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CHILTERN PRIMARY SCHOOL Behaviour and Discipline Policy

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

(Education Observed D.E.S. 1987)

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)

Other relevant documentation : Anti Bullying Policy, Anti Racism Policy, Special Needs Policy, Attendance Policy, Marking Policy, Use of Force Policy, Home School Agreement.

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.

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

Assertive Mentoring

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

Rules

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

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

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

1. Our Code of Conduct is:

Take Care of Yourself	
Never	Do anything silly or dangerous where you might be hurt or hurt others. Stay in the school building at break times or leave school without permission. Talk to strangers in school unless they have a yellow school visitor's badge.
Always	Tell someone if you are unhappy or uncomfortable

Take Care of Others	
Never	Do anything to hurt others physically, verbally or emotionally. Distract others from working. Be cheeky or rude to adults.
Always	Be friendly to visitors, newcomers and other children.

Take Care of your School	
Never	Steal or deliberately damage school equipment. Drop litter or deface the school building. Give the school a bad name.
Always	Be proud of your school.

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

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

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

a. Food and Drink

KS2 children may bring fruit from home to eat at morning play. KS1 and foundation stage children have fruit provided through the National Fruit Scheme. Other than fruit and packed lunches, no food of any kind should be brought into school on a daily basis (unless on medical grounds) including sweets, biscuits and drinks. Due to children in school suffering from nut allergies, no nut-based products should be brought.

Reasons: Sweets, etc present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. Fizzy drinks with high sugar content are highly addictive, do not promote our healthy school ethos, can cause allergies, have a detrimental effect on behaviour and can cause dental decay.

Children have regular access to water, and pupils are given their own named water bottles. Juice or milk is an option at break time – ordered through Parent Pay or Cool Milk.

b. Jewellery

No jewellery, whatsoever, is permitted at school; this includes stud earrings, though plastic posts can be worn. Watches are allowed but they must be removed for break times and PE. This has been clearly promoted by our governors. If children do turn up with jewellery on, they will be asked to remove it at the classroom door and either hand it to their parents or keep it in their book bags until home time. Teachers are not to assist children with the removal of jewellery. If children wear 'faith bangles' we will expect them to be covered with a securely fitting tubi-grip for the whole of the school day.

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. If stud earrings fell out during a bare foot PE lesson, children could injure themselves on the point. No jewellery also stops pupils trying to 'out dress' one another and allows them to concentrate on their learning without further distractions.

c. PE Kit

Appropriate clothing must be worn for all PE activities (see uniform list). All clothing and equipment must be clearly named and stored in a drawstring bag.

Indoors - No jewellery, bare feet, shorts, T-shirt or vest. Plimsolls or trainers (not Astros) are needed for indoor games such as basketball.

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. Only small bags are permitted due to limited space in the cloakrooms.

Outdoors- No jewellery; plimsolls or trainers (not Astros) shorts, T-shirt, socks, black sweatshirt and plain, black tracksuit bottoms.

If children wear trainers to school, another pair should be provided for them to change into for PE lessons.

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). Children need appropriate clothing for the weather. Children must have a change of footwear for hygiene reasons.

d. School Clothing

The school has a separate school uniform policy. Uniform may be purchased from the School Wear Shop in Northampton. We asked that all items the children wear are clearly and neatly named. Permanent pens are sold in the office, along with the uniform. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day, providing a change of clothing when necessary eg snowy weather. Only flat-heeled, dark-coloured, plain shoes/trainers should be worn. All children with long hair will be expected to have their hair tied back at all times. The following items also have no place in our school uniform:

- Make up
- Nail varnish
- Extreme hair cuts or colours
- Fashionable additions to our uniform eg leggings under skirts or fashionable hair accessories.

Reasons: School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heeled shoes, fashionable clothing and boots are unsafe and inappropriate for the school environment. Children may choose to walk to and from school in footwear of their choice, but they must change into sensible footwear for the start of the school day.

Lost Property - If named items are found, they will be returned to the child within a week. If unnamed items are found, they will be kept in lost property (in the main reception) for a minimum of 2 weeks and then either donated to our 'use me again box' or thrown away.

