



**The Orchard Primary School**  
*Nurture Learn Grow*

# Behaviour Policy

Date	Review Date		GB Committee
July 2019	July 2021	HT	Curriculum and Community

## **RATIONALE / PRINCIPLES**

*"We consider the best way to encourage good standards of behaviour in school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction."*

*p. 99 Elton*

### **Behaviour for Learning**

A calm, orderly environment is essential if children are to learn most effectively. It is the responsibility of the school to provide that environment in order that children and teachers can make most use of lesson time for the real purpose of education.

It is, therefore, worthwhile spending time setting the ground rules and asserting the school's code of conduct as a prerequisite to curriculum delivery. This document aims to provide the framework to enable an orderly environment to prevail and to allow members of the school community to concentrate upon its core purpose.

It also recognises that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.

We believe that responsible behaviour underpins and facilitates good progress and high standards of achievement. Teaching staff, support staff, parents and governors are all responsible for and can influence the behaviour of pupils.

### **Expectations:**

- Parents should send their children to school with a positive message about behaviour and learning. Parents are expected to support the school's behaviour policies including rewards and sanctions.
- Pupils have a right to be taught in a safe environment that is conducive to learning, should attend school regularly and on time, should listen and respond thoughtfully to adults and to each other.
- School staff should encourage respect and promote positive behaviour in a consistent way. They should have safe working conditions, appropriate professional development and support on behaviour issues with clear guidelines.

*We are proud of the good behaviour displayed by the pupils at Orchard Primary School. They show positive learning behaviour and positive relationships with their peers and adults. In order for this to continue it will be important for the behaviour policies and guidelines to be adhered to by all adults.*

## **AIMS**

- To encourage a calm, purposeful and happy atmosphere at school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To create an environment in which each individual can develop their self - esteem and demonstrate their respect for other people.
- To enable all children to develop increasing independence and self-discipline so that they are able to control and accept responsibility for their behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.

## **OBJECTIVES – Encouraging outstanding behaviour for Learning in school**

We will:

- provide a calm and caring ethos where learning is valued.
  - provide a caring and supportive atmosphere in which adults are good role models
  - have clear expectations and standards for good behaviour which will be consistently applied by every adult
  - have a clearly explained structure for the use of rewards to reinforce acceptable behaviour
  - have a clearly explained structure for the use of sanctions to deter unacceptable behaviour
  - ensure that every individual takes responsibility for their own appropriate behaviour
  - remind children that they have a choice as to how to behave and may need guidance to make good choices.
  - help children learn to value each other's opinions and personal qualities.
- provide time for children to develop self-esteem and the necessary social skills to prepare them for life now and in the future.

## **EQUAL OPPORTUNITIES AND INCLUSION**

Our purpose is to deliver a well - planned and appropriate curriculum, including Personal, Social and Health Education, to meet all the needs of the community we serve. We have high expectations of all our children and provide them with quality behavioural learning experiences. These are irrespective of race, religion, gender, disability and class. The schools' ethos supports the development of cultural and personal identities and prepares children for full participation in society.

It is important that everyone in our school community values both themselves as well as others around them. We understand that some children may need additional support with their behaviour and readily work with them, their parents, carers and outside agencies to support these pupils. Where necessary the Inclusion Lead will work with class teachers and other key staff to ensure that individual behaviour support plans are in place.

In addition to this, we want all adults to reinforce the message that each child needs to take responsibility for their actions by:

- Clearly stating what is right and wrong.
- Explaining what is acceptable and unacceptable behaviour.
- Providing a clear, consistent structure for behaviour management throughout the school reinforced by support from parents or carers at home.

## **QUALITY OF TEACHING AND LEARNING**

The quality of our children's' behaviour is dependent on all staff consistently promoting and sustaining the same behavioural expectations. Through the giving of consistent messages regarding what is appropriate and acceptable behaviour, children, parents and the community will be encouraged to respond positively.

