Hardwick Primary School

Caring Achieving Respectful Exciting

Good Behaviour Policy

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Hardwick Primary School

Good Behaviour 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)

Introduction

Our policy is based on the belief that:

• Good behaviour is not automatically learned but needs to be taught and supported by parents.
• Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
• A child with problems is the school's problem not an individual teacher's problem.

Aims

• For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
• For staff to have a high standard of pupil expectation in all aspects of work.
• For staff to try to raise the levels of pupils' self-esteem.
• To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
• To provide a varied range of teaching and learning styles to suit the needs of pupils.
• To provide an attractive learning environment and quality resources.
• To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
• To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
• To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
• To consistently and fairly implement reward and sanctions systems.
• To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

'We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.'

(Discipline in Schools - Elton Report)

Our purpose is: -

• To maintain levels of good behaviour
• To provide a consistent approach in rewarding good behaviour
• To provide a consistent approach in responding to unacceptable behaviour
• To ensure that behaviour does not inhibit learning or impede potential.

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors, year group leaders and senior leaders. 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 a 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. Targets and support are agreed where necessary.
Each area is colour coded:

- Green - excellent/very good
- Yellow - acceptable/satisfactory
- Red - unacceptable

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 School Code
'CARE'
Care for each other and our school
Always try our best
Remember our manners
Enjoy learning

This code is displayed in all classrooms and corridors and regularly verbalised to children in all key stages.

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 in KS2 may bring fruit or cereal bars from home to eat at morning play, they may also buy fruit or cereal bars from the tuck shop. Children in FS/KS1 will obtain fruit through the National Fruit Scheme. Other than fruit, cereal bars, packed lunches, and food for special class treats and celebrations, no food of any kind should be brought into school (unless on medical grounds) including sweets and drinks. Packed lunches need to be healthy and should not contain fizzy drinks, sweets and large chocolate bars.

Reasons:
Sweets present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. When children brought drinks they were largely of the high sugar, fizzy, high additive variety. This was believed to be having a detrimental effect on behaviour as well as on dental health, (an issue that affects many of our children at Hardwick). Drinks were frequently spilled, spoiling other packed lunches and presenting an unacceptable risk of food contamination. Children have regular access to water and in classrooms. A choice of quality juice, milk or water is available during lunch.

B. Jewellery
Watches, stud earrings and items of religious significance 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 jewellery themselves, it should be taken out at home on the days the child does PE. Any articles removed in school should be stored safely by the teacher for the duration of the lesson.

Reasons: Rings, necklaces, bracelets etc. can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

C. PE Kit
Appropriate clothing must be worn for all PE activity, and is paid for by the school for all new starters.

Indoor PE lessons
Bare feet (other than indoor games), plain blue/black shorts/leggings, plain white short/long sleeved t-shirt.
No jewellery to be worn.

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 always wear a PE kit to keep their school uniform clean. Ensure all children change into their PE kit.

Outdoor PE lessons
Plimsolls or trainers, plain blue/black shorts/leggings, plain white short/long sleeved t-shirt, (plain tracksuit/jogging bottoms in cold weather conditions).
No jewellery to be worn.

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.

D. School Clothing
School uniform (with a school logo) may be purchased from 'Unique Uniform' and Tesco online. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only black, flat-heeled shoes should be worn and no open toed sandals.

Reasons: The majority of parents, staff and children expressed their preference for a school uniform. School uniform reinforces school identity and eliminates 'brand' fashion and stigma. Open toed sandals, high heel shoes and boots are unsafe for the school environment.

E. Personal Property
The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

F. Mobile Phones
Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the Headteacher, or a member of the Senior Leadership Team in the Headteacher's absence.
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 trays or coats or used during school hours.

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

Behaviour Guidelines
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, Deputy Head or Assistant Headteacher's as a sanction, as there is no guarantee that the child will arrive or that they will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to seclusion, a member of the Senior Leadership Team should be sent for. If unavailable, a Year Leader should be sent for.

Our 'Physical Intervention 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. Documentation is held in the school office, and is the responsibility of staff involved to record the incident in detail so that office staff can file paperwork appropriately.

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 and Designated Safeguarding Leader (DSL) 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, a member of the Leadership Team 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.

