

Heavers Farm Primary School

Behaviour Policy

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VISION AND VALUES

OUR VISION

Caring, learning, aspiring, succeeding.

OUR MISSION

To create an engaging, productive and safe environment that challenges stereotypes and promotes independent learners through a wide range of opportunities and an innovative learning environment.

INTRODUCTION

We believe that everyone benefits from good behaviour in school. We ensure that low-level disruption is consistently addressed, and that pupils' behaviour does not disrupt lessons.

As a result, pupils can learn; teachers can teach; staff can do their job; and parent/carer(s) can be confident that their child is safe and supported in school.

The main principle of our policy is that we teach children to take responsibility for their actions:

- All teaching staff plan for good classroom behaviour, in the same way they plan for curriculum content.
- We believe that every adult can change the behaviour within their classroom.
- All adults in school, including the premises staff, kitchen staff, teachers, governors, office staff, cleaning staff, school meals supervisors, club staff and support staff; and all those

adults who visit the school; parent/carer(s), and visiting professionals will support children to follow the Behaviour Policy.

- Sanctions are implemented on a scale of least to most intrusive.
- Behaviour interventions are immediate and proportionate.
- All sanctions are followed by an attempt to repair and rebuild relationships.
- As an accredited Nurturing School, we recognise that all behaviour is communication, and while we will not allow poor behaviour to have an impact on the ability of children to learn, we ensure that support is in place to understand poor behaviour and have strategies in place to try and stop this from escalating.

BEHAVIOUR EXPECTATIONS

REGARDING PUPILS

Pupils will be expected to:

- Move around school quietly, showing regard for others by holding open doors and demonstrating good manners.
- Be in the right place at the right time
- Follow instructions given by all school staff
- Behave in a reasonable and polite manner to all staff and pupils
- Show respect for the opinions and beliefs of others
- Complete all class work in the manner required
- Hand in homework at the time requested
- Show respect for the working environment
- Follow the school rules and behave in a safe way
- Raise any concerns they have with the behaviour of others towards themselves or their peers, such a discriminatory behaviour, sexual harassment or abuse, and bullying, with an adult

REGARDING STAFF

Staff will be expected to:

- Arrive on time
- Create a swift and purposeful start to the lesson
- Have high expectations of behaviour from every child
- Reinforce clear expectations of behaviour
- Deliver a suitably planned and structured lesson which meets all individual needs
- Deal with incidents of inappropriate behaviour, including discriminatory behaviour of any kind, by following the school's procedures
- Promote and reinforce positive behaviour in the classroom
- Model kind behaviour and try to understand why behaviours are arising and see what support can be put in place, seeking advice from others where appropriate
- Always speak calmly and respectfully to the children, and never shout.
- Establish line order and seating plans at the start of each year.
- Be proactive in their approach to identifying and addressing instances of child-on-child sexual abuse and harassment, in line with the behaviour policy

REGARDING FAMILIES

Parent/carer(s) are expected to:

- Work in partnership with school staff to ensure good behaviour
- Inform staff of any concerns
- Respond to concerns raised by members of staff

SCHOOL RULES

We have **one** set of rules that everyone is expected to follow. These rules are on display in every classroom. The sanctions list should be on display visible to all adults who use the room.

Our six rules are as follows:

- We always listen to adults and each other.
- We work hard and always try our best.
- We keep our hands and feet to ourselves.
- We take care of everything in school.
- We always treat everyone with respect.
- We always keep everyone safe.

SUPPORT FOR PUPILS CAUSING CONCERN

Parent/carer(s) will be consulted early on when their child's behaviour starts to cause concern. Any actions that are taken will be done in consultation with parent/carer(s).

SEND PUPILS

Education staff are responsible for the teaching and learning of ALL students. Staff should be fully aware of SEND when managing classroom behaviour and seek advice from the school special educational needs coordinator (SENCo) if any individual pupil needs a differentiated approach to meet our behaviour expectations.

Where a pupil has been diagnosed with a disability that affects their behaviour, we will make reasonable adjustments, in line with the Equalities Act 2010, to help children achieve our behaviour expectations.

We always aim high and will do as much as possible to demonstrate high expectations of all students, and to scaffold the best behaviour that a pupil is capable of. Otherwise, there is a risk that some pupils with SEND will suffer from low expectations which will have far reaching consequences for their personal and academic development.

We will consistently apply consequences to pupils' actions. If a pupil misbehaves and no response follows, the pupil is encouraged to assume that the school does not care. There is also the possibility that they will explore greater misbehaviour. At all times, we will support children towards better behaviour.

All students are expected to follow our school rules. For children who have needs that impact their ability to follow the school rules, we look for ways to equip students with better skills, habits, and qualities, no matter their circumstances.

