber-bullying.
- whilst these kind of incidents are unlikely to happen at Cranmore, parents are encouraged to speak to staff about issues such as Cyber bullying and other bullying that may have not been picked up at school. For further detail please see the school E-Safety Policy.
- any issues that are brought to the attention of staff will be quickly and effectively dealt with.
- in all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Bullying

- all incidents of bullying and intolerance are taken very seriously
- children and parents are encouraged to inform teachers of any incidents of bullying
- for further information please see the school Anti Bullying Policy

Cranmore Little Acorns

- We recognise that strategies for supporting our younger children will need to be developmentally appropriate and differ to those of older school children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient and offer comfort to these emotions, supporting children on a daily basis to manage such emotions through the implementation of a strong Key Person approach and consistent staffing across the rooms. This allows children to feel safe and secure within the setting and this knowledge of individual children allows adults to be aware of any changes to their key children's behaviour which could be the indication of a safeguarding issue.
- We ensure the environments are planned to be exciting and engaging for the children to try and limit incidents of negative behaviour. Children showing signs of negative behaviour are distracted with another activity in the first instance as we are aware at this age it can be due to boredom/ lack of stimulation.
- If a child harms another child, attention is given to the injured child and the other child is removed from the situation.
- When incidents do occur we work closely with parents, and the school SENCo when necessary, to develop strategies to resolve them.

This policy was reviewed and written in consultation with children, staff, including lunchtime supervisors, parents, governors and Little Acorns Kids Club staff.

January 2019

References

Behaviour and discipline in schools - advice for head teachers and school staff (DfE January 2016)

'Screening, Searching and Confiscation' (DfE 2014)

Equality Act 2010

Preventing and Tackling Bullying (DfE 2014)

Keeping Children Safe in Education (DfE 2016)

Use of reasonable Force (DfE 2013)

Appendix 1

Critical Incident Procedure

When

- ◆ When a child has repeatedly failed to comply with instructions
- ◆ When a child is potentially a danger to themselves or others
- ◆ When a child has hurt themselves or another child or adult

What

1. Child is to be taken out of the classroom for 10 minutes
2. Orange card to be sent to Headteacher if assistance is required

OR

1. Orange card to Headteacher, child to be removed from the classroom
2. Child to be kept out of classroom for a sustained period
3. Parents to be consulted by class teacher and Headteacher - immediately in serious cases

May 2017

Fixed term exclusion model letter - (16+ days)

From Head teacher notifying parent of a fixed period exclusion of more than 15 school days in total in one term.

Dear **Parent's Name**

Child's name – date of birth

I am writing to inform you of my decision to exclude **Child's Name** for a fixed period of **specify period**. This means that **he/she** will not be allowed in school for this period. The exclusion starts on **date** and ends on **date**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **Child's Name** has not been taken lightly. **Child's Name** has been excluded for this fixed period because **reason for exclusion**.

You have a duty to ensure that your child is not present in a public place in school hours during **the first five school days of exclusion or specify dates**. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place on the specified dates. If so it will be for you to show reasonable justification.

We will set work for **Child's name** during this period of exclusion and would ask you to ensure it is completed and returned to us promptly for marking **specify the arrangements for this**.

From the **6th school day of the pupil's exclusion - specify date** until the expiry of his exclusion we will provide suitable full-time education. **Set out the arrangements if known at the time of writing, e.g. On date he/she should attend give name and address of the alternative provider at specify the time — this may not be identical to the start time of the home school and report to staff member's name. If applicable — say something about transport arrangements from home to the alternative provider - if not known say that the arrangements for suitable full time education will be notified shortly by a further letter.**

As the length of the exclusion is more than 15 school days in total in one term the governing body must meet to consider the exclusion. At the review meeting you may make representations to the governing body if you wish. The latest date on which the governing body can meet is **date here — no later than 15 school days from the date the governing body is notified**. If you wish to make representations to the governing body and wish to be accompanied by a friend or representative please contact **name of contact -Clerk to governors** on/at **contact details — phone number, email**, as soon as possible. Taking into account your child's age and understanding, **he/she** may also attend to speak on **his/her** own behalf.