Visitors into class
Two class ambassadors will be selected on a termly basis. When visitors (not school staff) enter the classroom the ambassadors are to greet them and then return to their seats, not disturbing the learning for the rest of the class.
The ambassadors should greet visitors as follows:
'Welcome to (class name). My name is (child's name). I hope you enjoy your visit to our school.'

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.

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses. For 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!' etc.
If observed running with a total disregard for other people or displayed work, then sanctions should be brought to play.

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc., should be thanked, praised or rewarded with a 'Smiley'.

Movement Around School - Suggested Procedures for Large Groups
• Call the group together using the familiar phrase: 'Can I have your attention please?'
• Give out any instructions and set expectations.
• Use and enforce 'Our Line Up Code'.
• Make sure all children are settled before setting off.
• Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
• Encourage a child to hold the door for others to pass through (thank them for this).
• Try to have no more than one class meeting at any one point at any one time.
• Walk to the left hand side of the corridor/stairs.
• Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
• Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
• Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

Movement Around School - Suggested Procedures for Individual Children
• Choose appropriate individuals for messages – one (KS2) or two (FS/KS1).
• Make sure messengers know that they can enter any classroom.
• Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of 'please' and 'thank you'.
• Remind the messengers or those showing work of what is expected of them as they move around the school (ensure that they know where they are going).
• Ensure a fair system for choosing messengers and monitors to avoid favouritism.

Gate Duty
A member of the Rainbow Team will unlock the gates on St James Road and Hastings Street at 8.45am and greet children and parents. They will lock the gates at 8.55am and ensure that all parents are escorted off site. If parents are on site after the gates are locked Rainbow Team staff will escort them through school to the office where they will be let out of the main entrance on Dover Street.

At the end of the day the Caretaker will unlock the gates on St James Road and Hastings Street at 3.00pm. At 3.15pm a member of the Rainbow Team will stand on each gate to greet parents and children as they leave school. They will lock the gates at 3.30pm.

If Rainbow Team staff are unable to carry out their gate duty they will be responsible for arranging for an HLTA to do this in their absence. Gate keys are kept in the Rainbow Room and in the office.

A member of the Leadership Team will be present on the KS1 and KS2 playground at the beginning and end of the school day.

A member of staff from each class will supervise the safe handover of children to parents/carers and to see them safely off site at the beginning and end of every day.

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 phase. Supply teachers should cover the duty of absent teachers but should never be without support.
No hot drinks should be taken onto the playground. Lidded safety cups should be used by all staff when hot drinks are taken from the staffroom or the FS kitchen.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently at playtime.

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. One member of staff per area maximises levels of visual supervision.

Staff not on duty should be mindful of the time and go to the playground to collect their class promptly for the end of playtime. If, for whatever reason, staff do not arrive to collect their class, the duty teacher should not send children into the building unsupervised, but send for a member of the Senior Leadership Team.

The end of playtime
Upon hearing the bell children should stop what they are doing, stand still and remain quiet. Upon the second bell they walk to designated class lines, joining at the back of the line. Staff send children in a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a ‘class point’ by the staff on duty. (see Class of the Week).

In suitable weather conditions the trim trail should be used at playtimes. This is the decision of staff on duty.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for

teams to share supervision of indoor play allowing teachers a staggered break, provided that classes are never left unsupervised.

Playground procedures
In order to influence behaviour when dismissing children at playtime, lunchtime and home time, a member of staff from each class should supervise their own children in the cloakroom, 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 only allowed to remain in the building if they are supervised by an adult.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. A box of appropriate playtime equipment is kept in the Rainbow Room only items from this box can be used at break and lunchtimes. Boxes will be colour coded to ensure fairness and will be maintained by a member of staff in each phase. Boxes are to be collected by a member of staff on duty not children. Footballs should be lightweight, no larger than size 4 and should only be used in the 'Hardwick Stadium'. The playground is a 'football free zone' although invasion games such as netball or basketball may be played in the designated area. Any misuse of playground equipment will lead to confiscation.

