

BEHAVIOUR PATHWAY

Our Behaviour Pathway provides a progressive framework for responding to behaviour. The purpose of the pathway is to support children in understanding the impact of their actions, taking responsibility for their choices and developing the behaviours and character traits that will prepare them for life beyond school.

★ STEP 1:

These apply to **all** children and form the core of our behaviour management strategy.

- Behaviour Curriculum
- Christian Values
- Classroom Sanctions
- ClassDojos
- Encouragement Staircase
- Trauma Informed Language
- Restorative Conversation
- Informal Discussions with Parents

★ STEP 2:

Parents informed

Enter incidents and actions on CPOMS

SLT informed

Strategies:

- Sit with an appropriate adult to discuss behaviours and reset before re-entering the classroom. This is for a **minimum of 15 minutes** and can be longer if the child is not yet ready to return to the class.
- Possible opportunity for individual behaviour chart/ sticker chart
- Individualised rewards
- Time limited lunch/ break time rota
- Regular parental updates
- Supervised toilet visits
- Individual place in the classroom
- Pupil and Family Wellbeing Practitioner
- Discussion with SENDCo

★ STEP 3:

SLT informed - meet with the child.

Enter all incidents and actions on CPOMS

SLT contact parents

Strategies:

- Discussion and writing of Individual Behaviour Plan - written by SLT
- The child may work outside of the Forge, before reintegration into class.
- Individualised approach to school e.g. bespoke work area, designated spaces to be in, altered time table to include regular physical activity.
- Meeting with class teacher, Pupil and Family Wellbeing Practitioner, SLT and parents
- Possible referral to outside agencies e.g. Educational Psychologist, Stepping Stones Short Stay School
- Consider alternative provision and/ or part time timetable
- Persistent/ redline behaviours may be discussed by SLT and the headteacher may choose to take over the management of the individual case.

Examples of sanctions:

- Missed playtimes, spent with a senior leader
- Time out of class with a senior leader
- Time out of class and off the playground with a senior leader in order to reintegrate successfully.
- Separate work area away from class
- Regular monitoring by a senior leader
- Parental involvement at the request of senior leader
- Restorative sessions
- Lunchtime, fixed term or permanent exclusions

RED LINE BEHAVIOUR

Red Line behaviour is an instance of behaviour so serious it threatens the safety of children and/ or adults or detrimentally affects the smooth running of the school. A senior leader must be radioed for in the event of these behaviours.

Persistent refusal to follow an instruction that places them and/ or others in danger

Where a child is persistently refusing to follow an instruction given by an adult e.g. to come in from the playground, leave the classroom, leaves the room/ playground without permission.

Any violent act, aggressive and / or intimidating act towards a child or adult.

Where the act leaves a child with a mark or is dangerous to others; or is shocking in intensity. Any physical assault on an adult.

Please note this does not include age appropriate physical contact e.g. pushing in the line - all staff can reprimand this type of physical behaviour

Bullying and harassment

Acts that are persistent and intentional or conscious abuse or misuse of power, malicious or insulting behaviour towards an individual or group

(see Anti bullying policy for wider definitions)

Verbal abuse towards others; child or adult

e.g. intended personally towards another “Fuck Off!” “You’re a bitch”

Discriminatory language: language that mocks protected characteristics.

This does not apply to inappropriate language e.g. “this place is shit,” “my work is a fucking mess” All staff can reprimand this.

Vandalism: a significant act of intentional damage or defacing of school property

Theft: the act of taking another’s property with the intent to permanently deprive them of what is theirs

