

EYFS Behaviour Pathway at Willowbrook School

Child making the wrong choice (Level 1 or 2)

'In class' promise

Adult Reminder

Then move to a different learning space/area/activity

Take 5 inside the classroom with a timer

Teacher to have a restorative conversation on chat mat with the child and parents to be informed about this at the end of the day where appropriate

If take 5 is needed twice in a session, the child will take 10 in the nominated classroom

TA to tell office to send text home, teacher to meet with parents that day, take 10 letter sent home with learning attached and CPOMS/spreadsheet to be updated

Return to class and have a further restorative conversation

A chat mat can be used

If behaviour continues, follow the same process. However, if take 10 is needed again the child will be internally excluded in an appropriate space for the child (corridor or library) with an adult from their class.

SLT on call if support needed, teacher to meet parents that day, internal exclusion letter sent home with learning attached and CPOMS/spreadsheet to be updated

Are any adjustments to provision needed to ensure this doesn't happen again? (see menu)

Repeated Take 10 slots (X3)

If a child continues to make the wrong choices and is sent to take 10 **3 times** in one half-term (or a short space of time), the team leader needs to organise a meeting with parents, the class teacher and the child.

Team leader will review adjustments that have been made. Further adjustments to be decided with teacher, parents and the child. A target card to be introduced and shared with the team leader weekly.

This will be reviewed by the team leader with the teacher, parents and child after 2-weeks.

Repeated Take 10 slots (X6)

If a child continues to make the wrong choice following the meeting with the team leader and goes to the works **3 more times**, a formal meeting will be organised by a member of SLT.

SLT will review adjustments that have been made. Further adjustments to be decided with team leader, teacher, parents and the child. A report card will be introduced and shared with team leader or SLT member on a daily basis. A relational support plan and more targeted provision may be introduced.

This will be reviewed by SLT, the team leader, teacher, parents and child after 2 weeks.

Explanation

- Adult reminders need to be consistent and fair.
- Adult expectations need to be high for every child.
- Adults relational practices need to be strong.
- Take 5 is a chance for the child to reset and self-regulate.
- Take 5 empowers the teacher to have the restorative conversation with the child.
- Co-regulation from an adult may be necessary.
- If a child is asked to take 5:
 - They will go to the agreed area
 - They will have a 5-minute timer
 - After 5 minutes, if the child is ready, the teacher will have a brief restorative conversation. A related social story could be shared.
 - Reasonable adjustments can be made if necessary.
 - Teacher to have a brief discussion with parents where appropriate.
 - The teacher will record every time a child is asked to take 5 on CPOMS.
- If a child is asked to take 10:
 - The teacher will have a restorative conversation. A related social story could be shared.
 - A take 10 text will be sent home telling the parent to meet the teacher after school
 - The teacher will meet with the parent after school.
 - A take 10 letter with learning attached will be sent home.
 - Any reasonable adjustments are made for the next day to minimise repeat incidents.
- An adult can co-regulate with a child if necessary before taking them to take 10.
- If the child is not ready after 10 minutes, it could lead to an internal exclusion
- If a child is making the wrong choices whilst taking 10, they will be internally excluded. We do not want to disturb the other class.
- Internal exclusions
 - They will happen in an appropriate space for the child (corridor or library)
 - They will be with a member of staff from the child's class
 - An SLT member will be on call if support is needed
 - Length can vary (longer than a take 10)
 - Restorative conversation/social story to happen whilst out of class
- The children who are unable to access this successfully, will have a relational support plan in place. However, improving their self-regulation skills should be a priority.

Continued escalation of behaviour despite regular reviews of provision and relational support plan will result in:

- A formal meeting with the headteacher
- Longer term internal exclusions
- Pastoral support meeting with an SLT member.
- Fixed term suspensions
- Access to hub provision
- Outside agency support
- A managed move

Child making the wrong choice (Level 2/3)

Adult to investigate what has happened and record. Child to be given time to regulate.

If a child with a RSP/co-reg plan displays level 3 behaviours, the emergency procedures from the plan will to be actioned

Dependent upon the situation the child will be:

Internally excluded

- In an appropriate space for the child
- An internal exclusion text will be sent home
- An SLT member will contact the parents.
- Internal exclusion letter and missed learning to go home.

Suspended for a fixed term

- Parents called to pick up their child.
- There will be a reintegration meeting with an SLT member, parents and the child on their return.

A risk assessment/ relational support plans will be created or amended as appropriate.

- All behaviours and stages need to be captured on CPOMS. DSLS to be alerted to every incident and the class teacher to incidents involving children in their class.
- Intervening well at level 1 and 2 will lessen the chances of escalation to level 3 behaviours
- Adults need to ensure plans are reviewed regularly and further meetings are had to change the plan or to praise the child for improving their behaviour.
- Behaviour will be discussed each week in SLT meetings. This will provide a time to discuss individuals and review any plans that have been put into place.

Playtime promise

If a child is making the wrong choice at break time or lunch time:

Level 3 Behaviour

Level 1/2 Behaviour

Adult reminder/ warning

Redirected to another space to play.

