



BIRD'S BUSH PRIMARY BEHAVIOUR POLICY

Document Control Table

Title	Bird's Bush Primary Behaviour Policy
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Signature of Approval	
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Document History

Date	Author	Note of Revisions
17/7/2017	RK/EP	Appendices – Changed Good to be Green Triangles, Added Green, purple and red posters.
5/7/2018	NH/ED	Page 5, last para changed red to purple card, page 6 para 4, added note on platinum cards, page 8, changed red to purple card. Appendix 6 and 7 swapped for a more logical order
01/09/19	SB	Personalisation for Bird's Bush

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Perry Hall Multi- Academy Trust schools. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

Aims

The aim of the Perry Hall Multi- Academy Trust is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school's Behaviour Policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure. We aim:

- To teach children to think about their behaviour and to learn self- control.
- To give children the chance to make decisions about their work and play so they can learn about responsibility and independence.
- To teach children politely and fairly so that they learn to be polite and fair.
- To teach children to respect other people, their property, beliefs and feelings, essentially, to respect difference.
- To praise and reward good work, behaviour and attitudes. We will always reward improvement.
- To involve parents in all aspects of school life, including their children's behaviour.

A Positive Approach

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

Core Values

Each school has its own core values that have been devised by the children, staff, governors and parents of each school. They reflect the ethos and attitudes that define by each school.

All core values support the government's modern British Values.

The Government has highlighted the following 4 key areas as Modern British Values that schools are required to promote through Spiritual, Moral, Social and Cultural (SMSC) aspects of school life.

The British Values are:

1. Democracy
2. Rule of law
3. Mutual Respect
4. Tolerance for those of different faiths and beliefs.

The individual school's core values can be found in **appendix 1**.

Bird's Bush Primary School is an accredited Emotion Coaching Organisation. All staff are trained in Emotion Coaching and use this strategy when appropriate to engage with children and help self-regulation, developing their own ability to manage their feelings and emotions which then can result in unacceptable behaviour.

Expectations

At Perry Hall Multi- Academy Trust we will:

- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the Core Values and that each class has its own Class Expectations.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.
- Follow our Core Values.

Class Expectations

Each year group will create their own class expectations which will apply in all areas of the school and are based upon the following principles:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property
- We are respectful
- Treat others how you wish to be treated.

As well as the Class Expectations, every member of the school community should apply the following principles:

- If you do not stop the inappropriate behaviour you are condoning it;
- You own your behavior.

What we expect of children:

- To be polite – all adults, other children and visitors – and to respect the authority of the adult in charge.
- To listen to adults and each other in lessons and in assemblies, and to consider each other's feelings.
- To walk about the school quietly and calmly.
- To take a positive role in all classroom activities and to try as hard as they can.
- To wait their turn to talk to members of staff and to each other.
- To value each other's work.
- To work and play co-operatively with each other.
- To tell the truth, to take responsibility for their own behaviour and not to make excuses.
- To accept a solution or consequence if they have done something wrong – not to argue or to get angry with the person sorting it out.
- To be able to say sorry when they have misbehaved or hurt someone and to recognise that this word signals a change in behaviour and mood.
- To care for the school and its equipment and to report any damage or graffiti they see.
- To feel responsible for giving a good impression of themselves and the school both within and outside the school.
- To follow and respect their Core Values

What we expect of the adults

1. To listen to children and to hear their point of view.
2. To be polite and to address children in a reasonable tone of voice.
3. To value all aspects of children's achievements.
4. To be as fair and consistent as possible if children have misbehaved.
5. To ensure the environment is safe.
6. To talk with children about things that go wrong; we want children to be able to explain why some things are wrong and why we have rules.

7. To create a positive environment in the classroom and playground.
8. To be in charge and maintain order so that everyone may benefit from a positive environment.
9. To supervise the playground well.
10. To trust their children and to care about them equally.
11. To treat all children as individuals and to take an interest in their lives. To see each day as a fresh start.
12. To follow and respect their Core Values.

Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

All class teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence. Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance. Teachers should work on the principle of a 4:1 praise to sanction ratio.

Rewards may involve:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Stickers and stamps
- Certificates
- Raffle tickets
- Sending good work to other staff members for reward or praise
- Special responsibility jobs
- Special privileges
- Positive phone call home
- Class wide rewards – classes can earn extra play for good behaviour at lunchtime (Class Pass)
- House points (counted weekly by Year 6 – Cup given in Celebration Assembly)
- First in line
- Star of the Week certificates
- Praise certificates

Sanctions

Despite positive responses as a means to encouraging good behaviour in Perry Hall Multi-Academy Trust, it may be necessary to employ a number of sanctions to ensure behavior is corrected; ensuring a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained.

If the class/school rules are broken the following sanctions may be taken:

(Sanctions will be differentiated to the needs of the children)

1. Verbal warning
2. Name on board
3. Children who display aggressive and challenging behaviour may bypass the stages of warning and be required to work out of class in a ‘Time out’ area under the supervision of another adult.
4. Referral to S.E.N. Coordinator & liaison with other support agencies (meeting with parents – if not already taken place)
5. Fixed term exclusion – Lunchtime
6. Short fixed term exclusion from School
7. Long fixed term exclusion from School
8. Permanent exclusion from School

Serious Incidents

- The following are classed as very serious incidents:
- Absconding
- Bullying
- Cheating
- Defiance
- Persistent lies

- Continues disruption in class
- Physical violence
- Racism
- Stealing
- Swearing

Extremely poor behaviour must be reported to the SLT immediately. A letter will be sent home or a phone call made to the parents. For instances of serious unacceptable behavior, a child may spend a period of time with SLT where he/she will be able to continue with their studies. For continual unacceptable behaviour or in case of serious verbal or physical violence, the child may be excluded from school. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

Fixed Term and Permanent Exclusions

Only the Headteacher has the power to exclude a child from school. The HT may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The HT may also exclude a pupil permanently. It is also possible for the HT to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The decision to exclude a child (fixed term or permanent) is taken when the child:

1. is in response to serious breaches or persistent breaches, of the school's behaviour policy; and
2. where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school
3. after a range of alternative strategies have been tried (See Sanctions)

If the HT excludes a child, parents are informed immediately, giving reasons for the exclusion. At the same time, the HT makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Before deciding to exclude, the Head Teacher should:

1. consider all the relevant facts and firm evidence
2. allow the pupil to give their version of events
3. check whether an incident appeared to be provoked by racial or sexual harassment
4. consult others if necessary
5. keep detailed notes at all stages

Exclusion can be:

1. Short Fixed Term – Arrangements for setting and marking of work must be made.
2. Lunchtime exclusion – This should be normally no more than 5 School days and must include arrangements for children on Free School Meals.
3. Long Fixed term exclusion from School – This can be up to 45 days in a School year and arrangements for setting and marking work must be made

Procedures for Excluding a Pupil

For all exclusions:

1. Parents must be telephoned on the same day
2. The relevant letter must be sent to the parents within 24 hours
3. The relevant letter with form EX1 must be sent to children's services, Clerk to Governors' Discipline Committee, Area Team and Chair of Governors.
4. Exclusions over 5 days automatically require a Governing Body Disciplinary Committee meeting.

Reintegration

A process of planned support and progress reviews is in place for all children following exclusion.

The HT the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the HT.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. The discipline committee will form to consider a permanent exclusion and have the power to either uphold the HT decision or to overturn it based on the evidence provided to them.

The Governing Body Discipline Committee

1. Exclusions of less than 6 days – a meeting will be convened if parents request it
2. Exclusions between 6 and 15 days – the Clerk must organise a meeting between day 6 and day 15
3. Exclusions of over 15 days – the Clerk must organise a meeting between day 6 and day 15
4. Exclusions of more than 1 in a term with the total number of days exceeding 6 – a meeting must be organised

Recording, Monitoring and Evaluating Behaviour

A termly report is produced highlighting the behaviours and an action plan is put in place to improve re occurring behaviours and reduce the number of incidents.