Any other behaviour at playtime should be dealt with by the staff on duty, and reported to the child's teacher (or Year Leader depending on the severity). If an incident happens during play time, then staff on duty should follow the 'Good to be Green' guidance. If the incidence happens at the end of play the class teacher should initiate the sanction. Staff on duty should enter any behaviour incidences on SIMS, at the first available opportunity after play.

Any child requiring first aid at playtime should be treated by a member of staff on duty. Staff on duty should record all incidences in the green first aid record books that are kept centrally in the Rainbow Room.

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

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.

1. General Rewards

• Favourable comments can and should be entered on pieces of work.
• 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, e.g. presentation of swimming and punctuality awards etc.
• 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, Deputy Head or Assistant Head 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. Class Monitors, Class Ambassadors
• 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' tokens. 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'.

Once awarded, a Smiley can never be deducted.

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: -

1 ☺ Any noteworthy behaviour (recorded on class chart)
10 ☺ Teacher commendation (recorded on individual achievement card)
100 ☺ Team Leader commendation: Bronze Award (presented by Year Leader)
200 ☺ Senior Leader commendation: Silver award (presented by Senior Leader)
300 ☺ School commendation: Gold award (presented at Super Stars Assembly)
400 ☺ School commendation: Platinum award (presented at Super Stars Assembly)
500 ☺ School commendation: Diamond award (presented at Super Stars Assembly)

Gold awards will be presented in Super Stars Assembly and parents will be invited to share in their child's achievement.

Commendations and awards are recorded on each child's individual 'Good Behaviour Card'. The card may be taken home in order for parents and teachers to exchange comments on progress, but responsibility and care of the record rests with the child. Loss of the card will result in a loss of Smileys accrued other than in exceptional circumstances.

A 'smiley' can be awarded by any staff member to any child at any time. All staff should carry 'Smileys' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that the care of all our children is the responsibility of all adults in school.

If all children in a class achieve Bronze, Silver or Gold Awards 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

3. Certificates
A weekly 'Super Stars' assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude in line with the weeks CARE assembly theme. Parents are personally invited to attend and witness the presentation of certificates.

4. Class of the Week
To be used for the whole class.
Each class starts the week with 20 'class points'. Class points are to be given by all school staff apart from the classes teachers or teaching assistants, for whole class good behaviour e.g. lining up, moving around school (as a class), going to and from activities and visits etc. Sanctions can result in the loss of points.

Results are announced in Super Stars assembly and the class with the highest score at KS1 and KS2 receive the 'Class of the Week' trophy and an appropriate class treat of their choice i.e. additional playtime, choosing time etc.

Any class wining Class of the Week for three consecutive weeks also receives a trophy, to keep for the whole of the academic year. Also awarded are 'Class of the Term' and 'Class of the Year'.

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
• 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/Physical Intervention Form' 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, Year Leaders, the SENCO or outside 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'.

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

Follow the 'Good to be Green' steps when deciding 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:
Use normal strategies:
Polite but firm requests, warnings (no more than three), consider repositioning or separating as a classroom / behaviour management strategy etc.

Step 1 (1 SIMS point)
Behaviour observed may include: not listening, messing about, not following instructions, wasting time or using hurtful comments.

If unacceptable behaviour occurs:
- ***1st verbal warning is to be given.***
- This should take the form of a polite but firm request and staff should consider repositioning / separating as a strategy.

If unacceptable behaviour continues:
- ***2nd verbal warning is given and a yellow card is put into child's behaviour pocket.***

- Explain to the child, 'This is your second verbal warning, go and put a yellow card against your name. If this unacceptable behaviour continues you will be given a red card and go to time out.'

If unacceptable behaviour continues:

- ***3rd verbal warning is given and the yellow card is replaced with a red card and action is taken.***
- ***'Time Out A'. Child has time out in their classroom for 10-15 minutes, the child should sit alone.***

Step 2 (2 SIMS points)
Behaviour observed may include: spitting, hitting, kicking, punching, fighting, careless damage to school property, making a racist comment, using offensive language, refusing to co-operate, rudeness to adults, or a continuation of unacceptable behaviour after 'Time Out A' has been implemented.