The school's Special Educational Needs Co-ordinator, SENCo, will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, the Educational Psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for

that child. We will work with families to create a plan and review it on a regular basis. Parent/carer(s) will always be consulted, advised of this involvement and outcomes will be shared.

All children on the SEND register have a written Additional Support Plan (ASP) which is updated each term. The plan includes specific targets to meet the child's needs, which ensure that the child's needs are being met. Where a child has needs that means that they find it harder to follow the school rules, this plan should include strategies to support this child in class to enable them to meet the school's behaviour expectations. Any modification to the school's Behaviour Policy must be included in the ASP and agreed with the SENCo and parent/carer(s).

BEHAVIOUR CHART

Pupils whose behaviour is a cause for concern will be placed on Behaviour Chart for a fixed period.

If a pupil receives three or more detentions in a half term, for behaviour reasons, a Behaviour Chart will be put in place. The teacher will meet with the parent/carer(s) to discuss the reasons for the detention and agree on the targets to be set on the Behaviour Chart.

There should be no more than three targets on the Behaviour Chart, and these should be written in such a way that the child can easily understand them.

The teacher and parent/carer(s) should agree how long the Behaviour Chart will be in place for (minimum of half a term) and then meet to review progress. The teacher should notify the SENCo about any child given a Behaviour Chart.

A copy of the completed Behaviour Chart should be sent home at the end of each week. The original copies should be filed by the teacher in the class Behaviour Folder.

The template Behaviour Chart (Appendix VI) should be used for all children and adapted where necessary.

BEHAVIOUR SUPPORT PLAN

Where pupils are exhibiting behaviour that is of a serious concern, or where a Behaviour Chart has not been effective, a Behaviour Support Plan will be written in consultation with the SENCo and the child's parent/carer(s).

These plans are also used for pupils who are in danger of permanent exclusion. Pupils are set targets and the school's interventions are stated. Pupils may be asked to attend part time.

NURTURE PROVISION

Heavers Farm is a nurturing school. All staff receive training to ensure that all aspects of the school promote the principles of nurture in all of our work. We use the "Zones of Regulation" as a consistent whole school approach for children to understand how their feeling can impact their actions and have a range of strategies to support good behaviour.

We have Nurture Group provision based at Heavers Farm Primary School in its own specially designed premises and is led by a Nurture Group specialist.

The group provides a modified curriculum in an environment based on the six principles of nurture. The group provides an intervention for children who are unable to access learning successfully in their mainstream classrooms due to social or emotional barriers. These interventions usually last

between 2-4 terms. The school leadership team, alongside the Nurture Group staff will decide the frequency and duration of the Nurture sessions based upon the children's needs, available resources and any other factors which may affect the provision.

Typically, this would be around three or more sessions within a week. The group caters for between 6-8 children. The group is run by an experienced Nurture Leader.

Referrals to the Nurture Group provision are made through the SENCo and Nurture Leader, in conjunction with the pupil's parent/carer(s).

THE POSITIVE REWARD SYSTEM

Good behaviour is promoted and rewarded using a variety of strategies. This could include verbal praise, a comment, a smile of recognition, and/or a mention in front of the class. Positive feedback can be given to parent/carer(s) through informal conversations.

GOLDEN CHILD (Reception – Year 6)

Each day a child in every class is chosen as that day's 'Golden Child'.

On a child's 'Golden Day' they are given a 'Golden Child' sticker. The Golden Child does special duties e.g. return the register etc. The rest of the children in the class, and indeed the rest of the school, are responsible for ensuring that the Golden Child has a really special day. They make a special effort to play with them in the playground and say as many nice things to them as they can. At the end of the day the Golden Child **awards 3 stickers** to children who have made their day most special. The Golden Child must always give a reason for each choice.

- Golden Children in Reception/Nursery will be given a special soft toy for the day.
- Golden Children in Year 1 to Year 6 will be given the sticker only.

The children are chosen by the Class Teacher in such a way to ensure that all children have a chance to be the Golden Child regularly.

HOUSE POINTS (Whole School)

All children in each school will be assigned to one of four houses:

- Alan Turing house (yellow)
- Benjamin Zephaniah house (green)
- Martin Luther King Jr. house (red)
- Jessica Ennis-Hill house (blue)

At the start of each year, the class teacher should encourage the children to write about the person their house is named after and use this for a display. There will be a **House Captain** for each house elected each term from Year 5. The House Captains sit at the front of whole school assemblies, holding up the number of house points on a card and report back on any house related matters.

Children can be awarded house points for good behaviour, good work, good attitude etc. These points will be recorded on a house point chart on display in each classroom. Every Thursday afternoon the House Captains will collect the previous week's house points for a house that is not theirs in order to announce them in the Friday morning Celebration Assembly. The winning house each week will be awarded a star, which will go onto the house display board in the entrance area.

