

Behaviour and Discipline Policy

September 2020



“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”

(Education Observed D.E.S)

Introduction

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers and support staff can assist children to manage their behaviour more effectively.
- A child with behavioural difficulties is the school’s responsibility and not solely an individual teacher’s problem.

As a school, Governors and staff seek and expect the following:

- All of the children in school to be happy, confident and secure.
- The adults in the school are calm, caring and considerate, providing excellent role models for the children to follow.
- All of our children to be kind, caring and considerate to each other.
- Everyone to care about the school, to look after the buildings and equipment inside.
- Everyone to respect the property of others, while developing the ability to involve and share.
- Parents to appreciate our aims and support us in our work.

Our day to day approach will be patient and positive, knowing that children are individuals and respond better to praise and privilege rather than criticism, fear and humiliation.

However, negative behavior will not be ignored. It will be tackled and dealt with through a range of low key methods.

Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have high expectations for discipline within the classroom with emphasis on good work habits, personal challenge and achievement for all abilities.

- To have high expectations for behaviour beyond the classroom with the emphasis on self-control, good conduct in and around the school, safe play and care for others.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of all pupils.
- To identify early, children on the SEN register who show emotional and behavioural difficulties, in the classroom and beyond, with appropriate provision made.
- To provide an attractive learning environment and quality resources
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To give consistent encouragement and reward for good behaviour, providing incentives to encourage children to make positive decisions to choose good behaviour rather than bad
- To fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

“We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.” (Discipline in Schools - Elton Report)

Other relevant documentation : Anti Bullying Policy, Lunchtime Policy, Special Needs Policy, Attendance Policy, Marking Policy, Restrictive intervention Policy, Home School Agreement. –

Our purpose is:-

- to maintain good levels of behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of support staff, parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

Classroom Management

Effective classroom management and good organisation from all staff within the classroom also ensures that pupil's behaviour is of a high standard and acceptable to all. It is expected of all staff that they:-

- Are well prepared
- Be punctual and ready to receive children at the start of each session
- Settle the class quickly to work
- Insist on full class co-operation
- Use their voice effectively
- Be alert to what is happening across the class
- Analyse what is happening in the class
- Have clear and well understood strategies for dealing with crises
- Allocate teacher time fairly, be mobile around the class
- Avoid drawing comparisons
- Keep up-to-date with marking with as much as possible marked with the children
- Make sure promises are kept - don't make promises that can't be kept or you have no intention to keep!
- Make good use of questions
- Ensure adequate opportunities for physical and practical activities
- Delegate routine classroom tasks to the children
- Organise the classroom effectively with effective circulation space
- Deal with children's problems
- Conclude the lesson successfully

Agreed classroom expectations should be displayed on a poster in a prominent position and referred to as necessary.

Assertive Mentoring

'Attitude' is carefully tracked at least termly. This includes attendance, punctuality, behaviour, effort, homework and uniform. Each area is colour coded: Green-excellent/very good, Yellow-acceptable/satisfactory, Red-unacceptable. Targets and support are agreed where necessary.

Rules

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. They are all

designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

Parental Involvement

Our school policy is to involve parents as soon as possible (when behaviour does not meet the required standard) and to work closely with them until behaviour problems are eliminated. In practice this usually means that weekly

appointments are made to monitor progress both in school and at home. We send home a behaviour contract which has the school rules, rewards and consequences highlighted. We ask parents to discuss them with their children, sign it and return it to school.

A monitoring behaviour letter is sent out to parents when unacceptable behaviour becomes more frequent and all other strategies have been tried and there has been no improvement. This informs parents that the pupil is likely to miss out on participation in the Good Behaviour Day at the end of the half term unless improvement is seen.

A final letter/phone call to parents, about pupils not participating in the good behaviour day, is sent before the event so that parents are aware of the consequence of unacceptable behaviour within school.

Monitoring and Evaluation

□ Behaviour Management will be monitored regularly with a view to changing needs and a whole school commitment to raising standards and continuous improvement.

□ All staff are asked to complete the behaviour log(Time out A) as a record of unacceptable behaviour.

□ Information from the logs is then used in meetings with parents and as evidence for other agency involvement i.e. the CAF process, E.P. request etc.

□ Half termly information is collected by the Head Teacher and is shared with Governors in termly meetings as well as being uploaded onto the school website for parents to see.

□ The Senior Leadership Team will primarily be responsible for monitoring the effectiveness of this policy and practice. However, all staff working in school have a responsibility to praise, challenge and record behaviour in all areas of school throughout the day.

