



# Cheetwood Community Primary School

## Behaviour Policy



**Approved by the Governing Body**

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## 1. Introduction

As a UNICEF Rights Respecting School. We constantly model and teach pupils about their rights and regularly discuss rights, rules and responsibilities that go with upholding their own and others' rights. These rights underpin everything we do in school, every day. We aim to foster a mature, caring and sensible approach to living and learning together where pupils and adults show respect for each other. We expect our pupils to be polite and well behaved so that they are ready to learn in a safe and positive learning environment. Our school is nurturing with an emphasis on pupil's social and emotional development. We will encourage and support pupils so that they can take responsibility for their own behaviour and learn to make good choices. We will consult with pupils, staff and families and recognise that a consistent and fair approach to behaviour management is key to its success.

This document outlines our behaviour policy and follows the DfE guidelines 'Behaviour and Discipline in Schools' (January 2016) and also pays due regard to other relevant DfE publications relating to behaviour, including 'Keeping Children Safe in Education 2023'.

## 2. Aims

This policy aims to:

- Explain our expectations of pupils, staff, families and visitors to Cheetwood to ensure we maintain a positive, respectful learning environment where everyone is able to fulfil their potential and gain rewards and positive affirmations for doing this.
- Outline how we will build, maintain and repair all relationships.
- Outline how we teach and help pupils understand what their rights are and how they should be upheld by everyone in school.
- Explain how we will teach pupils about their emotions and how to recognise and regulate them.
- Outline how we will help and support everyone involved in conflict; repair the harm done, take accountability and ensure they learn from the experience.

## 3. School Values

We believe that pupils learn best when:

- They feel happy, secure, safe, confident and valued
- They have time to talk and reflect about their experiences
- They are able to work together and independently
- They know what is expected of them
- There is progression, as well as consistency and continuity of approach throughout school
- Learning is relevant to their lives at home and in the wider community

## 4. Class Charters

Each class agrees and writes a shared charter which establishes a shared set of rights-based principles upon which we can base relationships and provide a language for shared values and expectations of each other. Creating charters can support a positive learning environment for pupils in the classroom and across the whole school including the dinner hall, playground, pitches and other outdoor play areas. We continually revisit our charters when we feel someone's rights aren't being upheld and use the charter as a framework to get everyone's rights respected and ensure everyone is listened to and feels valued. This creates a harmonious learning environment and fosters good behavioral choices. At the beginning of each year pupils will be given time to discuss the values and use them to agree their own class charter. Class charters will be presented in child friendly language appropriate to each year group. This will be signed by everyone in the class both pupils and adults. The class charters alongside our 'Golden Rules' are displayed in every class and reinforced as part of normal classroom routines and practices.

Each week the whole school will be introduced to a new article during assembly. This will then be followed up and

explored in class so the pupils have a full understanding of the article and their rights.

Each week the 'Article of the week' will be placed in the newsletter. This will inform families of our weekly focused article and present them with an opportunity to discuss the article with their families.

## Article 42: Knowledge of Rights

### 5. Our Golden Rules

Alongside our class charters we also follow our 'Golden Rules' These are displayed in every classroom and reinforced as part of our daily routines and practices. At least once a term, pupils will be given time to discuss these and to ensure they are reflected in their own class rules. Class rules will be presented in pupil friendly language, appropriate to each year group.

- Treat everyone with respect
- Be kind and polite at all times
- Listen to instructions and always try your best
- Take care of property and the environment
- No Physical contact

### 6. Relationships

At Cheetwood we use the principles of Restorative Approaches to help us focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. We aim to help pupils understand how their behaviour affects others. Pupils are supported in putting right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished, instead, we are helping them to become empathetic, considerate people who have the skills to avoid and resolve problems independently.

### 7. Repairing relationships following conflict and taking accountability for our choices.

When we have conflict in school, between pupils, adults and pupils or between adults, we use the ethos, tools and language of restorative approaches to repair the harm caused, to allow the person who caused the harm to take accountability for it and to allow those who have been harmed to have a say in how their needs are met and how we repair the relationships, learn from the incident and restore harmony within the school community. Restorative practices enable those who work with pupils and families to focus upon building relationships that create and inspire positive change. Creating change sometimes requires challenge as well as support. When children struggle to regulate their behaviour in class and become disruptive, we use the 'Zones of Regulation' and our 'Behaviour Escalation guidelines'.