- ***'Time Out B' should be implemented***.
- The child should be escorted by their teacher or teaching assistant to the agreed partner class or 'Lunch Time Learning Zone' for time out. This is for up to 1 hour or if at lunch time the remainder of the lunch hour. See appendix for partner classes.
- The class teacher should inform the parents and arrange for a letter to be sent to parents detailing the incident and sanctions. The office staff will generate the letter; the teacher must inform them of the contents in line with policy sanctions.

Step 3 (3 SIMS points)
Behaviour observed may include: deliberate injury to others, bullying, stealing, destroying property, making repeated racist comments, or a continuation of unacceptable behaviour after 'Time Out B' has been implemented.

- ***'Time Out C' should be implemented.***
- The child should be escorted by their teacher or teaching assistant to the Year Leader's class or the 'Lunch Time Learning Zone' if the incident happens during lunch time. This is for up to 2 days and should commence immediately.
- The Year Leader will contact the child's parents and arrange for a letter to be sent to parents detailing the incident and sanctions.
- The Year Leader should keep an overview of 'Time Out C' seclusions and liaise with the SENCO / Rainbow Team of concerns and patterns in behaviour.

Step 4
A child will be moved to Step 4 if they have 25 SIMS behaviour points in a term.

- ***The child will be put on 'Report' for 2 weeks.*** They will meet with the relevant Year Leader at the end of every week to review their behaviour. At the end of the 2 week period the Year Leader and class teacher will decide if the report period needs extending.
- By Step 4 a child will have a documented history of their behaviour to date. They will have been secluded in school previously and may already have a 'Behaviour Plan' in place.
- If the child's behaviour does not improve the relevant Phase Leader (FS/KS1 or KS2) will write to parents and inform them that their child is at Step 4 and is vulnerable to exclusion. They will arrange to meet them and review or write a 'Behaviour Plan' with the class teacher.

- The SENCO and Phase Leader will decide if the child needs to be referred to the Behaviour Panel at the Local Authority and if not already done so will be placed on the SEN register at 'School Action' for Behaviour.
- If the child's behaviour does not improve they may be excluded from school. If a child is excluded from school more than once they will be referred to an outside agency for support (Educational Psychologist, Behaviour Consultant, Community Paediatrician) if not already done so, and will be placed on the SEN register at 'School Action Plus' once outside agencies are supporting the behaviour management plan.

Step 5
If a child's behaviour is consistently causing concern and they have been excluded on more than 3 occasions the school will consider permanent exclusion.

Exceptional Circumstances 1
One off serious incidents
In exceptional circumstances exclusion or 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.

Exceptional Circumstances 2
Troubled children
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 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.

Behaviour Plans (Targets) and Behaviour Meetings with Parents / Carers
• 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 behaviours so that they can
• Should provide clear consequences for breaking the agreement e.g. exclusion.

Daily feedback on progress should be given and targets reviewed fortnightly by the class teacher and Year Leader either:
• To make targets more difficult as behaviour improves,
• To set new areas to tackle or
• To remove completely from report

Foundation Stage
In the Foundation Stage a more visual approach to the 'Good to be Green' system will be in operation.

In the Foundation Stage a large traffic light image will be displayed in each class. A photograph of every child will be placed on/next to the green traffic light. The 3 lights will have a relevant facial expression in order to aid the children's understanding of the behaviour policy (green happy face, yellow neutral face, red sad face). A child's photograph will be moved to yellow or red in line with the school behaviour policy.

Smileys are awarded to individual children and class trophies are awarded when the key worker group / class work together well or achieve something together.

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 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 or sit behind your desk.
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

Appendix B

Informing parents of unacceptable behaviour

Behaviour Letters

Letters will be generated by a named member of the office staff. The member of staff responsible for sending the letter should go to the office in person and select the letter template and provide accurate details of the behaviour and sanction. The letter will then be produced ready for signing by the sender.

Behaviour letters should be sent to parents and a copy put in the child's Assertive Mentoring folder in class.

Recording incidences of unacceptable behaviour on SIMS

It is important that all incidences of unacceptable behaviour are recorded on SIMS as soon as possible after the incident. This is generally the responsibility of the class teacher or teaching assistant. However, incidences that occur at playtime are the responsibility of staff on duty to record. Incidences that occur at lunch time will be entered onto SIMS by the member of staff in the 'Lunch Time Learning Zone'.