To produce such a report the following documents and processes are carried out:

- Monitoring of logs and incident records. These are recorded by the class teacher / lunchtime supervisor on Scholarpack. From this data we are able to identify trends and address any concerns.
- Incident logs are also used to record any behavior that is unacceptable and how it was dealt with.
- Report cards are also signed and kept as part of the child's behavior file.

Lunchtime incidents

Incidents at lunchtime should be dealt with in accordance with the policy, time away and alternative provision should always be the first option used. Lunchtime supervisors should refer more serious incidents to the Senior supervisor. Lunchtime incident records should be completed on the day and recorded on Scholarpack by the senior supervisor. Class teachers need to be informed of any incidents which are unresolved or ongoing.

Bullying

A definition of bullying is: "Repeated intimidation of a victim that is deliberately carried out in order to cause physical or emotional hurt. Using this definition any of the following could be bullying if they are carried out repeatedly:

- Name calling
- Mocking clothes
- Exclusion from games
- Hitting a child 'for just being there'
- Stares
- Teasing another child's family or culture
- Making fun of a child's work.
- Making threats

We will not tolerate bullying at Perry Hall Multi- Academy Trust. Repeated bullying will be treated very seriously and may result in exclusion.

If you are worried about bullying please talk with a class teacher or another member of staff. Staff cannot deal with bullying if they are not aware of difficulties children are facing. Allow the school to take a lead in dealing with the problem and keep communication lines open.

Physical Intervention and Restraint (See Policy)

If a child violently attacks another child or adult and becomes a danger either to him / herself or others and does not respond to requests to calm down, then physical restraint may be necessary. The child should be removed from the situation as soon as possible and a member of SLT notified immediately. Immediate action will be taken to involve parents.

A Serious Incident/Physical Restraint form must be completed and the situation discussed with the Head Teacher. If any member of staff has been injured / assaulted in the process of physically restraining a child, the correct documentation must be completed as soon as possible. The Senior Leadership Team will work with the member of staff and parents to devise an action plan to meet the child's needs. This may include the involvement of other agencies.

Please see 'Physical Restraint Policy' for further guidance.

Racial / Sexual Harassment

Racial / sexual harassment will not be tolerated. All incidents are recorded and dealt with promptly in line with the School Behaviour Policy and the LA Policy. The curriculum for P.S.H.E. and Multi-Cultural Education is designed to foster appropriate and responsible behaviour and to deter offensive behaviour.

Race Equality Policy

The Race Equality Policy is clearly outlined within the School's overall Policy for Multi-Cultural Education.

School aims to promote Race Equality through the strategies outlined within the Policy for Multi-Cultural Education. Racial Discrimination is not tolerated and all incidents are recorded and dealt with in line with this School Behaviour Policy.

Monitoring Racist Incidents

Racist incidents are recorded on Scholarpack and flagged as racist.

Pastoral Support Programme

A Pastoral Support Programme is a school based intervention to help individual pupils to better manage their behaviour. It is overseen by the FSW or SEN Coordinator and involves the identification of precise and realistic behavioural outcomes for particular children with on-going problems. The FSW/SEN Coordinator will liaise with parents and external agencies as necessary.

Roles

The Role of School Council

The School Council consists of children from Reception – Year 6. School councilors wear special badges that identify them throughout the school.

As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Head of School who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Head of School may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of Non-teaching Staff

All school staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime.

The Role of Senior Leaders, Class Teacher and Support Staff

Perry Hall Multi- Academy Trust is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Perry Hall Multi- Academy Trust are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers contribute to the Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the Class Expectations are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Role of the Headteacher/Head of School (Overseen by the CEO)

It is the responsibility of the Head of School to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.

