



**C**aring **A**chieving **R**espectful **E**xciting

---

# Good Behaviour Policy

**School Leader:** R Sandhu

**Link Governor:** A Repesa

**Policy Approved**      **Signed: A Repesa**      **Date: 16.06.16**

Policy Reviewed      Signed: A Repesa      Date: 08.06.17

Policy Reviewed      Signed: A Repesa      Date: 07.06.18

Policy Reviewed      Signed: A Repesa      Date: 20.06.19

Policy Reviewed      Signed: A Repesa      Date: 16.07.20

Policy Reviewed      Signed: A Repesa      Date: 10.06.21

Policy Reviewed      Signed: A Repesa      Date : 09.06.22

Policy Reviewed      Signed: A Repesa      Date : 08.06.23

### **Vision, Values and Aims**

#### **Our Vision**

We want everyone who is part of this school and its community to care about each other and to help us be better than our previous best, so that everyone achieves their potential. We want it to be a place where everyone is respected and included and where we all share a love of learning, full of exciting experiences. We believe that everyone who is part of our school and its community should be proud of their school and each other and should behave in a way that reflects the school's values.

To achieve this, we believe that all members of our school community should fully understand the behaviours we expect and will teach at Hardwick Primary School. These expected behaviours are described within this policy, and our school council have written an abridged version for children.

We see behaviour as an essential part of our school curriculum, so that our children are actively taught to both conduct themselves well, and to demonstrate good learning behaviours. We recognise that all of our staff, families and children bring their own values, cultures and expectations, but also know that the good behaviour we teach in school requires support from children's parents at home. We want the practices outlined in this Behaviour Policy to create an environment where our children feel safe, can learn well and can become positive members of the community.

#### **Our Values**

We want everyone involved with our school to CARE and make it a place that is;

<b>Caring</b>	where everyone cares about each other and our school
<b>Achieving</b>	where everyone always does their best
<b>Respectful</b>	where everyone remembers their manners and respects one another
<b>Exciting</b>	where everyone enjoys learning and new experiences

#### **Our 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.
- To invest in our children through the explicit teaching of good behaviours, so that children understand and commit to the importance of good behaviour in school and in their community.

### **Our Purpose:**

- To teach children the good behaviours expected in school
- 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 any child's potential

### **How do we teach 'good behaviour' at Hardwick?**

1. We explicitly teach children what our behaviour expectations, rules, rewards and sanctions are. We explain and discuss why good behaviour is important.
2. We give lots of examples of what good behaviour looks like, and praise children who are demonstrating this.
3. We practise routines which help us to show good behaviours. We know that routines will become habits that eventually become a part of our character.
4. When children are not showing good behaviour, we check that they understand what is expected of them. If they are not sure, we will explain and show them again.
5. We consistently implement our rewards and sanctions, so children know what to expect.
6. We explain our expectations to parents and families, so that they can help us in teaching their children the good behaviours we expect in school.

### **The Teacher's Role**

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors, year group coordinators 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.

### **Good Behaviour Expectations**

We have three key school codes which underpin our good behaviour expectations:

#### **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

### **Behaviour in the classroom**

In the classroom, we expect to see pupils and staff showing CARE to one another at all times, including being kind and polite in their interactions. We expect children to follow the 'Listening Code' and to follow instructions from their classroom adults on how they should complete their learning tasks, e.g. including grouping, use of appropriate voices. We expect to see children trying their best when completing their learning and using discussions with peers and adults to enhance their learning. We expect children to make thoughtful and independent use of resources in their classrooms, as guided by their teaching team, to help them to learn. We expect everyone to look after their classrooms and make careful use of equipment within them.

### 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.

When moving around the school, we expect classes to walk on the left and in a single-file line. We expect quiet voices to be used and for children and adults to take care to hold doors for those following them.

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.

### **Behaviour in assembly**

Staff and children are expected to implement the guidelines above when moving around the school to reach the room being used for assembly (usually the hall or Studio 2), and when returning to their classrooms.