□ The policy will be formally reviewed before the start of each new school year. The Governing Body will be invited to nominate a link-governor to participate and contribute in all these procedures.

1. Our Code of Conduct is: DISPLAY IN ALL CLASSROOMS

1.	Take Care of Yourself
Never	<ul style="list-style-type: none">• Do anything silly or dangerous where you might be hurt. Stay in the school building at break times or leave school without permission. Talk to strangers in school unless they have a school badge.
Always	<ul style="list-style-type: none">• Tell someone if you are unhappy, being picked on or bullied.
2.	Take Care of Others
Never	<ul style="list-style-type: none">• Do anything to hurt others (such as hitting/name calling). Distract others from working. Be cheeky or rude to adults.
Always	<ul style="list-style-type: none">• Be friendly to visitors, newcomers and other children.
3.	Take Care of your School
Never	<ul style="list-style-type: none">• Steal or deliberately damage school equipment. Drop litter or deface the school building. Give the school a bad name.
Always	<ul style="list-style-type: none">• Be proud of yourself and your school.

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalised at FS and KS1.

2. Our Listening Code

When I am asked for my attention I:

Stop what I am doing

Empty hands – ‘Stop Sign’

Magnet eyes

Keep quiet and still

Listen to instructions

3. Our Line up Code

When I am asked to line up I:

Walk to the end of the line

Leave a person space

Keep my hands and my feet to myself

Keep quiet and still

Listen to instructions

4. We have specific rules being enforced on the grounds of health, welfare and safety

a. Food and drink

Children may bring fruit from home to eat at morning play. They may also obtain fruit at breakfast club and in EYFS/KS1 through the National Fruit Scheme.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. When children brought drinks they were largely of the high sugar, fizzy, high additive variety. This was believed to be having a detrimental effect on behaviour as well as on dental health. Drinks were frequently spilled and bottles smashed, spoiling other packed lunches and presenting an unacceptable risk of cuts and food contamination.

Children have regular access to water and are asked to bring their own water bottles.

b. Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at school. Watches to be removed before PE/Swimming. **Any articles removed will remain the responsibility of the child.**

Reasons: Rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair.

c. PE Kit

Appropriate clothing must be worn for all PE activity

Indoors:-No jewellery, bare feet, shorts, Tee shirt or vest

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should have extra clothing to compensate for heat loss.

Outdoors:- No jewellery, plimsols or trainers, shorts, Tee shirt, (Tracksuit in certain conditions).

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles (see PE Policy).

d School Clothing

The school has a separate school uniform policy. Uniform may be purchased from the school office. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled sensible shoes/boots should be worn. Black shoes not trainers. Plain socks/tights to be worn.(navy, grey, black,white)

All clothes and shoes to be clearly named.

Reasons School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes and boots are unsafe for the school environment.

e. **Personal property**

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

f. **Mobile Phones**

Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the headteacher.

Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the headteacher in writing. Such requests will be considered on an individual basis.

If permission is granted mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

Reasons: During school hours contact is possible through the school's land lines. **Mobile phones are regarded as hazardous to health.** They present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

Whole School Strategy

Our approach consists of three important parts:

Expectations

A limited number of expectations (rules) are in operation to enable the smooth running of the school and to encourage the fulfilling of our aims. They are communicated to ensure that all children know exactly what behaviours are expected in school at all times.

Rewards

Rewards in school are variable. They range from simple praise to special awards and certificates. As the child moves up through the school, rewards diversify and try to also encourage initiative and resourcefulness.

Consequences

Our firm but fair approach does not ignore negative behaviour. Once again a wide range of consequences are used which frequently encourage the child to reflect upon particular behaviours and take ownership and responsibility. Expectations, rewards and consequences

operate within the classroom and throughout the whole school - at break times and lunchtimes. Children's behaviour is recorded on the It's Good to be Green chart which is completed over a week

At the start of the school year, class teachers agree a list of class rules with the children. Children are invited to contribute their own ideas and views. This list is intended to make the managing of children's behaviour easier, to encourage and develop the children's personal and social education and to ensure that nothing hinders the children's learning and achievement.

Rewards and consequences, within the classroom and beyond, are the same across the school.

