



Halley Primary School

Including all learners achieving their best

BEHAVIOUR POLICY

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OUR VISION AND VALUES FOR BEHAVIOUR AT HALLEY PRIMARY SCHOOL:

Our behaviour policy at Halley is underpinned by our positive approach to behaviour management. Our aim is to pro-actively establish a school that is built upon positive relationships between Children and staff; to create a culture in which we learn together and from each other; where we take responsible for our behaviour and learn from our mistakes. We want our Children at Halley to be engaged citizens who play an active role in shaping the School and its community. We want our Children to demonstrate a strong moral purpose through a values-led School ethos, which works alongside the UNCRC (United Nations Convention on the Rights of the Child); we aim to create a School community in which adults and Children feel a strong sense of belonging.



The UNCRC articles which inform this policy are:

Article 12. Respect the Views of the Child – Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 29. Goals of Education - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 31. Leisure, play and culture – Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

1. AIMS

This policy aims to:

- Provide a **consistent approach** to behaviour management.
- Outline **our expectations for behaviour**.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Outline our system of **rewards and sanctions**.

2. LEGISLATION AND STATUTORY REQUIREMENTS

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 Children 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 Children
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate Children' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate Children' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. ROLES AND RESPONSIBILITIES OF ADULTS

The Governing Board

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles (**Appendix 1**).

The Governing Board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour principles (**Appendix 1**).

The Headteacher will ensure that the School environment encourages positive behaviour and that staff deal effectively with poor behaviour; will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Our values and School motto underpin all our actions; they inform the way we respond to our children, ensuring everything we do secures the best and broadest education success possible for all. Staff demonstrate an understanding that everything we do, in every action they take involves ensuring positive behaviour for learning.

Staff are responsible for:

- Implementing the behaviour policy consistently,

- Modelling both visibly and audibly the highest standard of positive behaviour, personal development and welfare for our School community:
 - Staff will promote and build positive relationships; valuing how well we truly know our children and what motivates them; valuing their interests, experiences and individual characteristics ensuring that each of them can be successful and reach their full potential.
 - Staff will use precise positive praise to support Children' self-confidence and their independence ensuring they make their best progress.
- Providing a personalised approach to the specific behavioural needs of particular Children.
- Respectfully challenging each other if they hear or observe interactions deemed inappropriate.
- Recording unacceptable behaviour incidents using red book/CPOMs.

The senior leadership and management team will support staff in responding to unacceptable behaviour incidents.

Parents

Parents are expected to:

- Work in partnership with the School to support their child in adhering to the behaviour principles of the School.
- Inform the School of any changes in circumstances that may affect their child's behaviour.
- Promptly discuss any behavioural concerns with the class teacher.

Parents and carers are able to discuss behaviour concerns whenever they wish. It may be possible to speak to the class teacher informally at the beginning or end of the day. If this is not possible then parents are asked to contact the School office to request and arrange a time to meet the class teacher.

Where children receive a **red behaviour sanction** through the sanctions system, parents are informed by the class teacher or member of the leadership and management team. They would then be involved in discussing how to manage the behaviour following the sanction. Three Red behaviour sanctions may warrant a Behaviour and Learning Plan. Parents and Carers will be involved in providing a consistent message of reward/sanction as required. Parents are also advised of the Local Offer of behaviour support. The Parents' Advice Centre and local parenting courses are signposted on the website or through discussion with either the School SENCo or Inclusion and Welfare Officer.

4. RIGHTS, RESPONSIBILITIES & RULES

READY ■ **RESPECTFUL** ■ **SAFE**

Our whole school charter is developed each year in consultation with children and adults across the School and forms the core of our work in PSHE (Personal, Social and Health Education) in the first half term of autumn term.

It is underpinned by the UNCRC articles we have agreed are central to fostering effective learning at Halley and both adults and children have responsibilities which they have agreed to uphold for each right.

Every classroom has a charter display and these are used to promote positive behaviour and the inclusive ethos of the School. There are opportunities to revisit and develop these ideas over the year in our PSHE lessons, particularly in the unit 'Celebrating Difference' when we discuss inclusion and anti-bullying and in 'Relationships' which covers managing different relationships and resolving conflict successfully.