The house that wins the most stars each half term will be awarded a special treat such as a free multi-day, a special playtime, own toys time etc.

CAUGHT DOING THE RIGHT THING (all year groups)

If any adult in school witnesses a child displaying positive and kind behaviour, they can award them with a certificate for being “caught doing the right thing”. This does not have to be exceptional behaviour, but any behaviour that shows that a child is following the rules, showing good manners or being kind. A child takes this certificate and places it in the jar near the school office. Each Friday, in celebration assembly, certificates are pulled randomly from the jar, and those selected choose a prize.

GOLD TIE (Year 6 only)

A gold tie will be awarded to children in Year 6 who have consistently followed the school rules and set a good example to the younger pupils. The ties are awarded at the end of each half term in the celebration assembly. A maximum of three ties per class per half term will be issued.

LEADERSHIP TEAM (all year groups)

Any child who has made a significant step in their learning or behaviour can be sent to the leadership team for special praise and a special sticker.

MERIT SYSTEM

KS1 and KS2 children will be awarded merit stamps. These are awarded for **good behaviour, making an exceptional effort and consistently following our school rules**. For every 18 merit stamps a child will be awarded a special bronze, silver, gold, platinum, diamond, alexandrite or Headteacher’s special award certificate during the Friday celebration assembly. We would expect the vast majority of children to achieve a certificate every half term.

Merit stamps will be entered on the record sheet weekly and are to be **signed and dated** by the adult awarding the merit. Only the **class teacher, or the adult covering the class**, can issue merits. Certificates will also be recorded on SIMS.

In **Nursery and Reception** merits will be used primarily to reward children for bringing their book bag to school regularly but can also be used for other reasons too.

MARBLE JAR (Y1 – Y6)

This is a reward system for the whole class. Every time the **whole class** does well, they are asked to add another marble to the jar. Once the jar is full the class receives a reward, which is negotiated between the class teacher and the children.

If the class as a whole are not following the rules, then marbles can be removed from the jar.

CELEBRATION ASSEMBLY (Whole school)

Every Friday the badges and any certificates are handed out. This is also where the house captains announce the house points for the week.

PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

DISRUPTIVE BEHAVIOUR

We define **disruptive behaviour** as the following:

Overt disruption, for example, but not limited to:

- Pupils 'shouting out'
- Pupils 'talking over the teacher'
- Pupils 'arguing back'
- Pupils refusing to follow the school rules.
- Pupils ignoring adults and not following instructions.

Low level disruption, for example, but not limited to:

- Through continuous chatter
- Not doing homework
- Pupils arriving late to lessons
- Pupils chatting when they are supposed to be working together
- Pupils being slow to settle to their work and so on.

Disruption may also be **more covert**, taking the form, for example, of quiet reluctance from a number of pupils to participate in group work or to cooperate with each other.

BULLYING

We use the **STOP** acronym to define bullying – **Several Times On Purpose**.

The nature of bullying can be:

- **Physical** – such as hitting or physically intimidating someone or using inappropriate or unwanted physical contact towards someone.
- **Attacking property** – such as damaging, stealing or hiding someone's possessions.
- **Verbal** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone.
- **Psychological** – such as deliberately excluding or ignoring people.
- **Cyber** – such as using text, email or other social media to write or say hurtful things about someone.

Bullying can be based on any of the following things:

- **Race** (racist bullying)
- **Religion or belief**
- **Culture or class**
- **Gender** (sexist bullying)
- **Sexual orientation** (homophobic or biphobic bullying)
- **Perceived sexual orientation** (homophobic or biphobic bullying)
- **Gender identity** (transphobic bullying)
- **Perceived gender identity** (transphobic bullying)
- **Special Educational Needs (SEN) or disability**
- **Appearance or health conditions**
- Related to **home** or other **personal situations**
- Related to another **vulnerable group of people** – for example young carers, children in care etc.

No form of bullying will be tolerated, and all incidents will be taken seriously. All alleged bullying incidents will be treated as a **fast-track incident** and be dealt with by a member of the leadership team.

All school staff have a duty to report bullying. Staff should report all bullying incidents using CPOMS.

CHILD ON CHILD ABUSE

Child on child abuse occurs when a child is exploited, bullied and/or harmed by their peers who are the same or similar age. This form of abuse occurs when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children either in person or online.

All adults in school will challenge all inappropriate behaviour between children. We take all incidents seriously and will not downplay certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys". It is important not to normalise these behaviours.

We consider the following behaviours¹ unacceptable.

