



PRIMARY BEHAVIOUR POLICY

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I. Introduction

Outwood Primary Academies have at their heart a firm commitment to putting the needs of 'Children First'. Policies and practice promote an environment conducive to learning, ensuring high achievement for all young people, irrespective of their differing needs. Children are asked to:

- Arrive in the Academy and at lessons punctually and be prepared to learn.
- Bring appropriate equipment such as: PE kit and reading books and any other necessary equipment, a suitable bag to carry books and any equipment needed during the Academy day.
- Wear the Academy uniform correctly.
- All Children are expected to be polite, courteous, respectful to everyone on the Academy site and to comply with reasonable requests or instructions made by staff on the first time of asking.
- Children are expected to have regard for their own safety and that of others.
- The Academy provides a secure and safe environment for children who are expected to remain on site throughout the Academy day and leave promptly at the end of the day unless engaged in enrichment activities.

These expectations underpin our approach to behaviour management. These are regularly reinforced through our 3 academy expectations: Be Safe; Be Respectful; Be Responsible.

The Academy Council believes that children should be encouraged to adopt behaviour that supports learning and promotes good relations. Poor behaviour and low level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.

This Behaviour Policy seeks to encourage children to make positive choices and re-enforces those choices through praise: this is closely linked to the Academies' Assessment Policy via 'Praising Stars©', "Super Swirls" and the Inclusion Policy. The Academy Council recognises that even when encouraged to make the right choice, some children will occasionally make choices that threaten their own learning or that of others. A series of strategies will then need to be used to bring about changes to these behaviours. The aim of these strategies is to encourage children to comply with the Academy rules and re-engage with learning. In some circumstances, the Academy Council and Principal will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, the Academy, or its community: this may result in exclusion.

It should be noted that the term 'Principal' used in this policy may also include (in addition to the Academy Principal) Acting Principal, Executive Principal or Chief Executive Officer.

Please note that the Outwood Grange Academies Trust (OGAT) Behaviour Policy makes reference throughout to the following DfE documents:

- 1 Exclusion from maintained schools, Academies and pupil referral units in England 2012;
- 2 The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- 3 Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies;
- 4 DfE and ACPO Drug Advice for Schools;
- 5 Use of Reasonable Force;
- 6 Behaviour and Discipline in Schools;
- 7 Screening, Searching and Confiscation;
- 8 Ensuring Good Behaviour in Schools;
- 9 DfE Dealing with allegations of abuse against teachers and other staff.

All documents should be read in conjunction with this policy. OGAT reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

2. Rewards

Outwood Primary Academies recognise the importance of the use of rewards to motivate children and as recognition of children whose effort meets our expectations. There are many ways children are praised and rewarded, for example:

- The use of Praising Stars © - all children receive a Praising Stars © report every half term which includes recognition of effort. This is sent home to parents and children whose effort is particularly high are celebrated within the academy through awards and events.
- Super Swirls – children collect Super Swirls which are awarded by all staff to children who are following the academy expectations of 'be safe, be respectful and be responsible'. These are exchanged for award certificates.

3. Behaviour Management System

'Consequences of Behaviour' is designed to give children choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the children's own learning or that of others. If unchecked this sort of behaviour wrecks lessons and undermines the authority of the teacher. 'Consequences' is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

'Consequences' works in conjunction with the academy's inclusion provision which is tracked. This is a progressive system of structured intervention designed to address underlying causes of poor behaviour and disengagement wherever possible. Our Inclusion provision provides a preventative mechanism which enables academies to target intervention for those children who have been identified as losing too many days of learning or are at risk of being permanently excluded. It sets in motion a systematic programme of intervention for children accruing C5s, C6s and/or Fixed Term exclusions. Each of these is equivalent to a set tariff (C5 = 5, C6 = 10, Fixed Term Exclusion = 10). There are 3 Levels within our Inclusion provision and the accumulation of points for a child signifies the movement from one level to the next which increases the intensity of the monitoring and intervention.

When a child is first issued with a C5, C6 or Fixed Term exclusion they are immediately placed into the inclusion tracking which is kept up to date by the academy's Inclusion Lead and is monitored closely by the Senior Leadership Team. Any resulting impact of the intervention is also recorded giving a personalised profile of an individual child.

The Inclusion Lead will become involved in the intervention with children who are accruing points by receiving several C5s or C6s or Fixed Term exclusions or a combination of all three. Various strategies will be used depending on who the children is and what their needs are (see Appendix B)

The Senior Leadership Team have an overview of the progress of these children with regular feedback from the Inclusion Lead. It is also their responsibility of the Inclusion Lead to keep the Senior Leadership Team informed of the progress of children whose provision is being tracked.

