# St Albert’s Catholic Primary School

# Behaviour Policy

**MARCH 20201**

## 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 can assist children to manage their behaviour more effectively.
- A child with problems is the school's problem not an individual teacher's problem.

**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 a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- 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 pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- 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 consistently and 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)

**Our purpose is:-**

- to maintain levels of good 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 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 recognize that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

At St Albert's we believe that development of self esteem is at the heart of the process of achieving good behaviour and discipline. We believe that in order to achieve this people should be treated with respect at all times.

At St Albert's our children are, therefore, taught that they have rights:

- We have the right to feel safe and secure.
- We have the right to feel happy and fulfilled.
- We have the right to work hard and achieve our goals.
- We have the right to expect excellence.
- We must not accept unfairness, bullying, racism, sexism or disrespect for people or property.
- We have the right to equality and fairness.

We also believe that everyone in our school has responsibilities:

- It is our responsibility to come to school on time and be ready to start lessons.
- It is our responsibility to work hard at all times.
- It is our responsibility to treat others in the way we would like to be treated.
- It is our responsibility to treat property and our environment with respect.
- It is our responsibility to wear our uniform with pride.

**St Albert's Golden Values**

In order to achieve the above, St Albert's Golden Values are applied throughout the school providing a consistent approach. The values are as follows:

*Spread happiness with a smile*

*Take care of each other and our property*

*Always try our best*

*Love one another like Jesus said*

*Be well mannered at all times*

*Every Child matters*

*Respect children and adults*

*Tell the truth always*

*Speak calmly and kindly*

St Albert's Golden Values will be displayed in every classroom and around the school and playground.

Non- Retaliatory

At St Albert's non-retaliation behaviour is promoted. Children are taught the simple rule:

***We don't hit, but if someone hits me, then: I tell a teacher***

All children are encouraged to tell a teacher and not hit back and all teachers/adults must respond and be seen to be supporting the child.

As non-retaliatory responses are against the ethos of many of the children's experience of play outside of school, we need parental support, staff commitment and pupil's trust to make this work.

Teaching Good Behaviour

We believe that 'good education can only follow good behaviour'.
Children are consistently taught good behaviour and clear examples are set.

- Children should be aware, on a daily basis, about our expectations and good self-discipline should be a way of life within the school.
- Opportunities for actually teaching issues relating to good behaviour should be adopted by teachers.
- Time will be allocated in the first week of each new term to stress the importance of our high expectations
- At the start of each academic year class rules must be established with frequent reminders throughout the year.
- PSHCe and SEAL sessions will be used to address and develop children's behaviour on a weekly basis.
- At the same time school rules, including playground and lunchtime rules, should be reinforced.
- In addition to this, frequent reference will be made in weekly PSHCe assemblies, and will be the main emphasis in the weekly award assembly.
- Periodically, there will be occasion when a re-emphasis may be necessary if the behaviour deteriorates at any time.
- Learning Mentor time will be spent supporting children having problems with behaviour. Timetabled individual, group or whole class sessions can be carried out using various strategies to support the individual.
- Be-frienders- Staff will act as "be-frienders" to children who need an alternative outlet when at risk of displaying challenging or emotional behaviour. (see separate policy)
- Relax Kids strategies are to be promoted throughout the school and all children will have Relax sessions each week.

- The promotion of Play and Creativity can aid behaviour. Through play and creative activities children learn new skills, build positive relationships and develop their social skills. Therefore ways and time for play and creativity are to be sought.

## Rewards

Rewards are to be used throughout the school day and are to be used to acknowledge and promote good behaviour.

**Whole School Reward System: 'Smileys'**

At St Albert's we have a whole school, 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 may include:-

- Good work/effort
- Displaying good manners
- Displaying a caring attitude towards others
- Staying on task etc
- Smart appearance

When awarding a 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**

Smileys 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:-

| | |
|---|---|
| 1 Smiley- | Children given an actual smiley face which they exchange for a point on the chart (recorded on class chart or dojo chart). |
| 10 Smileys | Teacher commendation: (recorded on individual achievement with a stamp, 50 marked with a sticker). |

| | |
|---|---|
| 100 Smileys | Headteacher commendation: Bronze Award (presented by Headteacher in Friday Assembly) |
| 200 Smileys | Headteacher commendation: Silver award (presented by Headteacher in Friday Assembly) |
| 300 Smileys | School commendation: Gold award (presented in Awards Assembly) |

- Gold awards will be presented in the Awards Assembly and parents will be invited to share in their child's achievement.

- 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 Smileys accrued other than in exceptional circumstances.