Rewards

Verbal praise and encouragement
Written praise
Class points
Stickers
Smileys
Good to be green raffle tickets - prizes in a draw
Certificate of Achievement
Lunchtime awards (smiley's, stickers, class points)

Consequences

Disapproving tone of voice
Stern talk
'time out' in classroom/out of classroom
Loss of break time
Self-counselling writing tasks
Behaviour report/weekly tracking sheet
Sent to Headteacher/Deputy Head
Parents notified/invited into school
Exclusions - fixed term and permanent

Expectations of All Staff

Effective discipline requires an extensive understanding of child behaviours and a full appreciation by the classroom teacher, teaching assistant, lunch supervisors and supply staff, and that their own behaviour has a great influence upon control. Some of the problems that arise in the classroom can be a direct consequence of the way the member of staff acts or reacts towards the child or children.

Consequently, we ask all staff to:

- Keep in control of themselves . (Don't react to a situation, respond to it!)
- Recognise and reward good attitudes/performance.
- Be consistent in disciplinary matters and conform to established routines.
- Respect children outside the classroom as well as in it.

Do all you can to:

- keep calm
- listen
- be positive and build relationships for the future
- know pupils as individuals
- carry out sanctions fully
- seek help where necessary

Do all you can to avoid:

- shouting
- over reacting
- over punishment

Please don't:

- humiliate
- use sarcasm
- ignore pupils outside rooms without work
- ignore pupils beyond your assigned class
- give empty threats
- give children 'lines' to complete

Serious Misdemeanours

The Senior Leadership Team will support all staff dealing with any serious misdemeanour occurring in school. They will ensure that incidents are investigated calmly and thoroughly.

The class teacher will be informed and incidents will be recorded on the class behaviour log and in individual pupil files - kept in the Principal's office. Parents in turn will be notified by telephone or letter straight away. Senior Leadership Team will follow up matters, engaging with the child in a thorough review of attitudes, values and behaviour.

The following list gives examples of what we believe constitutes a serious misdemeanour.

- fighting/physical assault
- persistent name calling/verbal abuse
- vandalism
- theft
- racist abuse
 - bullying
 - swearing
 - throwing dangerously
 - persistent disruptive behaviour
 - defying staff
 - running out of school
 - damage to school property

Breaktime and Lunchtime Procedures

Children are expected to have the same level of behaviour during break times and lunchtimes as they do within lesson times. At all times there are displayed expectations, rewards and consequences for the children to follow.

The teacher/staff member on duty will be able to assess the level of behaviour and will deal with the situation there and then on the playground when appropriate e.g. name calling, children arguing/ falling out etc. However, there may be times when further action is required to be taken when an incident from the list of serious misdemeanours has occurred.

The staff member will then:

1. Talk to those involved.
2. Give timeout of 5, 10 or 15 minutes with member of staff on duty.
3. If necessary remove the child from the playground to the Head or Deputy's office.
4. Inform the class teacher about the misdemeanour.
5. Inform the Senior Management Team.

Rewarding positive behaviour

The teacher on duty should also have smiley's and raffle tickets to reward good behaviour on the playground and will hand them out as necessary.

Behaviour Guidelines

Procedures

Our 'restrictive intervention policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Some Staff are trained in 'Team Teach' for safe handling and de-escalation techniques.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The Head should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the Head, SENDCO or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police to be informed. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions).

Children observed behaving appropriately, politely and considerately in line with our school values i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a 'Smiley or raffle ticket'.

Movement Around School - Suggested Procedures for Large Groups

- Call the group together using the familiar phrase: 'Can I have your attention please?'
- Give out any instructions and set expectations.

- Use and enforce 'Our Line Up Code'.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

Movement Around School - Suggested Procedures for Individual Children

- Choose appropriate individuals for messages – one (KS2) or two (F5, KS1).
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate.

Five minutes before the end of play other staff should go to the playground to collect their classes. If, for whatever reason, staff do not arrive on the playground, the duty teacher should not ring the bell or send children into the building unsupervised, but send for the Head, Deputy or most senior teacher available.

Upon hearing the bell children should stop what they are doing and walk into class lines. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a 'class point' (see Class of the Week).

In suitable weather conditions the field may be used at lunchtime. This is the decision of staff on duty.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that phases are never left unsupervised.

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.



Behaviour Guidelines

Rewards

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards

1 General

- Favourable comments can and should be entered on pieces of work, (see Marking Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of work of the week, swimming certificates and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school
- A visit to the Head for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Pals/ Play Leaders, Monitors, School's Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

2 Whole School Reward System: 'Smileys'

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stamps. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and in particular for demonstrating school values of resilience, respect, curiosity, compassion, community acts or ambition. They may also include

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Smiley the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'.

Once awarded a Smiley can never be deducted (see Sanctions).

