

Learning...together to be
the best we can be...

Headteacher – Nichola Irving



Policy for Promoting Positive Attitudes and Behaviour for Learning

“We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.”

(Discipline in Schools - Elton Report)

Safeguarding Statement

Everyone at Horton Grange shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn in school and;
- and identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in school.

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Rationale

Children have the right to learn and teachers the right to teach. We know that children learn best when they know what to expect. Good behaviour underpins good learning.

We use a system called Assertive Mentoring which tracks children's achievement and attitude and is used as a basis for mentor meetings with all children from Y2 and for discussion with parents. 'Attitude' includes:

- attendance,
- punctuality,
- behaviour,
- effort,
- homework
- uniform.

Each area is colour coded so the child knows how they are doing in each area:

- Green-excellent/very good,
- Yellow-acceptable/satisfactory,
- Red-unacceptable.

Each child has targets and support is agreed where necessary.

Our purpose is:-

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

Our policy is based on the belief that:

- Behaviour and attitude can change, that every child can be successful and that we as teachers can assist children to manage their behaviour more effectively;
- Actions have consequences and we are all responsible for the choices we make;
- Good behaviour is not automatically learned but needs to be taught and we are most effective when there is a close professional relationship between staff, children and parents;
- The enhancement of self-esteem and the development of self discipline and positive relationships are crucial to behaviour management;
- Using a positive system of rewards and celebrating increases children's self-esteem and helps them to achieve more;

We will:

- be good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect;
- have high standards of expectation in all aspects of school life;
- raise the levels of pupils' self-esteem and self-efficacy;
- plan engaging learning opportunities based on pupil need, with a strong emphasis on basic skills, broadening experience and providing appropriate levels of challenge;

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- track pupil progress, set challenging, achievable targets and support children in achieving them, so that they know their efforts are valued and that progress matters.
- encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- make provision for a happy working atmosphere in school by promoting the pastoral care of children and supporting emotional development needs using the Thrive approach. Staff will give support and guidance to each individual child.
- consistently and fairly implement reward and sanctions systems – link to Assertive Mentoring.
- encourage school/parental partnership, to promote children’s education and maintain standards of behaviour.

Our Code of Conduct is:

Always	<ul style="list-style-type: none"> • Take Care of Yourself • Be safe, careful and in the right place at the right time • Be responsible for your own actions • Tell someone if you are unhappy, being picked on or bullied. • Aim for 100% attendance and get to school on time
Never	<ul style="list-style-type: none"> ○ Do anything silly or dangerous where you might be hurt. ○ Stay inside school at break times or leave school without permission. ○ Talk to strangers in school unless they have a school badge.
Always	<ul style="list-style-type: none"> • Take Care of Others • Always show respect towards other people • Be polite, helpful and friendly to visitors, newcomers and other children. • Be careful of younger children
Never	<ul style="list-style-type: none"> ○ Do anything to hurt others (such as hitting/name calling). ○ Distract others from working. ○ Be cheeky or rude to adults.
Always	<ul style="list-style-type: none"> • Take Care of your School • Be proud of your school • Keep our school tidy tidy • Look after your own, other people's and the school's property.
Never	<ul style="list-style-type: none"> ○ Steal or deliberately damage school equipment. ○ Drop litter or deface the school building. ○ Give the school a bad name.

These basic rules are simplified and displayed in all classrooms and are regularly verbalised as **Our Golden Rules** - which underpin all of the Code of Conduct instructions and are displayed around school.

1. We listen	2. We follow instructions.
3. We are honest.	4. We look after property.
5. We work hard.	6. We are kind and helpful

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In addition we have simple rules for listening and lining up and for times of the school day:

Our Listening Code

When I am asked for my attention I:
Stop what I am doing
Empty hands/show me five
Look at the teacher
Keep quiet and still
Listen to instructions

Our Line up Code

When I am asked to line up I:
Walk to the end of the line
Leave a person space
Keep my hands and my feet to myself
Keep quiet and still
Listen to instructions

Lunch time

- Go to the toilet and wash your hands before dinner.
- Walk to the hall.
- Stay in your seat while you are eating.
- Eat sensibly and quietly
- Help younger children where necessary.
- Wait until you are asked to leave.
- Leave your table clean and tidy.
- Be fair.