You will, whether you choose to make representations or not, be notified by the Clerk to the governing body of the time, date and location of the meeting. Please advise if you have a disability or special needs which would affect your ability to

May 2017

Permanent exclusion – model letter

From the Head teacher of a primary, secondary or special school notifying the parent(s) of that pupil's permanent exclusion.

Dear **[Parent's Name]**

Child's name – date of birth

I am writing to inform you of my decision to permanently exclude **Child's Name** with effect from **date**. This means that **Child's Name** will not be allowed in this school unless **he/she** is reinstated by the governing body/the discipline committee or by the recommendation of a Independent Review Panel.

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude **Child's Name** has not been taken lightly. **Child's Name** has been excluded because **reasons for the exclusion — include any other relevant previous history**.

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this exclusion, i.e. on **specify the precise dates** unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

Alternative arrangements for **Child's Name's** education to continue will be made. For the first five school days of the exclusion we will set work for **Child's Name** and you should ensure this work is completed and returned promptly to school for marking **this may be different if supervised education is being provided earlier than the sixth day**.

From the sixth school day of the exclusion onwards — i.e. from **specify the date** Birmingham Local Authority will provide suitable full-time education - **set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter**. I have today informed Birmingham Local Authority Exclusions Team of your child's exclusion and the City of Birmingham School will be in touch with you about arrangements for **his/her** education from the sixth school day of exclusion. You can contact them on 0121 303 2685.

As this is a permanent exclusion the governing body must meet to consider it. At the review meeting you may make representations to the governing body if you wish and ask them to reinstate your child in school. The governing body have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may ask for the decision to be reviewed by an Independent Review Panel.

Fixed term exclusion model letter - (1- 5 days)

From Head teacher notifying parent of a fixed period exclusion of 5 school days or fewer in one term, and where a public examination is not missed.

Dear Parent's Name

Child's name – date of birth

I am writing to inform you of my decision to exclude **Child's Name** for a fixed period of **specify period**. This means that **he/she** will not be allowed in school for this period. The exclusion starts on **date** and ends on **date**. Your child should return to school on **date**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **Child's Name** has not been taken lightly. **Child's Name** has been excluded for this fixed period because **reason for exclusion**.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on **specify dates** unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for **Child's Name** during this period of exclusion and would ask you to ensure it is completed and returned to us promptly for marking - **specify the arrangements for this**.

You have the right to make representations about this decision to the Governing Body. If you wish to make representations please contact **Name of Contact - Clerk to governors** on/at **contact details — phone number, email**, as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/tribunals/send/appeals>. Making a claim would not affect your right to make representations to the Governing Body.

You and **child's name** are requested to attend a reintegration interview with me on **date/time/place**. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

You have the right to see and have a copy of your child's school record.. I will be happy to supply you with a copy if you request it but due to confidentiality restrictions you must notify me in writing of your request. There may be a charge for photocopying.

For your information the following sources of advice are available:

- Exclusions Team, Solihull LA can provide advice on the exclusion process. Tel: 0121 704 6663 E-mail: exclusions@solihull.gov.uk
- the Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on <http://www.childrenslegalcentre.com> The advice line is open from 8am to 8pm Monday to Friday.
- The Advisory Centre for Education (ACE) offer advice to parents of children in state schools through their website: www.ace-ed.org.uk.

- If your child has special educational needs you may wish to contact Solihull Parent Partnership who are a local source of independent advice. Their Helpline number is 0121 733 7290.
- Statutory guidance on exclusion can be found at:
<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/g00210521/statutory-guidance-regs-2012>

Child's Name's exclusion expires on **date** and we expect **Child's Name** to be back in school on **date/time**.

Yours sincerely

Name

Head teacher

cc: Natalie Jones, Exclusions Officer, Solihull LA

Appendix 3

Reintegration plan exemplar

Reintegration for PUPIL following critical incident

PUPIL will work at Phase X and review will be held weekly on a Friday with parents to move up or down phases dependent on week's behaviour.