They are intended to help staff focus on positive rather than negative behavior e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Any noteworthy behaviour

1 Smiley (recorded on class chart)

10 Smileys Teacher commendation: (recorded on individual achievement card/chart
pupil receives appropriate coloured smiley token)

Each half term the 'house 'with the greatest number of 'smileys' will have a non-uniform day

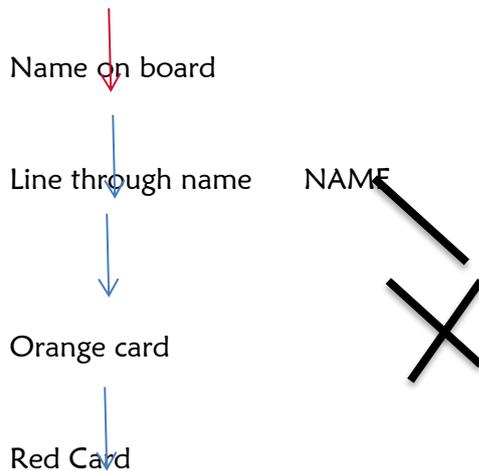
KS1 - Behaviour Plan

3 tier system: Sun - Rain Cloud - Thunder Cloud.

- Children are given 3 verbal warnings
- They are then moved to the rain cloud. While on the rain cloud they cannot get smileys. If they change their behaviour they can get removed from the rain cloud and go back to the sun.
- After the rain cloud they move to the thunder cloud. If they are on the thunder cloud they miss 5 minutes off their 'Good to be Green' time.
- When children get 20 smileys they get a prize from the prize box.

KS2 Behaviour Plan

1 x verbal warning given



- If a child has a name on the board or an orange card they can have this removed if they change their behaviour. If they have a red card they remain on this for the day.
- Orange card: 15 minutes on a time out, they will also miss 5 minutes of Good to be Green time. A discussion will take place with the child and parents/carers informed.
- Red card: Children will be sent to another class for an hour with work to complete. They will miss 10 minutes of their Good to be Green time. A discussion will take place with the child after and parents/carers will be informed.

Whole School

- All verbal warning, orange cards/rain clouds and red cards/thunder clouds need to be recorded on behaviour log sheet.
- If a child receives an orange card/rain cloud or red card/thunder cloud then an incident log needs to be filled in and parents/carers informed.

Red Cards/Thunder clouds will be given straight away for :

- physical assault of another child or adult;
- abusive language;
- destruction of school property;
- Public defying of an adult

Children who are on an individual behaviour plan may have rewards and consequences that are different to the above.

A 'smiley' can be awarded by any staff member to any child at any time. All staff should carry 'Smileys' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

It's Good to be Green

As well as the above 'smiley reward system an additional classroom based award system will operate. This applies the principles of the 'It's Good to be Green' behaviour strategy in all year groups from Foundation to Year 6. This is a very visual approach and has an immediate impact with pupils.

Display in the classroom

- A Good to be Green card holder is displayed in every class.
- All pupils start each week with a green card in their name holder.
- We expect all pupils to behave well in school throughout the day. Their card remains green to show good behaviour.
- Next to the card holder are posters which detail the types of behaviour expected to remain on green,
- Each class will work together to decide upon the behaviours expected in class and those which are unacceptable.

Reward charts and stickers

- At the end of the week all pupils who have remained on a green card take part in the full 30 min reward time on Friday. Those children who have received amber / red cards during the week have a reduced time or no time depending on individual circumstances.(Teachers

discretion)

GREEN all WEEK

□ They will be given a good to be green raffle ticket which will be placed in a special box in their key stage area. During assembly a draw will take place and five pupils in each key stage will be selected to eat their lunch in the Forest school.

Behaviour Guidelines

Sanctions

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note See also our policy on the 'Use of Force'.

- If behaviour results in physical or verbal abuse towards a teacher/adult an 'serious incident' form should be completed and a copy forwarded to the LA.
- If physical intervention of any kind is required then a 'positive handling' record should be completed as soon as possible and reported to Principal
- Any other incident deemed 'serious' or resulting in injury should be recorded on 'Safesmart' system. All staff members have access to this.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

- Record on class log.
- Incident must be communicated to parents.
- Red card cannot be turned back to GREEN

If behaviour improves return to class. If not or if child refuses, move to 5

For a regular offender:

- Discussion with Team Leader and/or SENCO: consider SEN Support stage of the Code of Practice.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Complete a 'Behaviour Assessment Profile' if necessary.
- Parents informed by letter that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular/enrichment activity linked to improvement.

5. (Team Leader/Head) Time Out (C)

- Child escorted to Team Leader/Head.
- Up to half a day working alone without causing disturbance.
- Record who, when, why and store in child's file on pink form.
- Parents informed of isolation by letter.