Through discussions and role-play situations children can be encouraged and guided to make good choices independently. By helping children to take responsibility for making appropriate decisions regarding their behaviour we are preparing them for their future schooling and life experiences

## **NATIONAL CURRICULUM**

As a school we seek to develop the whole child academically, physically, emotionally and socially. Every child needs to achieve success in order to develop a positive self-image.

We deliver the National Curriculum in all aspects whilst extending pupils awareness of acceptable behaviour and their understanding of the beliefs, values, feelings and attitudes of others. This is achieved by developing social skills such as respect and empathy.

## **SPECIAL NEEDS / PUPIL SUPPORT**

The School recognises its legal duty under the Equality Act 2019 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.

Those children who commonly demonstrate inappropriate or unacceptable behaviour will be regarded as having a Special Educational Need. These children may be drawn to the attention of the SENCo (Refer to SEN policy for details of procedures.) The class teacher will draw up a plan for each child, in consultation with the SENCo, parents and any outside agency that may be called upon for advice. The plan will be monitored and reviewed at regular intervals and appropriate further action taken.

## **PLANNING**

The success of the behaviour policy relies upon a consistent approach by all staff, whether teaching or associate, in response to children's behaviour. The children need to know that there are clearly stated boundaries, rewards and sanctions. The school places a significant emphasis on the use of praise to promote acceptable behaviour.

Through the use of a variety of strategies e.g. stickers, special awards etc. children are encouraged to work and behave in an acceptable way. Pupils also benefit from having peer group recognition when special award certificates are presented in assemblies.

The school allocates curriculum time to promote PSHE&C within the classroom. Specific time is also allocated to SEAL (Social and Emotional Aspects of Learning) as well as circle time, class discussions and role-play activities. These activities help to promote children's' social skills and give the opportunity for the development of oral expression.

## **HEALTH AND SAFETY STATEMENT**

The Governors of Orchard Primary School recognise their legal responsibilities to ensure the health, safety and welfare of all employees, pupils and any other person associated with the school. We recognise that there may be times when staff will have to use their professional judgment to intervene in situations where children are endangering themselves or others. (see Reasonable Force statement – Appendix 2)

## **RESOURCES**

Orchard Primary School provides a pleasant, clean, caring and organised atmosphere. To promote positive attitudes and acceptable behaviour we employ the following strategies;

- Organised use of games in the playground and activities for wet play
- Planned allocation and organisation of resources that are easily accessible within the classroom (to minimise unnecessary movement and consequent misbehaviour)
- Appropriately differentiated classroom activities and special needs support
- Quality displays of children's work and materials to motivate and stimulate their learning and self-esteem
- Support for teachers from the LSAs, Support Staff, SENCo and the Behavioural Support Team
- Support for SMSAs from teachers, LSAs, Support Staff, SENCO etc

## **COMMUNITY LINKS**

A secure home - school link is vital in the successful enforcement of our high expectations of behaviour. This is based on regular communication and co-operation between staff, parents and governors.

To encourage the behaviour that is expected in school to be extended into the wider community we maintain close links with local police officers. We also make positive use of the expertise from outside agencies that are available to us - for example, the Early Intervention Team and the Educational Psychologist.

## **ASSESSMENT AND RECORD KEEPING**

Where appropriate careful and detailed records will be kept about incidents of inappropriate or unacceptable behaviour and the methods and resources employed to deal with them. All entries in the records will be dated. These records will be required at a later stage by the SENCo to provide evidence if any further action is to be taken (See SEN Policy for details).

Individual behavioural programmes are used as a strategy for those children who require them

## **PROFESSIONAL \ STAFF DEVELOPMENT**

The SENCo will be able to offer advice and support to staff regarding behavioural concerns.