In the playground

- Follow adult instructions
- Look after and be considerate of others.
- Play friendly games.
- Respect other people's games.
- Be fair
- Share and care for school equipment and games.
- Respect the school grounds.
- Be aware, and careful of, all living things.
- Stand still when the bell sounds

Behaviour Guidelines and Procedures

We adults share responsibility for the behaviour of all children across the school day. Many incidents of inappropriate behaviour can be pre-empted with forward thinking and planning – this is our job!

- **Use clear instructions and reward the positive**
- **Thrive: VRFs and PLACE as relationship builders**
- **Know the potentially difficult points for individual and groups of children**
- **Put in place supervision arrangements for an individual child during less structured time (playtime, PE, etc.)**
- **Strategically place a child next to an adult**
- **I notice ... I can see ...**
- **I imagine ...**
- **I wonder ...**
- **Is that right?**
- **I have asked you to.....**
- **This is your final warning.....**
- **Your choice your consequence**

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc. or when there is a safety issue.

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Movement in and around School

- All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school.
- Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).
- Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a 'Smiley'.
- Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions). Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on. If observed running with a total disregard for other people or displayed work then sanctions should be brought into play (see Sanctions).

Movement Around School - Procedures for Large Groups

- Call the group together using the familiar phrase: 'Can I have your attention please?'
- Give out any instructions and set expectations.
- Use and enforce 'Our Line Up Code'.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

Movement Around School - Procedures for Individual Children

- Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

Playground procedures

- Teachers are responsible for overseeing their children at times of transition including playtimes, at the beginning and the end of the day. Any inappropriate behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency.
- Follow the playground rules

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- Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.
- After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices)

Behaviour Guidelines

Rewards

It is very important that meaningful praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure. **Praise** has a reinforcing and motivational role. It helps a child believe they are valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards - General

- Praise and encouragement in and out of lessons should be used as much as possible.
- Favourable comments can and should be entered on pieces of work.
- School reports – Assertive Mentoring file. Written reports should comment favourably on good work, behaviour, involvement in and general attitude to school life.
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Head of School or Headteacher for commendations.
- Phone call or card home
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Lunchtime club pass can be awarded.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Monitors, School's Council etc.

Whole School Reward System: 'Smileys'

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

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

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

Once awarded a Smiley can never be deducted (see Sanctions).

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They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not. A 'smiley' can be awarded by any staff member to any child at any time. All staff should carry 'Smileys' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

The reward system is graded as follows:-

Any noteworthy behaviour	1 smiley (recorded on class chart)
Teacher commendation	10 smileys recorded in class
Phase Leader Commendation	100 smileys Bronze Award presented by HOS
Head of School commendation	200 smileys Silver award presented by HOS
Headteacher Commendation	300 Smileys Gold award at Horton Heroes

- Silver and gold awards are presented in whole school assemblies such as the weekly Horton Heroes Assembly and family members are invited to share in their child's achievement wherever possible.
- Commendations and awards are recorded in each child's Assertive Mentoring file.

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. The reward should reflect the achievement i.e.

- Bronze Party: up to one session
- Silver Party: up to half a day
- Gold Party: up to a full day

Certificates

A weekly 'Horton Heroes' assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. Parents are personally invited to attend and witness the presentation of certificates.

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Behaviour Guidelines Sanctions

Sanctions

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

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

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

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

SANCTIONS PROCEDURE

- Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.
- Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:

(Classroom teacher)

Use normal strategies:

e.g. Polite but firm requests, warnings (no more than three). Consider repositioning, separating etc.

Step 1 (Classroom teacher)

Give a final warning:

Use the agreed phrase, 'This is your final warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

Step 2 (Classroom teacher)

Time In (A)

- Child sent to designated chair/area of classroom.
- 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.

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- Support given by an adult using VRFs and PLACE to explain reason for Time In and what change in behavior is needed. Record when, why on class list at isolation table.
- EYFS sit on carpet spot with timer.
- Within the same session if a child repeats the same behaviours they should go to Time Out B. For unrelated behaviours go back through the sanction system.

If behaviour improves return to lesson.