Child to take 5 – outside adult to have restorative conversation after 5 minutes (log it)

Removal from the playground (chatroom at lunch or classroom at break). Adult to investigate and decide consequence in line with behaviour policy.

If a child visits the chatroom due to their negative behaviour 3 times in a half-term, they will spend at least 2 days off the playground. Teacher to meet with parents at this point and make any reasonable adjustments.

If they continue to make the wrong choices outside (6 x in a half-term), they will spend at least 2 more days off the playground. There will be a meeting with the team leader, class teacher and parents where a break and lunchtime plan will be devised.

Any plans will be reviewed regularly. The aim is to deescalate behaviour and return to full time outside.

All incidents should be recorded on CPOMS and on the spreadsheet.

Teacher to inform parents of any incidents at the end of the day.

KS1 Behaviour Pathway at Willowbrook School

Child making the wrong choice (Level 1 or 2)

'In class' promise

Adult Reminder

Then move to a different learning space

Take 10 in nominated classroom (complete think sheet)

TA to tell office to send text home, teacher to meet with parents that day, take 10 letter sent home with learning attached and CPOMS/spreadsheet to be updated.

Return to class and have a restorative conversation

Adult Reminder

Then move to a different learning space

Extended Take 10 (in a different class to previous take 10)

SLT on call to support if needed, teacher to meet parents that day, internal exclusion letter sent home with learning attached and CPOMS/spreadsheet to be updated.

Are any adjustments to provision needed to ensure this doesn't happen again? (see menu)

Repeated Take 10 slots (X3)

If a child continues to make the wrong choices and is sent to take 10 **3 times** in one half-term (or a short space of time), the team leader needs to organise a meeting with parents, the class teacher and the child.

Team leader will review adjustments that have been made. Further adjustments to be decided with teacher, parents and the child. A target card to be introduced and shared with the team leader weekly.

This will be reviewed by the team leader with the teacher, parents and child after 2-weeks.

Repeated Take 10 slots (X6)

If a child continues to make the wrong choice following the meeting with the team leader and goes to the works **3 more times**, a formal meeting will be organised by a member of SLT.

SLT will review adjustments that have been made. Further adjustments to be decided with team leader, teacher, parents and the child. A report card will be introduced and shared with team leader or SLT member on a daily basis. A relational support plan and more targeted provision may be introduced.

This will be reviewed by SLT, the team leader, teacher, parents and child after 2 weeks.

Explanation

- Adult reminders need to be consistent and fair.
- Adult expectations need to be high for every child.
- Adult relational practices need to be consistent.
- There should be an agreed learning space within the classroom where a child would move to (unless more than 1 child needs to move within a session).
- Take 10 is a chance for the child to self-regulate.
- Take 10 empowers the teacher to have the restorative conversation with the child.
- If a child is asked to take 10:
 - They will complete some learning.
 - The teacher will have a restorative conversation with them. A related social story could be shared.
 - A take 10 text will be sent home telling the parent to meet the teacher after school
 - The teacher will meet with the parent after school.
 - A take 10 letter with learning attached will be sent home and returned the next day.
 - Any reasonable adjustments are made for the next day to minimise repeat incidents.
- An adult can co-regulate with a child if necessary before taking them to take 10.
- The aim is for the child to be ready to come back to class after the 10-minute timer. If the child is not ready after 10 minutes, it could lead to an internal exclusion for the remainder of the session.
- If a child is making the wrong choices whilst taking 10, they will be moved to an appropriate area.
- Internal exclusions
 - They will be an extended take 10.
 - An SLT member will be on call to support.
 - The length of internal exclusions will vary dependent upon the child.
 - An internal exclusion letter and all missed learning will be sent home by the class teacher and returned the next day.
 - Any reasonable adjustments are made for the next day to minimise repeat incidents.
- The children who are unable to access this successfully, will have a relational support plan in place. However, improving their self-regulation skills should be a priority.
- Take 10s may not be appropriate for some SEN children. There take 10 can happen in the corridor or another appropriate space for them. Some processes of text and learning to go home will still happen.

Continued escalation of behaviour despite regular reviews of provision and relational support plan will result in:

- A formal meeting with the headteacher
- Longer term internal exclusions
- Pastoral support meeting with an SLT member.
- Fixed term suspensions
- Access to hub provision
- Outside agency support
- A managed move

Child making the wrong choice (Level 2/3)

Adult to investigate what has happened and record. Child to be given time to regulate.

If a child with a RSP/co-reg plan displays level 3 behaviours, the procedures from the plan will be actioned

Dependent upon the situation the child will be:

Internally Excluded

- Extended take 10 in appropriate space.
- An internal exclusion text will be sent home
- An SLT member will contact parents.
- Internal exclusion letter and missed learning to go home.

Suspended for a fixed term

- Parents called to pick up their child.
- There will be a reintegration meeting with an SLT member, parents and the child on their return.

A risk assessment/ relational support plan will be created or amended as appropriate.

- All behaviours and stages need to be captured on CPOMS. DSLS to be alerted to every incident and the class teacher to incidents involving children in their class.
- Intervening well at level 1 and 2 will lessen the chances of escalation to level 3 behaviours
- Adults need to ensure plans are reviewed regularly and further meetings are had to change the plan or to praise the child for improving their behaviour.
- Behaviour will be discussed each week in SLT meetings. This will provide a time to discuss individuals and review any plans that have been put into place.