The SENCo and PSHE co-ordinator will be involved in prioritising INSET needs to ensure the implementation of the Behavioural Policy with regard to the SDP, staff development policy and budget implications. SEAL (Social and Emotional Attitudes to Learning) is used throughout the school to support the children in developing social skills and self-awareness as well as an awareness of others.

Issues of classroom management and behaviour are regularly reviewed through staff meetings and INSET.

The SMSAs have a key role and their contribution is highly valued. A regular and sustained programme of training, daily liaison, monitoring and review are necessary to achieve the stated objectives.

It is recognised and understood by all staff that lunchtime behaviour has a direct impact on class discipline and behaviour in the afternoons.

To achieve and maintain a calm and organised lunchtime routine it is essential that there is an orderly transition between teachers and SMSAs.

## **ROLES / RESPONSIBILITIES**

In order to promote positive behaviour staff are expected to:

- Show respect and promote positive behaviour
- Listen to pupils
- Speak calmly and authoritatively
- Treat pupils fairly
- Help pupils manage their emotions and behaviour
- Support and encourage the school uniform code of the school
- Challenge unacceptable behaviour
- Keep parents and carers informed about behaviour issues and / or good behaviour
- Model positive behaviour, high standards of presentation, respect and learning behaviours
- Implement the behaviour policy consistently and adhere to procedures when dealing with behaviour issues
- Provide a personalised approach to the specific behavioural needs of particular pupils.

The senior leadership team will support staff in responding to behaviour incidents.

Pupils are expected to

- Follow school rules and expectations at all times
- Reflect the expectations of 'The Orchard Child'
- Listen to adults – staff, parents, visitors etc. and show respect
- Show respect for the learning environment by keeping rooms and corridors tidy, clearing away at the end of lessons and tidying when asked to do so
- Promote the good reputation of the school in the community
- Speak to an adult if they are upset or worried about anything

All pupils should behave in such a manner that allows teachers to teach and children to learn.

Parents are expected to

- Support their child in adhering to school expectations
- Support the school's behaviour policy by talking to their children about behaviour in school
- Encourage respect for their child's school, staff and peers
- Show respect for Anti-Bullying and Anti-Racist policies
- Keep the school informed about any issues or changes in circumstances that may affect their child's learning or behaviour
- Behave in an acceptable manner on the school premises and in the immediate vicinity of the school.

## **MONITORING \ EVALUATION**

The governing body is responsible for monitoring this behaviour policy's effectiveness and will review the policy in conjunction with the headteacher. This policy will be reviewed every 2 years.

### **Criteria for success**

- Appropriate and acceptable behaviour is the norm rather than the exception
- The children have a positive attitude to peers and adults
- The children show awareness of, and respond positively to, the schools' Code of Conduct / Behaviour Policy
- The children respond positively to the systems of praise and reward which operate throughout both schools
- Pupils experience a high level of self esteem

## **APPENDIX 1**

Good, clear and consistent management both in the classroom and outside are of paramount importance in establishing and maintaining good behaviour and discipline in the school. Children spend a great deal of time in the classroom and it is essential that well organised and delivered lessons seek to secure good standard of behaviour.

Teachers and all staff should:

- Know their pupils as individuals – know their names, personalities and interests and who their friends are;
- Plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption;
- Give particular consideration to basics such as classroom / furniture layout, grouping of pupils, seating of pupils, matching work to pupil abilities, pacing lessons well, being enthusiastic and using humour where possible to create a positive classroom atmosphere;
- Establish clear routines
- Be flexible in order to take advantage of un expected events rather than being thrown off balance by them;
- Continually observe or scan the behaviour in class;
- Be aware of and control their own behaviour – including stance and tone of voice;
- Use positive language whenever possible and as often as possible
- Model the standards of curtesy that they expect from pupils
- Emphasise the positive, including praise for good behaviour as well as good work – Dojo points and stickers used to reinforce expectations.
- Have a plan for dealing with low level disruption
- Make the rules for the classroom behaviour clear to pupils from the first lesson and explain why they are necessary. (Revisit the class rules at least once each term and more frequently if necessary.
- Make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent and avoiding sarcasm and idle threats;
- Think carefully about what you are saying and set realistic sanctions;
- Make sparing and consistent use of punishments. This includes whole group punishments which children will see as unfair. It also means avoiding punishments which humiliate pupils.
- Where possible try to deal with situations yourself to enhance your own credibility and authority.
- Analyse their own classroom management performance and learn from it. (Probably the most important message of all)