Statements/Comments should be brief but succinct, clear, unambiguous e.g. 'disturbing class', 'being a nuisance' is meaningless and open to misinterpretation, rather, 'tore up Aisha Brown's work', 'punched Harry Mohammed in the back', 'refused to sit for story' etc.

Appendix C

Partner classes for 'Time Out B'
Year Leader classes for 'Time Out C'

FS1 and FS2	All FS1/FS2 children in 'Time Out C' will got to the class where the Year Leader is based.
1CB – 2EC 1CM – 2EC 2EC – 1CB 2EH – 1CM	All Y1/Y2 children in 'Time Out C' will go to the KS1 Year Leader, or other available Year Leader (FS/Y3/Y4)
3HE – 4SH 3HH – 4SH 3KH – 4TH 4SH – 3HE 4MH – 3HE 4TH – 3KH	All Y3 and Y4 children in 'Time Out C' will go to the class where the Year Leaders are based.
5JS – 6HR 5RA – 6FN 5ED – 6FN 6HR – 5JS 6PC – 5ED 6FN – 5JS	All Y5 and Y6 children in 'Time Out C' will go to the class where the Year Leaders are based.

Lunch Time
'Time Out A'
A designated time out area on the playground will be in operation every day. If a child displays repeated unacceptable behaviour after Step 1 verbal warnings have been issued they need to sit quietly in the 'Time Out A' area named the 'Time Out Zone'. Lunchtime supervisors should closely monitor the area if a child is sent for time out.

The 'Lunch Time Learning Zone'
It will operate in each phase on a daily basis for Step 2 and 3 behaviour incidences occurring at lunch time. It will take place in the following rooms:

FS	FS2
KS1	2EH
Lower KS2	4MH
Upper KS2	5RA

The room will be led by teaching assistants. If an incident of unacceptable behaviour occurs at lunch time the lunch time supervisor will escort the child to the 'Lunch Time Learning Zone' and hand them over to the teaching assistant informing them of the behaviour that has occurred. The incident will be entered onto SIMS by the teaching assistant on duty in the room according to the 'Good to be Green' policy and the child will sit quietly on their own for the remainder of lunch.

Good Behaviour Policy – Behaviour and Consequences

'It's Good to be Green – 1, 2, 3, A, B, C'

Step	SIMS Pts	Unacceptable Behaviour	Action and Consequence
Step 4		If I have 25 SIMS behaviour points in a term I go to Step 4.	My class teacher will put me on 'Report' for 2 weeks and I will meet with my Year Leader every week to discuss my behaviour. If my behaviour does not improve then Mrs Sandhu (KS2) or Mrs Walker (FS/KS1) will write to my parents and write / review my Behaviour Plan with me and my teacher. If my behaviour does not improve then I may be excluded from school.
Step 3	3	If I deliberately injure, bully, steal, destroy property, or make repeated racist comments, or have already had 'Time Out B'.	I will go to 'Time Out C' in my Year Leaders classroom and/or the 'Lunch Time Learning Zone' immediately for up to 2 days, decided by my Year Leader. My Year Leader will speak to my parents and a letter will be sent home.
Step 2	2	If I spit, hit, kick, punch, fight, carelessly damage school property, make a racist comment, use offensive language, refuse to co-operate, I am rude to adults, or I have already had a 'Time Out A'.	I will go to 'Time Out B' in a different class for up to 1 hour or lose the rest of my lunch time break in the 'Lunch Time Learning Zone'. If the incident happens at the end of lunch time I will go to 'Time Out B'. My class teacher will speak to my parents and a letter will be sent home.
Step 1	1	If I don't listen, mess about, don't follow instructions, waste time or use hurtful comments.	1st verbal warning is given. If I continue... 2nd verbal warning is given and I put a yellow card in my behaviour pocket. If I continue... 3rd verbal warning is given and I put a red card into my behaviour pocket and go to 'Time Out A' in my classroom or the 'Lunchtime Time Out Zone' for 10-15 minutes.
It's GOOD to be GREEN! If I stay in the GREEN every day I earn 5 minutes Golden Time per day. If I am GREEN, all week my Golden Time is increased to 30 minutes!			