Our School Charter

CHILDREN WILL	OUR RIGHTS	ADULTS WILL
<ul style="list-style-type: none">• Come to school every day, on time and ready to learn.• Be active listeners.• Be healthy.	ARTICLE 28 We have the right to learn and achieve our best.	<ul style="list-style-type: none">• Do their best to enthuse learners.• Think about the ways their class learn best.• Value effort, offering specific praise and feedback.
<ul style="list-style-type: none">• Be kind.• Be responsible for their own and their classmates safety.• Take care of our resources and learning environment.	ARTICLE 19 We have the right to be safe.	<ul style="list-style-type: none">• Be proactive in understanding different needs.• Continue to learn about how to keep children safe.• Provide a safe, supportive learning environment.
<ul style="list-style-type: none">• Listen and respond respectfully to everyone.• Share good ideas.• Be polite.	ARTICLE 12 We have to give our opinion and for adults to listen and take it seriously.	<ul style="list-style-type: none">• Listen and respond respectfully to everyone.• Use children's ideas when possible.• Make time for children to share their ideas.



7. BEHAVIOUR MANAGEMENT

POSITIVE STRATEGIES TO PROMOTE EXCELLENT BEHAVIOUR FOR LEARNING:

Consistent, calm, adult behaviour helps cultivate a culture of fairness and empathy whilst keeping the focus positive.

Whole School Charter

The charters that we create at the start of each academic year should be used as a basis for precise praise, clear expectations and restorative conversations.

Using praise and positive language

At Halley we use explicit, precise, positive acknowledgement in the classroom (or privately, depending upon which is more appropriate for the individual) to promote and encourage good behaviour on all occasions. e.g. *'Thank you for walking sensibly around School.'* Our precise positive praise is linked to the characteristics of learning and social interactions we want to foster in our Children.

Well Ordered Environment

Staff will create and maintain a stimulating environments that encourage engagement and responsibility. All classrooms should display the class charter, their class motto and classroom rules which have been collaboratively created. Children are reminded and supported to use appropriate 'voice levels' around the School. A voice level chart will also be displayed in each classroom (**Appendix 3**).

Relentless Routines for ensuring positive behaviour management: ensure every child is talked to every day. Children come to expect it and feel valued and noticed

- Conversations with every child every day
- Greeting each child with a handshake each and every morning
- Ending the day positively and starting the next day afresh
- Saying goodbye to each other every afternoon
- Acknowledge positive behaviours when we move around the School
- Use of positive language, telling the child what we want not what we don't want
- Avoiding unnecessary battles, de-escalating tricky situations
- Having a plan for dealing with low level disruption
- Where possible and appropriate give children control and choices, particularly when we know the child is affected by trauma and loss
- **No** behaviour conversations during learning time

- Adults saying 'thank you...' rather than 'please...'
- Conflict and Resolution conversations (**Appendix 4**)

Restorative Follow ups;

- Shoulder to shoulder conversations, no physical domination
- Behaviour anchored in previous positive behaviour that's been seen before
- Choices given, passing control to the children
- Saying 'thank you for listening'

REWARD

Individual Rewards

We acknowledge and celebrate both School and individual learning characteristics and behaviours through a range of individual and collective rewards:

- Verbal and non-verbal praise
- Recognition Boards (Walls of Fame not Walls of Shame) and conversations in the classroom to support and acknowledgement positive learning behaviours (**Appendix 5**).
- Positive phone calls homes, sharing positive news with parents and carers
- Special Mentions
- Displaying children's work in the classroom or on year group display boards to celebrate their achievements
- Identifying role models of the week (EYFS & KS1)

Whole Class Rewards:

- **Class of the Week:** Each week teachers will nominate their class to be awarded the class of the week trophy. They will then take their place sitting on the benches and their class added to the hall recognition board.
- **Marble Rewards:** at the end of each day each class will reflect and decide what kind of learning day it has been. *Has everyone worked well? How? What did we do that helped us to learn?* Once each class has reached its target they can choose a reward to share together. (**Appendix 6**).
- **Class attendance trophies** these are presented weekly during Thursday assembly. The class with the highest attendance will receive the attendance trophy and class medal. Once a class has received 5 medals in total they will have earned 5 minutes extra play. If a class wins the trophy for 100% attendance they will automatically receive 10 minutes extra play.

STRATEGIES AND SANCTIONS TO DEAL WITH MISBEHAVIOUR

Calming Down

When dealing with a child who has been misbehaving we recognise the need for that child to calm down and be removed from the situation. This may be achieved by asking the child to sit on his/her own or the teacher may send the child to another class. Children should not be left outside of the classroom on their own.

Listening

We will aim to be good listeners, recognising that children may be able to modify unacceptable behaviour if they are encouraged to accept responsibility for themselves. It must be recognised that listening effectively can only occur at certain times e.g. a child who has been disruptive in the classroom might have to wait until playtime or lunchtime before he/she is given the opportunity to discuss his/her problems with an adult.