At the end of each week each class has a restorative circle time to discuss the week children can raise any issues around behavior in the classroom (both positive and those which may have upset them) so classes can have open discussions around the effects of low-level choices on others and build awareness – these have to be carefully managed and lead by staff.

Questions asked are:

1. What have I liked this week
2. What have I found hard this week
3. Things that I think have helped my learning this week
4. Things I think have made my learning harder (this is chance for pupils to reflect as a class on any impact of low-level disruptions)

At Cheetwood we believe that positive, fulfilling relationships between everyone in school and the wider community are needed in order for everyone to learn and be our best.

Article 29: Your right to become the best that you can be.

## 8. Expectations

Pupils learn through observation so the way the adults behave around them, has a huge influence on pupils' behaviour. It is therefore an expectation that all adults on school premises, whether a member of staff or a parent/carer, family member, governor or visitor should conduct themselves appropriately and adult-like at all times.

### A) Expectations of Pupils

We expect all pupils:

- To follow the Golden Rules/classroom rules to the best of their ability.
- To agree with and follow the class charters to the best of their ability.
- To treat adults and fellow pupils with respect at all times.
- To do as they are asked by all adults in school.
- To help to make the school a clean and pleasant place to be.
- To treat others equally and fairly and respect and uphold the rights of everyone.
- To take increasing responsibility for their own learning and behaviour through developing their emotional regulation.

Article 29: Your right to become the best that you can be.

### B) Expectations of Staff

- To sign the staff Code of Conduct and adhere to it.
- To support and uphold pupil's rights at all times.
- To treat all pupils fairly and with respect.
- To create a safe and pleasant environment.
- To show respect for all members of our school community and encourage the same of our pupils.
- To provide a challenging and interesting curriculum.
- To recognise that each pupil is an unique individual.
- To enable each pupil to do their best.
- To be a good positive role model for all pupils.
- To speak politely and respectfully to pupils.
- To adhere to the "no shouting" policy of the school.
- To develop and maintain positive relationships with families and our community.
- To use the principles and language of restorative approaches to repair harm following conflict.

Article 19: You should not be harmed and should be looked after and kept safe

### C) Expectations of Parents/Carers

- To sign Cheetwood's Home School Agreement and adhere to it.
- Understand the importance of punctuality and good attendance and work with us to ensure they make good decisions regarding their child's learning and well-being.
- To be a good positive role model for children and families and behave in a reasonable manner themselves whilst on the school premises.
- To help their child realise the importance of education and to praise them for their efforts and achievements.
- To encourage their child to talk about school and listen to what they have to say each day.
- To work cooperatively with the school if additional support is required for their child.
- • To model and encourage respect for others and for our school and community and the environment
- • To work in partnership with school staff and other professionals to ensure their child is achieving to the best of their ability.

## Article 5: Family guidance as children develop

### 9. Support

Cheetwood recognise its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's Inclusion lead and/or Head of Pastoral care will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, Educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan a support programme for that pupil. We will work with parents to create the plan and review it on a regular basis.

## Article 2: No Discrimination

There may be occasions when persistent behaviour issues occur in school and we need to work more closely with parents/carers.

We offer a wide range of support including:

- An individual risk assessment for the pupil.
- Observation of the pupil's behaviour, social skills, emotional well-being and self-regulation.
- Behaviour reports
- A personalised bespoke behaviour plan.
- Strength and difficulties forms completed (SDQs).
- Group support or therapeutic interventions.
- Individual 1-1 therapeutic interventions.
- Individual mentoring support for the pupil.
- Closer support for pupils during key transition points.
- Speech and language support.
- Advice from our Special Educational Needs Coordinator, Head of Pastoral Care or School Health Practitioner, Educational psychologist.
- Referral to external agencies e.g., Child and Adolescent Mental Health Services (CAMHS).
- Advice and support from leaders in behaviour and attendance.
- Advice and support from Children services
- Offering a calm area in each classroom.
- Training on behaviour management strategies and sharing of best practice
- Referral to Parenting classes.
- Manchester's offer of early help supports for families.
- Providing appropriate and adequate resources to support challenging behaviour.
- A dedicated and experienced Inclusion team,