The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head of School keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School may permanently exclude a child.

Please also refer to the child protection and safeguarding policy when using this information. This policy will be reviewed by governors annually:

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head of School in carrying out these guidelines.

The Head of School has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.

Bird's Bush Learners are...

C - Confident

H - Honest

A - Ambitious

M - Motivated

P - Proud

I - Independent

O - Organised

N - Never Give Up

S - Safe



Bird's Bush-An Emotion Coaching Organisation

Aims

At Bird's Bush Primary School, it is expected that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. Emotion Coaching is used to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Emotion Coaching is a means of promoting relationships where we understand each other, enabling everyone to work together with the common purpose of helping all pupils to achieve their best. This approach supports the school community in aiming to allow everyone to work together in an effective and mindful way.

The school expects every member of the school community to behave in a considerate, cooperative and respectful way towards others. Pupils should be treated impartially and Emotion Coaching is applied in a consistent and attuned way.

Emotion Coaching aims to help pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community. It is designed to recognise, encourage, and promote positive behaviour. In part, through the ongoing development of pupil emotion regulation.

Rationale

At Bird's Bush, we recognise that behaviour is communicative and often reflects an emotion or feeling. Emotion Coaching is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Adult and child relationships are integral for this to occur. Through co-regulation of feelings, children learn to become more independent and develop self-regulation.

The Role of Adults in School

It is the responsibility of class teachers and TAs to develop empathic relationships with pupils and ensure that school expectations are applied fairly in their classes. They expect their classes to behave in a responsible manner whenever the pupils are in their care. The class teachers have high expectations of the pupils with regard to behaviour, and strive to ensure that all pupils work to the best of their ability. The class teacher is a social, emotional, and learning role model for pupils. Additionally, they help pupils to co-regulate to achieve high expectations when necessary.

Emotion Coaching

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour.

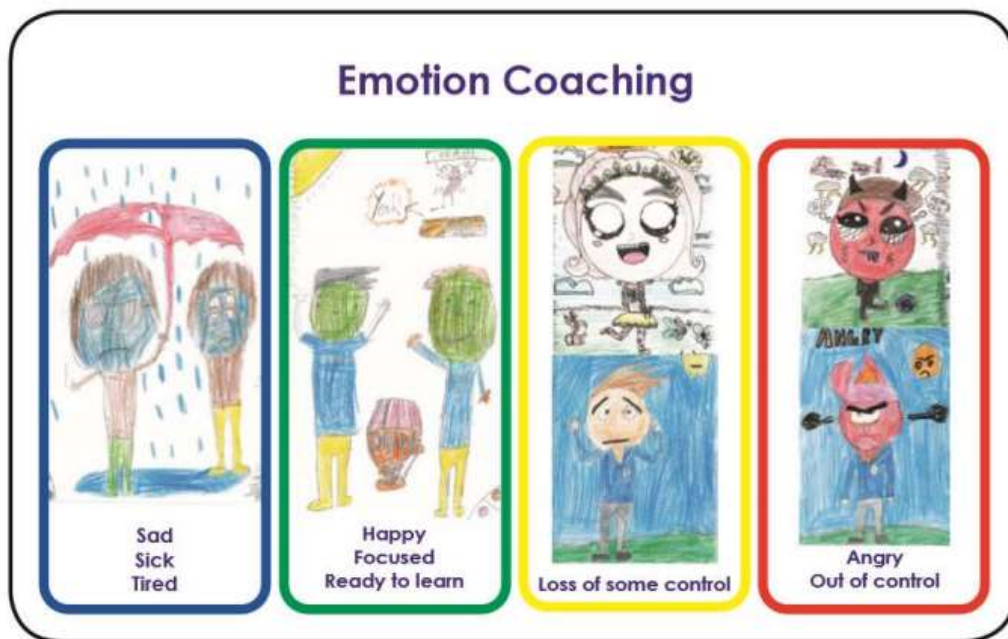
Step 1 -Recognising the child's feelings and empathising with them.

