



Behaviour Policy

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.*

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 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.

1. Our Code of Conduct is:

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

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

2. Our Listening Code

When I am asked for my attention I:
Stop what I am doing
Empty hands/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

Children may obtain fruit through the National Fruit Scheme or from the fruit shop. Other than fruit, packed lunches and water bottles, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

Children have regular access to water fountains and bring water bottles from home, with access to a water dispenser in school.

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. Children who have just had their ears pierced may put plasters over their earrings during PE lessons for this period. Any articles removed for PE stay the responsibility of the child.

If a child cannot remove their own earrings, parents are contacted by phone and requested to come into school to remove them.

All parents sign a standard form of responsibility for the wearing of stud earrings.

c. PE Kit

Appropriate school PE kit must be worn for all PE activity

Indoors: No jewellery, plimsolls, shorts, Tee shirt or vest

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

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. 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 bags or coats.

f. Mobile Phones

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

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

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

Behaviour Guidelines

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 Headteacher' as a sanction, as there is no guarantee that the child will arrive or that the Headteacher 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.

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 - 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. doors etc.*
- *Encourage a child to hold the door for others to pass through (thank them for this).*
- *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.*
- *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 - 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. Supply staff should cover the duty of absent staff but should never be without support.

Staff on duty should be present on the playground by 8:50am, when children arrive, and again after school to see them safely off the premises. One 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 socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate.

A child is sent to the staffroom to inform staff when it is two minutes until bell time so they know when to go to the yard to collect their class. If, for whatever reason, staff do not receive a message, they 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 staff on duty should not leave the children on the yard unsupervised or send children into the building unsupervised, but send for the head, deputy or most senior teacher available.

Upon hearing the bell, children should walk to their 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.

In poor weather, children will have an indoor playtime with suitable, quiet activities provided for children in the hall.

Playground 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 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.

Any other behaviour at playtime should be dealt with by the staff 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 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).

Behaviour Guidelines

Rewards

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

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

Rewards

1) General

- *Favourable comments can and should be entered on pieces of work, (see Marking Policy).*
- *Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).*
- *Recognition can be given to success of differing kinds in assemblies, e.g. presentation of 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 the Headteacher for commendations.*
- *A special privilege of a Lunchtime Club Pass can be awarded to individuals/groups of children, e.g. the use of school facilities, (computers, library, games, equipment, etc.).*
- *Opportunities for giving children greater responsibility in school should be fostered e.g. Buddies, Mini Buds, Mediators, HNP Group, Lively Laurel Lunchtime Activity Leaders, School Council.*
- *Individual class reward chart for more immediate rewards.*
- *Above all, praise and encouragement in and out of lessons should be used as much as possible.*

2) Whole School Reward System: 'Smilies'

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

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

Smilies are to be awarded for particularly good work or effort. Classes will still have their own reward system for more short term achievement of rewards.

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

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

The reward system is graded as follows:

<i>Any noteworthy behaviour</i>	<i>1 Smiley (recorded on class chart)</i>
<i>10 Smilies</i>	<i>Teacher commendation: (recorded on individual achievement card)</i>
<i>50 Smilies</i>	<i>Deputy Headteacher commendation: Bronze Award (presented by Deputy Headteacher)</i>
<i>100 Smilies</i>	<i>Headteacher commendation: Silver award (presented by Headteacher)</i>
<i>150 Smilies</i>	<i>School commendation: Gold award (in front of whole school)</i>

- *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 recorded on each child's individual 'Good Behaviour Card'.*

*A 'smiley' can be awarded by any staff member to any child at any time. All staff should carry 'Smilies' 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 they may have an appropriate class treat of their choice including:

- *Class party*
- *Class disco*
- *DVD etc.*

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 certificates.

Behaviour Guidelines

Sanctions

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with

the provision for flexibility to take account of individual circumstances.

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

- If behaviour results in physical or verbal abuse towards a teacher/adult an 'Assault' form should be completed and a copy forwarded to the LA.
- If physical intervention of any kind is required then a 'Major Incident' record should be completed as soon as possible.
- Any other incident deemed 'serious' or resulting in injury should be recorded on a Major Incident form.

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 a silly thing to do because...' and not 'You are a silly boy'.

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:

(Classroom teacher)

Use normal strategies:

e.g. Polite requests, warnings (no more than two), repositioning, separating etc.

After two warnings have been given, move to Step 1.

