



# **Behaviour and Discipline Policy Into Practice**

<b>Approved By</b>	
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**Infant OFSTED: “Pupils behavior is exemplary and pupils are very happy in school and curious to each other, the adults around them and visitors”**

**Junior OFSTED 2018: The behaviour of pupils is good" "Pupils are confident that there is no bullying at their school and they know exactly what to do if it happens."**

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

**(Education Observed D.F.E)**

## **OFSTED: Behaviour and Attitudes**

226. The behaviour and attitudes judgement considers how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils.

227. The judgement focuses on the factors that research and inspection evidence indicate contribute most strongly to pupils’ positive behaviour and attitudes, thereby giving them the greatest possible opportunity to achieve positive outcomes. These factors are:

- a calm and orderly environment in the school and the classroom, as this is essential for pupils to be able to learn
- the setting of clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom
- a strong focus on attendance and punctuality so that disruption is minimised
- clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff. Children, and particularly adolescents, often have particularly strong concepts of fairness that may be challenged by different treatment by different teachers or of different pupils
- pupils’ motivation and positive attitudes to learning as important predictors of attainment. The development of positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education
- a positive and respectful school culture in which staff know and care about pupils
- an environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur

228. Our evidence for the importance of each of these factors comes from our inspection experience, areas of agreement in academic research and our own research. A full note of how the criteria relate to the available research can be found in our [research commentary](#).

### **Our policy and practice is based on the belief that:**

- Good behaviour is not automatically learned but needs to be taught, modelled and supported by teachers, TAs and parents.
- Classroom behaviour can change and that we as teachers and TAs can assist children to manage their behaviour more effectively.
- A child who is vulnerable or has special needs is the school’s problem not an individual teacher’s problem. If a pupil’s issue is beyond the classroom staff must not deal with this themselves but share with Senior Leaders and seek professional support.

## **Intent:**

The intention of our Behaviour Policy and Practice is;

- To recognise that Raising Standards and increasing the rate of progress and achievement for all pupils lies at the heart of an effective and well implemented behaviour policy.
- To ensure that all staff pupils and parents recognise that when consistent attention is paid to reinforcing “Good Behaviour”, pupils develop a self-respect for rules, resulting in an attitude to learning that has a positive impact on outcomes at school and in the community.
- Having a zero tolerance of inappropriate, challenging and bullying attitudes is never to be accepted and takes time away from learning and the learning of others.
- Dealing with poor behaviour immediately with a consistent whole school strategy has a positive impact on the classroom learning culture.

## **Implementation:**

**The implementation of strategies to promote “Good Behaviour” and “Effective learning Behaviour” should be based upon research and evidence of impact.**

- All staff accept shared responsibility for the implementation of the Whole school Behaviour Policy and this is reflected in the classroom and throughout the school.
- Staff are expected to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- Staff are expected to have a high standard of pupil expectation in all aspects of learning.
- Staff are expected to develop strategies to raise the levels of pupils’ self-esteem.
- Staff are expected to provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- Pupils should be kept on task at all times and always have extended activities to complete.
- Staff are expected to provide a varied range of teaching and learning styles to suit the needs of pupils.
- Staff are expected to provide an attractive well organised learning environment and quality resources. (resources should be managed with respect)
- Staff are expected to track pupil progress, set challenging achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- Staff are expected 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.
- Staff are expected 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.
- Staff are expected to consistently and fairly implement reward and sanctions systems.
- Staff are expected to encourage school/parental partnership, to promote children’s learning 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.”

### **Our INTENT 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.
- To ensure that pupils recognise good behavior.

### **The Teacher's and Teaching Assistants Role**

Teachers/TAs 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.

### **Low Level Disruption: (Ref: School documents on Low Level Disruption)**

Staff should be aware of the principles of Low level disruption and implement strategies that have a positive impact upon behaviour in the classroom.