Step 2 - Label the feelings and validating them (validating = let the child know why they might be feeling like this and that this is okay)

Step 3 -Set limits on the behaviour (if needed)

Step 4 - Problem-solve with the child

To help children learn to understand how a feeling relates to an emotion, children are encouraged to reflect on which Zone of Regulation they are in.



All staff wear a lanyard attachment, which outlines the steps of Emotion Coaching and the Zones of Regulation to support conversations with children. (Example is above.)

We have Regulation Stations and or boxes established across the school for children to use to help children to self-regulate when they are experiencing difficult feelings.

Rewards and Sanctions

“Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.”

P8 Behaviour and discipline in schools, Advice for head-teachers and school staff, February 2014.

This principle underpins the behaviour policy of our school.

Rewards: These celebrate and recognise the efforts children make to present appropriate learning and conduct behaviour.

Whole School Rewards

- Celebration Assemblies are held weekly.
- “Learning Champion” each week teachers are asked to select one member of the class for a special award based on some outstanding achievement over the week linked to the displayed characteristics. This is displayed on the hall board and parents informed.
- “Special Awards” termly, class teachers choose two children who have really stood out for effort or attitude to receive a special award.
- Lunch-time Supervisor awards given termly for good behaviour.
- Head Teacher Special Awards – children are selected for a variety of reasons by the Head Teacher.
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Other Rewards:

- Children collect stamps and stickers awarded for effort, attitude, behaviour and achievement.
- Children work together in mixed ability Houses across their phase to collect House points which go to win prizes and extra rewards. Points are collected in different ways but awarded fairly.
- Champion of the week Certificates
- Champion Post it and characteristic of the week prizes
- Notes/ Praise Postcards sent home explaining why a child has been noticed for positive behaviour.

Sanctions:

Children will be encouraged to present appropriate behaviour in their learning and conduct. Mostly simple reminders of expectations will be all that is needed. Should children not conform to the standards expected by the school, the following measures will be put into place as a graded response.

Class teacher:

Sets the tone for behaviour in the classroom in line with the school’s ethos.

Quiet reminders are the first strategies.

Sanctions to be displayed prominently in every room.

Children's names are written up on the board for repeat incidents of not conforming or working. In the Lower School, these are removed at lunch time for a fresh start in the afternoon. Children who collect three warnings will miss the next playtime. Initially, incidents should be dealt with promptly and include any children involved rather than single one child out. Staff **should not** shout at children unless they are in immediate danger. Staff should not use demeaning or humiliating language about a child or their behaviour. This includes talking about an incident to other adults unless in a private place.

Time Out :

Children will be supervised during playtime.
Records of Time Out are kept in a record book.
When children are sent three times in a half term, the class teacher will have a meeting/phone conversation with a parent (that day). If they appear in time out for a 4th time that half term, they will go on a report card for a week.
Incidents will be recorded on an incident form. (See appendix 5)
Notes informing staff as to the nature of the behaviour need to be sent so the member of staff can discuss the behaviour with the child.
Text to inform parents will be sent the same day. KS1 will speak to parents at handover

Additional members of staff

If the class teacher requires additional support, the child may be sent to another member of staff (with their work) as a way of diffusing tension or calming the situation down. This is not a punishment.
The situation cannot be left unresolved and the behaviour and reactions will be discussed when the situation is calm.
This behaviour will be discussed with parents. They should not hear of such incidents from their children or other children. They will be invited into school to discuss the situation.

Next steps

There may be times when a child is presenting with repeated or frequent incidents of unacceptable behaviour.
This will be discussed with the Senior Teacher in your phase.
A personalised plan will be drawn up. The child and the parents will be included in this process.
This will be reviewed half-termly.
Parents will be kept informed of this progress and will receive a copy of the plan.
Behaviour cards will be used to monitor behaviour during the day.
Rewards may be agreed.
This plan will be circulated by the class teacher to the all staff who work with that child and a copy kept in the class information folder.
Further referrals to outside agencies such as Behaviour Support, the School Nurse, CAHMS or the EP may be requested.