## Article 29: Your right to become the best that you can be.

### 10. The use of reasonable force

Staff use reasonable force (referred to as 'positive handling' at Cheetwood) as a last resort to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. If 'positive handling' is required we will ensure it is appropriately implemented by a 'Team Teach' trained member of staff, recorded and monitored and parents/carers informed. See the school's guidelines on Positive Handling (The Use of Reasonable Force) for further details.

### 11. Confiscation of inappropriate items

Cheetwood pupils very rarely ever bring items to school which are considered inappropriate. Nevertheless, staff do have the power to confiscate, retain or dispose of pupil's property if such items are likely to cause personal injury or

damage to property, or if that item has been used in an offence. Staff also have the power to search pupils without consent for inappropriate items. This is done in line with the DfE searching screening and confiscation guidance 2022. At Cheetwood we consider inappropriate items to be any items banned under other school policies, as well as knives and other weapons, alcohol, drugs, tobacco, cigarette papers, fireworks and inappropriate images.

## **12. The power to discipline beyond the school gate**

The school is not legally responsible for dealing with unacceptable behaviour off the school premises outside of school hours. However, it is very important to the school's reputation that pupils behave in an acceptable manner whilst travelling to and from school and/or whilst wearing school uniform. In these circumstances, where unacceptable behaviour is witnessed by a member of staff or reported to school, appropriate action will be taken. The school is not able to sanction a pupil in school for unacceptable behaviour exhibited at home. However, support and advice are available for parents/carers in the form of suggested strategies that could be used at home to tackle unacceptable behaviour.

## **13. Working with families**

We prioritise building and maintaining positive relationships with families and carers. We have a number of staff who offer a variety of support to families and liaises with external agencies.

We offer:

- referrals to parenting programmes,
- coffee mornings,
- mini explorers,
- wellbeing events,
- Community fairs,
- Relationship Education (RsE) focus group
- A wide range of Parent/Carer workshops
- Diverse celebrations
- Weekly newsletters
- Events calendar on website
- and ensure parents have daily opportunities to speak to all staff

## **14. Promoting Emotional Regulation**

We intentionally invest into developing pupil's understanding of their own emotions.

We do this by

- Planning weekly PSHE lessons in all classes and using these lessons to model and teach pupils about emotions, what they are, what they are called, when and why we feel them and how we can regulate them.
- All classes develop their own Class Charter, a document which sets out rights and responsibilities of all pupils and adults in each class to ensure everyone feels safe and valued.
- We offer an extensive Pastoral support for those pupils who need more support in regulating and understanding their emotions. (Emotional Literacy, Anger Management, Social and Communication skills, Team building, Building confidence and self- esteem).
- We use Zones of Regulation to develop pupils understanding of their own emotional wellbeing.
- We provide them with tools to help children stay or get back into the 'Green zone', the right zone for learning.
- We have a Mental Health First Aider in school and we maintain a constant focus on the wellbeing of pupils and staff.
- Staff take part in regular supervision and supportive line management meetings.

Achievements and Rewards			
Achievement	When	Reward	
Positive attitude towards learning	Daily/weekly	House points Stickers Certificate given in celebration assembly Name in news letter	All Staff
Positive behaviour in the classroom	Daily/weekly	House points Stickers	All staff
Positive behaviour during free time	Daily/weekly	House points Stickers Golden tickets	All Staff
Positive behaviour around the school	Daily	House points Stickers Golden tickets	All Staff
Showing a growth mindset	Daily	House points Stickers	All staff
Star of the week	weekly	Certificate given in celebration assembly Name in news letter	Class Teacher
Sports person award		Medal given in celebration assembly Name in news letter	Class Teacher
Rights Holder award	weekly	Certificate given in celebration assembly Name in news letter	Class Teacher
Attendance award	weekly	Class trophy	Attendance officer
House winners	Termly	End of term treat	House leader

## 15. Promoting Positive Behaviour

We believe that rewards are a vital part of building up a child's self-esteem. We reward pupils in a variety of ways, throughout the day and at planned times during the week, term and year. We use verbal praise frequently and consistently to acknowledge pupil's efforts and achievements. Pupils also are very self-reflective and are confident in sharing their achievements with others.