The Academy Council is keen to ensure a fine balance is met, between the use of fixed term exclusions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning.

For this reason, the Academy Council has elected to use a maximum fixed term exclusion period under the Consequences system of 5 days for any single incident in the process, recognising that the Inclusion provision runs in conjunction with these.

The following tables are to be used as GUIDANCE for Principals only. They present a model that increases, over time, the length of exclusions in order to reflect the continuing failure of a child to adhere to the academy's rules. A Principal retains full authority to vary the length of any exclusion, C6 or FT, at any time however no child will receive greater than 45 days' exclusion in any one

academic year without being permanently excluded for persistent disruption and defiance. Please note that a principal also retains the right to permanently exclude a child for persistent disruption and defiance even if they have not reached 45 days.

Number of FT Exclusion	Number of Days Exclusion
First	1
Second	1
Third	1
Fourth	1
Fifth	1
Sixth	1
Seventh	1
Eighth	2
Ninth	2
Tenth	2
Eleventh	2
Twelfth	3
Thirteenth	3
Fourteenth	3
Fifteenth	3
Sixteenth	4
Seventeenth	4
Eighteenth	5
Nineteenth	5
Total Days in One Academic Year	45

A C6 exclusion will either be 0.5 days or for XX days (see table below) depending on the time of the exclusion during the academy day. This does not apply to Fixed Exclusions (FT) which should be the length prescribed in the table above.

Number of C6 Exclusion	Number of Days Exclusion
First	0.5 or 1
Second	0.5 or 1
Third	0.5 or 1
Fourth	0.5 or 1
Fifth	0.5 or 1
Sixth	0.5 or 1
Seventh	0.5 or 1
Eighth	1.5 or 2
Ninth	1.5 or 2
Tenth	1.5 or 2
Eleventh	1.5 or 2
Twelfth	2.5 or 3
Thirteenth	2.5 or 3
Fourteenth	2.5 or 3
Fifteenth	2.5 or 3
Sixteenth	3.5 or 4
Seventeenth	3.5 or 4
Eighteenth	4.5 or 5
Nineteenth	4.5 or 5
Total Days in One Academic Year	45 days or fewer

Note: It is likely that a child who is failing to adhere to academy rules will have both C6 and FT exclusions and that some will be 0.5 days and some full-days. Principals should consider the number of exclusions that a child has received in order to determine the length of exclusion i.e.

Child C has a record which shows:

Number of FT/ C6 Exclusion	Number of Days Exclusion
First	FT = 1
Second	FT = 1
Third	FT = 1
Fourth	C6 = 1
Fifth	C6 = 1
Sixth	FT = 1
Seventh	FT = 1
Eighth	C6 = 1.5
Ninth	FT = 2
Tenth	C6 = 1.5
Eleventh	C6 = 2

In the example for Child C, they received: 3 full day FT exclusions, 2 full day C6 exclusions followed by 2 further full day FT exclusions. On their eighth offence, they were excluded in the morning of their C5 for failing the Consequences Room and the length of their exclusion was 1.5 days (had it been for full days then it would have been 2 days in length). The ninth offence is a FT exclusion and is recorded as 2 full days. The tenth offence is again a C6 for failing their C5 in the morning and is again 1.5 days. Lastly, their eleventh offence is another C6 but as this was in the afternoon they receive 2 full days' exclusion.

In order to maintain good order and authority in the academy, a child who fails a C5 during the day, be it morning or afternoon, then they should, with their parents/carers permission be sent off site as soon as possible ensuring that the parents/carers permission is recorded within the MIS along with the time that the child left the site.

Note, a child may receive a Fixed Term (FT) exclusion after the morning registration but before the PM registration and be excluded for the afternoon (PM) and the following morning (AM) – the two half-days totalling one full day exclusion.

After 45 days of exclusion or the accruing a tariff of 300 on the Tracker (whichever comes first) in any one academic year, the Academy Council recognise that the Academy is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by these children. In addition, the Academy Council recognises that the individual concerned will have lost so many days of learning it would be unlikely that the Academy could offer any other reasonable support. At this point the Principal would be likely to look at a permanent exclusion.

The Principal retains the right, at any time, to permanently exclude those children who persistently cause disruption to the learning of others.

For further information please see:

- Consequences System Documentation
- Inclusion Tracking and examples of intervention strategies at Levels 1, 2 and 3 (these may vary in each Academy dependent on access to different outside agencies in the

Local Authority where the Academy is located).