Everyone in the school is responsible for the behaviour and discipline of the children and must ensure that continuity exists between all the adults. No adult in school should ignore unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see.

All the children need to know the rules and expectations of the school and this continuity ensures security.

### **Creating the Right Climate**

- Children should be greeted each morning outside by the class teacher and teaching assistant who then escort them into school (perhaps wish them all a good morning). This process should be carried out at all playtimes and lunchtimes. (At lunchtime the dinners supervisors and TAs will do this.)
- Movement from the playground to the school should be done in an orderly manner and should be done quietly at all times. Walking should be encouraged to avoid accidents and to bring a sense of calm at the start of the day – lessons should begin promptly.
- As Children leave the classroom to go to assembly, go out to play or go to other classrooms they should line up quietly and leave the room with a sense of respect for others around them. The teacher and teaching assistants should position themselves at the most suitable vantage point.
- Play times and lunchtimes should be calm. Children should be encouraged to play and maintain positive relationships with others. Playpals also support in the promotion of positive behaviour in the playground.

- At the end of the school day all children should be escorted safely to the playground in a calm manner – ending the day on the right note.
- Conclude the day positively and start the next day afresh.

### **Supporting and Reinforcing outstanding behaviour**

- Deal with situations in a calm, firm manner avoiding confrontation where possible.
- Look for things to praise – often a child with overt behaviour difficulties only has attention when being disruptive. There is a tendency to feel relief when the child is behaving appropriately and leave well alone.  
By making a positive effort to find something to reinforce, we can develop the child's repertoire of acceptable behaviour.  
It is often the case that the child who is disruptive demands a disproportionate amount of adult time. By making the adult time positive, the child can feel better about her/himself and so can the adult. Time previously used for managing disruptive behaviour can then be redistributed amongst all the children.
- Use regular short periods of time before the child misbehaves give opportunity for the adult to listen to the child. Listening and understanding avoids the pressure of jumping to wrong conclusions. This does not mean that the child is always right but that increased opportunities for understanding each other are valuable.
- Try to reinforce appropriate behaviours in another child rather than drawing attention to negative behaviours. E.g. Well done Isabella for sitting quietly.
- Establish a number of favourite activities that can be used as reinforcers when work is finished as well as to calm someone down after an outburst. These could be books, an activity or the security of tightly structured work, and should always be particular to the child. It is sometimes better – both for the child and for the other children – if the child with a problem is given permission to get on quietly with something else and then brought back into the group rather than being comforted or reprimanded when they are not ready.

### **Classroom Rules**

For learning to take place there must be a sense of order. Each class teacher should draw up a set of classroom rules to regulate the conduct of the class. It is essential that the children are involved in drawing up these rules and that the behaviour in the classroom is determined by these rules. Rules should be positive and the children should be encouraged to use them. The agreed classroom rules must be displayed in each classroom by the end of the first full week of the Autumn Term

### **Rewards and Sanctions** (see guidelines)

The emphasis in behaviour management should always focus on the positive behaviour which we wish to see and develop. There should be consistent and public use of praise for good behaviour in order to reward the pupil who is doing well and encourage others.

We recognise that praise is more effective than sanctions. We will however, take a firm stand on actions which affect individuals including bullying and racist behaviour. We do not tolerate behaviour that interrupts learning in any way. School staff will deal with incidents in the manner and style appropriate to the level of misconduct, involving more senior staff as appropriate.

