



Huyton with Roby CE Primary School

Policy for Positive Behaviour Management and Exclusion

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"Teach children how they should live, and they will remember it all their lives."

Proverbs 22:6

Rational

Good discipline and standards of behaviour are key features of a successful school: they encourage children's sense of security and well-being as well as facilitate effective teaching and learning. As we develop children intellectually, physically, emotionally, spiritually, morally and socially, we aim to reinforce the principles of good behaviour based on our School's Christian values. We believe that children learn best when they are secure, respected and trusted. Each child has an entitlement to learning experiences which offer the maximum opportunity for development.

Our balanced and broad based curriculum promotes the well-being of all the children in our care and prepares them for the opportunities, responsibilities and experiences of adult life. In our Christian environment it is important that an attitude of compassion, love and forgiveness is evident throughout the school.

At Huyton with Roby School learning about appropriate behaviour, including understanding right and wrong, is based on Christian teaching. Pupils and staff speak of conflict & disagreement being dealt with fairly and compassionately based on Christian principles of forgiveness and a fresh start.

Christian Values

Our behaviour policy is centered on our Christian Values, chosen by the children and staff, to promote a culture of mutual respect, Friendship, Perseverance, Respect and Reverence. Love is a given.

Policy Aims (Based on DfE guidance and best Practice)

- 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 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 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 graduated behaviour code.
- To encourage school/parental partnership, to promote children's education and promote excellent standards of behaviour.

The Adults' Role

Adults need to establish consistent levels of acceptable behaviour with the support of parents/carers, governors and management. Adults need to establish positive relationships with the children in their care. 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. Adults' need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

Expectations

School expectations (sometimes referred to as 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/carers and teachers work together through discussion and action on any problems which develop.

- Following the school rules at all times
- Showing kindness, respect and understanding to others
- Showing an understanding of how their behaviour and interactions can impact and effect others
- Listening to and encouraging others, appreciating their perspective and taking account of their views, concerns and feelings
- Recognising the needs of others who may have special requirements and/or adjustments
- Acting in a respectful manner to all members of the school community
- Building relationships based on trust, respect, cooperation and support
- Taking care of school and others people's property
- Being truthful, honest and showing forgiveness
- Attending school punctually and regularly
- Accepting and completing school work, including homework, neatly and on time
- Being courteous to fellow classmates and school staff

At Huyton with Roby unacceptable behaviours include, but not limited to:

- Name calling or using unkind words
- Aggressive or violent behaviour, verbal or physical
- Treating others unfairly
- Bullying behaviours including cyberbullying, prejudice based and discriminatory bullying.
- Threatening behaviour
- Disrupting lessons/teaching and/or the learning of others
- Being untruthful
- Using bad language or associated negatively with race, religion, belief, culture, gender, SEN or disabilities, appearance, health conditions, sexual orientation (including homosexual, gay or homophobic, gender reassignment), sexist or sexual.
- Sexualized behaviour, sexual harassment or sexual violence
- Or any other behaviours deemed unacceptable by the senior leadership team

Class Rules

- Keep hands feet and objects to yourself
- Always walk when moving around the classroom
- Follow directions
- Always ask permission to leave the class
- Always speak to everyone in a polite and respectful way

Roles and responsibilities

The Headteacher has overall responsibility for ensuring the safety and well being of all pupils and adults. The Head teacher has delegated responsibility for monitoring the impact of policies and initiatives, supporting staff with the day to day management of behaviour across the school, overseeing record keeping and reports and the analysis of data. All staff have the delegated responsibility to maintain a safe, calm and purposeful learning environment. Every adult must set an excellent example to pupils at all times, modelling and teaching the behaviour they wish to see. They work hard to know their pupils well, understanding that high quality relationships are key to successful behaviour management.

The Pastoral team coordinate and collaborate so that there is a joined up approach to the early identification of and response to individual needs:

- Headteacher: Jill Stratford
- Deputy Headteacher, Behaviour, PPG lead: Kath Whitehouse
- SENDCo: Nicci Prescott
- Pastoral Care Manager, DSL: Linda Wade

Behaviour Protocols

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

General

- Favourable comments can be used on pieces of work,
- Recognition can be given to success of differing kinds in celebration assemblies.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Headteacher/SLT for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered ie. Prefects, Change Team, Ambassadors etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

Whole School Reward System:

The school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of Dojos which may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include :-

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

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

Once awarded a Dojo can never be deducted.