Reflection Diaries/Sheets

Children should be encouraged to use the reflection sheets in order to consider their actions, the effect they have had upon others and to help them understand how to make amends (**Appendix 7**).

Sanctions - as a way of teaching consequences

It is evident that children learn through making mistakes. At Halley Primary School we believe that by challenging negative behaviour we are offering children the choice to learn from their mistakes and take positive steps to address their learning in a more positive fashion. It is the responsibility of the class teacher first and foremost to apply fair, clear and consistent boundaries and expectations in line with the School's policy. When children 'choose' not to follow these then a consequence, in this case the sanction, applies. Equally if a child 'chooses' to turn their behaviour around then this is explicitly acknowledged.

The purpose of a sanction is to:

- Help children learn that consequences follow actions.
- Enable the child to take responsibility for what happened and to 'fix' the situation by a repairing task or action - to make it better.
- Show that our School, like our society, has rules and collective responsibilities.

A range of responses follow our whole School approach:

- Acknowledgement from the adult that the child is struggling, and some choices offered to support the child to regulate their behaviour.

- Anchoring a conversation in positive behaviours previously seen e.g. *'I know you can focus / care / are good at communicating (etc.) because I remember seeing you yesterday when you...'*
- Reminder and brief discussion about how the situation would look if we were to apply positive learning behaviour.
- The child may also be moved within the classroom, occasionally it may be necessary for the child to work in another class within the year group or across a different phase for a short period time. This would be agreed with the Assistant Headteacher.
- **Private restorative conversations** between the child and the member of staff to discuss together what has happened and talk through the consequences and how to make things better.

Persistent, Disruptive or Unacceptable behaviour will result in a series of one-to-one (private) warnings:

- If a series (e.g. 3) of warnings have not had the desired effect and the persistent negative behaviour continues, the child will be excluded from the class. This will be recorded in the **red book** and followed by a meeting with parents and the child, if necessary referrals to other support within School.
- A child who is spending 'time-out' will be sent to a partner class. They will be expected to complete a reflection sheet and other appropriate work set by the class teacher which will require no direction or teaching from the receiving teacher. If possible, children will continue with the work that they were due to complete in their class if no direct teaching is required.
- If the behaviour is very serious the child will be sent to the Assistant Headteacher or the Headteacher.

Lunch time supervision

The dining hall and playground areas at playtimes and lunchtimes are areas that require additional routines and consistent procedures. Midday Meals Supervisors are responsible for the safety and behaviour of the children during the lunch break. It is expected that all Midday Supervisors follow the School behaviour policy and raise issues with their SMM Supervisor when necessary. Children are expected to show respect to the Midday Meals Supervisors and to follow the rules (**Appendix 8**).

Monitoring inappropriate behaviour

Class teachers record any persistent disruptive behaviour in their class red book. This should be recorded at the time of the incident or at the end of the lesson. The red books of negative

behaviour incidents will be monitored half termly which will enable senior management to track patterns of inappropriate behaviour and address as required.

Informing parents

It is very important for children to know that we will inform their parents if their behaviour is unacceptable. It is important that Children understanding the School works in partnership with parents in reinforcing positive behaviours. If a child is given time out in another class, a phone call or face to face meeting takes place on the same day by one of the following: the class teacher, SENCo, Inclusion & Welfare Officer, Assistant Headteacher or Head Teacher.

Exceptional Behaviour Needs | Child support

The School recognises its legal duty under the Equality Act 2010 to prevent Children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child.

It is sometimes appropriate to create a written Individual personalised Behaviour Plans for children with exceptional behavioural needs (these maybe due to a specific special educational need or a change in circumstance) may require the support and guidance from the Inclusion team (SENCo, Inclusion & Welfare Officer, Assistant Headteacher or external professionals). Behaviour plans are agreed by staff, child, and parents and includes desired outcomes, rewards/sanctions and an agreed period of time until review is necessary. The plans will focus on one or two targets that are achievable and which will make the biggest impact to the child's learning and wellbeing. Adults will provide regular opportunities to help children reflect upon their behaviour and explore strategies to help them improve. Some plans may include a reward which motivates the child. Reviews of the programmes will take place during Child Progress Meetings, annual reviews and other meetings as appropriate. It is important that other children understand that individuals may need additional strategies and support.