On entering the assembly room, children are expected not to talk unless invited to do so by the adult leading the assembly (e.g. for discussions during the assembly) or by their class adults. Children are expected to remain in their single-file lines and follow directions from their supervising adult on where to form their assembly line. Usually, classes will sit in lines of year group order from the front to the back of the room so that the youngest children are nearer the front. Children should remain standing until their line has been appropriately arranged and spread out (so that all children will have enough space to sit) before following instructions from their supervising adults to sit down. Children are expected to sit facing the front of the hall.

Staff members supervising the children should spread themselves along either side of the seated children. All staff members in the assembly are responsible for monitoring behaviour, encouraging and reinforcing expectations, and supporting children's participation in the assembly. Staff members in assembly should role model the behaviours expected by children and take an active role in the assembly. Staff members should not be having general discussions with other staff or take drinks into the assembly.

### **Behaviour in the lunch hall**

Staff and children are expected to implement the guidelines above when moving around the school to reach the hall for lunchtimes, and when leaving the hall.

Children are expected to line up quietly outside the hall as directed by their supervising adults (e.g. in order of lunch choice) before entering the hall when instructed to do so. Children having a packed lunch from home at lunchtimes will be directed where to sit and those having a school dinner will be instructed when there is space for them to line up at the hatch.

When lining up to collect their school dinner, children should remain in a single-file line and use quiet voices. Children are expected to stand still when waiting within the line and pay attention to when there is space for them to move along the line. Children should, and are encouraged, to speak to the serving staff in the kitchen and to say 'please' when requesting their lunch, and 'thank you' on receiving it. Children should then walk sensibly to their table, following the directions of adults in the hall. Children are expected to eat sensibly at their tables, using quiet voices to speak to other children on their table. Children should put their hands up to indicate if they need adult support or before they take their trays to clear at the clearing stations.

Once children have finished their lunch, they are expected to remain seated until directed by their supervising adults to stand, line up and exit the hall.

All staff in the hall are responsible for monitoring behaviour and encouraging good behaviour.

### **Gate Duty**

Allocated members of staff will unlock entry gates at 8:40am and greet children and parents. They will lock the gates at 8.55am having ensured that all parents are escorted off site.

At 3:15pm, allocated staff members will unlock the entry/exit gates and will stand on their allocated gate to greet parents and children as they leave school. They will lock the gates at 3.30pm. If the allocated member of staff for a particular gate is unable to carry out their gate duty, they will be responsible for arranging cover.

A member of staff from each class or year group (depending on number of entry doors) will supervise the safe arrival of children through the cloakroom/class entry doors in the morning and the handover of children to parents/carers at the end of the day.

### **Playtime Supervision**

At playtimes, children are expected to continue to follow the school codes and to take good care of themselves and others. Children should listen carefully to instructions from supervising adults on the playground so that the routines and procedures below can be implemented.

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 'trophy' 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 Coordinator 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 incident happens at the end of play the class teacher should initiate the sanction. Staff on duty should enter any behaviour incidents on SIMS, at the first available opportunity after play.

Any child requiring first aid at playtime should be treated by a first-aid trained member of staff on duty. Where intervention has been required, the member of staff who has dealt with the first-aid incident should record this using Meditracker, and should ensure that the subsequent letter is printed and given to the child/child's teacher to be shared with parents at home time.

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).

### **General 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 for staff to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the Head of School or Assistant Headteachers 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 Coordinator 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 Head of School (or member of SLT) 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.

### **School 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 where children can learn well. 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.

**In addition to our school codes listed above, (CARE, Listening and Line-Up), 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 or may buy a snack 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 activities.

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' or appropriate coloured uniform can be purchased from many retailers, including many supermarkets. All parents are given details of the uniform requirements on induction. 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/Head of School, or a member of the Senior Leadership Team in the Headteacher/Head of School'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/Head of School 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 landlines. Mobile phones present an unacceptable disturbance to lessons, there is also the potential for theft and cyber bullying.