Children who leave the classroom

Occasionally there may be situations where children leave the classroom without permission and refuse to return.
A behaviour plan will be drawn up and shared with the staff. This will be personalised. The office will also have a copy.
We do not chase/follow children who voluntarily leave the room.

An adult needs to have sight of the child.
A message will be sent to the office to inform them. They will ensure the gates are closed.
Parents will be informed by text.
Referrals to outside agencies will be completed.
Should a child leave the school grounds, the police and parents will be contacted.

Lesson Time Sanctions System

Behaviour deemed to be low level of disruption:-

Children will not have House Points deducted for inappropriate behaviour as this could be divisive and penalises other House members.
It is pointed out to the child that they are not behaving in an appropriate classroom manner. They are reminded of the Classroom Charter and sanction process.
The child's name will be put on 'the board'. Three entries on the board will lead to a child missing a break time. Other staff may also need to add names to the board.

The board will be wiped clean at:-

the end of the day (juniors)

the end of the morning and afternoon sessions (PPA and infants)

If the low level disruption continues and for behaviour deemed to be at a higher level of disruption:-

Child sent to a different part of the classroom where they can still see the activity but are less likely to disrupt it.

Child sent to a different part of the classroom where they cannot see the activity or disrupt it.

Child sent, with work, to another classroom to work away from their peers. Teachers may wish to arrange 'partner classes' for this purpose.

Child sent to the time out at the next available morning break where they will miss their playtime and tuck. Teachers are requested to send no more than 5 children from one class to any time out session. If there are problems involving higher numbers of pupils, staff must stay with the children themselves in their own room. Consideration should also be given to the underlying problem that gave rise to so much unusual, unacceptable behaviour. NB Unfinished work alone is not considered to be a reason to send a child to 'time out'

Staff will need to complete a Timeout slip that describes the behaviour so that the reason can be addressed during Time-Out.

Being sent to time out three times in one half-term will lead to a letter being sent home to parents to inform them of their child's behaviour.

Consistent inappropriate behaviour will result in the child being issued with a Behaviour card.

The scores will be completed by the staff member taking the session. It will be scored only according to the guide on the front.

The Head-teacher may also monitor the situation at this point.

Parents invited to school to discuss the child's behaviour with the Class teacher and/or the SLT leader or Headteacher.

Consideration given to whether the child needs to receive additional intervention

In some cases, Individual Behaviour Plans can be used – these must show clear targets and short term rewards.

All records must be dated and initialled. By doing this, patterns of persistent poor behaviour can be identified. Such evidence will be required when talking to parents or in the referral of a child to the Educational Psychologist or to the Behaviour Support Team.

Partial (perhaps at lunchtime) or permanent exclusion from the school may be considered. This is detailed elsewhere.

Only in exceptional circumstances and cases of very dangerous behaviour, the senior members of the SLT will be asked to intervene. All other avenues must be explored in the first instance.

Persistent anti-social or dangerous behaviour cannot be tolerated and, in these circumstances, a referral may be made to external support agencies such as the Educational Psychologist, or the Behaviour Support Team and CAMHS may become involved.

As a result, individual behaviour plans will be drawn up and shared with parents and all staff who work with the child.

In these cases, children may be placed on the SEN register.

Removal from the classroom,

Where a more immediate impact is required, (e.g. to diffuse a situation, calm or remove a child from an incident), the child may be removed from the class and supervised in a safe space. They will return to class after an appropriate period. Appropriate work will be provided. A record will be kept of actions and reasons for this.

Parents will be informed that this has occurred. They will be invited into school to discuss the circumstances that led up to this situation.