Referrals may be made for further support to either School based or outside agencies:

- School counsellor/play therapist
- Inclusion & Welfare/SENCo staff
- Behaviour Support Team
- Cherry Trees Outreach Team
- Educational Psychology Service
- CAMHs

Physical Intervention – use of ‘Reasonable Force’

The health and safety of staff and Children is paramount at Halley Primary School. All challenging behaviours can be a potential risk to staff and other Children in the classroom or other environments and should therefore be regarded seriously. A physical intervention is any use of force by one person against the force of another person. Any physical intervention used at Halley Primary School must be through the agreed holds and ensure that the child is safe and the adult member is calm.

Physical interventions should only be used as a last resort when staff have good grounds for believing that immediate action is necessary to prevent a child from:

- significantly injuring themselves or others
- causing serious damage to property
- disrupting the order of the school day

A planned physical intervention must be written in the child’s behaviour support plan (behaviour plan) and be agreed by all staff working with the child. An unplanned physical intervention must only be used once where there is a danger to the child or to other staff or Children around them and is always used as a last resort.

Incidents of unplanned physical restraint must:

- Applied using the minimum amount of force and the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as form of punishment
- Be recorded and reported to parents (**Appendix 9**)

From then on it must be planned for and written into a behaviour support plan. Any physical intervention must be carried out swiftly and calmly so the child does not become more stressed. Language must be kept to a minimum.

All physical interventions should be recorded on forms by the staff member involved and are kept in the Inclusion office. Staff must report any incidents to the SENCo/Assistant Headteacher who will then liaise with either the Headteacher if they are not already aware.

A number of staff are trained in the principles of TEAM TEACH in order to manage children with violent behaviours safely.

OFF-SITE BEHAVIOUR

Sanctions may be applied where a child has misbehaved off-site when representing the School, such as on a school trip or a residential visit.

6. EXCLUSIONS

Permanent or fixed term exclusion is a last resort sanction which reflects the seriousness of the misbehaviour or the illegal act if the child is of an age of legal responsibility. It is used rarely and usually when other behaviour support plans have not been effective in supporting the child to change a pattern of misbehaviour.

Maintained schools and academies must have regard to statutory guidance on exclusion from the Department for Education. The requirements apply to all Children, including those above and below compulsory school age. The Headteacher will follow the guidance set out by the London Borough of Tower Hamlets in managing and reporting permanent or fixed term exclusions

Authorising and recording exclusions;

Children can be excluded permanently, or for one or more fixed periods up to a maximum of 15 days per academic year. Only the Headteacher or acting Headteacher can authorise exclusions.

All exclusions, however short, must be formally recorded. 'Internal exclusion', where Children are removed from class but not the school site, does not count as a formal exclusion, so does not need to be recorded.

Deciding whether to exclude a child;

A child should only be excluded when they have breached the school's behaviour policy seriously or persistently, and where allowing them to remain in school would seriously harm the education or welfare of the child or others in the school.

It is illegal to exclude a child for non-disciplinary reasons such as the actions of their parents or their academic ability.

When deciding whether to exclude a child, the Headteacher must consider the school's responsibilities under the Equality Act 2010. Children with education, health and care (EHC) plans or statements of special educational needs (SEN) are especially vulnerable to the impact of exclusion, and we should avoid permanently excluding them.

It is illegal to exclude a child simply because the school is not able to meet their needs, and excluding a child for behaviour that is due to their SEN may constitute discrimination.

7. MALICIOUS ALLEGATIONS

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the child in accordance with this policy.

The Headteacher will also consider the pastoral needs of staff accused of misconduct and will deal with the matter with confidentiality and sensitively.

Please refer to our Safeguarding Policy and the specific policy for managing allegations against staff.

8. CONFISCATION

Any prohibited items found in Children' possession will be confiscated. These items will not be returned to Children. We will also confiscate any item which is harmful or detrimental to school discipline. These items may be returned to the child's parents after discussion with senior leaders if appropriate. Searching and screening Children is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9. CHILD TRANSITION

There is a comprehensive transition plan for when children move from one academic year or key stage to another. Playtimes, lunchtimes and class routines are all introduced over a 'transition period' to ensure that children have a happy and successful in their next step to their schooling. Secondary Transfer is also managed to enable our children to have the best start in their next school. We work with local secondary schools so that all relevant information is passed on. To ensure behaviour is continually monitored and the right support is in place, information related to child behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those Children transferring to other schools.

10. LOCAL AUTHORITY INCIDENT SHEETS

All serious unacceptable behaviour including racist, sexist, religious and homophobic incidents are recorded on incident sheets. These are kept in the School Administration Office. Copies are available on the server or from the Inclusion and Welfare Officer. They are completed by the member of staff who dealt with the incident and then investigated by a senior member of staff who decides on the next action. If required a copy is sent to the Local Authority.