¹ The DfE's Keeping Children Safe in Education (KCSIE) 2021 states that child on child abuse is most likely to include the following.

- **Bullying** including cyberbullying, prejudice-based and discriminatory bullying.
- **Physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. This includes online threats or encouragement of physical abuse.
- **Sexual violence** which includes online threats or encouragement of sexual violence.
- **Sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment.
- **Consensual and non-consensual sharing of nude and semi-nude images** and/or videos.
- **‘Upskirting’/‘downblousing’** which typically involves taking a picture under a person’s clothing without their permission.
- **Initiation type violence and rituals** which includes activities involving harassment, abuse or humiliation used as a way of initiating a person into a group both in person and online.

PHYSICAL INTERVENTION

Every child has the right to be treated with respect and dignity and deserves to have their needs recognised and be given the right support. Some children may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves or others. In these situations, we may use physical intervention for their protection and to keep them, and others, safe. This can range from guiding a pupil to safety by the arm or shoulder through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury to themselves or others.

We use positive behaviour support and other alternatives to de-escalate challenging behaviour, and tackle the reasons for it at source, as our first approach. However, there will be times when the only realistic response to a situation will be restraint or restrictive intervention. Restrictive intervention is only used when absolutely necessary, in accordance with the law and clear ethical values and principles which respect the rights and dignity of children, and in proportion to the risks involved.

In some situations, it will be necessary for members of staff to use reasonable force to restrain or control pupils.

Reasonable force means using no more force than is needed in the circumstances and acting proportionally to the risk. Some examples, although this is not an exhaustive list, of when we will use reasonable force are:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- To prevent a pupil leaving the classroom, or the building, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- To restrain a pupil at risk of harming themselves through physical outbursts

Force will never be used by staff as a punishment.

If you would like further information on the use of reasonable force in schools, please see the *DfE guidance*².

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

SANCTIONS

Most children behave well most of the time. However, despite our positive strategies, there are occasions when a child does not follow our school rules and engage in the disruptive behaviour described above. This is when sanctions will have to be applied. It is important that sanctions are applied fairly and consistently by **all adults** in line with this behaviour policy.

On rare occasions, there may be situations where alternative actions or sanctions may be more appropriate. The SLT endeavour to follow the named, written sanctions from this policy wherever possible. On these occasions, an alternative sanction may be discussed with a parent/carer to prevent further sanctions, support an improvement in behaviour, or to avoid exclusions. For example, this might include short-term internal exclusion, alternative arrangements for break or lunch times, or social support packages.

DETENTION (KS2)/THINKING TIME(KS1)

We hold **detention/thinking time** at lunchtime. A child may be sent to detention/thinking time for the reasons below. Detention/thinking time will be open for the whole lunch period. If a child has a whole lunch detention/thinking time, then they will be asked to eat their lunch in the detention room. The adult leading detention will make sure that the child receives their lunch.

A member of the Leadership Team must authorise any whole lunch detentions. Teachers should notify parent/carer(s) that their child has been in detention that day. Detentions/thinking time will be recorded electronically on SIMS. Families are asked to sign up to the SIMS Parent App, so that they receive a notification if their child is given a detention that day. Behaviours that lead to detention will also be recorded by the adult dealing with it, on the school's Child Protection Online Management System (CPOMS). This enables school leaders to see if there is a pattern of behaviour where further support might need to be sought.

Whole lunch detention may be reduced by 10 minutes, if the member of staff leading detention is confident that the child is calm and has reflected on the reason they are there. This shows children the benefit of taking responsibility for their actions and enables them to start the afternoon session in a more positive way.

Ten minutes detention (KS2) will be given to children for the following reasons:

- Not bringing in their P.E. kit (this includes swimming kit)
- Incorrect P.E. kit (this includes swimming kit)
- Incorrect school uniform (including no school jumper and/or tie or water bottle)
- Not completing homework
- Being late to school – 2 x number of minutes in line with Attendance Policy

HOWEVER, we understand that from time to time there are circumstances in which a child and/or parent/carer is not able to fulfil these actions on time. Therefore, on the **first occasion each term** for each of these situations the child will be given a **Yellow Card** which will warn the child and their parent/carer(s) that they will receive a detention if this situation is repeated within that term.

On **all subsequent occasions over each term**, the child will receive a **detention**.

The **detention records** will be updated daily on SIMS by the adult giving the detention/thinking time.

- Teachers should check SIMS daily to review detentions/thinking time for their class.

- If any child has received more than three detentions/thinking times in a half term, then the teacher should **email** to set up a meeting with the child's parent/carer(s). If these detentions are for behaviour reasons, then the teacher should set up a Behaviour Chart and agree this with the parent/carer(s).