They are intended to help staff focus on positive rather than negative behavior 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.

A Dojo can be awarded by any staff member to any child at any time. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

Behaviour Guidelines

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. We use a Hand signal across the school to gain attention. However there may be occasions when it is necessary to use a raised voice i.e. be heard on the playground etc.

It is good practice to make a record of incidents to help establish pattern's or triggers in behaviour. It will support staff if there is an allegation. In all cases involving perceived bullying, homophobic, racial, gender etc. a record must be made and passed to the SLT and the Pastoral Manager

Use the "30 second intervention"

1. Gentle approach, personal, non-threatening, side on, eye level or lower..
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away from the learner, allow them time to decide what to do next. If there are comments, as you walk away write them down and follow them up later.

Dealing with:

Defiance

- Avoid conflict – pupil needs to feel significant, you are significant
- Use the pupil's name
- Focus on behaviour not the child
- Rules and rituals must be clear and understood by everyone(expectations)
- Check understanding
- Past successes
- Opportunity to retrieve situation
- Seating arrangements
- Realistic goals
- Involve the pupil
- Ensure understanding
- Leave time for compliance
- Be brief, clear and avoid lectures and sarcasm
- Speak calmly and matter-of-factly
- Use short, direct statements
- Avoid questions(unless you will accept any answer)
- Keep your body language neutral

Avoid demanding an apology

Don't brood

Don't get into power struggle – you don't need to

Disruption

- Ensure positive engagement with the rest of the class – be there champion (white card focus)
- Start with a positive
- Speak to pupil quietly and calmly (voice modulation)
- Remind them of expectations and their past success
- Use the language of choice – scripts
- Is this attention seeking or failure avoidance?
- Shift focus to rest of class

Disaffection

- Check understanding of task – is the work accessible for all pupils (how is it differentiated?)
- Set short achievable goals – acknowledge success
- Change activity –time limited tasks

- Use kinesthetic activities
- Break up lesson with quick quizzes, brain teasers
- Emphasise pupils own learning
- Ensure bigger picture is understood

Remember – equality is not treating everyone equally – to look over the fence we need different boxes.

In the use of sanctions, pupils learn from experience to expect fair and consistently applied sanctions 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.

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/carers, line managers, SENCO Pastoral Care Manager 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'.

No child should ever be "sent to the Head" as a sanction, as there is no guarantee that the child will arrive or that the Head will be available. If, in exceptional circumstances, a child needs to be removed from class/the playground or refuses to go to Time Out (Appendix 4), the Head should be sent for. If unavailable, the Deputy//Pastoral Care Manager or most senior staff member available should be called.

Our "Positive Handling Policy" clearly defines what is and is not acceptable practice should physical intervention ever be required and can only be done by trained members of staff. It is vital that any such intervention be reported and recorded.

Reasonable Adjustments (See SEND Policy)

As an inclusive school, all pupils, staff and visitors should be free from any form of discrimination. The school recognises its legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, and para 6 of Schedule 1 Education Regulations 2010, to prevent pupils with a protective characteristic from being at a disadvantage. Consequently, our approach may be adjusted to cater to the needs of the pupil. These adjustments may be temporary. A multi-agency assessment will be considered for pupils who display continuous disruptive behaviour.

We use CPOMS system to record safeguarding concerns and behaviour incidents. This allows the timely sharing of information, a joined up approach and early identification of any issues. It also enables data to be robustly and purposefully integrated by the behaviour Lead.

Suspensions and Permanent Exclusions

As a Christian, tolerant and supportive learning community suspensions and permanent exclusions will only be used as a last resort, and in line with current DfE guidance. "Suspension and Permanent Exclusion from Maintained schools, academies and pupil referral units in England, including pupil movement" July 2022.