In order to encourage and promote good choices in school throughout the day we use a range of rewards

- Praise and acknowledgement from teachers and adults in school.
- Giving stickers, house points
- Celebrating their achievements in school assemblies.
- Golden tickets awarded to pupils for positive 'Free Time' behaviour and attitude.
- Giving certificates and notes/post cards to send home.
- Stickers given for exceptional learning shared with Headteacher/Assistant Headteacher
- Weekly recognition and Termly rewards for the winning house.

### b) House System

As part of our behaviour policy and in an aim to develop further positive behaviour in the school, we have implemented a house reward system at Cheetwood. The school has been divided into five "Houses" and each pupil from Year 1 to Year 6 has been put into a House. Each House is led by a member of the school's leadership team. After consultation with staff and pupils the Houses were named after significant local people. These people have all contributed considerably to society and made a difference to the lives of others through their work, achievements and individual personalities.

### House Name and Head of House

- Frances Hodgson Burnett –
- Professor Brian Cox –
- Alan Turing –
- L.S. Lowry –
- Emmeline Pankhurst –

Pupils are awarded a House point for any show of positive behaviour or for achieving a target or goal. This can be in lessons, during free time or as they are moving around the school. Any member of staff can award a House point to any pupil, if they see fit.

Points awarded are recorded for each child under each House name in each class; points are added up at the end of each week and announced in Friday's celebration assembly. The house with the most points at the end of every term receives a collective treat.

Children's individual house points are also totalled and the children receive individual sticker awards for key milestones in the collection of house points. Each reward sticker is displayed on an individual sticker bookmark the child has, this is kept in the classroom

- 20 HP – Bronze
- 40 HP – silver
- 60 HP – Gold
- 80 HP – Platinum
- 110 HP Diamond
- 140 HP – reward

Being a member of a House gives every pupil an opportunity to contribute to something bigger. The House system develops a sense of community spirit as well as healthy competition. It also enhances the development of respect for each other.

- When house points are given out, adults ensure they make the child aware of the reason.
  - “Well done, you can get a house point for listening so carefully!”
  - “Wow, you have used different methods to solve that math problem. You can get a house point.”
  - “Thank you for holding the door, excellent manners, you can have a house point”
- House points cannot be taken away once rewarded

### **c. Golden Tickets**

Golden tickets are awarded to pupils for exceptional behaviour and positive attitudes during free time. These are given out at our weekly celebrations assembly. These tickets allow the pupil first choice in play equipment or pitch for the following week as well as awarding the pupil with a house point

## **16. Discouraging challenging Behaviour**



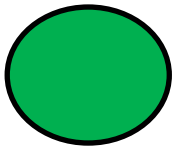
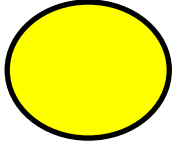
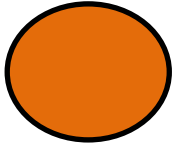
The approach that is taken encourages children to understand that their behaviour and actions always impact upon others and, as a result, will have consequences. Regular rule reminders are to be used as a non-confrontational approach to disruptive behaviour and encourage children to make good choices.

Many of our children require visual reminders to support behaviour. Time to discuss issues with children is important and may take place during 'circle time', PSHE lessons, L.O.F.T/Reflection, Think/Th.INC room. These sessions give the opportunity to reinforce expectations of behaviour and respect throughout the school. Staff are right to challenge inappropriate behaviour, however, it must be fair and consistent, in proportion and moderate. The humiliation and degrading of pupils is always unacceptable. all staff adhere to our “no shouting” policy.