We welcome donations of good quality uniform your child may have grown out of and we will either keep these as spare or wash and sell for a pound at regular second hand sales in school. These could be our uniform or that of local secondary schools.

e. Personal property

The school cannot accept responsibility for the loss of 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 for after school activities should be sealed in a named envelope and 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.

e. Mobile Phones

Mobile phones can only be brought to school in exceptional circumstances, ie for year 5 & 6 pupils who walk to school on their own and only with the prior permission of the head teacher. A letter is sent to year 5 & 6 parents at the beginning of each academic year containing this information and with a reply slip for parents to sign.

Parents who insist that children require a mobile phone during school hours (eg for the journey to and from school) must sign the appropriate letter at the beginning of the school year to say they agree to our policy

If permission is granted, mobile phones must be kept safely in the school office and switched off during school hours.

Reasons: During school hours contact is possible through the school's land lines. They present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

g. Home Time Arrangements

Unless class teachers are informed otherwise, children will only be released from class when their parents turn up to collect them from their usual classroom doors at 3.10pm for FS/KS1 and 3.15pm for KS2. If parents experience a genuine emergency, they should phone the school to let us know as soon as possible so we can temporarily bring the children to reception. Likewise, if arrangements have been made for another adult to collect the children, parents should let us know to avoid any confusion at the end of the day. Older siblings in years 5 & 6 may, with written permission from parents, collect younger siblings from years 3 & 4.

Parents who are regularly late due to non-emergency reasons will be invoiced for after school care as their children will be admitted to our after school club to ensure they have guaranteed adult care and supervision after the end of the normal school day. This is not always the case if a child is left in the main reception area.

Reasons: the school is responsible for the safety and welfare of all pupils until collected by their parents or responsible adult.

Should no communication be made with parents or other emergency contacts after 5.15pm, the school will follow the county guidelines and phone the police and social services to take the child to a safe environment until the parents' absence can be investigated.

h. Cycling

We welcome KS2 children cycling to school but prefer for them to have passed a recognised 'bikeability' road safety award. If such an award has not been achieved, then parents will need to write to the school explaining that they know their child is safe on the road and provide a roadworthy cycle and cycle helmet. Children will store their cycles on the rack near the hall's external door and lock them securely. We are happy for KS1 children to cycle with an adult. No use of cycles or scooters is permitted in the school grounds to support the safety of all.

Reasons: the school is responsible for the safety and welfare of all pupils and we need parents to judge whether their child is safe on the road if they haven't been formally assessed.

Behaviour Guidelines	Procedures
<p>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, eg in order to re-establish control, be heard on the playground etc.</p> <p>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, a member of the pastoral support team, and then the SLT should be sent for. If unavailable, an assistant head or most senior staff member available should be called.</p> <p>Our 'Physical Restraint 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.</p> <p>If a child should run out of school for whatever reason, staff should not overreact and must never run after them as they may be placing a child in greater danger by doing so. The head teacher should be informed immediately, decide whether to call the police/ parents and lessons returned to normal as quickly as possible.</p> <p>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 to be informed. If parents and emergency contacts are unavailable the police should be informed directly.</p> <p>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.</p>	

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, eg 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?' or use a clapping signal
- 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 eg. foot of steps, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank/reward 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.
- 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 eg stand at corners.
- 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, eg 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 three staff members are required to supervise playtimes for each external area. Supply teachers should cover the duty of absent teachers but should never be without support.

One member of staff should be present on the playground/adventure area as children are released; the second member 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. Behaviour books are taken out every playtime to record the application of these procedures and track the behaviour of individuals.

When on duty, staff should circulate (not stand and chat with one another) and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Three members of staff per outside area maximises levels of visual supervision (unless year groups have been split).

A messenger will inform other staff of the imminent blowing of the whistle e.g. 'two minutes' Upon hearing the message, staff should go to the play area to collect their classes.

Upon hearing the whistle blown, all children should stop what they are doing. On three whistles they should walk to the 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 'smiley'.

In suitable weather conditions the field or adventure 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, if 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 corridors and cloakrooms, 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 allowed to remain in the building unsupervised if they have 'Trusted Pupil' sticker.

Children may not bring balls or equipment from home for use at playtimes ,but may use those supplied by the school. The main playground is a 'football free zone' when the whole key stage is using it, although invasion games such as netball/basket ball may be played with permission. Any misuse of playground equipment will lead to the normal sanctions being followed.

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 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 (e.g. indoor voices).