4. C6 Exclusions and the length of exclusions

A C6 exclusion is an exclusion from the Consequences Space (C5). All other exclusions are Fixed Term (FT) exclusions.

If a child fails a C5 then they will be excluded (C6) for either 0.5 days or longer depending on the time of the day that the exclusion takes place and where on the exclusion tracker the child is cumulatively.

If a child attends a C5 and but then fails the C5 before the PM register closes then the child will be excluded for the remainder of the day e.g. Child A arrives at their C5, but then fails the C5 during the morning, they are marked as present (/) on the register for the morning, as they have attended school (0.5 of a day). The academy should keep a record (e.g. flag on the MIS system) of the time they left. In order to exclude the child (C6) for failing the C5 they should be excluded for the remainder of the day i.e. the afternoon. Thus, their registration for the day will show present: AM (/) and PM (E) – a 0.5 C6 exclusion.

Should a child fail their C5 after the PM registers close then they should be excluded for the following day, length to be determined by their position on the cumulative tracker. In order to maintain consistency in this policy (0.5 days or full-day C6s) a part-day exclusions will count for the same tariff on the Inclusion Tracker i.e. 10 Tariff.

It is IMPORTANT that a child is not allowed to persistently disrupt and defy the academy for a longer period of time than we would reasonably tolerate, having exhausted our intervention strategies. Therefore, a Principal retains full discretion to permanently exclude a child, even if they have not reached 45 days' exclusion in one academic year for persistent disruption and defiance.

5. Behaviour at social times

'Consequences' is not used as a behaviour management system at break times. Academies use a positive play strategy to promote acceptable social behaviour. Where behaviour is not appropriate strategies for managing behaviour will be used to ensure that children recognise the consequences of their actions. These strategies will be appropriate to the staffing and facilities of the school but may include SLT or Senior Lunchtime Staff referrals, time out, and internal detention. Behaviour at social times will be reported in every child's Praising Stars © report.

6. Fixed Term Exclusion

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted.' (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

All decisions to exclude are serious and only taken as a last resort or where the breach of the Academy rules is serious. The following are examples;

- Failure to comply with a reasonable request from a senior member of staff.
- Failure to wear Academy uniform which has been provided (where possible)
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or children.
- Possession of drugs and/or alcohol related offences.
- Failure to comply with the requirements of the 'Consequence System'. See section 2 above.
- Wilful damage to property.
- Homophobic or racist bullying.

- Bullying.
- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Behaviour which calls into question the good name of the Academy
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned.
- Other serious breaches of Academy rules.

7. Permanent Exclusion

'A decision to exclude a pupil permanently should only be taken:

- in response to serious or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'.

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

The Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- serious actual or threatened physical assault against another child or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- possession of an illegal drug with intent to supply;
- carrying an offensive weapon;
- making a malicious serious false allegation against a member of staff;
- potentially placing members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community.

In cases where a Principal has permanently excluded a child for:-

- one of the above offences; or
- persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises; or
- an offence which is not listed but is, in the opinion of the Principal, so serious that it will have a detrimental effect on the discipline and well-being of the academy community.

The Academy Council's Guidance on Offensive Weapons - the Academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the Academy. Other items judged by the Principal or the Academy Council to be carried with the intention to inflict injury on another individual, will also be deemed to be offensive weapons.

In addition, the Academy Council also considers the following to be serious incidents resulting in the permanent exclusion of a child:

- Deliberate activation of the fire alarm without good intent.
- Repeated or serious misuse of the Academy computers for activities that compromise the integrity of the computer network.
- Repeated verbal abuse of staff.
- Persistent disruption and defiance that may or may not be directly linked to the Consequences© system.

8. Partial Timetable

As an alternative to exclusion a Principal may, in limited circumstances, make use of a partial timetable to support a child. Please see attached form – Partial Timetable Agreement between Academy, child and Parent/Carer.

9. Provision of Education for Children Excluded for a Period Exceeding 5 days

The Academy recognises the need to keep fixed term exclusions short wherever possible. It is therefore anticipated that exclusions would not exceed 5 days fixed term. Where it is necessary to exclude a child for a longer period, the Academy will ensure that provision is offered to the child from the 6th day onwards.

10. Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for head teachers, staff and governing bodies'.

In addition to the practice identified in the DfE guidance, Outwood Academies also ban the following items and as a result are able to search children for them:

- Any item brought into the Academy with the intention of the item being sold or passed on to other child which, in the Principal's opinion will cause disruption to the Academy or be detrimental to Academy practice.