Applying a sanction to whole groups for individual acts should be avoided. Sanctions may be put in place to deal with incidents and will include a variety of actions. Normally a straight challenge is sufficient, but other sanctions may include:

**a) Immediate Response**

Follow the Behaviour Escalation Guidelines

Behaviour Escalation		
		<p>The Second star is achieved if you feel the child has done something exceptional, not just positive classroom behaviour but something you consider well beyond the norm.</p> <p>This should be something to aim for and not something which is given out on a regular basis.</p> <p>Children will receive a reward certificate which they can take home. And their achievement will go into the golden book</p>
		<p>This sits above the behaviour system, children can be placed on the star if they have done something above and beyond the normal in class.</p> <p>The child is sent to Headteacher to receive headteacher sticker and praise</p>
Stage 1		<p>Green: This is where all children start the day and the afternoon session (if moved)</p> <p>Pupil names are placed on this circle and are moved as appropriate during the day.</p> <p>If child does move they can move back to green by doing the right thing and making good choices in class</p> <p>Verbal warnings about behaviour can be given at this stage and children – if they change behaviours remain on green</p>
Stage 2		<p>After initial verbal warning -</p> <p>Amber: If they break a class rule, it is explained what they have done and that they are moving to amber this should be a short 30 second intervention.</p> <p>If they change their behaviour they can quickly move back to green.</p> <p>This acts as their one visual warning to change their behaviour</p>
Stage 3		<p>Orange: If the pupil does not change behaviour and child continues to be disruptive then they are moved to orange. This leads to the time out protocols. (see below)</p>
Stage 4	L.O.F.T	<p>Explain to pupils that they have had time out and that behaviours have not changed so they are now in L.O.F.T to reflect</p>

Each pupil who has received any of the above steps **Must** have a fresh start at the beginning of each day and each afternoon.

Time out guidelines in class	
Time out with a timer. This should be in the same place in the room so the pupil is aware of what is expected.	Up to 5 minutes EYFS/phase 1 Up to 10 minutes Phase 2
Time Out Rules:  No getting up No talking or shouting No disturbing others	For EYFS, if time out rules are broken, the time out will start again until completed in silence. Phase 1 children if time out rules are broken, the time out will start again until completed in silence. If this occurs a second time then move to stage 2 timeout. For phase 2 pupils, if time out rules are broken the pupil will be moved to stage 2 time out Once time out is done, reintegrate the pupil. "Have you finished time out? Do you understand why you were on time out? Come and sit down let's move on"
If child continues to be disruptive on time out in class	Time out to be taken in another designated classroom for period of 10 minutes – this is to allow the child a chance to step back from the situation and remove themselves from the triggers of the environment and calm their behaviours. Classes will be allocated to each year group and the class teacher receiving the child for time out does not need to explore reasons for the time out being given. They say – time out, then guide the child to the allocated area, no further comment is made. Restorative conversation takes place between class teacher and pupils after timeout

- If a pupil continues to be disruptive after following the time out guidelines, then they will be placed into the L.O.F.T.
- If needed a member of the Senior Leadership Team or the Head of Pastoral care may be asked to come in and a decision will then be made on the best way to support the pupil.
- All time out sessions which occur outside of the classroom must be recorded on a weekly behavior recording sheet
- All allocated L.O.F.T times must be recorded on the weekly behavior sheet

## b) Follow on response

- Behaviour sheets are checked half termly for patterns – if there are any concerns around individual children and the frequency of time outs and L.O.F.T sessions these can be identified and addressed
- Observations of the pupil in the classroom and around the school.
- Recording observation which will then be put on provision mapper
- Pupil may be placed on a Behaviour Support Plan.
- Pupil may be placed on Behaviour report
- Individual Target sheets introduced
- Letters of apology
- Meeting with Parents/carers
- Meeting with Professionals
- Internal exclusion for a set period
- Meeting with the Governing Body Panel
- Ultimately fixed or permanent exclusion.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone may be ineffective. In such cases

careful evaluation of the curriculum on offer, classroom organization and management and whole school procedures should take place to eliminate them as possible contributory factors. Where it is felt necessary, support and advice from the Head of Pastoral care Inclusion lead and/or the Educational Psychologist may be called upon.

### Article 19: You should not be harmed and should be looked after and kept safe

#### c) Behaviour Reports

If a pupil is placed on 'Behaviour Report' for displaying continuous challenging behaviour. This is not seen as a punishment or consequence, but as a valuable tool to help identify patterns and triggers for their behaviour. A pupil will be placed on behaviour report for a minimum of two weeks, (which will be reviewed and extended as needed).