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

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

Rewards

1) General

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

2) Whole School Reward System: 'Smileys'

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stamps. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

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

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

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

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

The reward system is graded as follows:-

Any noteworthy behaviour	1 Smiley (recorded on class chart)
10 Smileys	Teacher commendation: (recorded on individual achievement card)
100 Smileys	Team leader commendation: Bronze Award (presented by AHTs)
200 Smileys	Head teacher commendation: Silver Award (presented by AHTs)
300 Smileys	School commendation: Gold Award (in front of the KS with parents) 400
Smileys	School commendation: Platinum Award (in front of the KS with parents)
500 Smileys	School commendation: Emerald Award (in front of the KS with parents).

- Gold awards will be presented in key stage assemblies 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.
- 'Well done' certificates are awarded to selected pupils at the end of each term, which are posted to the home address as a surprise

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.**

3) Certificates

A weekly assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. Parents are personally invited to attend and witness the presentation of gold, platinum or emerald certificates.

Sanctions

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

Note See also our policy on the 'Physical Restraint' (Team Teach Training).

- If behaviour results in physical or verbal abuse towards a teacher/adult an 'Assault' form should be completed, and a copy kept on record in the school office and the pupil file.
- If physical intervention of any kind is required then the Restraint Book (kept in the office) should be completed as soon as possible.
- Any other incident deemed 'serious' or resulting in injury should be recorded on a Major Incident form, the teacher's class diary or the Playground Incident Book.

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

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, 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 not a good choice'...' and not 'You are a silly boy'.

Sanctions Procedures

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

If unacceptable behaviour occurs:

All Staff

Use normal strategies:

E.g. Polite requests, warnings (2), repositioning, separating etc.

Step 1

Give a final warning:

Use the agreed phrase, 'This is your final warning...'name'. 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

- Child sent to designated chair/area of classroom – the ‘Think and Return’ area for ‘Time out’ □ 5 minutes sitting alone in order to reflect; calm down etc. without causing disturbance.
- Child records when, why on class list at isolation table. KS2 children also complete a ‘think sheet’
- Staff to record on class chart

If behaviour improves return to lesson.

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

- **For a regular offender or if behaviour is inappropriate, letter B1 to be sent.**
- **If behaviour is aggressive or inappropriate language is used, letter B2 to be sent.**

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

Step 3

If child has three ‘time outs’ in one week, he/she will be escorted to designated colleague in the year below their own and letter B3 to be sent to parents and behaviour targets set

- At least 1 hour working alone without causing disturbance.
- Possible removal of a treats / playtime.
- Complete a Behaviour Assessment Profile

If behaviour improves return to class.

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

For a regular offender:

- Discussion with Team Leader and/or SENCO : consider School Action of the Code of Practice.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Behaviour targets set and agreed with child
- Parents informed by letter B3 that behaviour is a cause for concern.
- Parents can 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) If child has three time outs in quick succession within one week, class exclusion letter B4

- Child escorted to Team Leader/Head – JC/MT/PH
- 1 session to half a day working alone without causing disturbance.
- Parents informed of isolation by letter.B4

If behaviour improves return to class.

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

For a regular offender:

- Discussion with SLT refer and review targets
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Parents informed by letter B4 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 (SLT) Behaviour Plan/Report

Pupil continues with inappropriate behaviour, receives three 'time outs' in succession or is not meeting behaviour targets B5

- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider EHA.
- PSP Meeting with parents/child.
- Clear/realistic targets for behaviour plan agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.

If behaviour plan succeeds, agree to finish it.

*If behaviour plan does not work, move to **Step 6**.*

Step 6 (Head Teacher)

Behaviour Contract

A last step before internal 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 informed.

If behaviour improves return to class

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

Step 7 (Head Teacher)

Internal Exclusion (5 days or more)

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

If behaviour improves return to class on a Behaviour Contract following latest government/county guidance

*If not move to **Step 8**,*

Step 8 (SLT)

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

- Parents informed by letter, EIT by online form Parents may make representations to governors Governors may meet but cannot reinstate.
- Upon return to school, child stays on Contract

If behaviour improves, implement a phased return

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

Step 9 (Head Teacher)

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

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

If behaviour improves, remove from PSP.

*If not move to **Step 10**.*

Step 10 (Pupil Discipline Committee)

Permanent Exclusion

Parents & EIT informed.

- Governors meet and consider all representations and reports (parents/child may attend).
- Governors either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract
- 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.