If behaviour improves return to class. If not or if child refuses, move to Step 6

For a regular offender:

- Discussion with Team Leader / Head/ SENCO: consider the need for School Action Plus
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Assessment Profile'.
- Parents / Trust informed by letter that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Access to extra-curricular / enrichment activities dependant on progress.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

6. (Head/SENCO) Pastoral Support Programme (On Report)

- Teacher completes a Behaviour Assessment Profile to identify areas of strength and concern.
- PSP Meeting with parents/child to agree the way forward.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider Statement of Special Needs.
- Consider CAF.
- PSP to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed fortnightly



If targets are achieved remove from PSP.

If PSP failed, move to 7.

7. (Head)

Behaviour Contract

A last step before exclusion

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed weekly.
- Parents, Trust representative, Executive Principal, Behaviour Support informed.

If behaviour improves return to PSP

If not move to 8.

8. (Head)

Internal Exclusion (up to 5 days)

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Parents, Trust representative, Executive Principal, Behaviour Support informed by letter.
- LA informed of likelihood of external exclusion.

If behaviour improves return to class on a Behaviour Contract or PSP.

If not move to 9.

Following latest government guidance

9. (Principal)

Fixed Short Term Exclusion (up to 5 days per term)

- Parents, Trust representative, Chair of Governors, LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract for a minimum of 2 weeks.

If behaviour improves remove from Contract to PSP.

If not move to 10.

10. (Principal)

Fixed Long Term Exclusion (up to 45 days per year).

- Parents, Chair and Clerk of Discipline Committee, Trust informed.
- Discipline Committee meet (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Contract or PSP for a minimum of 10 weeks.

If behaviour improves remove from PSP.

If not move to 11.

11. (Pupil Discipline Committee) Permanent Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.

- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

The following page give suggestions as to approaches which may be used in a variety of situations.

Always follow school procedures so that there is a consistent approach to rewarding positive behaviour and challenging negative behaviour throughout the whole school by all staff.

Specific Behaviour

Suggested Action

Talking out of turn and backchat.

1. Polite but firm requests, warnings (no more than two). Consider repositioning, separating etc.
2. Start Step 1

Specific Behaviour

Suggested Action

Refusal to carry out work

1. short discussion with child
2. modification of task if necessary
3. firm warning
4. Start step 1

Specific Behaviour

Suggested Action

Hindering other children, teasing or distracting
Verbal abuse

1. firm reprimand and warning
2. Start Step 1

Specific Behaviour**Suggested Action**

Racist insults, name calling, mimicry, ridicule for cultural differences

1. if present, staff to challenge
2. measures to protect the victim
3. stern talk to the perpetrator
4. Start at step 3
5. log incident in either playground conduct book or racial incidents file
6. notice to both sets of parents
7. Trust informed

Specific Behaviour**Suggested Action**

Persistent disruptive behaviour

1. firm reprimand and warning
2. Start step 3

Specific Behaviour**Suggested Action**

Bad language, either to staff or to other children

1. stern reminder and warning
2. Start Step 3

Specific Behaviour**Suggested Action**

Physical threat to pupil or Staff

1. Start Step 3
2. Start Step 4/5

Actual physical harm to pupil or staff

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for statements of SEN and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Behaviour books (for KS1 and less mature KS2 children).
- Behaviour Reports (for KS2).

Both use the school 'smiley' system for showing when targets are achieved over short periods (individual sessions/playtimes etc.) and any reason why they were not achieved.

Behaviour Targets

- Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour e.g.
"To stay on task at all times" is not a realistic target for the best behaved child let alone a troubled child.
- If clear targets cannot be identified - monitor (see appendix)
- Should provide clear consequences for breaking the agreement e.g. exclusion.

If in doubt, consult a senior teacher

Daily feedback on progress should be given and targets reviewed fortnightly either :

- to make targets more difficult as behaviour improves,
- to set new areas to tackle or
- to remove completely from report.

Appendices

Appendix A

GOOD PRACTICE

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self esteem. Or, we can give them a positive experience which will build their self-esteem.

Never:-

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied

Not to hear swear words

Conclusion

Our approach to Behaviour Management is positive and realistic. We fully appreciate that children come to our school from a wide range of backgrounds equipped with varying attitudes, values and social skills.

Childhood is the time to make mistakes and to learn from mistakes. Therefore we cannot expect children to be consistent in thought and deed all of the time but we can be there, as teachers, to help and guide them along the way.



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