- Each day, adults will complete the report with comments about both positive and challenging behaviour.
- At the end of each day the report will be photocopied.
- Each Day the report will be sent home. (This allows and encourages good communication with the family).
- The parent/carer will sign and comment on the report and send it back into school each day.
- At the end of each week the Head of Pastoral care will collect the reports and identify any patterns or triggers
- A meeting with the inclusion team will take place to discuss next steps

#### 17. L.O.F.T/Reflection time

A room in each phase is designated daily for pupils missing a playtime or part of their free time to reflect on their behaviour and choices. This is supervised by teachers on a Rota basis. We call this 'LOFT' which stands for 'Loss of Free Time' Pupils will be placed in L.O.F.T during playtime or lunchtime for the following reasons:

- To reflect on their behaviour and choices.
- To complete work not finished in the lesson.
- To complete homework given but not done - at the discretion of the class teacher (if homework issues persist, then pupils may be provided with staff support/learning interventions and staff working closely with the family to support time, space and opportunities for pupils to complete homework)

All pupils who lose their 'free time':

- Names are recorded on the behaviour log with the date and reason.
- If a pupil is in LOFT three times within a week the class teacher will contact parents/carers to discuss the issues/concerns
- A record of the parental contact/meeting is then logged on CPOMS.
- LOFT records are monitored each half term by the Head of Pastoral care and presented to the senior leadership team to establish any trends and to take any further appropriate action (e.g., PSHE work)
- Pupils who have been identified as having additional needs or challenging behaviour will not be logged as being placed in L.O.F.T, they will be logged On the behaviour log as being placed in Reflection time.

#### 18. Think room/Th.Inc Room

If a serious incident occurs at any time, for example fighting, bullying, other types of peer-on-peer behaviour, racist/homophobic remarks, negative comments or remarks about any of the protective characteristics or refusing to take control of their behaviour, pupils are instantly referred to the Think Room.

**Serious Behaviours are classified into three areas:**

##### **Physical:**

Actions such as: deliberately pushing others, jumping on others, fighting, punching, kicking, biting, spitting, damage to property, stealing property

##### **Verbal:**

Actions such as: swearing or using inappropriate language in any form, targeted swearing with the intent to offend, name calling, racial/homophobic language or targeted abuse, use of offensive symbols/actions/written words or drawings.

**Disruption to learning:**

Actions such as: throwing objects, rude or aggressive actions to staff/pupils, refusal to take part in activities, leaving the classroom/school grounds, intentional low-level damage to the learning environment e.g. drawing on tables or flipping over chairs, threatening behavior towards staff or pupils.

Think Room is reflection time at lunchtime; Which is supervised by a member of the senior leadership team to denote the seriousness of the sanction. Pupils are required to reflect on their actions and complete a think room sheet.

Article 2: No Discrimination

Article 19: You should not be harmed and should be looked after and kept safe

**a) Steps and procedures**

- The adult referring a pupil to Think room must complete a Think room/Th.inc room referral sheet. (Located in the school office) This should include: Pupil's name, year group, Date of incident, Date in Think room, Brief description of incident.
  - They will verbally inform the allocated member SLT about the referral to ensure all information is communicated.
  - Where possible all sanctions should occur on the day of the incident as pupils should have a fresh start each day. Consequently, this may not always be possible so the sanction should take place the following day.
1. At 12pm pupils will go for their dinner and then meet with a member of SLT to complete their 'Think room' session
  2. After a session in the Think Room, The pupil will be escorted back to their play area where they can continue to join in with lunch time activities.
  3. A letter is sent home to parents/carers along with a copy of the completed think sheet each time a pupil has been in Think Room.
  4. A follow up session with the pupil and the Head of Pastoral Care will then take place in the Oasis room.
  5. Restorative approaches taken with the pupils involved in the incident

If a pupil has been in Think Room three times parents/carers are invited in to school to meet with a member of the Senior Leadership team to discuss the situation further. However, parents can be invited in before this time if an incident occurs which is deemed at a serious enough level for an immediate discussion.