Confiscation

- Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- Staff should hand the confiscated item to the relevant member of the a senior Leadership Team as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the child and the member of staff's name. Staff must not give the confiscated item to another child to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff considers to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.
- Items confiscated by the Academy can be collected by parent/carers except where the Academy has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters. Children cannot collect any item themselves until the end of the half-term period i.e.: if a child has their mobile phone confiscated then their parent/carer can collect the phone that evening or a subsequent day. A child, however, cannot collect their phone for themselves until the end of the day on the last day of that half-term.
- The Academy's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a child's property as a disciplinary penalty, where reasonable to do so.
- The Principal will use their discretion to confiscate, retain and/or destroy any item found as a result.
- Electronic equipment, jewellery and other expensive items will be confiscated and held by the Academy for a period of one year. If, at the end of the year, the item has not been reclaimed then the Academy reserves the right to destroy the item.
- Where alcohol has been confiscated the Academy will retain or dispose of it. This means that the Academy can dispose of alcohol as they think appropriate (or return it to a parent/carer but this should not include returning it to the child).

- Where the Academy finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Principal thinks there is a good reason to do so.
- Where the Academy finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Principal thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the Academy can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the child.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the child.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the Academy carries out its own investigation.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the Academy rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the Academy carries out its own investigation.

11. CCTV

Outwood Academies may use CCTV for the purpose of maintaining discipline and managing behaviour and safety. A separate policy exists which covers the use of CCTV.

12. Use of Reasonable Force

Please refer to the DfE guidance 'Use of reasonable force. Advice for head teachers, staff and governing bodies'.

All members of Academy staff have a legal power to use reasonable force. This power applies to any member of staff at the Academy. It can also apply to people whom the Principal has temporarily put in charge of children such as unpaid volunteers, cover staff or parents/carers accompanying children on an Academy organised visit.

13. Discipline beyond the Academy gate

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the Academy premises which pose a threat to a member of the public or a child to the police as soon as possible.

If a member of the public, Academy staff, parent/carer or child reports criminal behaviour, anti-social behaviour or a serious bullying incident to an Academy member of staff the Principal or Vice Principal must be informed. In the vast majority of cases they will involve the School Liaison Officer, who will then follow agreed police and Academy procedures. (See Police). In addition if the Principal/Vice Principal considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the Academy's safeguarding policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on Academy residential and day trips. The Academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the Academy site. (See consequences/exclusions)

Where bad behaviour occurs when a child is travelling to and from the Academy, the Academy reserves the right to issue a consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents. The full Consequences system will apply.

Children are encouraged to wear their Academy uniform correctly when travelling to and from the Academy and must not be involved in behaviour that could adversely affect the reputation of the Academy.

14. Behaviour Committee of the Academy Council

Under DfE Guidance 'Exclusion from maintained schools, academies and pupil referral units in England', a meeting of the Behaviour Committee will be convened by the Academy Council Behaviour Committee Clerk when:

- a child has received over 15 days' exclusion in one term;
- recommendation of permanent exclusion is made by the Principal for a one-off incident, or through the Consequences system.

The Behaviour Committee will comprise of 3 members of the Academy Council who can hear the case impartially. If a member has a connection with the child, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

The Behaviour Committee can uphold an exclusion or direct the child's reinstatement, either immediately or on a particular date.

The meeting must be convened before the 15th school day after the date of receipt of notice to consider the exclusion.

The Clerk will circulate the paperwork for the Behaviour Committee meeting to all parties invited to attend at least 5 days in advance of the meeting.

The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.

The Principal, a member of the Senior Leadership Team, the child's class teacher and academy learning manager may also be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting.

Within one school day of the meeting, a letter will be sent detailing the decision of the Behaviour Committee. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Appeal Panel convened by the Local Authority. The parent/carer has 15 school days after the day on which notice in writing was given of the Behaviour Committee's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.

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If a child is at risk of permanent exclusion, an Internal Behaviour Committee **may** be convened. The panel may consist of Academy Council Behaviour Committee members, or members of staff.

Independent Appeal Panel

Each Outwood Academy will have in place an Independent Appeal Panel and a parent/carers' right to appeal to this Independent Panel will be outlined in the letter following a permanent exclusion being upheld by the Academy Council. Outwood Grange Academies Trust will, at their own expense, arrange for this independent review panel hearing to review the decision of the Academy Council not to reinstate a permanently excluded child.

The legal time frame for an application to appeal to the independent panel is set out in the DfE guidance.

15. Police

Outwood Academies will involve the Police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, Outwood Academies will inform the Police of any intelligence which may support the Police in preventing or tackling criminal activity.