11. TRAINING

Staff are provided with annual Behaviour Management training as well as weekly behaviour updates during phase and staff briefing meetings. Staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of the wider continuing professional development programme. Staff working with children who have specific emotional or behavioural difficulties

will be trained appropriately as directed by the SENCo or external providers. Staff are supported by Assistant Headteachers to improve their daily practice. Staff are able to peer-observe and engage in coaching to further develop behaviour management strategies. A staff training log is held by the admin office.

12. MONITORING ARRANGEMENTS

This behaviour policy will be reviewed by the Headteacher and Governing Board every two years. At each review, the policy will be approved by the Headteacher and Chair of Governors.

The written statement of behaviour principles (**Appendix 1**) will be reviewed and approved by the Governing Board every two years.

16. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies and guidance:

- Governors Statement of Behaviour Principles
- Safeguarding policy
- Anti-Bullying Policy
- Positive Handling Policy
- SEND Policy

Appendix 1

Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2014)



The purpose of the Statement is to provide guidance to the Headteacher in drawing up the School's Behaviour Policy so that it reflects the shared aspirations and beliefs of all stakeholders in the school; governors, staff, parents and children, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff be aware of and understand the extent of their powers in respect of recognition and reward for good behaviour, discipline and sanctions for unacceptable behaviour and how to use them effectively. Staff should be confident that they will always have the Governors' support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school's behaviour policy, though the Headteacher must take account of these principles when formulating this policy. The Headteacher should also take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (Feb 2014).

The Behaviour Policy is to be published on the school website and shared with all members of staff through induction and training and available to all on request.

Principles

1. High standards of behaviour: The governing board of Halley Primary School believe that high standards of behaviour lie at the heart of a successful school which enables all children to make the best possible progress in all aspects of their school life and that all staff should be able to teach and promote learning without interruption. Halley Primary School's values and the **UNCRC (United Nations Convention on the Rights of the Child) Articles** underpin our expectations of all students.

2. The right to feel safe at all times: All children, staff and visitors have the right to feel safe at all times in school and free from the effects of unacceptable behaviour. There should be mutual respect between all members of the school community and the behaviour policy should help to foster this.

3. Inclusion: Halley Primary School is an inclusive establishment. All members of the School community should be able to work or learn, free from any form of discrimination, harassment or bullying. (As laid down in the Equality Act, 2010). To this end the School must have a clear and comprehensive Anti- Bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect Children from bullying and discrimination as a result of gender, race, ability, sexual orientation, religious

belief or background should be clearly set out and regularly monitored for their effective implementation.

4. Equality: The School's legal duties under the Equality Act, 2010 in respect of safeguarding Children with Special Educational Needs and all vulnerable Children should be included in the Behaviour Policy.

5. Home-School Partnership: Parents and carers should be encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities during their time within the School. The responsibilities of children, parents/carers and school staff with respect to behaviour must be covered in the 'Home-School Agreement' which students and parents/carers must be asked to sign when a child joins the school.

6. Halley Primary School Values: Our shared values should be clearly stated in the Behaviour Policy. These should set out expected standards of behaviour from all adults and students. They should be displayed in all classrooms and other, relevant parts of the School and shared with and explained to all stakeholders. The governing body expect the rules to be consistently applied by all staff when dealing with children and with each other.

7. Rewards: The governing board would like to see a range of rewards consistently and fairly applied in such a way as to encourage and reward good learning behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy.

8. Consequences: Sanctions for unacceptable/poor behaviour should be known and understood by all staff and students and consistently applied. The range of sanctions should be described in the Behaviour Policy so that children, staff and parents/carers can understand how and when these are applied. The governing board strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort.

The behaviour policy should include the following in some detail:

- Power to use reasonable force (positive handling) or make physical contact: the situations in which reasonable force may be used (including removing disruptive Children from classrooms, or preventing them from leaving). A definition of 'reasonable force' should be included, which should also explain how and when Children may be restrained. The governing board expect appropriate staff to be trained in the use of reasonable force and restraint.
- The authority to search students for prohibited items and to confiscate where necessary, the governing body would expect the Headteacher to inform the relevant authorities when items prohibited by law, weapons, non-prescription drugs etc. are brought onto the school premises.

- The power to discipline outside the school gates: disciplining beyond the school gates covers the School's response to misbehaviour and bullying that occurs anywhere off the School premises that is witnessed by a member of staff or reported to the School. This includes any misbehaviour when the student is taking part in any School organised or school-related activity. It also includes behaviour which takes place online and on social media.