1. *Meet and greet pupils by the door. Get off to a good start.*
2. *Catch them doing the right thing and comment positively in private. A lot of inappropriate behaviour is attention seeking.*
3. *Put the pupil in "intensive care" No it's not what you think! Smile, use their name positively, ask for their opinion, make a point at looking at their work, comment favorably about genuine effort or achievement. Talk to them, be patient and helpful, have high expectations and keep calm. Show that you value them. But don't overdo it! Be fair, use this approach with your well-behaved pupils as well.*
4. *Learn their names. This is especially valuable when you are new to a school.*
5. *Engage pupils in an informal way. Let them know you don't just see them as pupils but as individuals with interests, hobbies, and lives outside of school.*
6. *Use eye contact and proximity.*
7. *Collaborate and problem solve together. What's the problem here? What can we do about this?*
8. *Build team and group work.*
9. *Have high expectations and let them know what those are.*
10. *Develop flexible responses and teaching styles.*
11. *Give responsibilities to particular pupils.*
12. *Avoid sarcasm. What you might think is light may be damaging your teacher pupil relationship.*
13. *Check for understanding, reinforce learning goals and expectations.*
14. *Be a good role model for your pupils by acting in the way that you want them to behave.*
15. *Celebrate everyday good behavior- green days and reward with dojo point.*
16. *Plan in daily time to celebrate what went well today for you? Share something that was positive at school with the class.*

**Tracking and monitoring of pupil behavior and attitude to learning should be implemented at all times.**

### **Assertive Mentoring/ Attitude to learning**

'Attitude' and Behaviour is carefully tracked at least termly with a focus on pupils who are causing concern. This includes attendance, punctuality, behaviour, effort, homework and uniform. Each area is

colour coded: Green-excellent/very good, Yellow-acceptable/satisfactory, Red-unacceptable. Targets and support are agreed where necessary.

### **Rules/ Displayed in the classroom and referred to consistently.**

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

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

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

#### **1. Our Code of Conduct is:**

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

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalized.

#### **2. Our Listening Code**

*When I am asked for my attention I:*

- Stop what I am doing
- Empty hands/show me five
- Look at the teacher
- Keep quiet and still
- Listen to instructions

#### **3. Our Line up Code**

*When I am asked to line up I:*

- Walk to the end of the line
- Leave a person space
- Keep my hands and my feet to myself
- Keep quiet and still
- Listen to instructions

### **We have specific rules being enforced on the grounds of health, welfare and safety**

#### **a. Food and drink**

Pupils receive half a bagal, every morning in order to provide a nourishing start to the day.

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 are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Designated teachers will assist children with the removal of jewelry, if children cannot remove it themselves. Any articles removed should be locked in the teacher's cupboard for the duration of the lesson and items not allowed sent home in an envelope.

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, school shorts and Tee shirt.

**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, school shorts and Tee shirt, (Tracksuit in certain conditions) when informed by the teacher.

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

#### **d School Clothing**

The school has a separate school uniform policy. Uniform may be purchased from the school office. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled 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. If a pupil comes to school in a boot they must have a change of footwear for indoors.

#### **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). We are a money free school and money is collected through Parent pay

**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 knowledge of the Headteacher.

If permission is granted mobile phones must be handed to the class teacher upon arrival and placed in a locked box then 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.

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 on their own, 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 or the child escorted to the Headteacher. 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. Some staff are trained in 'Team Teach' for safe handling and de-escalation techniques.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The headteacher should be informed immediately and lessons returned to normal as quickly as possible. A decision will be made as to the appropriate time to inform parents.

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 informed. If parents and emergency contacts are unavailable the police should be informed directly.

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

### **Movement in and around School**

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

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.

### **Movement Around School - Suggested Procedures for Large Groups**

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

- Chairs to be placed under the desk and pupils stand behind them.
- 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 – age appropriate.
- 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 playground area. Supply teachers should cover the duty of absent teachers but should never be without support.