The school does not wish to exclude any child, but recognises that sometimes this may be necessary. The Headteacher is the only person who can suspend or permanently exclude a child. A suspension is when a pupil is temporarily removed from school, for one or more fixed periods, including parts of the school day. During suspension pupils will still receive their education through work being set and marked during the first five days. Reasonable adjustments will be made for a pupil with disabilities of special educational needs. The headteacher has a duty to notify parents in all cases. A permanent exclusion is when a pupil is no longer allowed to attend the school (unless reinstated).

The decision to permanently exclude will only be taken:

- In response to a serious breach or persistent breaches of the school's behavior policy or
- Where allowing the pupil to remain in school would seriously harm the education of other pupils or staff in the school.

Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force, as permitted by law. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, from causing disorder or committing a criminal offence. It is only used when all possible options have been exhausted.

As with rewards, sanctions, reasonable force is used consistently, proportionally and reasonably, by staff, in line with this policy; taking into account children with SEN, disability and the bespoke needs of vulnerable children.

The staff team are trained in the use of reasonable force (Team Teach) and if a child's risk assessment identifies deployment of this approach, this team will be deployed. However, all adults have the power to physically intervene to control or restrain a pupil, if in their professional judgment this is required to prevent pupils from hurting themselves or others, from damaging property or causing disorder.

Peer-on-peer abuse, sexual violence and sexual harassment

Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. All staff are aware of the importance of challenging all inappropriate language and behaviour between pupils. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously.

Anti-Bullying Strategy

At Huyton with Roby we aim to provide a safe and secure environment where all children can learn without anxiety. We believe bullying is wrong and endeavor to prevent it by having an ethos in which bullying is unacceptable and where it is each person's responsibility to prevent it.

Pro-active measures are in place to avoid all forms of bullying and these are delivered in a range of ways: assemblies, relationship education lessons, PSHE, curriculum etc.

Any incidents of bullying will be dealt with in line with the agreed protocol attached. Violence or threatening behavior or abuse will not be tolerated in any circumstances, physically, verbally or through social media.

In formulating our strategy we take due regard to the key legislation:

- The Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010. A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED)

Definition:

Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:

1. It is ongoing and continuous repeated (not the same as a conflict between two equals or a random, unprovoked, aggressive act)
2. It is deliberate and targeted
3. It is unequal – it involves a power imbalance it may be physical, psychological (knowing what upsets someone) derived from an intellectual imbalance, or by having access to the support of a group or the capacity to socially isolate.

In addition, we define Cyber bullying as: The use of information and communications technology, particularly mobile phones and the internet, to deliberately to upset someone else.

Specific types of bullying include those relating to:

- Race, religion, belief, culture or gender
- SEN or disabilities
- Appearance or health conditions - including maternity or pregnancy
- Sexual orientation - including homosexual, gay or homophobic, gender reassignment
- Young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual

Pupil Transitions

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.

Large groups

- Gain the group's attention by raising your hand and wait until you have all the children's attention.
- Give out any instructions and set clear expectations.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. 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, etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

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. Supply teachers should cover the duty of absent teachers but should never be without support.

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.

At the end of play, staff should go to the yard to collect their classes.

Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. Upon the second whistle 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.

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty. In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to take their class out for a playtime if the weather is suitable later in the day, or allow an indoor playtime with suitable, quiet activities provided for children.

Playground/lunchtime procedures

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the corridor, putting on coats etc. Children are not allowed to remain in the building unsupervised.

Indoor Lunchtimes

In poor weather (wet play), duty staff may decide that children should not go outside at lunchtime. In such cases all classes should be purposefully occupied with table-top activities and games.

The policy has been written with due regard to the following:

DfE Guidance Documents

- Behaviour in schools July 2022
- Use of Reasonable Force
- Supporting pupils with medical conditions at school
- The SEND Code of Practice
- Behaviour and Discipline in Schools- Guidance for governing bodies
- Searching, screening and confiscation: advice for schools
- Creating a culture: How school leaders can optimise behaviour
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement July 2022
- Ofsted- Sexual abuse in school and colleges
- Steer Report, Learning Behaviour: The Report of the Practitioners Group on School
- Behaviour and Discipline
- Elton Report (DEF 1989)