### **Assemblies**

Certificate assembly is held each week for individual good work, behaviour or attitude including Bronze and Silver certificates. Appreciation assembly is held at the end of each term for teachers to give special awards for particular achievements in those areas including Gold certificates.

The children are expected to enter and leave assemblies in a quiet and orderly manner. Teachers should ensure that children know what is expected of them and set a good example. They should ensure that they monitor the behaviour of the children in the hall and remind them of expectations as necessary.



## **APPENDIX 2**

### **REASONABLE FORCE**

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.
- 'Reasonable' means using no more force than is needed in the circumstances.
- Force is usually used to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking the path of a pupil, or active physical contact such as leading a pupil by the arm
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of school staff at school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils.

#### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- In school, force is used for two main purposes; to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances
- *Force can never be used as a punishment and it would be unlawful to do so.*

#### **Schools can use reasonable force to:**

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts others
- Prevent a pupil from attacking another pupil or member of staff, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

*This is not an exhaustive list but provides some examples of situations where force can be used.*

*There is a legal duty to make reasonable adjustments for disabled children and children with SEN. Schools do not require parental consent to use force on a student.*

## **APPENDIX 3**

### **PLAYTIME AND LUNCHTIME**

#### **General procedures:**

- Ensure that children are supervised appropriately – walk around/ do not stand talking to colleagues
- Play with children if possible or initiate games
- Take time to talk to children
- If a child falls over and /or is injured they must be seen by a first aider.

#### **Behaviour procedures:**

- Good behaviour should be rewarded with praise
- Good behaviour can be rewarded with tokens and points
- Poor behaviour should not be ignored

#### **Strategies for dealing with poor behaviour:**

- Warnings about their behaviour and what they should be doing instead
- Staff on duty to help sort out minor disputes
- The child can walk around the playground with you (not allowed to play with friends)
- The child can have time out by the wall (not allowed to play with friends and not to talk to friends)
- If these is a more serious incident you will need to send the child in to be with a senior member of staff – AHT, DHT, HT
- If a child fails to respond to you then seek support from another member of staff

#### **Lunchtime incidents:**

- For minor incidents a period of calming down and withdrawal will be enough to rectify many problems. (i.e. – walk with the SMSA or stand by the wall for a timed period.) See Playground Steps
- More serious incidents or persistent issues should be dealt with by the SMSA and recorded on a post-it note so that the class teacher is aware.
- These post-it notes should be put in the appropriate class wallets.
- The class teachers will read the post-it notes in their wallet and put any awarded lunchtime tokens in the wallet having counted them.
- Any post -it notes should be added to the class behaviour book and stuck on the back of the child's behaviour tracking sheet. Class teachers should inform the AHTs if a child has 3 post-it notes.
- The Assistant Heads will monitor and parents will be informed if children have 3 –more serious incidents recorded.

## APPENDIX 4

### BEHAVIOUR GUIDELINES

We recognise that children are learning and that at times their behaviour may fall below expectations but we aim to ensure that children understand that respect is at the core of everything both inside and outside of school. Through 'The Orchard Child' we promote positive attitudes towards self, others and the environment so that children are able to make 'good choices'. We expect all children at Orchard Primary School to behave well by:

- Showing good manners
- Thinking of the feelings of others
- Behaving in a manner that promotes their own safety and the safety of others

We also expect that children will try their best and show respect to their peers and to adults.