Staff on duty should be present to receive the pupils by 8:40am Juniors / 8:50am Infants. When children are asked to arrive, and again after school to see them safely off the premises. Staff should be present on the yard as children are released, the other should help ensure the building is quickly vacated before joining his/her colleague. **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.

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 maximizes levels of visual supervision. Staff should cover vulnerable areas of the school.

Upon hearing the bell, staff should be at their classroom doors ready to receive 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.

Staff should meet and greet the pupils appropriately with Good morning/ afternoon/ hello to ensure that pupils know how to respond to adults within the school context.

Upon hearing the bell children should move into school in an orderly fashion. Staff send children in to school, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and rewarded.

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 and TAs 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.

Pupils must be left a quiet and calming activity no use of ipads or moving around the classroom or school.

**Toilet use MUST be supervised at all times.**

**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**', **no Nursery or infant pupil must be left unsupervised in the building.**

**Junior site:**

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 Y4/Y6 entrance KS2 yard or the field in appropriate conditions at the discretion of the duty teachers. The Y3/Y5 entrance KS2 yard is a 'football free zone'.

PE leaders are supported by the PE lead teacher when organizing outdoor activities during play times.

Concerning behaviour at playtime should be dealt with by the teachers/staff on duty, or reported to a senior member of staff according to severity or frequency.

**Infants**

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training and brought into the school to be treated. Incidents are recorded on Medical Tracker with an instant message sent to parents by email.

**Junior**

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training outside the main office. Incidents are recorded on Medical Tracker with an instant message sent to parents by email.

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).

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

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

## Rewards

### General

- Favourable comments can and should be entered on pieces of work, (**see Feedback/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 success of differing kinds in assemblies.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Headteacher for commendations and Headteachers awards.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Lunchtime Trusted pupils' badge can be awarded. (Junior)
- Opportunities for giving children greater responsibility in school should be fostered e.g. Monitors, School Council Junior leaders, Pupil lunchtime supervisors, Student leaders, Sports leaders, Playtime pals etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

### Whole School Reward System: 'DOJO points' and "Good to be Green"

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'DOJO points'.

DOJO points may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include

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

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

### Reward System

DOJO is used to reward pupils for a range of positive behaviour actions. It has been agreed the areas of rewards that can be given **MUST** be given by staff with consistency.

### Positive dojo points will be awarded consistently for the following.

- 80% reading quiz
- Independent Writer
- Being Respectful
- Good Listening

- Good manners
- Green Day
- Homework
- Making the choice
- Athletics
- Polite and Courteous
- Read writer
- Spelling 10/10
- Spelling 9/10
- Termly 100% attendance
- Termly 95%-99%

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

100 DOJO points Bronze certificate and badge

200 DOJO points Silver Certificate and badge

300 DOJO points Golds certificate and badge.

More than this will result in a Commendation for the term or the year.

**Building Learning Power:** As BLP has a large number of strands pupils will be awarded points against the following four R's however it must be made clear how this links with the BLP

- Resilient
- Resourcefulness
- Reflective
- Reciprocity

**If all children in a class** achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. The reward should reflect the achievement i.e.

- Bronze Party: up to one session
- Silver Party: up to half a day
- Gold Party: up to a full day

Gold awards will be presented in whole school assemblies and parents will be invited to share in their child's achievement.

Commendations and awards are presented in front of the school.

**Certificates Good to be Green/ Learner of the WEEK linked to BLP /Kindness awards.**

A weekly '**Good to be Green/ learner of the WEEK** class recognition is shared in our newsletter to parents and on the internal TV and other media and is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude either in school or out of school.

**Attendance of the week.**

Class attendance will be monitored and class of the week announced. Pupils will receive personal certificates for 96% to 100% attendance termly.

## 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 **MUST** be applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

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

### CPOMS: all staff must report any concerning behavior on CPOMS.

**This is an important record and must be recorded by the teacher witnessing the behaviour on the day it happened.**

- If behaviour results in physical or verbal abuse towards a teacher/adult an '**Assault**' we will refer to the relevant recent policy.
- If physical intervention of any kind is required then a '**Major Incident**' record should be completed as soon as possible CPOMS and refer to policy.
- Any other incident deemed 'serious' or resulting in injury should be recorded on CPOMS
- The blue incident book should be completed by the HT, DHT or most senior person on site when the incident occurs.