Children should aim to achieve Bronze Award by the end of the autumn term, a Silver during the spring and a 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 '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**.

If **all children in a class** achieve Bronze, Silver or Gold Awards **within in the correct term/timeframe** they may have an appropriate class treat of their choice including:

- Bronze – 1 session or treat - ie mars bar
- Silver – 1 session
- Gold -1 morning

Treats, for example, may be a Class party, Class disco, Visit to Park, Visit to Forest School, Game Day,Play Day, walk, DVD etc

We also praise and reward by:

*In Class/Department*

- Positive words from the teacher (verbal praise)
- Highlighting good examples with peers
- Positive comments or symbols in work (see Marking Policy)
- Table Points (infant Department)
- Treats

- Stickers and stamps of approval
- Star Pupil of the Day Awards/Worker of the Week
- Postcard home to parents
- Use of Class Mascot to take home

*Whole School*

- Golden Time
- Presentation of certificate in Weekly Celebration of Achievement Assembly (Student of the Week, Good Work and Head Teacher's Weekly Award)
- Display of Photograph of certificate winners in the "Wall of Fame"
- Extra Playtime for 'Attendance Cup' winning class
- Termly Bronze, Silver and Gold Awards for Attendance and Punctuality
- Lunchtime rewards for good behaviour
- Smileys
- Headteacher Awards: children may be sent to the headteacher throughout the day for a head teacher's awards for good behaviour or good work. The children will be given a sticker and their work recognised
- End of Year trophies, certificates and Prizes (eg attendance, reading, maths, most progress)
- Responsibility: throughout the school children are given responsibilities such as register monitor in recognition of sensible behaviour.

## Golden Time

Each child in each class has thirty minutes a week of really special time called Golden Time. Golden time is deemed to have been earned as a reward for good behaviour and consistent hard work. This takes place in the last session on Friday and it is expected that most pupils in the class will have earned this time. Children who have been in the class Conduct Book or Incident Book will be excluded from 'Golden Time'. If a child breaks a St Albert Golden Value, they are given a warning. If they do it again, they lose a minute or maybe two, of their Golden Time.
The children who have lost golden time during the week will be given a detention during Golden time. Children who have been in the class Conduct Book or Incident Book will be excluded from Golden Time.

## Assertive Mentoring for Behaviour and Attitude

The school uses Assertive Mentoring Systems to support attitudes to learning and behaviour. Each child has an assigned mentor and they meet at least termly to discuss expectations, targets and progress. Behaviour is discussed and assessed at all mentor meetings and 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. (see behaviour pro-formas below).

Assertive mentoring promotes that they key factors to improving learning, attitudes and behaviour are that children learn best when:

- they understand clearly what is expected of them
- they are given feedback about their attitudes and behaviour and how to make it better
- they are given advice about how to go about making improvements
- they are fully involved in deciding what needs to be done next
- 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.
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## SCHOOL RULES

Our school rules are set to protect the individual child and the school community. Rules will always be clearly explained to children/parents where necessary. Rules for the Dining Hall and Playground/Field will be clearly on display.

a. **Food and drink**

Children may bring fruit from home to eat at morning play. They may also obtain fruit at breakfast club, through the National Fruit Scheme or from the tuck shop. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

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 supplied with water bottles. A choice of quality juice, milk or water is available during lunch.

b. **Jewellery**

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Any articles removed should be locked in the teacher's cupboard for the duration of the lesson.

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. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

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 strict 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 ***black*** shoes should be worn.
Reasons: The overwhelming majority of parents, staff and children expressed their preference for a school uniform. 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 or teacher 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.

**Other generic rules and responsibilities**

- Honour St Albert's Golden Values
- We are a 'no shouting' school and a 'no shouting' policy is in operation. Shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.
- Children should not run inside the school. They should move around the building in a safe and sensible manner. All staff should actively support this.
- At assembly times children should enter the hall in an orderly manner. Children should not talk. At the end of assembly, children stand when instructed by the teacher and lead out, one class at a time. Teachers and TAs will support in ensuring this.
- After leaving the hall at lunchtime, children should not re-enter the school building without permission.
- Children should be encouraged to go to the toilet before leaving the building.
- Children will show respect to all adults in the school.
- No abusive language is tolerated.
- Nail varnish should not be worn.
- Follow the Hands Up Rule
  (*If a member of staff puts their hands high into the air - Stop what you are doing immediately and put your hand up too and remain silent).*

We would expect all parents/carers to support the school in ensuring a warm, caring and safe environment for all our children.