It is important to **promote positive behaviour at all times** and this is done by

- Establishing good / positive class rules
- Using recognition and reward – praise based on clear expectations
- Developing positive relationships with children
- Dealing with children respectfully expecting them to demonstrate respect in return – leading by example
- Giving children time to develop empathy through the curriculum – PSHCE, SEAL, Circle Time etc...
- Encouraging children to try to solve their problems
- Having clear consequences for all children
- Encouraging positive values and attitudes through the Orchard Child

Other important points to consider:

- Planning and teaching to ensure appropriate challenge and learning for all children (ensure children are not bored – through engaging activities, well-paced lessons where teacher talk is interspersed with pupil discussion and activities).
- Appropriate use of questions to maintain pupil engagement
- Is the classroom environment conducive to learning? How you and the pupils are positioned in the classroom – e.g. if they cannot see the whiteboard they might disengage.
- Be clear with all instructions and directions to avoid any confusion which could lead to disengagement and inappropriate behaviour
- How are support staff being used – who are they working with? Where are they positioned?
- Praise – ensure that children understand why they are praised – be precise.
- Positive comments should outweigh negative comments in the classroom

## REWARD SYSTEM

It is very important that praise and reward should have great emphasis and are used to promote positive behaviour. 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 s/he 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,
- Recognition can be given to successes of different kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards, pupils of the week, etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to another teacher, Year Leader, Assistant Head, Deputy Headteachers or the Headteacher 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. Playpals, Monitors, School Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

#### 2) **Whole School Reward System: individual and points (KS1&KS2)**

As well as the rewards listed above the school has a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of points. Dojo Points are awarded to individual children to collect. Points may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include :-

- Displaying qualities of 'The Orchard Child'
- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

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

**Once awarded, a point can never be deducted** (see [Sanctions](#)).

They are intended to help staff focus on positive rather than negative behaviour. 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 point (recorded on class chart)
50 points	Teacher commendation: (recorded on individual achievement card)
150 points	Bronze Award
300 points	Silver award
450 points	Gold award

- **Bronze awards** – all children who have achieved the Bronze Award by the end of the Autumn Term will have an extra playtime on one afternoon at the end of term.
- **Silver awards** – all children who have achieved a Silver Award will have the opportunity to pick from a 'luck dip' of small prizes. (e.g. pencils, sharpeners, rubbers, etc...)
- **Gold awards** – All children who have achieved a Gold Award will be invited to a special 'Gold Award Picnic' at the end of the school year to be held on the field and hosted by the teachers.
- Commendations and awards are recorded on each child's individual 'Good Behaviour Card'. The card may be taken home in order for parents and teachers to exchange comments on progress, but responsibility and care of the record rests with the child. Loss of the card will result in a loss of points accrued other than in exceptional circumstances.

Children should aim to achieve Bronze Award by the end of the autumn term, Silver during the spring and Gold by the end of the year. Children achieving awards within this timeframe also receive a letter home informing parents of how well they are doing at school.

A 'point' can be awarded by any staff member to any child at any time to 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.**

### 3) **Certificates**

A weekly assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Behaviour, Achievement or Attitude including Bronze and Silver certificates.

An Appreciation assembly is held each term to recognise and present special awards to pupils for particularly good behaviour, achievements or attitude including Gold certificates. These children are selected by the class teachers who also present the certificates in the assembly.

### 4) **BEHAVIOUR MANAGEMENT SYSTEMS USED IN CLASS**

- Class rules agreed and referred to constantly/ revisited each term
- Stamps/stickers
- Traffic light system – all children start on 'green' and move to: yellow – non-verbal warning, amber – verbal warning and 5mins break, red – behaviour book record and 10 mins break
- All children who are on green at the end of the morning and end of the afternoon sessions will be given a point (ie; they could get 2 points each day just for staying on green / making good choices)
- Use of points

### 5) **LUNCHTIME**

It is important that praise and reward are used at lunchtime in the same way as the rest of the school day. SMSAs should have the equal respect of the children and should share the responsibility for the care of all the children in the same way as other staff.

**Lunchtime tokens** – SMSA's have behaviour tokens- if they are happy with a child's behaviour/ attitude they give a token to the child which then translates into points in the classroom. CT collects the tokens and the points are recorded on class chart in the usual way.

## SANCTIONS / BEHAVIOUR STEPS

### 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.

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 good choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, 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'.