School Policies should set out the disciplinary action that will be taken against children who are found to have made malicious accusations against school staff and the pastoral support that School staff should expect to receive if they are accused of misusing their powers. Policies should also make clear the actions that can be taken against any staff in the event of breaches of the School's professional expectations and the support offered to Children in these circumstances.

Appendix 2

DEFINITIONS FOR WHAT WE CONSIDER TO BE UNACCEPTABLE BEHAVIOUR, INCLUDING BULLYING

Misbehaviour is defined as:

- Talking when the teacher is talking / or a child is talking
- Interrupting / calling out
- Distracting others when the teacher is talking e.g. tapping, making noises...
- Failure to follow instructions
- Purposely not listening to an adult
- Inappropriate body language / movement
- Defacing, or damaging others' / School's property
- Taking other children's property without asking
- Wandering around the classroom without permission
- Not lining up correctly
- Wasting time during transition from one 'lesson' / 'session' to another
- Fiddling with equipment
- Name calling
- Being rude or disrespectful to other

Serious Misbehaviour is defined as:

- Repeated breaches of the School rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 -

- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child)

BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

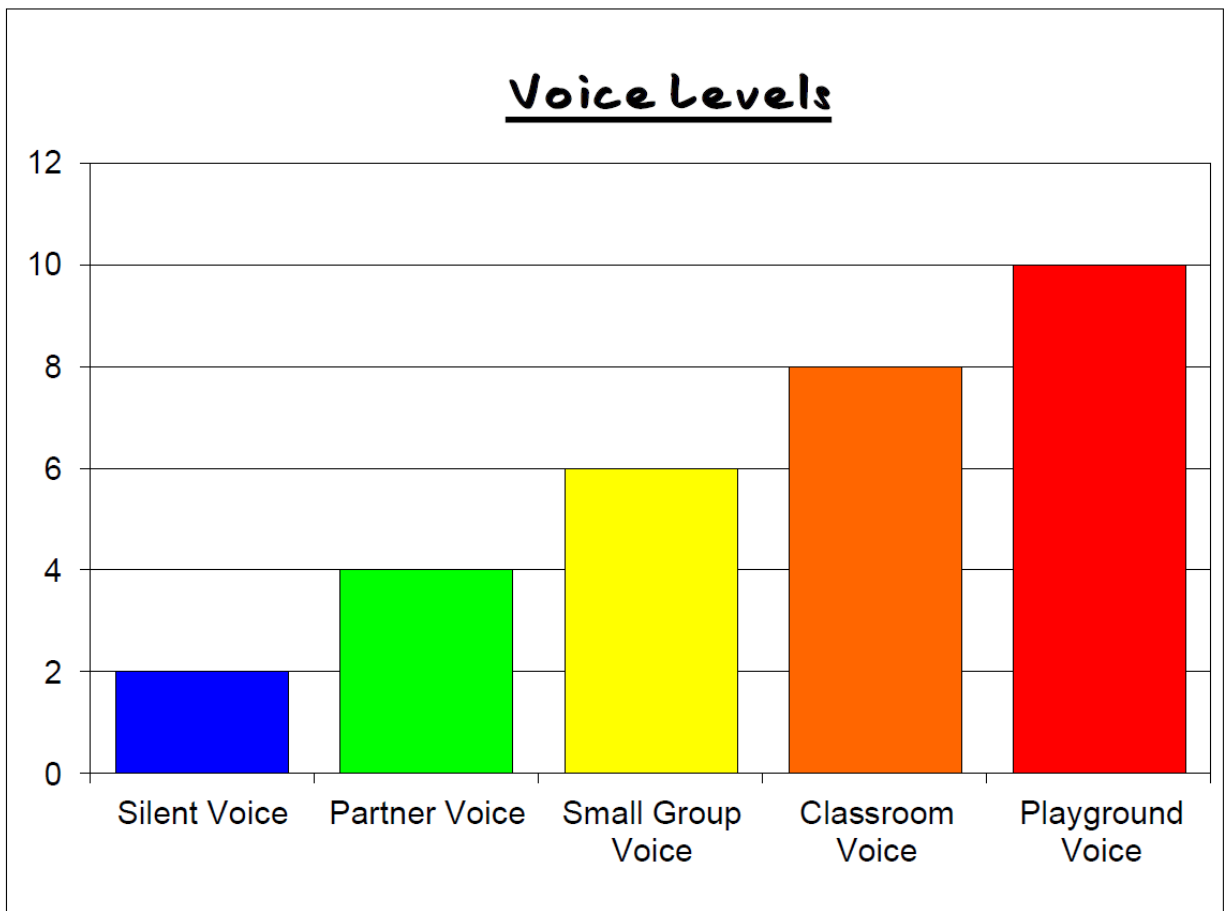
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use fo violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our School’s approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

Appendix 3



THEREE STEPS TO RESOLVING CONFLICT

1. Explain to the other person what they did to upset you.
2. Explain to the other person how you feel.
3. Explain to the other person what you would like them to do now.