**DINING HALL RULES**

- Please walk.
- Remain in your seat – Hand up for help.
- Talk quietly. (*Talking is permitted/encouraged as meals are a social occasion, however, excessive noise including talking/shouting to other children on another table is unacceptable).*
- Always show good table manners and respect.
- Follow instructions given by the Dinner Ladies

## RULES FOR PLAYGROUND/FIELD

- Remember St Albert's Values
- Speak politely to everyone, only calling people by their proper names.
- Take turns fairly when playing games.
- Share your fun with others if they want to join in.
- Take care of belongings and never borrow something unless the owner allows you to.
- Play games that cannot hurt others or damage the school.
- Make sure you play in the proper supervised areas.
- Make sure your litter goes in the bin.
- Finish your food in the Dining Hall. Do not take it into the yard.
- Only eat your own snack.
- Respond immediately to the bell/whistle. First ring stop, stand still and listen for instructions. Second ring walk to class line and line up without talking

NB children are to be brought onto the playground and off the playground in an orderly manner by the Classteacher or Classroom Assistant.

**Sanctions**

Our main approach to promoting positive behaviour is to reward good behaviour. Nevertheless, we also need to show our disapproval of poor behaviour (and persistently poor behaviour) and therefore the school has some sanctions which are consistently and fairly applied. However the Sanction should always be in direct proportion to the perceived behaviour. When dispensing sanctions, staff should be mindful of the individual child and their specific needs.

- Provide a warning, if appropriate, with a clear verbal explanation of what the child has done wrong and why it was wrong.
- Log in Class Conduct Book
- Withdrawal of golden time will be used as a sanction
- Use of Red and Yellow Cards (see below)
- Temporary isolation from class (always supervised and with work)
- Referral to Learning Mentor
- Supervised playtime/dinner time detention with extra work, (ie. Letter of apology )
- Disagreements over football (or similar) may result in being banned from activity for a week.
- Informal quiet word by Classteaher (low Key) with parents
- Referral to Member of Senior Management
- Referral to the Headteacher

- Parents being asked to come and talk to the Class Teacher for a formal meeting and, if necessary, the Headteacher.
- Being placed on a Work or Behaviour report (See Below)
- After school activities withdrawn for a period of time.
- Outside agencies may be called upon to offer support.
- Pupil Support Programme (PSP) put into place.
- Informal Exclusion ie dinner time, playtime if appropriate and as a last resort
- Headteacher refers the matter to committee of Governors and informal or formal exclusion may be discussed, again as a last resort(see below)

**Dinner Time Sanctions**

- Time Out –sent to designated Time Out Area
- Use of Red and Yellow Cards
- Entered into Dinner Time Incident Book
- Sent in for a missed playtime and reported to the Class Teacher
- Reported to a member of the Senior Management Team
- Reported to the Headteacher

**Pupil Report Card**

Pupils may be placed on a Pupil report Card/Report for persistently misbehaving. This means the child is given a card, which has to be completed by the teacher at the end of each lesson/playtime/lunchtime and brought to the class teacher, Headteacher/Deputy at home time.
Whilst on Behaviour Report the child may not attend any extra-curricular activities, clubs or treats.
Parents will be notified if a child is on behaviour report and asked to sign at the end of the day.

**Cause for Concern**

Pupils on report cards will be entered into the school's own category 'cause for concern' of the Special Needs Register, closely followed by a move to School Action if rapid improvement is not experienced. Continuous monitoring/support for the Learning Mentor or SEN Co-ordinator will be required.

**Red and Yellow Cards**

Yellow and Red cards will be used throughout the day and at dinner time when children fail to comply with the behaviour code.
Yellow cards will be issued after a verbal warning for minor incidents. Two yellow cards will result in a red card.

Red cards will be applied for more serious incidents such as physical harm, insolence etc.
A yellow card will result in a 10 minute suspension from play or dinner time and a red card will result in a *missed lunch time and a playtime.*
If a child is issued with a red card a letter will be sent home on the same day informing their parents, alternatively a phone call home may be made
A record of all red cards will be kept. Continual red cards will result in parents being called into school to discuss the matter further and possible withdrawal from after school activities.
*If a child is on a red card they cannot attend any afterschool activities that week. This is at the discretion of the headteacher who will check if the child regularly gets red cards.*

*Purple Flag Children*
*Children who continually receive red cards may be put onto the Purple Flag list. This means that their behaviour will be very closely monitored and meetings will be held with parents. They will not be able to attend after school activities.*

Class Conduct Book/Behaviour Log (Yellow cards)

This is a key record and tool to use in the modification of behaviour. If a child misbehaves in class or on the playground at playtimes and breaks the established rules then the event should be logged in the classroom/teacher's Conduct Book event will not be repeated – however if the trouble persists it is essential that we have specific details of poor behaviour , which can be reported to parents if necessary. It is essential that the incident is logged and any action taken is clearly recorded and dated. Two entries in the conduct book in one week will result in a loss of Golden Time.