Sanctions Procedure: Playground / Adventure

If unacceptable behaviour occurs:

Step 1 (All Staff) Use normal strategies:

- Polite but firm request, discussion, separation etc. **NO MORE THAN 2 WARNINGS**

Step 2 (All Staff) Give a final warning

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

FROM NOW ON NO MORE WARNINGS: TAKE ACTION.

Step 3 (All Staff) Time Out

- Stand for 3 minutes in a designated area to reflect and calm down.
- Record name in Playground Book at lunchtime. Staff on duty to inform class teacher of any warning/'time out' given

If behaviour improves return to playground.

*If not, if child refuses or if behaviour is more serious move to **Step 4.***

Step 4 (All Staff) Still record as 'time out' in lunchtime book

SW/FR sent for and takes over responsibility. (CT & AHT if continues)

Child removed from playground.

- Child stays in isolation for remainder of playtime/lunchtime.
- Name /reason recorded as class exclusion – letter home L1 or L2, B1 or B2 Class teacher informed.
- Possible loss of next playtime.

For a regular offender:

- Discussion with SLT
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets. Inform parents of concerns – L1 L2 B1 B2 Consider alternative strategies.
- Possible removal of extracurricular/ curriculum enrichment activity.
- Isolation from playground (step 5) behaviour targets

Step 5 (AHT) Internal/class exclusion

For more serious incidents including violent behaviour:

- Internal / class exclusion for up to five consecutive days
- Parents informed of exclusion B4
- Children on detention report to detention room at the start of playtime/lunchtime.
- Further discussion with SENCO

For a regular offender:

- Discussion with SLT : Consider the need for formal assessment.
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Assessment Profile'.
- Parents informed by letter/ meeting that behaviour is a major cause for concern B5 EIT informed that child is at risk of exclusion.
- Behaviour plan in place

- Access to extracurricular activities dependant on progress. □ Access to curriculum enrichment activities dependant on progress.

Step 6 (AHT) Behaviour Contract

For those getting regular class/internal exclusion or committing serious incidents:

- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Meeting with parents/child.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child, weekly feedback to parents

Step 7 (Head Teacher)

A last step before exclusion.

- Clear specific rules which the child **must** uphold in order to remain in school.
- Exclusion an immediate consequence of breaking the contract.
- Parents & Governors informed.

If behaviour improves return to class with Behaviour Plan

*If not move to **Step 8.***

Following guidance under Section 6 of DfEE Circular 10/99

Step 8 (Head Teacher) Fixed Short Term Exclusion (5 days or less per term)

□ Parents, governors, EIT informed by letter.

- Parents may make representations to governors.
- Governors may meet but cannot reinstate.
- Upon return to school, child stays on contract or PSP for a minimum of 4 weeks.

If behaviour improves remove from plan.

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

Step 9 (Pupil Discipline Committee)

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

- Parents, governors, LEA Officer informed.
- Governors meet (parents/child or representative may attend/make representations).
- EIT must be invited to attend but may not reinstate or uphold exclusion.
- Governors either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on contract.

If behaviour improves return to class.

*If not move to **Step 10.***

Step 10 (Pupil Discipline Committee) Permanent Exclusion

□ Parents, governors, EIT informed.

- Governors meet and consider all representations and reports (parents/child may attend).
- Governors either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on contract.
- If appeal unsuccessful, remove child from school roll.

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with, or being assessed for, statements of SEN and those in public care. For these children, neither the normal rewards nor 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:

- Home / school books
- Meetings with parents.

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

Behaviour Targets

- Should provide limited (maximum of 3) unambiguous and, above all, **achievable** targets for the child's behaviour, eg "to stay on task at all times" is not a realistic target for the best behaved child, let alone a troubled child.
- If clear targets cannot be identified - monitor (see appendix)
- Should provide clear consequences for breaking the agreement eg exclusion.

If in doubt, consult SLT.

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.

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Appendix A

GOOD PRACTICE

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

Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.

4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

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

Remember to:

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

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

Never:-

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Over punish - never punish what you cannot prove

Avoid:-

- Use of blanket punishment - the innocent will resent you

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

Appendix B

RECORDING ISOLATION: Notes

Time Out: a class list, CLEARLY DISPLAYED

Warnings and 'time out' to be recorded with a daily 'new beginning' approach. Move on in steps if:

- Patterns in behaviour emerge
- An individual is frequently being isolated' □ Think sheet completed (KS2) 'Think and return KS1
- If lunchtime, record in lunchtime book and follow up with staff