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

For a regular offender:

- Record who, when, why.
- Possible removal of treats / playtime etc.
- Discussion with Phase Leader and/or SENCO : consider Behaviour Intervention and/or Thrive action plan. **Move to step 3.**

Step 3 (Teacher colleague) Time Out (B)

- Child escorted to designated colleague (parallel teacher where possible).
- Up to 1 hour working alone without causing disturbance.
- Loss of VIP time, playtime and/or responsibility.
- Complete Time Out B record with child and put copy in assertive mentoring file.

If behaviour improves return to class.

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

For a regular offender:

- Discussion with Phase Leader and/or SENCO
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Parents informed by letter that behaviour is a cause for concern following the second Time Out B incident in one half term. A telephone conversation should take place in advance of the parent receiving the letter, usually from the Parent Liaison.
- Parents discuss concerns agree targets/support.
- Complete a 'Behaviour Assessment Profile'.
- Weekly Record in place (HG sheet). Kept in school office. Monitored by class teacher and Behaviour Lead. Reviewed weekly.
- Improvements linked to 'Smiley System'.
- Copy of chart kept in AM file. **Move to step 4.**

Step 4 (Phase Leader/Behaviour Lead) Time Out (C)

- Child escorted to work in The Place.
- Up to half a day supported learning without causing disturbance.
- Behaviour Lead informed of incident through Inclusion meeting.
- Parents informed of isolation by letter, following a phone call from Behaviour Lead (C1).
- Class teacher discusses behaviour with Thrive practitioner.
- Class teacher to complete Time Out C record with child and put in assertive mentoring file.
- Weekly Record in place (HG sheet). Kept in school office. Monitored by class teacher/Behaviour Lead. Reviewed weekly.

If behaviour improves return to class.

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

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For a regular offender:

- Discussion with SENCO and Behaviour lead: consider the need for SEND and/or Thrive action plan.
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete/review 'Behaviour Assessment Profile'.
- Inform parents that child's behavior is causing serious concern through phone call from Parent Liaison and using Time Out C2 letter.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Referral to multi agencies i.e. LIST.
- Access to extra-curricular / enrichment activities dependant on progress.
- **Move to step 5.**

Step 5 (Head of School)

On Report

- Teacher completes/reviews a Behaviour Assessment Profile to identify areas of strength and concern. Thrive action plan produced.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider CAF
- Meeting with parents/child to agree the way forward.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible provision in The Place and exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- Consider EHC.
- Reports to last a minimum of 2 weeks/a maximum of 16 weeks, and reviewed fortnightly
- Reports monitored by Behaviour Lead and weekly by Head of School.

If targets are achieved remove from On Report.

*If On Report failed, move to **Step 6.***

Step 6 (Headteacher/ Behaviour Lead)

Internal Exclusion

- Parents informed. Meeting with parents.
- Thrive targeted support plan put in place to contain behaviour and support emotional development.
- Adult-controlled access to playground, extra-curricular activity.

If behaviour improves return to class On Report.

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

Step 7 (Headteacher)

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

- Parents, Governing Body, LA Officer informed by letter.
- Parents may appeal.
- Governors may meet to discuss any appeal.
- Upon return to school, child stays On Report for a minimum of four weeks.

If behaviour improves remove On Report to Weekly Record.

*If not move to **Step 8.***

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Step 8 (Headteacher)

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

- Parents, Governing Body, LA Officer informed.
- Governors meet (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school, or if reinstated, child stays On Report for a minimum of eight weeks.

If behaviour improves remove from On Report to Weekly Record.

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

Step 9 (Pupil Discipline Committee)

Permanent Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays On Report for the maximum 16 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated. In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

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

In all but the most exceptional circumstances, the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support. Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Behaviour books (for KS1 and less mature KS2 children).
- Behaviour Reports (for KS2).

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

Behaviour Targets

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

If in doubt, consult a senior member of staff.

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

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

Use of reasonable force

Use of force is only used as a last resort and then only when safety is an issue. Procedures are in place at our school to create a safe, calm, orderly and positive learning environment. Effective relationships are developed between staff and pupils and PSHE and our Thrive approach support pupils in making positive choices for themselves. All staff are given guidance and training in effective behaviour management.