**Restorative Practice**

**St Albert's is a Restorative School and Restorative Practices are promoted throughout.**

**Restorative Practice Philosophy Statement:**
*Effective Restorative Practice fosters an awareness of how others have been affected by unacceptable behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the behaviour not the wrongdoer. This allows the wrongdoer to make amends for the harm they have caused.*

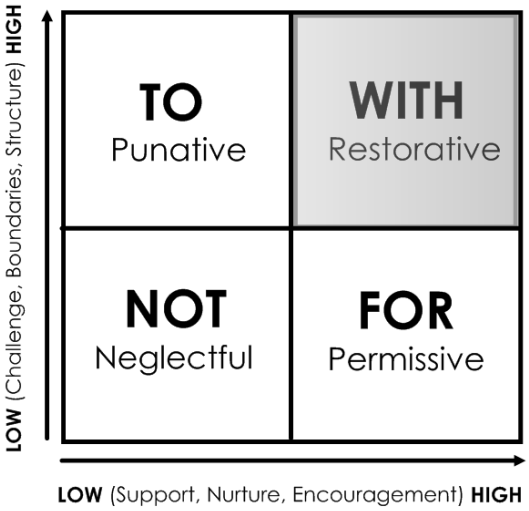
As a Restorative School we aim to use the following principles explicitly:

**Restorative Practice principles:**
1. Social Discipline Window
2. Affective Statements
3. Fair Process

4. Restorative Questions
5. Restorative Practice Continuum

All of these principles are underpinned by the process of working **WITH PEOPLE**.

1. Social Discipline Window




Wherever possible we should try to work in the '**with box**', offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff should always be positive and respectful role models to the children.

2. Affective Statements – examples may include:

**I was very disappointed when you…….**

**I am upset by what has just happened because……..**

**I feel that the work we have done together has been wasted through your actions.**

**I feel that (describe action) was very disrespectful.**

**I feel disrespected when you ignore me.**

**I am sorry that I misunderstood the situation ……**

**I felt really proud of you when I heard ……**

**I feel really pleased and encouraged that you made the right choice.**

**I respect your honesty and thank you.**

**I want to thank you for your cooperation.**

3. Fair Process
   Engagement – involving all participants in the process
   Explanation – shared understanding
   Expectation Clarity – clear vision for the future

4. Restorative Questions

***The Wrongdoer:***

- What happened? Then? Before?
- How did you feel? Now?
- Who has been affected?
- What do you think needs to happen next?

***The Harmed Person:***

- What happened? Then? Before?
- How did you feel? Now?
- How has this affected you?
- What do you think needs to happen next?

5. Restorative Practice Continuum

At Albert's Primary School we believe it is best to do things **WITH PEOPLE**. Wherever possible the use of fair process and responses to challenging behaviour should involve building relationships and repairing harm between the harmed person and the wrongdoer:

Much of the work carried out to address challenging behaviour or conflict should be accomplished by working at the informal end of this spectrum.

**Behaviour for Learning in Action:**

At St Albert's Primary School we promote Restorative Practice through –

- Use of Visual Check Ins in each class to promote Emotional Intelligence
- Use of timetabled class Check In and Check Out Circles (**Appendix 3**) to create equality and connection
- A designated Restorative Practice area in each classroom to promote key ideas and provide children with a space to reflect
- Check Ins and Check Outs in Staff Meetings
- Development of Emotional Intelligence through Assemblies and delivery of SEAL
- Restorative Practice behaviours promoted by School Councillors and Team Captains/Vice Captains
- Use of 'Support Partners' within classes to encourage positive reminders of school Core Values and the Golden Rules

**Working in partnership:**

It is the responsibility of the class teacher to consult with Mrs Deyes or Mrs Delahunty, as Restorative Practice Leads, where Restorative Practice principles do not result in improved behaviour in a child and the child continues to display behaviours that result in them being placed on the Sanctions Pathway.