Step 1 (Classroom teacher)

Give a final warning:

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

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

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

Step 2 (Classroom teacher) 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.
- Teacher records in behaviour log – class Time Out A log sheet.

If behaviour improves return to lesson.

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

For a regular offender:

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

Step 3 (Teacher colleague) Time Out (B)

- Child escorted to designated area as follows:
Nursery – Class 1
Class 1 – Nursery
Class 2 – Class 3 or 4 (depending on sibling links or Teacher who is currently in class)
Class 3 – Class 4
Class 4 – Nursery (as appropriate)
- Up to 1 hour working alone without causing disturbance.
- Possible removal of playtime.
- Teacher records in behaviour log – individual Time Out B log sheet.

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.
- Consider alternative strategies, inform other agencies.

Step 4 (Headteacher) Time Out (C)

- Child escorted to Headteacher.
- 1 session to half a day working alone without causing disturbance.
- Headteacher records in behaviour log – individual Time Out C log sheet.
- Parents informed of isolation by phone call or in person.

If behaviour improves return to class.

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

For a regular offender:

- Discussion with Head/ Deputy/SENCO : consider the need for Behaviour Plan.
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.

- *Parents informed by letter that child's behaviour is causing serious concern.*
- *Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.*
- *Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.*

Step 5 (Head /SENCO) Behaviour Plan

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

If targets are achieved remove from Behaviour Plan.

Step 6 (Headteacher) Internal Exclusion (1 day or more)

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

*If behaviour improves return to class on a Behaviour Contract or PSP. If not move to **Step 7**.*

*Serious incidents need to be treated on an individual basis and the circumstances investigated.
If behaviour is more severe over time or hits criteria for exclusion, Durham County guidelines are followed for fixed term exclusion in the first instance.
Consider TAF.*

*Referral to multi agencies i.e. Behaviour Panel, Educational Psychologist etc.
Meeting is held with parents/carers, child, Headteacher and Class Teacher to put a behaviour plan in place and for parents/carers to sign the written agreement before the pupil is reinstated into school.*

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

If unacceptable behaviour occurs:

Step 1 (Lunchtime Supervisor/Duty Staff) Use normal strategies:

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

Step 2 (Lunchtime Supervisor/Duty Staff) Give a final warning

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

FROM NOW ON NO MORE WARNINGS: TAKE ACTION.

Step 3 (Lunchtime Supervisor/Duty Staff) Time Out /Isolation A

- Stand for no longer than 5 minutes in a designated area, (by the wall) to reflect and calm down.

If behaviour improves return to playground.

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

Step 4 (Lunchtime Supervisor/Duty Staff) (Isolation B)

- Member of SMT sent for and takes over responsibility.
- Child removed from playground.
- Child stays in isolation for remainder of playtime/lunchtime.
- Class teacher informed.
- Possible loss of next playtime.

For a regular offender:

- Discussion with Headteacher (SENCO) and Deputy.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Inform parents of concerns / targets.
- Consider alternative strategies.
- Possible removal of extra curricular/ curriculum enrichment activity.
- Isolation from yard (step 5)

Step 5 (Management Team) Detention (Isolation C)

For more serious incidents including violent behaviour:

- Detention for up to five consecutive days.
- Record who, when, why in playtime log book.
- Parents informed of detention by letter.
- Children on detention report to detention room at the start of playtime/lunchtime.
- Further discussion with Headteacher/SENCO.

For a regular offender:

- Discussion with Deputy / Head/ SENCO : Consider the need for formal assessment.
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.

- *Parents informed that behaviour is a major cause for concern.*
- *Meeting with parents to investigate possible causes/alternative strategies.*

Step 6 (Headteacher) Behaviour Contract

- *Clear specific rules which the child **must** uphold in order to remain in school.*
- *Reviewed fortnightly.*

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

If behaviour is more severe over time or hits criteria for exclusion, Durham County guidelines are followed for fixed term exclusion in the first instance.

Consider TAF.

Referral to multi agencies i.e. Behaviour Panel, Educational Psychologist etc.

Meeting is held with parents/carers, child, Headteacher and Class Teacher to put a behaviour plan in place and for parents/carers to sign the written agreement before the pupil is reinstated into school.

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.*

The school acknowledges that some pupils have social and emotional difficulties or 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 behavioural needs or those being assessed for EHCP and those who are 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 school 'smiley' system for showing when targets are achieved over short periods (individual sessions/playtimes etc.) and any reason why they were not achieved.