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.
- Minimize disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, 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

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, permanent exclusion/suspension.** However, as a general rule for minor misdemeanors, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

*If unacceptable behaviour occurs:*

### (Member of staff)

### Use normal strategies:

e.g. Polite but firm requests, warnings (no more than three). Consider repositioning, separating etc.

### Infant site:

All pupils begin the day on the green smiley face.

If a pupil behaves in an inappropriate way they are moved onto yellow. If a further incident occurs during the session then the pupil is moved onto red.

At the start of the next session the pupil is moved back onto green.

Parents will be notified if a pupil is moved onto yellow or red by the class teacher or teaching assistant. If a pupil is in afterschool club then the teacher will contact the parent to discuss the red incident.

**Step 1 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.

**FROM NOW ON NO MORE WARNINGS. TAKE ACTION**

**Step 2 (member of staff) Time Out (A)**

- Child sent to designated chair/area of classroom.
- 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.
- Child records when, why on class list at isolation table.

*If behaviour improves return to lesson.*

*If not or if child refuses, move to **Step 3***

**For a regular offender: On CPOMS**

- Record who, when, why.
- Possible removal of treats / playtime etc.
- Discussion with Team Leader and/or SENCO: consider Behaviour Intervention.

**Step 3 (Member of staff) Time Out (B)**

- Child escorted to designated colleague.
- Up to 1 hour/session working alone without causing disturbance.
- Possible removal of a treats / playtime.
- Child records when, why in Attitude section of Mentoring file.

*If behaviour improves return to class.*

*If not or if child refuses, move to **Step 4***

**For a regular offender:**

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

**Step 4 (Team Leader/Head) Time Out (C)**

- Child escorted to Senior Leader/Head.
- Up to half a day working alone without causing disturbance.
- Record who, when, why and store in Attitude section of Mentoring file.
- Parents informed of isolation by letter.

*If behaviour improves return to class.*

*If not or if child refuses, move to **Step 5***

**For a regular offender:**

- Discussion with Senior Leader / Head/ SENCO: consider the need for School Action Plus
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Assessment Profile'.

- Parents / LA informed 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.

#### **Step 5 (Head /SENCO)**

#### **Pastoral Support Programme (On Report)**

- Teacher completes a Behaviour Assessment Profile to identify areas of strength and concern. Meeting with parents/child to agree the way forward.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider professional assessment of Needs..
- *Complete referrals*

*If targets are achieved remove from PSP.*

*If PSP failed, move to **Step 6**.*

#### **Step 6 (Headteacher)**

#### **Behaviour Contract**

A last step before exclusion

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

*If behaviour improves return to PSP*

*If not move to **Step 7**.*

#### **Step 7 (Headteacher)**

#### **Internal Exclusion (up to 5 days)**

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed by letter.
- LA informed of likelihood of external exclusion.

*If behaviour improves return to class after meeting with parents*

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.

## **Adverse Childhood Experiences: children affected by negative childhood experiences and trauma.**

The school acknowledges that a small percentage of pupils may, for whatever reason lack the maturity or self discipline to make the correct choices available to them in order to control their own behaviour.

This may be due to the negative impact of adverse childhood experiences or impact of recent trauma. This may be especially true of children with or being assessed for statements of SEN and those in care or looked after.

For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

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

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

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

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

### **Behaviour Targets**

- Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour e.g.  
"To stay on task at all times" is not a realistic target for the best behaved child let alone a troubled child.

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

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

### **GOOD PRACTICE to support effective behavior**

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

#### **Always:**

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

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

#### **Remember to:**

- Set high standards

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

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

**Never:-**

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

**CHILDREN'S RIGHTS**

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