THINKING IT THROUGH

What did I do?

Why did I do it?

How can I make things
better?



Recognition Boards

RESILIENT

CONFIDENT

CREATIVE

AMBITIOUS

INDEPENDENT

HEALTHY

- Simple write at the top of the board the behaviour that you want to focus on e.g. one voice (so we stop talking over each other) Keeping hands and feet to yourself.
- Focus can be either social behaviours or more about learning behaviours/attitudes: asking questions, trying new things, having ideas
- Names or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude/behaviour
- Names or tallies are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct.
- End of lesson reflection – can children nominate four children who have consistently demonstrated the desired behaviour
- The board is not a competition between individuals – rather the whole class helping every to get their name on the board

- Boards can and need to be refreshed, hourly, daily or weekly – age/context
- Learners are recognised for effort, not for achievement. The board is for everyone.
- When everyone has their name on the board a collective celebration is appropriate. This is critical to the success of the recognition board – then there is pressure for others to 'support' those who don't have their names on the board. To keep the atmosphere positively supportive a mini celebration at the end of the lesson/morning/day/ is enough 'Whoop' – round of applause – 'Yeehaw'
- Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically
- Keep positive and negative consequences separate – two separate incidents have different outcomes



MARBLE REWARDS

READY ■ RESPECTFUL ■ SAFE

0 Marbles = not a great day

1 Marble = some of us worked well

2 Marbles = most of us worked well

3 Marbles—Totally brilliant day. *It couldn't have been better!!!*

- * Lining up well after morning break
- * Lining up well to and from the lunch hall
- * Lining up well after, afternoon break
- * Quiet during registration
- * Settling to group and independent tasks
- * Good listening and partner talk
- * Fantastic walking around the School
- * Being amazingly polite:
'Good morning, Good afternoon, Thank you, Please, Can I help you'
- * Quick and speedy responses to instructions
- * Quick and speedy responses to signals (silent 5)
- * Use of appropriate voice levels
- * End of day tidiness and speed
- * Extra marble for use of IT Hub
- * Extra marble for PE/Music
- * Extra marble for Junior Jam Day

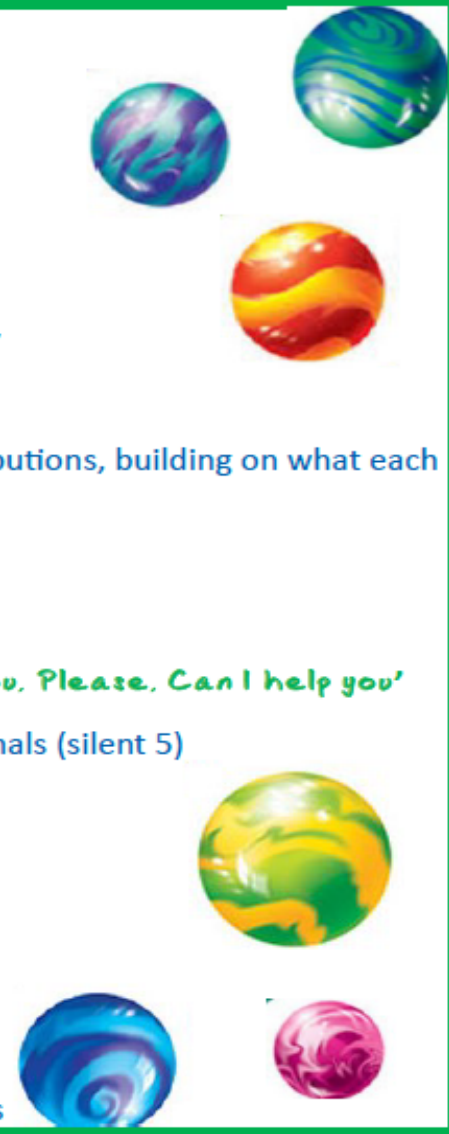


READY ■ RESPECTFUL ■ SAFE

- 0 Marbles = not a great day
- 1 Marble = some of us worked well
- 2 Marbles = most of us worked well
- 3 Marbles—Totally brilliant day. *It couldn't have been better!!!*