Should a pupil then be referred to Think Room a fourth time, parents/carers are invited in to school to meet with the Headteacher, which denotes the seriousness of ongoing unacceptable behaviour.

A record of pupils attending lunchtime Think Room and copies of completed Think room sheets are kept. These Sessions are recorded on CPOMS and monitored each half term by the senior leadership team to establish any trends and to take any further appropriate action (eg PSHE work). An analysis is reported to the governing body on a termly basis by the Headteacher.

For a very small number of pupils who present with very challenging behaviour, in order to create a more bespoke response to their complex special needs, they may be referred to the Th.Inc. Room (Therapy Inclusion Room) and the Head of Pastoral Care will have more involvement in leading this sanction/intervention.

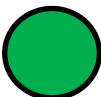
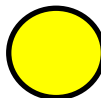
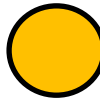
**19. Free time Expectations and guidance**

Article-31 Every child has the right to play and rest

At Cheetwood we recognise every child has the right to play and rest. We will provide a range of equipment, resources

and opportunities to access play and rest during free time and ensure all children have access to it in all weathers. There may be occasions when a pupil is using the equipment in a way which may cause harm to themselves or others. The pupil will be given the opportunity to make the right choice. If the dangerous behaviour persists, they will be sent to the wall to reflect and unable to use that piece of the equipment for the rest of that free time. This will then be reported to the Senior Teaching assistant or Head of Pastoral care who will speak to the pupil and agree next steps

a) Managing challenging behaviour during ‘free time’

Behaviour guidelines during Free time	
<b>Green</b> 	All children engaging and playing in correct way
<b>Step 1</b> <b>Warning</b> 	Name spoken and the behaviour explained, warning given; (Opportunity for the pupil to make the right choice) and pupil reminded of rules and rights
<b>Step 2</b> <b>Reflection time</b> 	Phase 1 : Time out on infant playground wall Phase 2: Time out on the pitch
<b>Step 3</b> <b>Restorative Approaches</b>	Discuss behaviour and alternative choices information passed onto the Senior Teaching Assistant or Head of Pastoral care who will refer the pupil to LOFT if the behaviour was recurrent
<b>More series incidents/Behaviours</b>	Investigate incident – if incident is serious child is sent to THINK room
<b>Step 4</b> <b>Record the incident</b>	Record the incident(s) put on CPOMS if of a sufficiently serious nature
<b>Restorative approaches</b>	Follow up incident (after investigation and recording) with restorative mediation between parties

b) Time out at the wall

Phase 1	Up to 5 minutes
Phase 2	Up to 10 minutes

c) Expectations

Pupils who become involved in over-excited play can be given the option to cool down by taking timeout or staying close to an adult for a few minutes.

If a serious incident occurs at any time during Free time, for example fighting, bullying, other types of child-on-child behaviour, racist/homophobic remarks negative comments or remarks about any of the protective characteristics or refusing to take control of their behaviour, pupils are instantly referred to the Think Room/Th.INC room.

During ‘Free time’ pupils are aware of the ‘**No physical contact rule**’; this has been in place for some years and is well known by the pupils. If an adult says ‘physical contact’ pupils have 1 minute time out to reflect and adjust their behaviour.

Free Time behaviour incidents will be with addresses by members of staff supervising the free time and where possible incidents and conflict will be dealt with during this time. Incidents should not be taken into the class room as they may impact on other pupils learning time. If this is not possible and a resolution is not agreed during free time then the incident will be passed to the Senior Teaching Assistant or head of Pastoral care to support the pupil further

**20. Managing Behaviour in Nursery and Reception**

In the Early Years, we focus on positive behaviour and reward this frequently throughout the day, mostly using verbal praise. Pupils may also receive stickers, stepping stones or certificates home to parents as an extra incentive, but we like to encourage them to follow our classroom rules because they want to do the right thing, not only to receive an external reward.