A child and his or her family have the right to contact the Police if they feel that a criminal offence has been committed.

16. Consequences of behaviour in the classroom

In all classrooms we aim for praise to outweigh consequences. There should be an 80/20 ratio. We need to concentrate on **positive aspects of behaviour**.

'When children behave inappropriately give them what they don't want – a cool, mechanical, emotionless response. Save your emotion, passion, enthusiasm and excitement for when it has most impact - when children behave appropriately'.

Setting the scene for positive behaviour is key.

Positive role model – be at the door, smile, be enthusiastic about working with the children and about the content/context of the lesson. Discuss how successful learners deal with the frustrations and create a calm atmosphere. Think about Spiritual, Moral, Social and Cultural issues and how developing the 'big picture' with children allows them to think outside the box.

Giving Achievements and Praise - apply achievements and praise with care – be sure you have explained why a child has received the achievement or praise as some children may feel that individuals are given acknowledgements unjustly. Super Swirls are awarded to reinforce the 3 academy expectations: Be Safe; Be Respectful; Be Responsible. Swirls should be given regularly on occasions where children exemplify these expectations. Staff should be explicit about why the swirl has been awarded.

Start each session with a clean slate – making sure that incidents have been dealt with from prior lessons. (Please clean your consequences boards at the end of the lesson). Children should be spoken to in the consequences detention.

Be consistent - use this and only this approach with all children as they must perceive this as a predictable, reliable and consistent pattern. State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions, e.g. "Why are you talking?" Rather, "I've asked you not to talk, CI". Ensure that children know it is your priority to maintain the pace of your lesson for the benefit of all children.

The Consequences system does not mean that effective behaviour management strategies are not used. Effective and efficient behaviour management should mean that the consequences system is

not used because pace, challenge and positive reinforcement should sustain children and enthuse them.

Key questions to ask yourself

- Have I planned my lesson appropriately and shared my learning outcomes with children?
- Am I praising and rewarding those who behave?
- Is the work challenging and exciting enough to engage children in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I greeted them at the door and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my 'reasonable requests' clear?
- Have I taken control of the class on entry, during the lesson and at dispersal?

Consequences /Behaviour	Behaviour Management Dialogue/Strategies
<p>Warning – Rule Reminder A warning can be given to an individual and also a group/class. Blanket warnings can be given for:</p> <ul style="list-style-type: none"> • Swinging on furniture • Shouting out • General 'carrying on' <p>Where the behaviour is particular to one child a blanket warning cannot be given for example:</p> <ul style="list-style-type: none"> • Poor levels of work • Talking to another child across the classroom • Distracting others 	<p>“Michael you are talking, what is the rule about talking? If you choose to keep talking that is a C1”</p> <p>State what is happening and give rule reminders.</p> <p>Try and identify behaviour that is proactive/positive.</p> <p>You do not have to write the child’s name on the board at this point.</p>
<p>C1- First negative behaviour</p> <p>The child’s name must be written on the board at this point</p>	<p>“Michael you have continued to talk across the classroom” “Michael you are now on a C1”</p> <p>Mark the moment of poor behaviour, but then redirect behaviour with teaching and learning reminders. Raise expectations and defuse the situation by praising those who are working well.</p>
<p>C2 – Second negative behaviour</p>	<p>“Michael you have again continued to talk you have now moved to a C2”</p> <p>When you have given the verbal comment try speaking privately to the child. Getting down to the child’s eye level being more personal can help diffuse whole class communication, this will keep the class calm, additional signals or nonverbal refocusing is useful.</p>
<p>C3 - Third negative behaviour</p> <p>**If a child receives a C3 in a PS© cycle the highest effort grade they can receive is an E3. If</p>	<p>“Michael you are on the verge of leaving the lesson because you are not behaving reasonably.”</p>