An individualised programme may need to be established for such a child.
Available support includes:

**Learning Mentor**

- Group work
- 1:1 sessions
- Referral to Children's Services
- Referral to Family Support Programmes / Workers
- Referral to Behaviour Support

**SENCo**

- Establish Individual Behaviour Plan (IBP)
- Inclusion on Planning and Review Agenda (termly)
- Referral to external partner: Access & Inclusion Team; Educational Psychologist; Camhs etc.
- Establish a Personalised Education Plan (PEP)
- Establish a CAF

In the most severe cases of challenging behaviour or conflict the Head Teacher may, in conjunction with the Chair of Governors, make the decision to **exclude** a child. When this is the case the Head Teacher will work within the local authority guidelines and with full consultation with the parent. (See Exclusions below)

**POSITIVE HANDLING:**

Children have a right to learn and teachers have a right to teach in an environment free from challenging behaviour.
St Albert's staff have been trained by Team Teach professionals (accredited by B.I.L.D. – British Institute for Learning Disabilities) in positive handling techniques to be used in instances of extreme challenging behaviour.

If Positive Handling is used, a senior member of staff must be informed, a written account of events recorded and parents must always be informed.

**Staff must NOT use positive handling:**

- as a form of punishment
- in isolation – positive restraint techniques should only be deployed when **2 or more members of staff are present.**
- before explaining to the child what is going to happen and why.

**We acknowledge that reasonable adjustments may need to be made to for children in our school with disabilities or SEN.**

School places high priority of the correct usage of positive handling and failure to follow procedures could result in disciplinary action for staff.

(refer to the Positive Handling Policy )

BULLYING, including CYBER BULLYING, RACIST REMARKS OR PHYSICAL HARM
(See separate policies on Anti-Bullying and Anti-Racism)

**Racist abuse or bullying are not tolerated under any circumstances.**

Any incidents will be investigated immediately and referred to the Headteacher/Deputy who will see the pupil(s) concerned. The Headteacher will ask to see the pupil's parents to discuss incidents, if necessary. The Headteacher will decide on appropriate sanctions to be used.

A record of such incidents will be kept (see Anti Bullying or Anti-Racists Logs), stored in the Headteacher's Office.

## Exclusion

**Exclusion will always be the last resort (following support) and will be done in partnership with parents and following latest Government and LA guidance. If appropriate, 'Alternative Provision' or similar may be sought on behalf of the child in order to avoid further exclusions.**

**Internal Exclusion** (up to 5 day – Headteacher's decision)
- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Parents, Chair of Pupil Discipline Committee, 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 behaviour does not improve, move to Fixed Short Term Exclusion.*

**Fixed Short Term Exclusion** (up to 5 days per term – Headteacher's decision)
- Parents, Chair of Pupil Discipline Committee, 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 behaviour does not improve move to Fixed Long Term Exclusion.*

**Fixed Long Term Exclusion** (up to 45 days per year- Headteacher's Decision).

- Parents, Chair and Clerk of Discipline Committee, LA Officer 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 behaviour does not improve, move to Permanent Exclusion.*

**Permanent Exclusion (Pupil Discipline Committee)**

- 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;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

## SPECIAL EDUCATIONAL NEEDS

(Please see SEN Policy)

Some children are on the special needs register because their behaviour warrants more specific support.
In these instances, the SEN Code of Practice will be adhered to, although there is an expectation that the principle of the behaviour policy would have previously been addressed.
Children with Behavioural Special Needs will have a IBP or PSP drawn up and the advice and support of outside agencies, along with the Learning Mentor will be sought.
All staff have been trained in Positive Handling.

## EQUAL OPPORTUNITIES

(Please refer to the Equal Opportunities Policy)

## INCLUSION STATEMENT

It is the aim of all staff to ensure that every child has support for full presence, participation and achievement.

## REVIEW OF POLICY

The effectiveness of this policy will be reviewed annually by the Lead Behaviour Co-ordinator and every three years by the Governing Body. If changes are made to the policy, the Governing Body will ratify amendments.

This policy will be reviewed yearly.

Signed:

Designation:

Date:

# Appendix 1 – Rewards Pathway

## Reward Pathway

Praise

Stickers and stamps

Class Reward System

Team Points

Golden Time

Pupil of Week / Good Behaviour Award

Good news items in newsletter

Letter home to parents

Visit to the Head

## Appendix 2 – Sanctions Pathway

# Sanctions Pathway

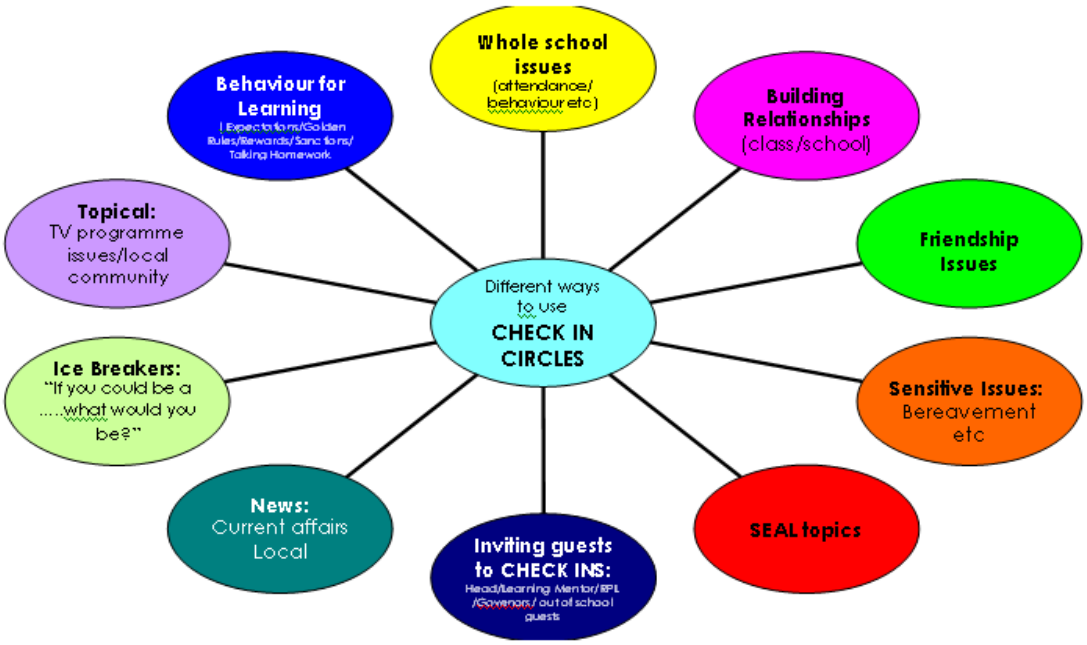
LOW LEVEL BEHAVIOURS:

- Use of Affective Statement
- Reminder of class/Golden Rule expectations
- Change of position within the learning environment
- Warning of further sanctions on Pathway

CONTINUED CHALLENGING BEHAVIOUR/SERIOUS BEHAVIOUR:

- Removal of privilege
- Speak to parent at hometime
- Green Report Card
- Send to Senior Manager
- Amber Report Card
- Send to Head
- Red Report Card

## Appendix 3 – Check In Circle examples




## Appendix 4 – Low Level Behaviours

- Name calling
- Inability to prepare for lessons (lining up/keeping teacher waiting/talking/ giggling)
- Disregarding school Golden Rules
- Eating chewing gum/sweets

- Using mobile phones
- Inappropriate behaviour in assembly/classroom
- Inappropriate 'out of class' behaviour

## Appendix 5 – Serious Behaviours

- Defiance towards the reasonable requests of staff
- Swearing
- Persistent targeting of a child by a group or an individual (physical or verbal)
- Intimidating behaviour
- Verbal abuse to others
- Bringing dangerous objects into school

- Sexual/Racist/ Homophobic/Derogatory remarks/behaviour
- Vandalism and graffiti
- Physical violence to self, others or property
- Stealing
- Absconding from the premises

**Please note that this list is not exhaustive.**
**It is a guide and each incident will be approached on an individual basis.**

# Appendix 5 -**Assessment Criteria for Attitude**

| **NAME:** | | | | **T** | **1** | **2** | **3** | **4** | **5** | **6** |
|---|---|---|---|---|---|---|---|---|---|---|
| **CLASS:** | | **Start Level:** | | | | | | | | |
| **YEAR GROUP:** | | **End Level:** | | | | | | | | |