**a) Promoting positive behaviour**

We use the 'Zones of Regulation and the traffic light system to supports pupil's behaviour and self- regulation



'Green' behaviour is good behaviour that follows our four most important EYFS rules:

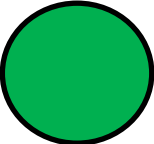
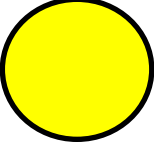
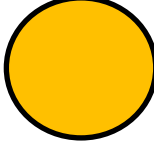
- Kind hands
- Kind feet
- Kind words
- Good listening

**b) Discouraging challenging behaviour**

In EYFS pupils are learning how to identify and deal with their own feelings and behaviours and are encouraged to use the 'Zones of regulation' to identify their feelings and develop skills to be able to self- regulate. It is important for staff to help them understand them and identify ways to express them appropriately. If pupils are displaying amber or red behaviour, they will be given a warning and consequences appropriate to the situation, often a time out, in order to calm down and discuss the behaviour with an adult. After this time, pupils are supported to go back to the situation and find an appropriate way to manage it or make amends for their behaviour if necessary. We believe that just saying sorry does not support pupils to learn for next time, so we try to find a relevant way for the pupil to help, for example, checking a friend that they may have upset is ok, or helping to fix a model that they knocked down. If a pupil displays red behaviour, parents will be spoken to by the class teacher or EYFS lead, so that the incident can be discussed at home if appropriate.

**c) EYFS Behaviour Escalation Guidelines.**

EYFS Behaviour Escalation	
	<p>The Second star is achieved if you feel the child has done something exceptional, not just positive classroom behaviour but something you consider well beyond the norm.</p> <p>This should be something to aim for and not something which is given out on a regular basis.</p> <p>Children will receive a reward certificate which they can take home. And their achievement will go into the golden book</p>
	<p>This sits above the behaviour system, children can be placed on the star if they have done something above and beyond the normal in class.</p> <p>The child is sent to Headteacher to receive headteacher sticker and praise</p>

	<p>All children start on green</p> <p><b>Step 1:</b> Name spoken and the behaviour explained; (Opportunity for the child to make the right choice) and child reminded of rules.</p> <p><b>Step 2:</b> Name spoken and the behaviour explained, consequences explained for further negative behaviour (Opportunity for the child to make the right choice) and child reminded of rules.</p>
	<p><b>Step 3:</b> Name spoken and placed onto Yellow.</p> <p>Explain to the child that you have spoken to them twice about their behaviour, and if it continues, they will be placed on Orange and have time out to think about their behaviour.</p>
	<p>Name spoken placed on Orange, time out and explanation given.</p>
<p>Follow up (restorative if required)</p>	<p>After time out discuss behaviour and how they can make better choices in the future. (Opportunity for the child to get back on green)</p>

Each pupil who has received any of the above steps **Must** have a fresh start and go back to Green at the beginning of each day and each afternoon.

Physical contact with another child/ adult results in child being placed straight onto orange.

## 21. Logging Incidents in all year groups

- All time outs which involve time in another classroom must be recorded on weekly behavior spreadsheet
- All L.O.F.T sessions must be recorded on class weekly behavior spreadsheet
- Children sent to L.O.F.T will have names recorded on L.O.F.T behavior log

For more serious incidents:

- All behaviour, incidents and concerns must be logged on CPOMS after investigation
- THINK room referral sheets must be completed and logged through CPOMS
- All interactions or meeting with parents/carers who raise concerns about their own child or another pupil's behaviour must be logged on CPOMS

## 22. Exclusion

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community. In the event of exclusion, the Head teacher will follow Manchester's Exclusion Toolkit.

## 23. Links to other school policies and guidance

This policy supports/complements the following policies and guidance:

- Safeguarding Policy
- Relationship Policy
- PSHE Policy

- Staff Code of Conduct
- Equality Policy
- Anti-bullying Policy
- Health, Safety and Welfare Policy
- Online safety Policy
- DfE Behaviour and Discipline in schools 2016
- Positive Handling- The use of reasonable force
- Equality Act (2010)
- Children and Social Work Act (2017)
- Keeping Children Safe in Education (2023)
- ICT Policy
- Mental Health & well-being and Pastoral support statement
- Manchester's Inclusion Toolkit

### **Review Date**

The Behaviour policy should be reviewed at least every 18 months-2 years to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance.