



ALDERMAN JACOBS PRIMARY SCHOOL (ACADEMY TRUST)

BEHAVIOUR AND DISCIPLINE POLICY

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

(Education Observed D.E.S)

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)

Legislation and Guidance

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)

- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Our purpose is:-

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

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour. Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

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. It is also expected that children continue to behave appropriately when they are wearing their school uniform out in the community and school sanctions may apply if children bring the reputation of the school into disrepute.

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

1. Our Code of Conduct is:

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

These basic rules are simplified and displayed around school and regularly verbalised.

2. Our Listening Code

When I am asked for my attention I:

- Stop what I am doing
- Empty hands/show me five
- Look at the teacher
- Keep quiet and still
- Listen to instructions

3. Our Line up Code

When I am asked to line up I:

- Walk to the end of the line
- Leave a person space
- Keep my hands and my feet to myself
- Keep quiet and still
- Listen to instructions

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

a. Food and drink

Children may obtain breakfast at breakfast club. Key Stage Two children may bring fruit from home to eat at morning play whilst children in Key Stage One are provided with fruit through the National Fruit Scheme. Children may also purchase break time snacks from the snack trolley. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school soon create a hazardous and unhygienic environment. Children have regular access to water from their own water bottle available in the classroom and water fountains.

b. Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Any articles removed may be placed on the teacher's desk but remain the responsibility of the child.

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

Indoors:-No jewellery, bare feet, shorts, T-shirt or vest (any exceptions must be supported by a medical)

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: - No jewellery, plimsols or trainers, shorts, T-shirt, (Tracksuit in certain conditions).

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles (see PE Policy).

d. School Clothing

The school has separate school uniform guidelines. Uniform may be purchased from the school office. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled shoes should be worn.

Alderman Jacobs School Uniform
Red or white polo shirt or white collared shirt or blouse
Grey skirt, pinafore dress, trousers or shorts
Red/white checked gingham dress (summer)
Red sweatshirt or cardigan (no hooded tops)
Red, white or grey socks
Red or grey tights
No nail varnish or jewellery
Stud earrings only
A watch may be worn
Long hair must be tied up
Plain black shoes (no open toes or trainers)
School PE T-shirt or plain white t-shirt
black shorts
Change of footwear eg trainers or plimsolls

Black or grey joggers
School logo red PE Hoodie or plain black sweatshirt (available
from school)
A separate named bag for PE kit
One piece swimming costumes only
Swimming hat

Reasons: The overwhelming majority of parents, staff and children expressed their preference for a school uniform. School uniform reinforces school identity and eliminates 'brand' fashion and stigma. 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 unless it is for break-time snacks in which case it is the child's responsibility to keep it safe.

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. 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 either handed in to the school office upon arrival and collected at the end of the school day or they should be left in lockers. Mobile Phones should never be left in trays or coats or used during school hours.

They are the responsibility of children.

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

Where the production or distribution of sexting images are known or suspected a device will be confiscated and set to flight mode, where possible, or off whilst investigations through our normal child protection procedures are carried out.

Reasons: The production or distribution of sexting images involving anyone under the age of 18 is illegal and needs careful management for all those involved.

A 'no shouting' technique is in operation and shouting should be avoided 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 head' as a sanction, as there is no guarantee that the child will arrive or that the Headteacher will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to the time out zone, a member of the Senior Leadership Team should be sent for.

Our Positive Handling and Use of Reasonable Force Policy clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Staff are trained in 'Team Teach' for safe handling and de-escalation techniques.

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 or member of the Senior Leadership Team should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the Headteacher or appropriate staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation. If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'Thank you, you can walk sensibly. Well done!' and so on.

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions).

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

Movement around School - Suggested Procedures for Large Groups

- 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

- When moving whole classes or groups ensure that children are appropriately lined up.
- Children must walk around school, quietly, at all times.
- When using the stairs children move silently, showing respect for others who are working and use the left hand side of the stairs or corridors.
- Choose appropriate individuals for messages - one (KS2) or two (FS, KS1).
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.

A minimum of two staff members are required to supervise playtimes for each area. Supply teachers should cover the duty of absent teachers but should never be without support.

Members of the leadership team and class teachers are present on the playground by 8:40 am, when children are asked to arrive, and again after school to see them safely off the premises.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate.

Upon hearing the bell, staff should go to the playground to collect their classes.

Upon hearing the bell/whistle on the EYFS and KS1 playground, 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. On the KS2 playground, upon hearing the bell/whistle, children should walk to their designated class lines, joining at the back of the line. When the children are quiet and settled, staff lead children in a class at a time, ensuring that they remain quiet and that there is no running or congestion.

Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a 'class point' (see Class of the Week).

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; 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 classrooms are never left unsupervised.

Playground procedures

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the corridor, putting on coats etc. Children should be advised by their teachers that they should put on their coats at the beginning of playtime. Children are only allowed back into school during playtimes at the teacher's discretion. Children are not allowed to remain in the building unsupervised.

With the exception of skipping ropes, children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs should only be used on the field as the playground space is too limited. Any misuse of playground equipment will lead to confiscation.

Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency, (refer to Playtime Sanctions).

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training in the designated first aid room.

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

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

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

Rewards

1) **General**

- Daily reward time is given at 2.50pm each day for those who have earned it.

- Favourable comments can and should be entered on pieces of work, (see Assessment, Marking and Target Setting Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment and Marking and target Setting Policy).
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work should be displayed both in the classroom and corridors of the school.
- A visit to the Headteacher for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Pals, Monitors, and School Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

2) **Whole School Reward System: 'Smileys'**

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

- Particularly good 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 (see Sanctions).

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.

The reward system is graded as follows:-

Any noteworthy behaviour	1 Smiley (recorded on class chart)
10 Smileys	Teacher commendation: (recorded on individual achievement card)
100 Smileys and E card sent home)	Assistant Head commendation: Bronze Award (presented by Assistant Head
200 Smileys	Deputy Headteacher commendation: Silver award (presented by Deputy Headteacher and E card sent home)
300 Smileys card sent home)	Headteacher commendation: Gold award (presented by Headteacher and E
400 Smileys and E card sent home	School commendation: Platinum award (presented in front of whole school)
500 Smileys and mentioned on school newsletter)	School commendation: Diamond award (presented in front of whole school

- Motivational certificates are presented in phase assembly for achievement of each 50 smiley interval between the 100s (50, 150, 250 etc.)
- 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 'Pupil of the Week' phase assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. During this assembly, other certificates of achievement are also presented relating to Maths, English, PE and sport.

4) **Class of the Week**

Each class starts the week with 20 'class points'. Rewards for good behaviour at playtimes and lunchtimes include the awarding of additional class points. Equally sanctions can result in the loss of points.

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

5) **Gold Face**

Pupils may be moved to the 'Gold Face' for exceptional circumstances above and beyond daily expectations. For example: an exceptional piece of work, always displaying the correct attitudes and learning behaviours, consistent full marks in spelling tests. Parents are informed via E card about their child's achievement of the Gold Face and it is recorded on the weekly spreadsheet (see Recording and Monitoring in Sanctions section).

Learning Attitudes

At AJS we expect high standards in the classroom and expect children to try their hardest to achieve everything they are capable of. Throughout the year children are introduced to the Secrets of Success. These are characteristics which help us to be successful at school and in life and include working hard, persevering and concentrating, among others.

Children are provided with a pencil case and all the essential equipment required. They are expected to respect all property and take care of it.

Children are expected to use a legible and fluid handwriting style, present their work carefully and achieve their best in quantity and quality. Children are encouraged to do this during lesson time; however when it is felt that this has not occurred they may be asked to attend the 'Presentation' room for up to 10 minutes during Treat Time to improve and edit their work to achieve the expected standard.

Behaviour Guidelines

Sanctions

Sanctions

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

Note See also our policy on the 'Positive Handling and Use of Reasonable Force'.

- If behaviour results in physical or verbal abuse towards a teacher/adult an 'Assault' form should be completed and a copy forwarded to the LGSS
- If physical intervention of any kind is required then this should be recorded in the Physical Intervention book within 24 hours. A copy must be sent to the LA Access team
- Any other incident deemed 'serious' or resulting in injury should be recorded on a Major Incident form, the teacher's class diary or the Playground Incident Book.
- For pupils with persistent behaviour issues a Risk Reduction Plan will be put into place which will include strategies to de-escalate an incident.

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

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e. 'That was a silly thing to do because...' and not 'You are a silly boy'.

In conjunction with other local schools, guidance on sanctions for different behaviours has been created - Appendix C.

Sanctions may increase if behaviour is repeated or does not improve as a result of a sanction. All sanctions are at the discretion of the school.

Where behaviour puts other children and staff at risk a Risk Reduction Plan will be put in place.

In cases of misconduct or if a child's behaviour was criminal or posed a threat to the public the advice of the police and other agencies may be sought.

We reserve the right to withdraw a child from a trip or extra-curricular school activity if their behaviour is of genuine concern, puts themselves, other children and adults at risk or puts the reputation of the school at risk.

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 misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:

(Classroom teacher) **Use normal strategies:**
e.g. Polite but firm requests, the green smileys procedure. Consider repositioning, separating etc.

Step 1 (Classroom teacher) **Give a warning:**
Use the agreed phrase, "This is your warning. Do you understand? Next time you will move to *Yellow*" Children should be fully aware of what this means and the possible consequences of continuing with the behaviour. If the behaviour continues "You have been reminded to stop you are now moving to *Red*"

Children who are on red of the warning system will lose 10 minutes of their Morning Break, Lunchtime or 'Green Guys' Treat Time, after which, they will return to green for the start of the next teaching session. Children who are on yellow can make positive change in their behavior which will allow them to return back to *Green*.

Two *Red* sanctions in one day will result in the sanction becoming a *Time Out C* - This is continuous and persistent disruption to their own and others learning.

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

Step 2 (Classroom teacher) **Time Out (A)**

- Child sent to designated chair/area of classroom.
- 10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.
- Removal of Treats/Playtime

If behaviour improves return to lesson.

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

For a regular offender:

- Record who, when, why.
- Discussion with relevant Assistant Head and/or SENCO: consider Behaviour Intervention.

Step 3 (Senior Leader/Senior Colleague)

Time Out (B)

- Child escorted to a teacher colleagues room
- Up to 1 hour/session working alone without causing disturbance.
- Removal of treats / playtime.

If behaviour improves return to class.

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

For a regular offender:

- Discussion with AHT/or SENCO: consider School Action of the Code of Practice.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Parents informed by letter that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.
- Possible Report Card

Step 4 (Senior Leader/Behaviour Room)

Time Out (C)

- Child escorted to Senior Leader/ Morning or afternoon session working alone without causing disturbance.
- Parents informed of isolation by letter.
- Removal of treats/playtime/extra curricular activities

For a regular offender:

- Discussion with Team Leader / Head/ SENCO:
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Parents and other professionals informed by letter that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

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, Chair of Pupil Discipline Committee, Behaviour Support informed by letter.
- Other agencies informed of likelihood of external exclusion.

Further sanctions:

Following latest government guidance

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

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

Pastoral Support Programme- may be implemented (Head/SENCo)

- Teacher completes a Behaviour Assessment Profile to identify areas of strength and concern.
- PSP Meeting with parents/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.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider Statement of Special Needs.
- Consider CAF.
- PSP to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed fortnightly

Permanent Exclusion (Governors Panel)

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP 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. Breaches of the policy such as threatening behaviour, physical assault of adults or pupils, fighting may result in moving straight to Step 4 or 5

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.

Recording and Monitoring

Issued sanctions are recorded for each class on a class list and transferred to a central spreadsheet on a weekly basis. Class teachers are then able to identify recurring patterns of behavior and implement appropriate actions as identified in this policy. Behaviour across the school is analysed on a half termly basis so that key children can be identified within year groups and comparisons made between year groups and phases. Monitoring not only helps to identify pupils who need extra support but may also identify particular teachers who may need support with their behavior management within their class.

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 an Education,

Health & Care plan (EHC) 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. This can be achieved through the use of:

- Behaviour books

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

Behaviour Targets

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

If in doubt, consult a senior teacher.

Daily feedback on progress should be given and targets reviewed fortnightly either:

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

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.

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 C

Time Out C	Half day Internal Exclusion at a Behaviour Pod	Full Day Internal Exclusion at a Behaviour Pod	External Exclusion
Swearing at adults or other children	Leaving a class without permission/ running around school	Fighting	Deliberate and/or serious assault of another pupil
Pushing/shoving	Throwing objects	Leaving school	Deliberate and/or

furniture in anger	causing safety concerns	premises without permission	serious assault of an adult
Play fighting, hurting other children through rough play/movements	Verbally threatening behaviour	Intentional Racist comments	
Continuous and persistent disruptions to learning		Physically threatening behaviour and behaviour which causes bodily harm to another	
Continuous and persistent refusal to follow reasonable requests			

This list is not exhaustive and the sanctions are a guide to the minimum that may be implemented. Sanctions may increase if behaviour is repeated or does not improve as a result of a sanction. All sanctions are at the discretion of the school.

Links with other policies

Assessment, Marking and Target Setting

Charging and Remissions

Positive Handling and Use of Reasonable Force

Statutory/Non-statutory							
Created/Reviewed/Updated		Ratified		Review Frequency	Next Review Date	Signed by	
By	Date	By	Date			Head	Chair
Lisa Hatfield	Spring Term 2018	Achievement Committee	Jan 2018	2 Years	Spring Term 2020	<i>Cathy Carlisle</i>	<i>Atternd</i>