| Code | Impaired | Unacceptable | Borderline | Acceptable | V. Good | Excellent |
|---|---|---|---|---|---|---|
| Mark | **0** | **1** | **2** | **3** | **4** | **5** |
| Attendance | Below 80% | 80-89% | 90-92% | 93-95% | 96-98% | 99-100% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Attendance** | | | | | | | |
| Attendance exceeds 95%. Always has good reason for any absence i.e. illness and provides written confirmation. | **G** | | | | | | |
| Attendance exceeds 90%. Usually has good reason for any absence i.e. illness and provides written/verbal confirmation with reminders if necessary. | **Y** | | | | | | |
| Attendance is below 90%. Reasons are often inappropriate i.e. 'shopping/slept in'. Confirmation rarely received even with reminders. | **R** | | | | | | |
| **Punctuality** | | | | | | | |
| Always arrives on time, is settled and ready to commence the lesson. | **G** | | | | | | |
| Usually arrives on time. When late offers an explanation. After minimal amount of time the pupil is ready to commence the lesson. | **Y** | | | | | | |
| Usually /often late for class. Antagonistic when challenged. Reluctant to settle down to work, compulsive delayer. Will try to disrupt other pupils. | **R** | | | | | | |
| **Behaviour: Classroom** | | | | | | | |
| Excellent behaviour, respectful, trustworthy and responsible. No isolations. | **G** | | | | | | |
| Acceptable behaviour, pays attention and concentrates. Few reminders required. Some isolations As but no or very few Bs | **Y** | | | | | | |
| Poor/unacceptable behaviour, distractible, disruptive, aggressive. Requires high level of staff input and reminders. Regular isolation Bs, some Cs, On Report etc. | **R** | | | | | | |
| **Behaviour: Non-Classroom** | | | | | | | |
| Excellent behaviour, no isolations, trustworthy and responsible. Friendly and helpful with peers. Respectful of authority. | **G** | | | | | | |
| Acceptable behaviour. Rarely instigates trouble but can be reactive on occasion. Responds to staff input. | **Y** | | | | | | |
| Poor/unacceptable behaviour. Breaks rules frequently and needs high levels of supervision. Can be aggressive, a bully. Disrespectful of authority, rejected by peers. | **R** | | | | | | |
| **Effort** | | | | | | | |
| Consistently good effort, self-motivated, pays attention, concentrates, stays on task, works independently, tasks completed. | **G** | | | | | | |
| Usually good effort, sometimes needs reminders to stay on task but completes most tasks to an acceptable standard. | **Y** | | | | | | |
| Rarely good effort, refusal, often off task, easily distracted and will distract others, tasks left incomplete even with staff input. | **R** | | | | | | |
| **Homework** | | | | | | | |
| Always completed on time and to a high standard. Returned on time. | **G** | | | | | | |
| Usually completed on time and to a satisfactory standard. Usually returned on time. Will attend Homework Club to ensure completion. | **Y** | | | | | | |
| Rarely completed. Unacceptable standard of work. Returned late if at all. Refuses to attend Homework Club. | **R** | | | | | | |
| **Uniform** | | | | | | | |
| Always in school uniform. Remembers PE kit. Adheres to school policy regarding jewellery, makeup, hair cut etc. | **G** | | | | | | |
| Usually in school uniform. Usually remembers PE kit and willingly wears kit provided if forgotten. Responds to reminders regarding jewellery, makeup, hair cut etc. | **Y** | | | | | | |
| Rarely in school uniform. Often 'forgets' PE kit and refuses to wear the kit provided. Breaks policy regarding jewellery, makeup, hair cut etc despite reminders. | **R** | | | | | | |

**Behaviour Profile** **Identifying Behaviour Strengths and Targets**

| NAME: | CLASS: | | YEAR: | |
|---|---|---|---|---|
| TEACHER: | SEN STAGE: | | DATE: | |

| Code | Never | Rarely | Sometimes | Often | Mostly | Always |
|---|---|---|---|---|---|---|
| Score | 0 | 1 | 2 | 3 | 4 | 5 |