Legislation

- The Equality Act 2010- including the Public Sector Equality Duty (PSED).
- Section 175 of the Education Act 2002

- Section 88-94 of the Education and Inspections Act 2006 *
- The Education (Independent School Standards) Regulations 2014
- Guidance for Safer Working Practice for Adults who work with children and young people in Education 2019
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education 2022 (KCSIE)

Appendix 1

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 smacked or shaken
- Not to be bullied
- Not to hear swear words

Appendix 2

We have specific expectations being set on the grounds of health, welfare and safety

Food and drink

Children may bring fruit or cereal bars from home to eat at morning play. Other than fruit, cereal bars and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

Jewellery

Watches are the only item 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. Any articles removed should be locked in the teacher's cupboard for the duration of the lesson.

PE Kit

Appropriate clothing must be worn for all PE activity

Indoors:-, Bare feet, pumps, shorts, Tee shirt or vest. No jewellery

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should have extra clothing to compensate for heat loss.

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

School Clothing

The school has a separate school uniform policy. Parents/carers are asked to send their children to school tidy and appropriately dressed for the weather. Only black flat-heeled shoes should be worn. Families are welcome to use our free uniform library where donated uniform can be taken at no cost.

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.

Mobile Phones

Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the headteacher / class teacher. Such requests will be considered on an individual basis.

If permission is granted mobile phones must be handed in to the Class teacher 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.

Lunchtime Supervisor Training/ Guidance

General Advice

DO NOT SHOUT

- The staff don't (and children will only shout louder!)
- Shouting is a sign that you have lost control.
- Unless in an emergency, walk to an incident rather than raising your voice.
- Use a quiet voice when talking to individuals.

LISTEN

- Every child has the right to be heard but they also have the responsibility to listen to others.
- Always allow both sides to be heard, calmly and without interruption.

BE POSITIVE

- Try to see good things being done in the hall, corridors and playground i.e. helping others, walking sensibly, playing co-operatively etc. Praise them and offer rewards.
- Try to give at least 5 Dojos out per day.
- Try to make at least 5 positive comments for every negative.
- Choose to reward those behaving well rather than focussing on those who are not.
- Avoid confrontation, but do not ignore bad behaviour.
- It is important always to label the behaviour and not the child (e.g. "It's dangerous to run in the corridor someone could get hurt" and not "You stupid boy you will hurt someone").

PLAY with the children!

- Try to engage target children in constructive play. Prevention is always better than cure!
- When on duty, staff should circulate and take the opportunity to socialise with children, whilst maintaining an overview of the play area and spotting potential problems before they escalate. This maximizes the levels of visual supervision.

Use agreed phrases/codes

- "Can I have your attention please" when addressing a group.
- "This is your final warning, do you understand?" before resorting to sanctions.
- Use Listening/Line up codes.
- Refer to school's Code of Conduct when discussing appropriate behaviour i.e. "If you climb on the wall you're not taking care of yourself, you might fall."

CHILDREN TEND TO SHOW RESPECT WHEN THEY ARE SHOWN RESPECT

Accident and Injury

The names of trained first-aiders are displayed around school and are available if thought to be necessary. A first aider will always be available at lunch times to deal with minor injuries. Major injuries should be reported to the Head or Deputy as soon as possible.

All injuries need to be entered in the "Accident Book". Children are given a note to inform parents of any injury or bump to the head area and treatment received. Parents/Carers are also contacted by telephone if their child's accident involved a head injury.

Any major faults or severe hazards with equipment or procedures should be reported to the Head immediately. Minor faults or potential hazards should be reported to the Site Manager the same working day and recorded in his file.

The Role of the Class teacher

Teachers are not required to perform lunchtime supervision duty. This does not however, absolve teachers in law from attending to a situation involving a pupil, if the matter is brought to their attention. At all times, whilst on the premises, the welfare and safety of pupils is paramount.

Teachers can help improve lunchtime behaviour;

- By helping children learn to play in more imaginative and constructive ways by teaching playground games/songs and using playground equipment during PE lessons.
- By supporting Mid-day supervisors and treating them as full staff members, thus raising their status and authority in the eyes of children.
- Keeping Mid-day supervisors informed of any children with problems or who are experiencing particular difficulties.
- Checking the Behaviour incident report forms regularly and following up entries with the children concerned.
- Using circle-time, drama and PSHE to explore themes such as bullying, self –esteem and resisting peer pressure.