### SANCTIONS PROCEDURE – use the traffic light system

Each class should have displayed a laminated 'Traffic Light' that records behaviour – GREEN, YELLOW, AMBER, RED. - All children start on Green.

All children start afresh each half day – any children reaching red in 3/5 days, will be reported to the AHT / DHT or HT and a parent

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

*If unacceptable behaviour occurs:*

#### **Class teacher**

#### **Use normal strategies:**

non- verbal warning – put the child's peg on the yellow without any disruption to learning. If necessary, gesture towards the traffic light if the child hasn't noticed. The child should wait until everyone has left for break time and discuss being on Yellow with the teacher

#### **Class teacher**

Verbal warning - Polite requests, warnings. Any children who are given a verbal warning more than twice about a behaviour will be moved to Amber

#### **Class teacher**

#### **Give a final warning:**

Use the agreed phrase, 'This is your final warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

Any child committing a violent, wilfully disobedient or bullying, including racist or homophobic bullying will move to red.

**See Behaviour Steps....**

# THE BEHAVIOUR STEPS

## Procedure for Managing Poor Choices (misbehaviour) in the Classroom

### GREEN

All children start on green each day and are awarded a point if they stay there all morning and another if they are on green all afternoon – recognition of their good choices

### YELLOW

**Non-verbal warning:** Put the child's peg onto the yellow without any disruption to learning. If necessary, gesture towards the traffic light if the child hasn't noticed. The child should wait until everyone has left for break time and discuss being on Yellow with the teacher

### AMBER

**Verbal warning & missing 5mins of break:** Strategies at this stage may include identifying another child making the 'right choice' allowing the child to correct her/his behaviour. Child should be informed of what will happen next should the 'bad choices' continue to be made.

### RED

**1. Name in Behaviour Book and missing 10mins break:** If staff attempts to encourage the child to make good choices have failed, the child's name goes in the Behaviour Tracking Book with them witnessing it.

**2. Independent work:** Student is still disruptive so staff places her/him on a table on their own ideally facing away from peers. The child continues to do class work. Child returns to own desk after making good choices for a time deemed suitable. Staff gives a reminder at this stage that the child has a choice (right/wrong, good/bad) and needs to make better choices about behaviour. Child will still miss 10mins of break.

**3. Buddy Room:** Child continues to disrupt and fails to comply with teacher requests – sent with note and work package to a Partner Room to work in their thinking spot for set time. Child needs to complete a 'Stop and Think Form' at break time in own class. **PLEASE NOTE** – This level of the process should not be used or seen as passing the problem on to a colleague. It is part of the student's 'choice' process as the child can comply with partner room procedures (sit by self, take no part, work quietly) or proceed to the next level of the Daily Consequence Process. Parents should be notified by the class teacher (preferably face to face).

**4. Year Leader Referral:** Sent with Behaviour Tracking folder to the Year Leader if disruptions continue either in partner room or when child returns to own classroom. Year Leader may isolate the child for a longer period in their classroom and speak to the child's parents with the class teacher.

**5. SLT Referral:** Sent with Behaviour Tracking folder to a member of the SLT if disruptions continue in either Year Leader room or when student returns to own classroom. SLT may call parents or isolate child for a longer period of time in a suitable location – considering duty of care requirements. There may be other consequences or sanctions as deemed necessary.

**6. Severe Disruption (SD):** For severely disruptive behaviour, separate from the 1-5 steps. The class teacher would move straight to this stage and send for the Head / Deputy. Another child is sent to Head / Deputy with a red card (should be one in every class) requesting assistance.

- **No child should be sent to stand outside in the corridor**
- **If a child goes into the Behaviour Tracking Book (Step 1) twice in a week then the class teacher should inform parents**

**For a regular offender:**

- Discussion with AHT / Deputy / Head/ SENCO: consider the need for additional strategies or a referral to EIT
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Assessment Profile'.
- Parents / LEA 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.