### **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/Head of School or Assistant Headteachers for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (technology, 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 Coordinator)  |
| 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'.

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 week's 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.

'Trophy' cards are to be given by all school staff apart from an individual class's 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 'trophy' cards. Results are announced in Super Stars assembly and the class with the highest score in 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.

### **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.
- If physical intervention of any kind is required then a '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 Coordinators, 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:

- ***1<sup>st</sup> 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:

- ***2<sup>nd</sup> 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:

- ***3<sup>rd</sup> 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 Coordinator'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 class teacher will contact the child's parents and arrange for a letter to be sent to parents detailing the incident and sanctions.
- The class teacher 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 Phase leader at the end of every week to review their behaviour. At the end of the 2 week period the Phase 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.
- 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 or whether any further support is needed for a SEND need.
- If the child's behaviour does not improve they may be excluded from school. If any exclusions occur, the year group team, SENCo and SLT will be involved in discussions, included with the child and parents, about the support needs of the child and whether external agency support is required.

### 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 SEND 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 Coordinator either:

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

### **Foundation Stage**

In Reception, the 'Good to be Green' system is utilised for rewards. All children have a named 'Good to be Green' card and are rewarded with 'Smileys' in line with the rest of the school. If unacceptable behaviour occurs, verbal reminders and warnings are used, resulting in the use of the 'Thinking Space' if appropriate. The 'Thinking Space' provides an opportunity for both calming down and immediate reflection.

In Nursery, children are rewarded with immediate feedback regarding behaviour choices. Frequent and specific positive praise is used frequently alongside rewards in recognition of good behaviour. Unacceptable behaviour will be dealt with based on the developmental stage of each child. Verbal reminders, warnings and use of the 'Thinking Space' will be used where appropriate.

### 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.

#### **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 Coordinator classes for 'Time Out C'

FS1 and FS2

All FS1/FS2 children in 'Time Out C' will go to the class where the Year Coordinator is based.

1CB – 2EC

1CM – 2EC

2EC – 1CB

2EH – 1CM



All Y1/Y2 children in 'Time Out C' will go to a KS1 Year Coordinator, or other available Year Coordinator (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 Coordinators 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 Coordinators 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.

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.	<p>My class teacher will put me on 'Report' for 2 weeks and I will meet with my Year Coordinator every week to discuss my behaviour.</p> <p>If my behaviour does not improve then Mrs Awaan (KS2) or Mrs Freeman (FS/KSI) will write to my parents and write / review my Behaviour Plan with me and my teacher.</p> <p>If my behaviour does not improve then I may be excluded from school.</p>
Step 3	3	If I deliberately injure, bully, steal, destroy property, or make repeated racist comments, or have already had 'Time Out B'.	<p>I will go to 'Time Out C' in the Year Coordinator's classroom and/or the 'Lunch Time Learning Zone' immediately for up to 2 days, decided by my Year Coordinator.</p> <p>My phase leader will speak to my parents and a letter will be sent home.</p>
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	<p>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'.</p> <p>If the incident happens at the end of lunch time I will go to 'Time Out B'.</p> <p>My class teacher will speak to my parents and a letter will be sent home.</p>

## Good Behaviour Policy

		already had a 'Time Out A'.	
Step 1	1	If I don't listen, mess about, don't follow instructions, waste time or use hurtful comments.	<p>1st verbal warning is given.</p> <p>If I continue...</p> <p>2nd verbal warning is given and I put a yellow card in my behaviour pocket.</p> <p>If I continue...</p> <p>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.</p>
<p><i>It's GOOD to be GREEN!</i></p> <p>If I stay in the GREEN every day I earn 5 minutes Golden Time per day.</p> <p>If I am GREEN, all week my Golden Time is increased to 30 minutes!</p>			