<p>it is persistent low level disruption then it should move to an E4.</p>	<p>Remind the child that it is their choice to break the rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour:</p> <ul style="list-style-type: none"> • Set time markers for completing work, “You are here now and when I come back you should be here”, mark with the time. • Moving seats – if this is possible • Offer different activities • Ask them to take a minute to think about their behaviour.
<p>C4 - Fourth negative behaviour or immediate C4 for Health & Safety</p> <p>** If a child receives a C4 in a PS© cycle the highest effort grade they can receive is an E4. Parent/carers need to be invited to Parents’ Evening.</p>	<p>“Michael you have now moved to a C4 because ... which means you can no longer stay in the room.” “You need to go to the Matrix room this is Class...”</p> <p>At this point the child must leave the room to the matrix room. The Matrix room is another partner classroom agreed at the beginning of the academic year. The child needs to leave with the consequences sheet filled in. If they become argumentative then defer and ask for them to discuss this when they return.</p> <p>When they return discuss with them their behaviour and the strategies that will be put in place to support them next time. It could be some of the strategies above. This needs to be explained before next time so they can start with a clean slate.</p> <p>A C4 will also involve missing a lunch playtime at the next opportunity.</p>
<p>C5- Fifth negative behaviour or immediate C5 for:</p> <p>Health and Safety Violence or threatening behaviour towards others Walking away from a member of staff Refusing to hand over items which are not allowed in the Academy Swearing Not attending a C4/C4 OTHER detention</p> <p>** If a child receives a C5 in a PS© cycle the highest effort grade they can receive is an E5. Parent/carers need to be invited to Parents’ Evening.</p>	<p>Fifth misbehaviour (in Matrix) means that the child is sent to the duty member of the Senior Leadership Team (Gatekeeper). The SLT member will determine a space appropriate to the academy and the age of the child where the child will work in isolation for the remainder of the session. The child will then work form the next half day period in this space and will miss lunchtime play.</p> <p>Again Section A needs to be completed, with the time etc.</p> <p>The child needs to return to the initial classroom at the end of the session in the Consequences room.</p>

C6 referral	A C6 can only be given when a child has worked their way through Consequences. If there is a situation that warrants exclusion then a Fixed Term referral needs to be made. If you make either a C6 or a fixed referral then the Admin team needs to be informed immediately so SLT and the Intervention team can act swiftly.
The Consequences Space	The consequences space will be identified by the Gatekeeper who will consider the most age of the child, availability of staff, school organisational issues, and layout of the academy building The rule when in detention and in the Consequences room is occupy and ignore. Children cannot sleep or put their heads on the desk. They must sit up.

Guidance for following a reasonable request – refusal to follow a reasonable request means that children are persistently not complying with a reasonable request. It does not mean that children are immediately given a C4, but they are asked 4 times to comply: “Michael can you please ...” “Michael I have asked you to ... can you please do so.” “Michael are you refusing to follow a reasonable request to ...” “Michael you have refused to follow a reasonable request, this has resulted in a C4.”

C4 OTHER **Children do not leave the lesson if they are given a C4 OTHER, they also fall outside of the PS© protocol, unless repetitive.	Reasons for a C4 OTHER: Refusing a reasonable request Using a mobile phone, or any smart technology Out of bounds Inappropriate behaviour outside of class teaching Using ICT inappropriately
C5 Truancy	This is given for a child not attending your lesson even though they are in the Academy. They can also be issued if a child leaves your lesson without permission, or you see a child around the Academy anywhere they should not be.
Fixed Term referral	A fixed term referral is given when a child behaves in a wholly inappropriate fashion. This needs to be logged in a much detail as possible. For both C6 and Fixed Term you need to set work. This can either be e-mailed directly to the parent/carer or given to the Senior Leadership Team. It is important that work is set and logged otherwise a permanent exclusion could be over-turned
Re-integration meeting	Reintegration meetings are held between a member of SLT, the class teacher, the child and the parent/carer when a child returns from an exclusion. At this meeting the child’s behaviour will be discussed and an Individual Behaviour

	Support Plan will be created. Targets from the plan will be e-mailed to staff. Staff will be requested to complete the circulars to complete further IBPs if poor behaviour continues.
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When do I call for further assistance? If there is a serious incident, e.g. a health and safety issue, foul and/or abusive language directed at a member of staff, then a senior member of staff must be contacted through the Admin office/reception.

General behaviour off site

If a child is in uniform and on their way to school from the academy they are our responsibility. Consequences can be issued and children's behaviour should be challenged.

C4/C4 Other

Issue C4, child then sent to Matrix with Section A form. If a child is issued with a C4-Other they do not leave the classroom.

Child must arrive at the Matrix room/Consequences room within 5 minutes to spare. The Section A must be complete and returned to the member of staff.

If the child does not return from Matrix then they should be issued with a C5

Matrix Room Procedure

Has the child arrived within 5 minutes of the time indicated on Section A?

If the child has not arrived within 5 minutes then they need to be referred to the Consequences room (C5).

The Matrix room teacher has to complete the Section A form

Place child into your class and Occupy and Ignore (OI). Child to fill in their part of Section A. They need to return from the initial room within 5 minutes of the end of the lesson.

If the child misbehaves they need to be sent to the Consequences space. Again the Section A needs to be complete with the time they left Matrix.