SCHOOL UNIFORM

If a child in KS2 comes to school in incorrect uniform, PE or swimming kit, or if they do not have their water bottle in school, they will be given a **yellow card**. If this happens again within the half-term, the child will receive a detention.

If a child is in school in incorrect school shoes, alternative footwear may be provided for the entirety of the school day.

If a child is in school in incorrect PE kit, a school PE kit may be provided for the school day (subject to availability).

Any jewellery not in line with the school uniform policy will be confiscated and kept in the school office until a parent/carer comes to collect it.

LATENESS

Children in Year 3 to Year 6 will be given a detention if they are late to school. They will be given 2 minutes for every minute that they are late. For example: if a child is 5 minutes late then they will be given detention for 10 minutes. A child is considered late if they arrive **after 8.50am** when the classroom doors are closed. *(Children will receive a warning, Yellow Card, on the first instance of lateness each term, detentions will be issued for all subsequent late marks that term)*

FAST TRACK

Fast track is when a child is sent for time out with the leadership team (bypassing the first 4 stages of the behaviour policy)

- Inappropriate language or remarks (e.g. swearing, discriminatory comments and/or behaviour, sexual behaviour, bullying, extreme rudeness).
- Unprovoked and inappropriate physical contact (e.g. fighting, punching, kicking).
- Refusal to comply with an adult's request/instruction which results in serious disruption to class or puts child, peers or adults at risk.

FURTHER SANCTIONS

Attendance at **school clubs and events** may be restricted or withdrawn if a child's behaviour is consistently inappropriate. This will be discussed with the parent/carer(s).

Where there has been wilful **damage to property**, pupils and their parent/carer(s) will be asked to pay or replace the damaged items.

Children may be asked to write **apology** or explanatory letters to the person they have upset by their behaviour. Sometimes it is appropriate for these to be completed at home.

STAGED SANCTIONS

EARLY YEARS

Before any of these stages are used, the adult should use agreed non-verbal signals to indicate that a child's behaviour is not acceptable. If this is not effective, then:

- **REMINDER 1** - The child is spoken to and told why their behaviour is not acceptable and the consequences of their behaviour and given a warning.
- **REMINDER 2** - The child is spoken to and told why their behaviour is not acceptable and the consequences of their behaviour and given a warning.
- **REMINDER 3** - If the behaviour continues the child will be spoken to again and told that they will be removed from the activity and given a reminder. The child may be offered time at the Regulation Station to re-set their behaviour and stop it escalating.
- **TIME OUT 1** - If the behaviour continues the child is removed from the activity and is given some time out for thinking in a quiet place for no longer than 2 minutes. The parent or carer will be spoken to at the end of the session. The child will be offered time at the Regulation Station to re-set their behaviour and stop it escalating.
- **TIME OUT 2** - If the behaviour continues the child will be taken to another class for 10 minutes time out. The class teacher should speak to the parent or carer of the child at the end of the session/day. *This should be recorded on SIMS.*
- **LEADERSHIP TEAM** – If the behaviour continues, the child will be taken to the to one of the leadership team for a longer period of time out. The parent or carer may be telephoned and asked to attend a meeting to discuss the behaviour. *Notes from this meeting should be recorded on SIMS.*

The child should be praised as soon as they do the right thing.

Three 'time outs' or more per half term should trigger a meeting with parents or carers, child and the Class Teacher. A member of leadership team may also be present.

YEAR 1 – YEAR 6

Before any of these stages are used, the adult should use agreed non-verbal signals to indicate that a child's behaviour is not acceptable. If this is not effective, then:

- **WARNING** - The child will be *discreetly spoken to* (carefully ensuring that the other children are not aware) and told why their behaviour is not acceptable and be reminded of the consequences of their behaviour. The child may be offered time at the Regulation Station to re-set their behaviour and stop it escalating. *The child should be praised as soon as they do the right thing.*
- **REMINDER 1** - The child's name will be added to the adult's behaviour list. The adult will annotate it to indicate that this is '**reminder 1**'. The child should be discreetly told why their behaviour is not acceptable and be reminded of the consequences of their behaviour. The child may be offered time at the Regulation Station to re-set their behaviour and stop it escalating. *The child should be praised as soon as they do the right thing.*
- **REMINDER 2** – The child's name will be annotated on the adult's behaviour list to indicate that this is '**reminder 2**'. The child will be asked to go to the **shared area** for a maximum of five minutes and they will be asked to complete an **incident sheet**. Before completing the incident sheet, The child will be offered time at the Regulation Station to re-set their behaviour and stop it escalating. *The child should be praised as soon as they do the right thing.*
- **TIME OUT 1** – The child is sent to the next-door class with a **reflection sheet**. The child should be given 10-minutes time out. The child will be offered time at the Regulation Station to re-set their behaviour and stop it escalating. In addition, the child will have **10-minutes detention or thinking time** during lunchtime. *The child should be praised as soon as they do the right thing.*
- **TIME OUT 2** – The child is sent to the **LEADERSHIP ROOM** where they may fill out a **detention or thinking time sheet**. The child will be given further time out, at least until the end of that session (e.g. until lunchtime, or the end of the day). Children will be asked to complete their classwork with a school leader. In addition, the child will **spend the whole of their lunchtime in detention or thinking time**.