	Success Criteria for moving up to next level	Criteria that will cause Colby to stay in the current reintegration zone could include...	Criteria that will move Colby down the reintegration zone could include...

<p>Phase 4 return to school Full time in school</p>	<ul style="list-style-type: none"> • Following instructions given by all school staff including lunchtime supervisors • Staying in classroom at desk • Completing classwork/ alternative task if given by an adult • Appropriate non aggressive behaviour towards other children and adults • Not calling out to distract the class repeatedly 	<ul style="list-style-type: none"> • Following instructions • Staying in Classroom at desk • Completing classwork • Appropriate non aggressive behaviour towards other children and adults • Not calling out to distract the class repeatedly 	<ul style="list-style-type: none"> • Shouting out and disrupting the class • Throwing and kicking items around the room • Damage to property / objects • Violence towards adults or children in class or at lunchtime
<p>Phase 3 return to school 8.50am - 1.30pm (for 5 day period)</p>	<ul style="list-style-type: none"> • Following instructions given by adults • Staying in classroom at desk • Completing class work given by adults in the class • Appropriate non aggressive behaviour towards other children and adults 	<ul style="list-style-type: none"> • Shouting out/making noises and disrupting the class • Refusal to follow instructions given by an adult 	<ul style="list-style-type: none"> • Continually shouting out/making noises and disrupting the class • Throwing and kicking items around the room • Damage to property / objects • Violence towards adults or children in class or at lunchtime
<p>Phase 2 return to school 8.50- 1pm (for 5 day period)</p>	<ul style="list-style-type: none"> • Following instructions • Staying in classroom at desk • Completing classwork as set by class teacher • Appropriate non aggressive behaviour towards other children and adults 	<ul style="list-style-type: none"> • Shouting out/making noises and disrupting the class • Refusal to follow instructions given by an adult 	<ul style="list-style-type: none"> • Continually shouting out/making noises and disrupting the class • Throwing and kicking items around the room • Damage to property / objects • Violence towards adults or children in class or at lunchtime
<p>Phase 1 return to school</p>	<ul style="list-style-type: none"> • Following instructions given by all school staff 	<ul style="list-style-type: none"> • Shouting out/making noises and 	<ul style="list-style-type: none"> • Throwing and kicking items around room • Violence towards

8.50-11.30am (for 5 day period)	including lunchtime supervisors <ul style="list-style-type: none"> • Staying in classroom at desk • Attempting classwork • Appropriate non aggressive behaviour towards other children and adults at all times including lunchtime 	disrupting the class <ul style="list-style-type: none"> • Refusal to follow instructions given by an adult 	adults or children in class or at lunchtime
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Moves through the reintegration zones may be between 1 and 3 steps. Notes of the discussion at the meeting will be attached with the plan.

Appendix 4

Gold zone information

Zone Board



Zone Boards are in place in Nursery, Reception, Year 1 and Year 2 classes, to promote good behaviour and actions.

Each day all the children start in the white zone.

Good behaviour, acts of kindness, thoughtfulness, friendliness, helpfulness and good work then gives the child a chance to move up the zone board to green, silver and finally gold.

At the end of the day, the children will be rewarded with a certificate if they are in the Gold zone, which they will take home and their name will be put in the "raffle bag".

If the children are on silver at the end of the day their name will also go in the "raffle bag".

On a Friday, the special day person will draw a name out of the "raffle bag". The child who is picked out can then choose a prize out of the Zone board prize box.

Inappropriate behaviour, such as disobeying any adult, persistent shouting and calling out in the classroom, persistent disruptive behaviour, non-cooperation/compliance, being unkind to others should result in a warning, followed by a move to yellow, orange and then if there is still no improvement, to red.

Intentionally, hurting someone else either verbally or physically, swearing or fighting should result in an immediate move to red.

Children on yellow, orange or red may move back up the zone board if they resume acceptable behaviour and this is to be encouraged.

If a child is in red they will then lose 5 minutes of golden time that week and their parents will be spoken to at the end of the day. If felt necessary then the child could go to the head teacher and explain their actions.

February 2019