Children should be reminded that they will miss the next lunchtime play as a result of the C4 being issued.

Consequences Procedure C6 Issued

The child arrives at the Consequences room within 5 minutes of the start of the day.

The child behaves in the Consequences room and misses the next lunchtime play.

The child is monitored by the Inclusion Lead.

The child does not arrive at the Consequences room within 5 minutes of the start of the day or the child misbehaves in the Consequences room

The Admin team is contacted to register the C6 and locate SLT support.

C6 referral is assessed by the Principal. If the C6 referral is approved then the Admin team will ask teachers for work for the child. The work is then handed to the Admin Team.

Consequences of Behaviour – Code of Conduct

The **Consequences of Behaviour** programme is central to the way the Academy operates. It helps all members of the Academy community feel secure because we are really clear about what behaviour is unacceptable and what the consequences will be. It makes everyone feel valued because it is a way of making sure children are rewarded for good behaviour.

- **Consequences of Behaviour** exists at all Outwood Grange Family of Schools to allow teachers to teach and all children to learn.
- **Consequences of Behaviour** is a consistent, fair and positive system which is applied in all lessons across all subjects.
- **Consequences of Behaviour** means that positive behaviour is praised. However, everyone is clear about the consequences for negative behaviour.
- Praise is the most important aspect of **Consequences of Behaviour**. Children should try hard to gain praise in all lessons and staff will always aim to award more praises than **consequences**.
- Children will always receive a warning about their behaviour before any **consequences** are issued to them.
- During lessons, children who receive **consequences** will have their names displayed on the **consequences** board.
- Children must change their behaviour in any lesson where a C1 has been issued otherwise a C2 will be given. If children choose not to change their behaviour it will result in a C3, the final warning. By continuing their negative behaviour the child is given a C4. This means a removal from the lesson to the department's Matrix Room and a missing the next playtime. •
- Failure to arrive promptly or to behave appropriately in the department Matrix Room will result in a C5 being issued.
- Failure to report to the **Consequences** room will result in a C6 which is an exclusion from the Academy.
- The **consequences** room is a place for children to reflect on the serious consequences of their behaviour.

REMEMBER – ONCE A CONSEQUENCE HAS BEEN ISSUED IT WILL NEVER BE CANCELLED.

- **Consequences of Behaviour** will be used alongside Praising Stars© to monitor and track all children.
- Any child receiving a high number of praises will be given an E1 or E2
- Any child who receives a C4 in a subject must be given an E4 on the next Praising Stars© report.
- Any child who receives a C5 in a subject must be given an E5 on the next Praising Stars© report.

17. Guidance for the Consequences Space

Outwood Primary Academies would like to ensure that time spent in the Consequence Space is as productive as possible. Therefore, children are able to bring work with them. This may be from their class teachers, reading or homework. The child will be allowed to find themselves a book to read in the Consequences Space.

18. Communication with parents/carers

Outwood Primary Academies will, where they see appropriate, telephone or write to parents/carers to praise children for effort;

Academies will inform parents where C4s and C5s have been issued.

The Praising Stars report will include the number of C3, C4, C5 and C6 each half term. These will be sent home to parents on a half termly basis.

If a child has been excluded (C6 or FTE), the academy will inform parents, by the end of the afternoon session on the day that the exclusion is issued, that they are legally required to ensure that their child is not in a public space during school hours and could be given a fixed penalty notice if they fail to do so. This may be by email, SMS text or a telephone call. A log that this has been communicated to parents will be kept by the academy.

19. Reasonable Adjustments

A reasonable adjustment never means that we lower our expectations. It means that some children need additional support to ensure that they meet the high expectation that we have of all of our children. Children may have an individual behaviour plan to support them within the consequences system.

Outwood Academies may, in line with the requirements of the Equality Act 2010, make reasonable adjustments for children with Special Educational Needs and Disabilities in relation to this policy where it is deemed appropriate.

In order to ensure that the duties under the Act are met, Outwood Academies will:

- Consider the SEND Code of Practice and the OGAT Policy for SEND;
- Monitor C4/C5/C6/FTE for SEND children with EHCP, EHCP pending or other disability at SLT meetings;
- Call an emergency/annual review where the Inclusion Lead has identified that these children may have difficulties meeting the Academy's high expectations'

The decision as to whether to make any adjustment will be made only at an emergency/annual review meeting and convening such meeting does not automatically mean that an adjustment will be made.

The Academy Principal will attend this review.

The final decision to make adjustments and whether they are considered reasonable rests with the academy principal, who will take advice at the emergency/annual review meeting.

This section to be completed by the member of staff prior to removing the child.