Playtime promise

If a child is making the wrong choice at break time or lunch time:

Level 3 Behaviour

Level 1/2 Behaviour

Adult reminder/ warning

Redirected to another space to play.

Child to take 5 – outside adult to have restorative conversation after 5 minutes (log it)

Removal from the playground (chatroom at lunch or classroom at break). Adult to investigate and decide consequence in line with behaviour policy.

If a child visits the chatroom due to their negative behaviour 3 times in a half-term, they will spend at least 3 days off the playground. Teacher to meet with parents at this point and make any reasonable adjustments.

If they continue to make the wrong choices outside (6 x in a half-term), they will spend at least 3 more days off the playground. There will be a meeting with the team leader, class teacher and parents where a break and lunchtime plan will be devised.

Any plans will be reviewed regularly. The aim is to deescalate behaviour and return to full time outside.

All incidents should be recorded on CPOMS and on the spreadsheet.

Teacher to inform parents of any incidents at the end of the day.

KS2 Behaviour Pathway at Willowbrook School

Child making the wrong choice (Level 1 or 2)

'In class' promise

Adult Reminder

Then move to a different learning space

Take 10 in nominated classroom (complete think sheet)

TA to tell office to send text home, teacher to meet with parents that day, take 10 letter sent home with learning attached and CPOMS/spreadsheet to be updated.

Return to class and have a restorative conversation

Adult Reminder

Then move to a different learning space

Internal Exclusion

SLT to call parents, teacher to meet parents that day, internal exclusion letter sent home with learning attached and CPOMS/spreadsheet to be updated.

Are any adjustments to provision needed to ensure this doesn't happen again? (see menu)

Repeated Take 10 slots (X3)

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Team leader will review adjustments that have been made. Further adjustments to be decided with teacher, parents and the child. A target card to be introduced and shared with the team leader weekly.

This will be reviewed by the team leader with the teacher, parents and child after 2-weeks.

Repeated Take 10 slots (X6)

If a child continues to make the wrong choice following the meeting with the team leader and goes to the works **3 more times**, a formal meeting will be organised by a member of SLT.

SLT will review adjustments that have been made. Further adjustments to be decided with team leader, teacher, parents and the child. A report card will be introduced and shared with team leader or SLT member on a daily basis. A relational support plan and more targeted provision may be introduced.

This will be reviewed by SLT, the team leader, teacher, parents and child after 2 weeks.

Explanation

- Adult reminders need to be consistent and fair.
- Adult expectations need to be high for every child.
- Adult relational practices need to be consistent.
- There should be an agreed learning space within the classroom where a child would move to (unless more than 1 child needs to move within a session).
- Take 10 is a chance for the child to self-regulate.
- Take 10 empowers the teacher to have the restorative conversation with the child.
- If a child is asked to take 10:
 - They will complete a think sheet
 - The teacher will have a restorative conversation with them. A related social story could be shared.
 - A take 10 text will be sent home telling the parent to meet the teacher after school
 - The teacher will meet with the parent after school.
 - A take 10 letter with learning attached will be sent home and returned the next day.
 - Any reasonable adjustments are made for the next day to minimise repeat incidents.
- An adult can co-regulate with a child if necessary before taking them to take 10.
- The aim is for the child to be ready to come back to class after the 10-minute timer. If the child is not ready after 10 minutes, it could lead to an internal exclusion for the remainder of the session.
- If a child is making the wrong choices whilst taking 10, they will be internally excluded.
- Internal exclusions
 - They will be in the room next to year 6.
 - An SLT member will be on call for this.
 - The length of internal exclusions will be down to SLT discretion with the view of the child being sent back to class when chances of success are at their greatest.
 - The on call SLT member will speak to parents
 - An internal exclusion letter and all missed learning will be sent home by the class teacher and returned the next day.
 - Any reasonable adjustments are made for the next day to minimise repeat incidents.
 - If there are multiple internal exclusions at one time, team leaders will have a designated space in their classrooms for an internally excluded child.
- The children who are unable to access this successfully, will have a relational support plan in place. However, improving their self-regulation skills should be a priority.

Continued escalation of behaviour despite regular reviews of provision and relational support plan will result in:

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Internally Excluded

- An internal exclusion text will be sent home
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Removal from the playground (chatroom at lunch or classroom at break). Adult to investigate and decide consequence in line with behaviour policy.

If a child visits the chatroom due to their negative behaviour 3 times in a half-term, they will spend 5 days off the playground. Teacher to meet with parents at this point and make any reasonable adjustments.

If they continue to make the wrong choices outside (6 x in a half-term), they will spend 5 further days off the playground. There will be a meeting with the team leader, class teacher and parents where a break and lunchtime plan will be devised.

Any plans will be reviewed regularly. The aim is to deescalate behaviour and return to full time outside.

All incidents should be recorded on CPOMS and on the spreadsheet.

Teacher to inform parents of any incidents at the end of the day.