| DESIRABLE BEHAVIOURS | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Conduct Behaviour** | | | | | | | |
| **Shows respect for staff** *e.g. listens, follows instructions, answers politely, does not interrupt, call out, provoke, refuse, tell lies, argue or answer back* | 1 | | | | | | |
| **Shows respect for peers** *e.g. interacts politely, listens, takes turns, shares, does not dominate, provoke, push in, take equipment from others etc* | 2 | | | | | | |
| **Seeks attention appropriately** *e.g. does not distract or interfere with others, talk over someone else, call out, deliberately disrupt etc.* | 3 | | | | | | |
| **Is verbally peaceable** *e.g. is not verbally aggressive, rarely retaliates, does not bully, tease, call names, racially abuse, swear, intimidate etc* | 4 | | | | | | |
| **Is physically peaceable** *e.g. is not physically aggressive, avoids fights, rarely retaliates, does not bully, punch, kick, slap, nip, scratch, spit etc* | 5 | | | | | | |
| **Shows respect for property** *e.g. cares for books and equipment, does not steal, damage, destroy, vandalise etc* | 6 | | | | | | |
| **Emotional Behaviour** | | | | | | | |
| **Has empathy** *e.g. is tolerant of others, shows understanding and sympathy, shares with others, is considerate and caring* | 7 | | | | | | |
| **Is socially aware** *e.g. interacts appropriately with others, has a circle of friends, does not appear isolated, a loner, is well liked, popular* | 8 | | | | | | |
| **Is happy** *e.g. has fun at appropriate times, joins in, smiles, laughs, is cheerful, does not appear unhappy, tearful, depressed, detached etc* | 9 | | | | | | |
| **Is confident** *e.g. has self-esteem, positive self image, relaxed, has a go, outward going, robust, does not fear failure, new things or risk taking* | 10 | | | | | | |
| **Is emotionally stable** *e.g. has self control, patience, is not easily annoyed by others, does not suffer mood swings, over react, lose control, runaway etc* | 11 | | | | | | |
| **Accepts responsibility** *e.g. will own up when things go wrong, accepts mediation, does not blame others, lie, bear grudges etc* | 12 | | | | | | |
| **Learning Behaviour/Effort** | | | | | | | |
| **Is attentive** *e.g. shows interest, pays attention, concentrates, stays on task, completes work, is not easily distracted and does not try to distract others* | 13 | | | | | | |
| **Is organised** *e.g. works systematically and at a reasonable pace, has necessary equipment, does not avoid or delay, forget or lose equipment etc.* | 14 | | | | | | |
| **Effective communicator** *e.g. clear, coherent, audible speech, good eye contact, takes part in class discussion, will read aloud, offer answers and ideas* | 15 | | | | | | |
| **Effective group worker** *e.g. takes part in discussion, contributes ideas, listens well, works collaboratively, takes responsibility within a group context* | 16 | | | | | | |
| **Independent learner** *e.g. requires minimal support, adult intervention and guidance, remembers targets and works towards achieving them* | 17 | | | | | | |
| **Level of Risk** | | | | | | | |
| **Does not appear to be at risk** *e.g. appears clean, well groomed, well presented, well fed, alert, no disclosures, appointments kept* | 18 | | | | | | |
| **Presents no risk to themselves** *e.g. adheres to rules; does not lose control, self harm, engage in substance abuse, runaway behaviour, truancy etc* | 19 | | | | | | |
| **Presents no risk to others** *e.g. does not assault staff or peers, or require on-going supervision, limit setting or physical intervention.* | 20 | | | | | | |
| **Total:** | | | | | | | |

| Impaired | Unacceptable | Borderline | Acceptable | Good | Excellent |
|---|---|---|---|---|---|
| 0 - 19 | 20 - 39 | 40 - 54 | 55 -74 | 75 - 89 | 90 -100 |

**Notes for Staff on Procedures**

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the head should be sent for. If unavailable, the deputy or most senior staff member available should be called.

Our 'Use of Force 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. 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 headteacher 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 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 informing. 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, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a 'Smiley'.

**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 (FS, 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.

**Playtime Supervision**

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.
A minimum of two staff members are required to supervise playtimes for each department. Supply teachers should cover the duty of absent teachers but should never be without support.

A Learning Mentors should be present on the playground by 8:45am, when children are asked to arrive. The Premises Officer should be present on the yard as children are released, the help ensure the building is quickly vacated . No hot drinks should be taken onto the playground.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. The 'Playground Book' needs to be taken out every playtime to record the application of these procedures and track the behaviour of individuals.

When on duty, staff should circulate and take the opportunity to socialize with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. One member of staff per yard area maximises levels of visual supervision.

An internal bell rings one minute before the end of play to inform other staff of the imminent blowing of the whistle. Upon hearing the bell, staff should go to the yard to collect their classes. If, for whatever reason, the internal bell does not sound, staff should assume that playtime will end at the normal time and respond accordingly. If, for whatever reason, staff do not respond to the bell, the duty teacher should not blow the whistle or send children into the building unsupervised, but send for the head, deputy or most senior teacher available.

Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines, joining at the back of the line. Staff send children in a class at a time, ensuring there is no running or congestion. 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 playtimes. 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 departments are never left unsupervised.

**Playground procedures** (see Lunchtime Procedures)
In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the corridor, putting on coats etc. Children should be well informed by their teachers that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime. Children are not allowed back into school during playtimes. Children are not allowed to remain in the building unsupervised unless they have 'Trusted Pupil Status'.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs should be lightweight, no larger than 75% full size and should only be used on the bottom KS2 yard or the field in appropriate conditions at the discretion of the duty teachers. The top KS2 yard is a 'football free zone' although invasion games such as netball/basket ball may be played. Any misuse of playground equipment will lead to confiscation.

Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency, (refer to Playtime Sanctions).

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

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).