- * On time for start of the School day
- * Lining up well after break
- * Lining up well to and from the School hall
- * Lining up well after lunchtime
- * Quiet during registration
- * Settling to group and independent tasks promptly
- * Great partner talk and collaboration
- * Great class discussions: making thoughtful contributions, building on what each others contribute, sharing ideas
- * Fantastic walking around the School
- * Being amazingly polite and well-mannered:
'Good morning, Good afternoon, Thank you, Please, Can I help you'
- * Quick and speedy responses to instructions & signals (silent 5)
- * Use of appropriate voice levels
- * End of day tidiness and speed
- * Extra marble for use of IT Hub
- * Extra marble for PE/Music
- * Extra marble for Junior Jam Day
- * Extra marble for exemplary behaviour during trips



Appendix 7

KS1, Yr3 & Yr4 Red Book Reflection

Name: _____ Date: _____

WHAT has happened?

How are you feeling?

	ANGRY		CONFUSED		EMBARRASSED
	HURT		JEALOUS		NERVOUS
	FRUSTRATED		HAPPY		ANNOYED

WHO has been affected?

Do I need to apologise?

Yes No

WHAT can you do to make it better?

How will you try to improve your behaviour for rest of the week?
What goals or intentions will you set yourself?

Are you ready to come back to class?

Calm? Focussed?



We will review how your behaviour is improving on:

My behaviour is improving because?

Teacher :

Child:

Yr5 & Yr6 Red Book Reflection

Today, _____, (date) I, _____ (your name). Choose to write 1-2 sentences why your are writing this reflection, what I did, why it did I do it?

How are you feeling?

	ANGRY		CONFUSED		EMBARRASSED
	HURT		JEALOUS		NERVOUS
	FRUSTRATED		HAPPY		ANNOYED

WHAT can you do to make it better?

I understand my behaviour in class was disruptive to my learning and of others. I understand that my behaviour is a choice that I make. I am responsible for all of my actions. When I behave this way, I make it difficult for other children to learn and I make it difficult to learn for myself. I know that school is very important to my success and the success of others. I don't have the right to take this opportunity away from anyone else with disruptive classroom behaviour. From now on, I will do everything I can to help make our classroom a focussed and calm place of learning. I understand that I will have to copy this paragraph again if I make another choice that disrupts lessons. I will strive to make good choices that will benefit me and my fellow peers.

(Empty space for reflection)

Teacher :

Child:

Behaviour Criteria Lunchtimes

READY ■ RESPECTFUL ■ SAFE

<p><i>Verbal reminder is given, negative behaviour specifically identified and action to rectify the situation is agreed and acted upon</i></p>	<p><i>Verbal reminder is given, repeated or repeated behaviour is identified to rectify the situation which is agreed and acted upon. The child may be given time out due to the nature or repetition of the incident (see below)</i></p>	<p><i>Senior Midday Meals Supervisor will be informed, if necessary they will inform or SLT immediately in which an outcome will be agreed upon the class teacher will be informed and the incident will be recorded in red book and parents notified.</i></p>
<p>Dropping litter – <i>Children to pick up food in playground with gloves</i></p>	<p>Entering the classrooms during playtimes – 10 minutes SNR Lunchtime Member of Staff</p>	<p>Repeatedly entering out of bound areas (i.e. Classrooms / ICT suite) Lunchtime Time-Out)</p>
<p>Misuse of equipment <i>Help playground monitors to tidy away at end of session</i></p>	<p>Name calling – 5 minutes</p>	<p>Threatening verbally</p>
	<p>Playing in toilets – 5 minutes</p>	<p>Physically hurting someone & Fighting</p>
<p>Playing with food <i>Children to be provided with gloves and pick up food in dining hall</i></p>	<p>Playing timetabled games on the wrong day e.g. football – 5 minutes</p>	<p>Deliberate disobedience</p>
	<p>Repeatedly entering out of bounds areas (i.e. classrooms, IT Hub)</p>	<p>Repeatedly swearing</p>
<p>Being unkind</p>	<p>Spitting – 10 minutes <i>Children to clear up spit with tissues and gloves</i></p>	<p>Breaking equipment on purpose</p>
	<p>Swearing – 10 minutes</p>	<p>Spitting ON someone</p>
<p>Aggressive play fighting</p>	<p>Any repeated behaviours such as unkindness, misuse of equipment, aggressive play etc. - 5/10 minutes</p>	<p>Racist name calling</p>
		<p>Bullying</p>
		<p>Stealing</p>