Child's Name	Class	Date and time of lesson

C4		C5	
C4 – time left classroom	C4 – time arrived at matrix	C5 – Time left matrix	C5 – time arrived at consequences space
C4 letter issued to parents		C5 letter issued to parents	

This section to be completed by the child in the matrix / consequences space

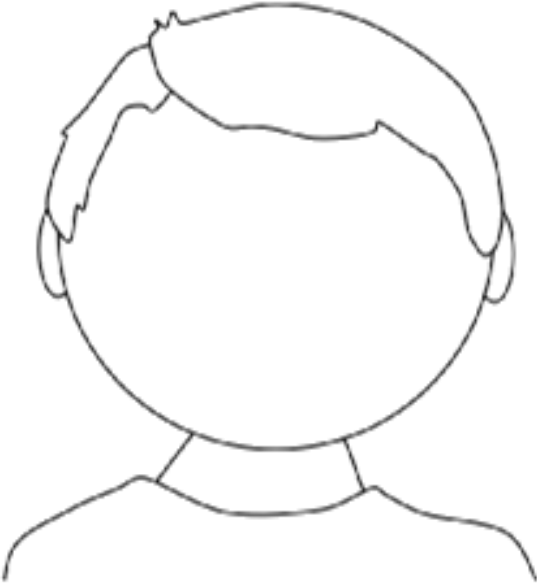
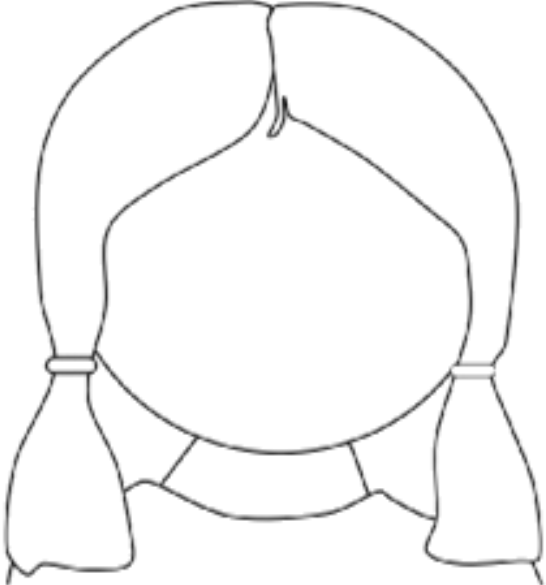
Was your behaviour safe?	
Was your behaviour respectful?	
Was your behaviour responsible?	





What happened?

How do you feel?					
Happy	Sad	Angry	Embarrassed	Confused	Upset
					

What will you do next time?

How do I want to feel?

	
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Who can help me? My teacher	My friends	My family	Someone else
			

Seen by class teacher and recorded in class log	Seen by Principal and recorded in school log
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This section to be completed by the member of staff prior to removing the child.







Child's Name	Class	Date and time of lesson

C4		C5	
C4 – time left classroom	C4 – time arrived at matrix	C5 – Time left matrix	C5 – time arrived at consequences space
C4 letter issued to parents		C5 letter issued to parents	

This section to be completed by the child in the matrix / consequences space

I am here because my behaviour was not	safe.	
	respectful.	
	Responsible.	

What did I do?

This made me feel...					
Happy	Sad	Angry	Embarrassed	Confused	Upset
					

How can I make this right?

What will I do in my next lesson?



How can people help me to have a better lesson next time?

Seen by class teacher and recorded in
class log

Seen by Principal and recorded in
school log

This section to be completed by the member of staff prior to removing the child.

Child's Name	Class	Date and time of lesson

C4		C5	
C4 – time left classroom	C4 – time arrived at matrix	C5 – Time left matrix	C5 – time arrived at consequences space
C4 letter issued to parents		C5 letter issued to parents	

This section to be completed by the child in the matrix / consequences space

I am here because my behaviour was not	safe.	
	respectful.	
	Responsible.	

Write exactly what you did to get a C4 or C5

How do you feel about this?

What can you do to make the situation right with other children and staff involved?

What will my behaviour look like during my next classroom session?	Does anything need to change in your classroom so that you can learn better?		
	No changes. I just need to improve my behaviour		
	Change places to sit somewhere else		
	Work in a different group		
	Different work		
	Someone to check on me later this week		
	A meeting with my parents/carers and school		
	A behaviour report card		
	Other		

Is there anything else that you would like to say about your behaviour or the consequences of your actions?

Seen by class teacher and recorded in class log		Seen by Principal and recorded in school log	
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