Break time

Whilst every effort is made to ensure that all children have a happy and enjoyable play time, we recognise that this may not always be the case. Where there are incidents of inappropriate behaviour, these must be dealt with consistently so that it is fair and in line with the school's vision and ethos.

- Initially, incidents should be dealt with promptly and include any children involved rather than single one child out.
- Staff **should not** shout at children unless they are in immediate danger.
- Staff should not use demeaning or humiliating language about a child or their behaviour. This includes talking about an incident to other adults unless in a private place.
- Adults will talk respectfully about each other on school premises to model respect at all times.
- Parents must be informed as soon as possible in the case of repeated or serious incidents. The office will send a text home to let them know that there has been an incident and allows them to book an appointment to discuss the matter. This allows school to work closely with parents from the beginning. This will be the class teacher's responsibility, following discussion with Senior Leader of the department, to ask the office to text.

First Incident	There may be occasions when children need reminding about their behaviour. Refer to the above for strategies. Children will have clear understanding of what behaviour is acceptable. Therefore, they will know if they are choosing to behave in an appropriate manner. Children may need a short time out to reflect or calm down.
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	Staff may record more serious incidents in a playtime log.
Second Incident	Where there are repeated incidents in inappropriate behaviour, children may lose a longer part of their playtime. Staff must be clear that they have the full facts about an incident.
Multiple Incidents	Should there be incidents of persistent inappropriate behaviour, especially that which prevents other children from enjoying their free time, these will need to be discussed with the Senior Leader and a strategy devised to encourage positive behaviour. Children may lose their rights to a playtime and may be sent to Time Out. This is supervised in the hall. This should be done as soon as possible after an event and be limited to 1 session. We do not send children for multiple sessions.

Lunch-time supervision is directed by the Senior Lunch-time Supervisor.

- See additional mid-day supervisor information.

As with break time, we make every effort to ensure that all children have a happy and enjoyable play time. We recognise that this may not always be the case. Where there are incidents of inappropriate behaviour, these must be dealt with consistently so that it is fair and in line with the school's vision and ethos.

- We reward positive contributions by pupils and Learning Champion Characteristics are praised and House Points given for Key Stage One.
- Initially, incidents should be dealt with promptly and include any children involved rather than single one child out.
- Staff **should not** shout at children unless they are in immediate danger.
- Staff should not use demeaning or humiliating language about a child or their behaviour. This includes talking about an incident to other adults unless in a private place for example, not talking about what has just happened while the child is there, or other children are present.
- Adults will talk respectfully about each other on school premises to model respect at all times.

First Incident	There may be occasions when children need reminding about their behaviour. Refer to the above for strategies. Children will have clear understanding of what behaviour is acceptable. Therefore, they will know if they are choosing to behave in an appropriate manner. Children may need a short time out to reflect or calm down. Staff may record more serious incidents in a playtime log.
Second Incident	Where there are repeated incidents in inappropriate behaviour, children may lose a longer part of their playtime. Staff must be clear that they have the full facts about an incident. The Senior Lunch-time Supervisor (SLS) should be informed of further incidents. Incidents will be logged.

<p>Multiple Incidents/ Incidents of a very serious nature</p>	<p>Should there be incidents of persistent inappropriate behaviour, especially that which prevents other children from enjoying their free time, these will need to be discussed with the class teacher and a strategy devised to encourage positive behaviour.</p> <p>Children may lose their rights to a play at lunchtime and may be sent to a lunch-time Time Out. This should be done as soon as possible after an event and be limited to one session. We do not routinely send children for multiple sessions.</p> <p>Children will have lunch then will wait in the hall with the SLS until 12:30pm. A Senior Leader will supervise after this time. This may occur as a result of incidents during lunch time as well as from the previous day. There will be an adult available from 12:30 to support the Senior Lunchtime Supervisor should the need arise.</p> <p>Lunch time supervisors must record details of incidents in the book. Staff from each area will check daily to see if there are incidents which need to be discussed further. Parents will be informed by text if their child was kept in during lunch-time.</p>
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