Three detentions/thinking times or more per half term should trigger a meeting with parents or carers, child and the Class Teacher. A member of leadership team may also be present. Notes from this meeting should be recorded on SIMS.

Each time the child should be reminded of the expected behaviour and praised when showing evidence of this. **IMPORTANT** if a child does something significantly well in terms of their attitude and behaviour then they should earn rewards such as house points.

IN THE PLAYGROUND

These should follow the same general lines as those applied in the classrooms, to ensure consistency. All stages must be followed. Fast Track rules apply as above.

- **WARNING** - The child is spoken to and told why their behaviour is not acceptable and the consequences of their behaviour and given a warning.
- **REMINDER 1** - The adult should make it clear what is acceptable behaviour, and make sure that the child understands this. The reminder will be made in as positive way as possible, and children should be praised when they behave in a more acceptable way.
- **TIME OUT (by the wall KS2, on the benches KS1)** - The child will be sent to stand by a wall (or for KS1, sit on a bench) for a **maximum of ten minutes**.
- **DETENTION/THINKING TIME** if this happens at **Lunchtime**: the child will be given a DETENTION/THINKING TIME slip and they will be asked to take it with them to the detention room where they will be asked to complete an incident sheet. They will need to stay in detention/thinking time for the rest of lunchtime.

Each time the child should be reminded of the expected behaviour and praised when showing evidence of this. **IMPORTANT** if a child does something significantly well in terms of their attitude and behaviour then they can earn rewards such as house points.

EXCLUSION

The Headteacher is the only member of staff who can sanction a **fixed term suspension or permanent exclusion**. In the case of all exclusions, parent/carer(s) will be informed in writing of the reasons for the exclusion and their right of appeal. Excluded pupils will be provided with work for the duration of the exclusion.

We consider the following behaviours to be totally unacceptable, and such behaviours will lead to immediate discussion with the parent/carer(s) of the child concerned and may lead to exclusion and the involvement of the local Police if necessary:

- Leaving, or attempting to leave, the school premises without permission.
- The carrying of knives and other such dangerous or illegal items or substances.
- The threat of using knives and/or other dangerous items against another child or adult.
- Deliberate or attempted vandalism of school property or on the way to and from school which impacts on the local community.
- Deliberate continued threat of aggression.
- Behaviour which is out of control.
- Deliberately hurting someone and leaving them injured.
- Stealing property.
- Swearing or kissing teeth towards an adult.
- Inappropriate sexual language or behaviour.
- Racist, homophobic or any other type of discrimination related abuse.
- Any behaviour that compromises the health and safety of the child and/or others in school.
- Smoking or attempting drug use of any kind.
- Refusal to comply with requests from anyone in the Leadership Team when other sanctions have failed.

A suspension is where a pupil is temporarily removed from the school. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 days in a single academic year). A suspension may be used to provide a clear signal of that is unacceptable behaviour and show that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, we will consider whether suspensions alone is an effective sanction and will work together with families to ensure additional strategies are in place to address behaviour. Pupils will be provided with work for the first five school days of a suspension.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school. We will take all reasonable steps to ensure that work is set for pupils during the first five schools days where the pupil will not be attending an alternative provision.

Parents and the Local Authority will be notified without delay of any suspension or permanent exclusion. The Governing Board will be notified, without delay, of any permanent exclusion; any suspension which would result in the pupil being suspended for a total or more than five school days (or more than ten lunchtimes) in a term; and any suspension which would result in the pupil missing a statutory test.

The school will follow the Local Authority procedures for reporting a suspension or permanent exclusion.

The headteacher will follow government guidance when considering the cancellation of an exclusion.

A pupil returning to school following a suspension will need a plan for them to reintegrate successfully into the school life and full-time education. This reintegration strategy should be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. Where possible this should include the pupil's parent(s). The strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents and other relevant parties.

A part-time timetable will not be used to manage behaviour, but may be put into place for the shortest time possible if it is supporting any additional needs the pupil may have as a way of best supporting the child's well-being. A phased return or part-time timetable must be agreed by both the parent and the school and will be ended as soon as possible. If it is not clear when this will end the school will seek support from the local authority to ensure alternative provision is made. Any phased return or part time timetable will only be put into place to support the wellbeing of the child and never as a sanction or punishment.