Appendix 4

SANCTIONS PROCEDURE

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

Professional judgment 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 misdemeanors, 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 but firm requests, warnings (no more than three). Consider repositioning, separating etc. Use the “**30 Second Intervention**”.

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 in the classroom

- In KS2 child moves 5 mins off golden time chart.
- Child sent to designated chair/area of classroom.
- 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.

If behaviour improves return to lesson.

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

For a regular behaviour issues:

- Record who, when, why. Use behaviour strategies agreed in behaviour support plan.
- Possible removal of treats / playtime etc.
- Discussion with Team Leader / Learning Mentor / Pastoral Care Manager : consider Behaviour Intervention

Step 3 (Teacher colleague)

Time Out outside of the classroom

- Child escorted to designated colleague.
- Up to 1 hour/session working alone without causing disturbance.
- In KS2 child moves 5 mins off golden time chart.
- Record incident to identify triggers and patterns of behaviour.
- Consider a target card

If behaviour improves return to class.

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

For a regular behaviour issues:

- Discussion with Team Leader and Pastoral Care Manager:
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Parents/carers informed that behaviour is a cause for concern.
- Parents/carers discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular/enrichment activity linked to improvement.

Step 4 (Team Leader/Head Pastoral Care Manager) Time Out to SLT

- Child escorted to Team Leader/Head.
- Up to half a day working alone without causing disturbance.
- Record who, when, why.
- Consider a support plan at this point to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed fortnightly
- Parents/carers informed.

If behaviour improves return to class.

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

For a regular behaviour issues:

- Discussion with Team Leader / Head/Pastoral Care Manager:
- A welfare meeting to be set up.
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Parents/carers informed by letter that child's behaviour is causing serious concern.
- Meeting with parents/carers to investigate possible causes and alternative strategies.
- Possible referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

Step 5 (Head /Pastoral Care Manager)**Pastoral Support Programme**

- Review support plan and Meet with parents/carers/child to agree the way forward.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents/carers.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider Early Help.
- Support plan to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed fortnightly

If targets are achieved remove from Support Plan

*If Support Plan failed, move to **Step 6**.*

Step 6 (Headteacher)**Behaviour Contract**

A last step before exclusion

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed weekly.
- Parents/carers, Chair of Governors informed

If behaviour improves return to Support Plan

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

Step 7 (Headteacher)**Internal Exclusion (up to 5 days)**

- Child has no contact with own class or classmates.

- No access to playground, extra-curricular or enrichment activity.
- Parents/carers, Chair of Governors
- Advice sought from LA when there is a likelihood of external exclusion.

*If behaviour improves return to class on a Behaviour Contract or Support Plan. If not move to **Step 8**.*

Following latest government guidance

Step 8 (Headteacher) Fixed Short Term Exclusion (up to 5 days per term)

- Parents/carers, Chair of Governors, LA Officer informed.
- Parents/carers may make representations to Governors
- Upon return to school, child stays on Contract for a minimum of 2 weeks.

If behaviour improves remove from Contract to Support Plan.

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

Step 9 (Headteacher) Fixed Long Term Exclusion (up to 45 days per year).

- Parents/carers, Chair of Governors, LA Officer informed.
- In the event of an appeal: Governors Committee meets (parents/carers/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Contract or PSP for a minimum of 10 weeks.

If behaviour improves remove from Support Plan.

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

Step 10 (Governor's Committee) Permanent Exclusion

- Parents/carers, Chair of Governors and Governors Committee, LA Officer informed.
- Committee meet and consider all representations and reports (parents/carers/child may attend).
- Committee either reinstate or uphold exclusion.
- Parents/carers notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or Support Plan for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.

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

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

Appendix 6

Code of Behaviour

Class Rules

- Keep hands feet and objects to yourself
- Always walk when moving around the classroom
- Follow directions
- Always ask permission to leave the class
- Always speak to everyone in a polite and respectful way