**7 (Head / Deputy / SENCO) Pastoral Support Programme (On Report)**

- Teacher completes a Behaviour Assessment Profile.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider CAF.
- PSP Meeting with parents/child.
- 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.
- PSP to last a minimum of two weeks/a maximum of 16 weeks, and reviewed fortnightly

*If targets are achieved remove from PSP.*

*If PSP failed, move to **Step 8***

**Step 8. (Headteacher)****Behaviour Contract**

A last step before exclusion

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions and immediate consequence of breaking the contract.
- Reviewed weekly.
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed.

*If behaviour improves return to PSP*

*If not move to **Step 9.***

**Step 9. (Headteacher)****Internal Exclusion (5 days or more)**

- Parents, informed by letter or discussion
- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.

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

*If not move to **Step10.***

**Step10 (Headteacher)****Fixed Term Exclusion (up to 45 days per year)**

- Parents, 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 or PSP for a minimum of four weeks

*If behaviour improves remove from PSP.*

*If not move to **Step 9.***

**Step 11 (Headteacher / Pupil Discipline Committee)****Permanent Exclusion**

- Parents, Chair of Governors, LA Officer informed by letter
- Decision made by parent whether it will be considered a permanent exclusion or 'Managed Move'.
- 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, reinstated child stays on Contract or PSP for the maximum 16 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;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

## PLAYGROUND STEPS



I am playing nicely outside and making good choices. I am following our playground rules (HAPPY TIMES).



### Verbal Warning or rule reminder

I will make sure I make good choices now - I know what is expected.



### Behaviour Tracking Book

- Get my Tracking Book
- Sit on a bench / stand at the wall (5mins /10 mins)
- Put my peg on the traffic light in class

If I need to be spoken to again about my behaviour then Mrs Rose, Mrs Ahilan, Mrs O'Callaghan, Mr Evans or Mrs Haslam will be informed. They will talk to my teacher and further sanction might follow. My parents will be informed about my playground behaviour

## **Children involved in fighting**

- Any child involved in a fight must complete a 'Stop and Think' sheet.
- If it is at playtime - one of the adults on duty should bring in the children involved and supervise them whilst they complete the form. If they do not have time to finish the form they should complete it at the start of lunchtime before their behaviour is discussed with an adult.
- If it is at lunchtime - an SMSA should bring in the children involved and give them a Stop and think form to complete in Holly Class when Mr Evans is in there or the infant SEN room/ outside the Junior Library.
- If the children involved are in the same class – this should be initially dealt with by the class teacher who will decide whether more senior staff need to be informed / involved.
- If the children involved are in the same year group – this should be initially dealt with by the Year Leader who will decide whether more senior staff need to be informed / involved.
- If the children involved are in different year groups – this should initially be dealt with by the Assistant Head.
- Serious / severe incidents can be referred directly to the AHT / DHT / HT but this should not be the norm.
- Any child involved in a fight at playtime / lunchtime should move to red (Step 1) on the traffic light system and be recorded on the Behaviour Tracking form.
- Any child involved in a fight at playtime / lunchtime should miss the playtime or/ and lunchtime on the following day. This may continue for a few days if considered necessary.



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**STOP AND THINK**

1. Say what happened (What did you do?)

2. Say how it started

3. Say who feels upset or bothered about what has happened

4. What good choices could you have made at the time?

5. What good choices could you make now to fix things?

## **Guidance questions when talking to a child about an issue**

- 1. What happened?**
- 2. What did you do?**
- 3. What should you have done?**
- 4. What will you do next time?**
- 5. What will you do now?**
- 6. Are you happy that the problem is now resolved?**

- It is important that these questions are addressed in every conversation with any adult to ensure that issues are dealt with consistently across the school.
- Remember not be personal – It is the behaviour you don't like not the child – make this clear.