Individual behaviour logs may be used to record individual pupils' behaviour if it is being monitored more closely.

Behaviour Targets

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

If in doubt, consult SMT.

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.*

Signed: G Davison

Headteacher

Date: January 2017

Signed: C Linfoot

Chair of Community and SMSC Committee

Date: January 2017

Review: January 2018

Appendix A

Good Practice

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

Always:

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

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

Remember to:

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

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

Never:

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

Children's Rights

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

Appendix B

RECORDING ISOLATION: Notes

Time Out A: a class list

It is not essential or even desirable that all isolations are always recorded but do record if:

- *Monitoring individuals*
- *Patterns in behaviour emerge*
- *An individual is frequently being isolated*

Time Out B: one sheet per child

All should be recorded and stored in the child's Mentoring File:

- *To check on frequency of isolation*
- *Identify any patterns in behaviour*
- *Facilitate target setting and parent discussion*
- *To help with possible IEPs*

Time Out C: one sheet per incident

More detailed recording required. What happened, and why.

Letter sent to parents

All should be recorded and stored in the child's Mentoring File:

Statements/Comments *should be brief but succinct, clear, unambiguous*

*e.g. 'disturbing class', 'being a nuisance' - meaningless and open to misinterpretation
rather : 'tore up Anthony Brown's work', 'thumped Rebecca Smith in the back', 'refused to sit for story' etc.*

Appendix D: Behaviour Laminate for Classrooms

(Classroom teacher)

Use normal strategies:

*e.g. Polite requests, warnings (no more than two), repositioning, separating etc.
After two warnings have been given, move to Step 1.*

Step 1 (Classroom teacher)

Give a final warning:

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

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

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

Step 2 (Classroom teacher)

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.*
 - *Teacher records in behaviour log – class Time Out A log sheet.*
- If behaviour improves return to lesson. If not or if child refuses, move to Step 3*

Step 3 (Teacher colleague)

Time Out (B)

- *Child escorted to designated area as follows:
Nursery – Class 1
Class 1 – Nursery
Class 2 – Class 3 or 4 (depending on sibling links or Teacher who is currently in class)
Class 3 – Class 4
Class 4 – Nursery (as appropriate)*
 - *Up to 1 hour working alone without causing disturbance.*
 - *Possible removal of playtime.*
 - *Teacher records in behaviour log – individual Time Out B log sheet.*
- If behaviour improves return to class. If not or if child refuses, move to Step 4*

Step 4 (Headteacher)

Time Out (C)

- *Child escorted to Headteacher.*
 - *1 session to half a day working alone without causing disturbance.*
 - *Headteacher records in behaviour log – individual Time Out C log sheet.*
 - *Parents informed of isolation by phone call or in person.*
- If behaviour improves return to class. If not or if child refuses, move to Step 5*

Step 5 (Headteacher/SENCO)

Behaviour Plan

If targets are achieved remove from Behaviour Plan.

If behaviour is more severe over time or extremely serious on one occasion, Durham County Guidelines for exclusion will be followed.

Sanctions Procedure: Playground

Step 1 (Lunchtime Supervisor/Duty Staff) Use normal strategies:

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

Step 2 (Lunchtime Supervisor/Duty Staff) Give a final warning

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

FROM NOW ON NO MORE WARNINGS: TAKE ACTION.

Step 3 (Lunchtime Supervisor/Duty Staff) Time Out /Isolation A

- Stand for no longer than 5 minutes in a designated area, (by the wall) to reflect and calm down.

If behaviour improves return to playground.

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

Step 4 (Lunchtime Supervisor/Duty Staff) (Isolation B)

- Member of SMT sent for and takes over responsibility.
- Child removed from playground.
- Child stays in isolation for remainder of playtime/lunchtime.
- Class teacher informed.
- Possible loss of next playtime.

Step 5 (Management Team) Detention (Isolation C)

For more serious incidents including violent behaviour:

- Detention for up to five consecutive days.
- Record who, when, why in playtime log book.
- Parents informed of detention by letter.
- Children on detention report to detention room at the start of playtime/lunchtime.
- Further discussion with Headteacher/SENCO..

Step 6 (Headteacher) Behaviour Contract

- Clear specific rules which the child **must** uphold in order to remain in school.
- Reviewed fortnightly.

If behaviour is more severe over time or extremely serious on one occasion, Durham County Guidelines for exclusion will be followed.