Further guidance and details can be found in government guidance "Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" can be found here:

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

This sets out the statutory responsibilities of the governing board, including statutory time scales for hearing representations.

MOVING AROUND SCHOOL

MOVING AROUND SCHOOL WITH AN ADULT

This is how all adults in school should organise children to move from one place to another in school. This is non-negotiable.

- **Line order** – This should be decided by the class teacher at the start of the year and followed by all staff that is with the class. The Golden Child is always leader for the day and they decide on the hand action for that day.
- **Silence** – children should not make any noise when moving around inside school
- **No shouting** – by adults or children
- **Children's hands** – children should be told where to put their hands as they are walking (e.g. behind their back, at their sides, one in front one in back). This should vary from day to day and should be decided by the Golden Child.

MOVING AROUND SCHOOL WITHOUT AN ADULT

(e.g. returning registers, during lunchtime, playtime)


- **Hands** (see above)
- **Remember manners:** Holding open doors, please, thank you, knocking on door before entering etc. Adults should always model good manners.
- Organisation of **lunch boxes** during lunchtime. Trolleys to hall at the start of lunchtime. Appoint monitors for this.
- Organisation of children **leaving hall** when finished eating. SMS to organise this
- **Only 2 children per class** as helpers, chosen in the morning and must stay in class. Do not need to have these.
- **Ice pack storage:** Adults to take responsibility for returning these.
- **Praise from adults** for children walking well around school
- **Y6 prefects** to help support at lunchtime.
- **Keeping in own space.** Children to raise right arm to touch shoulder in front. When going to sit in assembly put hands on hips to give space either side.

PLAYGROUND AND TOILETS


The school rules apply at all times of the day and in all locations. Staff on duty at playtime and lunchtime need to follow the guidance on sanctions below to manage behaviour outside. Every member of staff should have a first aid kit with them at all times.

Every incident should be recorded and reported back to the class teacher at the end of playtime.


Staff are expected to actively engage with pupils in the playground and teach the children games. Particular care should be taken in areas that have less visibility than the main playground.



We keep our
hands and
feet to
ourselves.



We work
hard and
always try
our best.



We always
listen to
adults and
each other.



We take
care of
everything
in school.



We always
treat
everyone with
respect.



We always
keep
everyone
safe.

APPENDIX II: IDEAS FOR WALKING IN LINE

IDEAS FOR WALKING IN LINE

- The class earns a **reward** for compliments from other teachers
- **Hands:** When in line, ask them all to put their hands (different every day), chosen by that day's Golden Child
- **Spies:** Try to go down the hall so quietly no one even looks at us. We tip toe past doorways and duck under windows. We all do a "Whew" (wipe our hand across our forehead). When we reach our destination.
- **Frog and Alligators:** Sometimes we are frogs and if we are quiet we won't get eaten by the Alligators. Sometimes we have to catch a bubble in our mouth and hold it (hold air in cheeks like a bubble).
- **Adult vs. children game:** We try to see who can be the quietest. If they win we put marbles in the jar. If I win, we don't put any marbles in. If it's a tie, we still put marbles in the jar. I have had to explain to some other teachers why I didn't verbally respond back to them in the hallway, and now when my kids are doing a great job, these teachers try to get me to talk so the kids can win. We don't do this every time we are in the hallway, but it works well on a chatty day.
- **Marshmallow Toes poem**
Walking through the hallways,
Everyone quietly goes...
Being respectful all the way
Walking on our Marshmallow Toes!
- **Secret person:** Before we leave the room I silently choose one secret person. If that person walks the whole way and follows the rules of the hall, they "win" and get a merit (or other reward). If that person does not, then I don't tell who it was but it drives them crazy because they want to be picked so badly. I love it because you can cheat - if a child who usually cannot walk in the hall is having an especially good day, I can switch my secret person in my head so that they get reinforced. I also do it on the way back from where we're walking. Soon, I phase to: the person has to complete both the way there and back to win. And pretty soon I phase to choosing a secret person only every once in a while. Sometimes they'll ask if I can pick one, and by the second half of the year, I answer with "it's a privilege... I don't have to reward you for walking in the hall. I'll choose a secret person if I see that you are working hard to do your best in the hallway"
- **Follow the current theme (EYFS)** When walking through our school, the children love movements that correspond to our theme. They usually concentrate so hard on how to move that they are quiet, use their "walking feet," and do not bother others. We have walked like sloths, floated like hot air balloons, tiptoed so as not to wake the hibernating bear, and trudged through thick mud.
- **Activities to keep students attention while in line** - Sometimes it is easy to get students into line but then it is hard to keep them quiet while they are in line. To accomplish this try these things:

1. As students are standing in line have them make shapes with their bodies like wide or narrow. Alphabet and number shapes work as well. It is best to finish with the number "1" or the letter "I" as then they will be ready to head onto their next destination.
2. Have them point to the muscles on their bodies that you have previously reviewed in class (i.e., abdominals, trapezius, etc.).
3. Have them point to their eyes, ears, nose, knee, etc. to get their attention off of talking to their neighbour. This is especially good for the younger students.
4. As students walk back to their class have them figure out their heart rate

APPENDIX III: PLAYGROUND INCIDENT SLIPS

<p>PLAYGROUND INCIDENT This child has had 3 reminders in the playground and is continuing to break our school rules. Please make sure that they complete an <i>Incident Sheet</i> which should be returned to their class teacher in the usual way. They must remain in detention for the rest of lunchtime.</p>		
Name of Child	Class	Details of incident
Date	Member of Staff	<p>Please circle school rule broken: We keep our hands and feet to ourselves. We always listen to adults and each other. We work hard and always try our best. We take care of everything in school. We always treat everyone with respect. We always keep everyone safe.</p>

<p>PLAYGROUND INCIDENT This child has had 3 reminders in the playground and is continuing to break our school rules. Please make sure that they complete an <i>Incident Sheet</i> which should be returned to their class teacher in the usual way. They must remain in detention for the rest of lunchtime.</p>		
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Name of Child	Class	Details of incident
Date	Member of Staff	<p>Please circle school rule broken: We keep our hands and feet to ourselves. We always listen to adults and each other. We work hard and always try our best. We take care of everything in school. We always treat everyone with respect. We always keep everyone safe.</p>

EYFS & KS1 BEHAVIOUR INCIDENT SHEET

TO BE COMPLETED BY ADULT

Name:

Date:

Class:

Where:

What happened?

Refusing to work <input type="checkbox"/>	Refusing to follow instructions <input type="checkbox"/>
Inappropriate language <input type="checkbox"/>	Fighting/physical contact <input type="checkbox"/>
Rude to an adult/child <input type="checkbox"/>	Endangering self/others <input type="checkbox"/>

Signed (Teacher):

TO BE COMPLETED BY CHILD

Which school rule did you break? (Circle the picture)



Listen to adults



Work hard



Care for things



Keep hands/feet



Show respect



Keep Everyone Safe

APPENDIX V: KS2 BEHAVIOUR INCIDENT SHEET
KS2 BEHAVIOUR INCIDENT SHEET
TO BE COMPLETED BY CHILD

Name _____ Class _____ u

Date _____ u

Which school rule did you break? (circle all that apply)



Listen to adults



Work hard



Care for things



Keep hands/feet



Show respect



Keep everyone safe

Where were you?

Who was involved?

What happened? (What did you say, what did you do?)

What will you do differently to make sure that this does not happen again?

Signed (Teacher)

**YELLOW CARD
TO BE PUT IN CHILD'S READING DIARY**

Name _____ Class _____

Date _____

Reason for YELLOW CARD

No PE kit

Incorrect SWIMMING kit

Incorrect UNIFORM

Incorrect PE kit

KS2 Only

No HOMEWORK

LATE for school by Minutes (*KS2 only*)

**Please support your child by making sure that they do not receive
a detention for this next week.**

Thank you.

Individual Behaviour Support Plan

Pupil Name
Date of Plan
Plan developed by

DOB
Plan Number
Date Plan to be Reviewed

Key behaviour difficulties
•
Details of recent incident(s) which led to the development of this plan
•
Our understanding of the behaviour
•
What behaviour we would like to see
•

Key changes that will help support this	Key Staff
•	
Provision Needed	Key Staff
•	
Teaching Plan	Key Staff
•	

Behaviour targets (to be added to Behaviour Chart)
•
How can the pupil be involved?
•
How can the parent/carer(s) be involved?
•

Rewarding progress	Key Staff
•	
Responding to difficulties	Key Staff
•	

Monitoring Arrangements:	Key Staff
•	

Parent/Carer Comments	
•	
Parent/Carer Name	
Parent/Carer Signature	
Date	

REVIEW OF PLAN	
Date of Review	
Notes from Review (<i>Targets met? Strategies effective? Plan to continue? Notes</i>)	
•	
Parent/Carer Comments	
•	
Parent/Carer Name	
Parent/Carer Signature	
Date	

APPENDIX VIII: BEHAVIOUR CHART



Name's Behaviour Chart



Name needs to:

- Target 1
- Target 2
- Target 3

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Lessons					
Breaktime					
Morning Lessons					
Lunchtime					
Afternoon Lessons					
End of Day					

Reward:

Notes