Staff Authorised to Use Force

All teachers and staff, the head has authorised to have control or charge of pupils, automatically have the legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. This includes all teachers and support staff. Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

Several members of staff have had comprehensive training in MAPPA to ensure safe use of reasonable force (Please see Use of Reasonable Force Policy).

The Governing Body has reviewed DFE advice (see Use of reasonable force July 2013) Most of the guidance is non-statutory, though staff are strongly advised to follow all sections of the guidance, but the section on 'recording and reporting significant incidents' is statutory.

Who can use Reasonable Force

All members of staff have a legal power to use reasonable force. This can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on an organised visit.

The school has a separate 'Use of reasonable force' policy which builds on the above key principles.

Thrive 'Urgent need' and troubled children

The school acknowledges that a minority of children may for whatever reason lack the emotional maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for SEND and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

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The Thrive Approach

Thrive gives us a systematic approach to identifying, supporting and reviewing emotional development needs. It is a development model that recognises children's emotional capacity grows through experiences in a series of stages. As they develop, their experiences and circumstances shape their development. Issues arise when development is significantly 'interrupted' at one of these stages. This results in gaps which manifest most often as challenging behaviour patterns as the child grows up. These gaps can be filled through focused support in relationship with other people.

Vital Relational Functions (VRFs) and PLACE underpins our approach to building positive relationships. All staff form relationships that are **Playful, Loving, Accepting, Caring and Empathic** so that everybody feels valued and emotionally supported. When behavior is unacceptable staff will use VRFs: attune to the child's feelings; validate their experiences; contain them to ensure they are safe; regulate/soothe to help them understand the behaviour and begin to make a change.

At Horton Grange we commonly see children who have interrupted development that makes them unable to make an informed choice when faced with a difficulty. These children experience a feeling, often that they can't name or understand, and behave instinctively. For these children "Your choice, your consequence" is not appropriate. Instead they will be supported to understand the physical sensations they experience, link them to a feeling or emotion and access their 'Thinking brain' to enable them to feel – think – act. This may be done on a one-to-one basis or as part of a group. Children will still be held accountable for unacceptable behaviour.

The PLACE

The Place will be used to support children identified as 'Urgent Need' by the Thrive class screenings. This support will be identified in the child's individual action plan and will take place regularly one-to-one or in a small group.

As part of our behaviour system The Place will also be used to provide supported learning for children whose behaviour is continually disrupting the learning of others. Normally this will be at the Time Out C and Internal Exclusion stages. At Time Out C The Place provides a supervised space where children can continue their normal classroom learning in an individual workspace.

Children reaching Internal Exclusion will have a targeted support plan produced identifying their stage of interrupted development, targets to be supported, expected outcomes and a timetabled support structure. In this way the child is supported to take responsibility for their behaviour and given opportunities to develop their stress management systems so that they are able to make reasoned choices. The goal in these circumstances is always to better equip the child to manage themselves and so be successful learning in the classroom.

Whenever a child is receiving support in The Place, overall responsibility for their learning and progress remains with their class teacher.

Roles and Responsibilities

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Staff

The school staff, both teaching and non-teaching, share a collegiate responsibility for consistently implementing school policy on positive behaviour. The headteacher has overall responsibility for ensuring positive behaviour.

Adults in School – Promoting Positive Behaviour

All adults are expected follow this policy in a consistent and fair way with all groups of pupils. Social skills and self-esteem issues are addressed in PSHE and in Circle-time in the classroom, through the Staying Safe and DFE SEAL materials. School assemblies are Christian based and are used to support positive behaviour. Adults are supported if behavioural problems occur in the classroom. The training needs of adults are addressed as part of our staff development or as individual need arises. Volunteer helpers or work experience students should refer to the class teacher in the first instance.

When moving around school as a class the class teacher is responsible for ensuring appropriate behaviour is maintained, however, **all staff** are responsible for supporting this and addressing any unacceptable behaviour. Often, speaking directly to the individual or group will correct the behaviour but if it does not the class teacher should be informed so that appropriate sanctions may be applied.

Managing Behaviour in the Playground

At break times a teacher and support staff are on duty. At lunchtime the children are supervised by lunchtime supervisors and members of support staff. The headteacher, deputy headteacher or another senior member of staff is always available.

When you are on duty the following points will help maintain positive behaviour:

- Be outside before the children
- Be consistent and enforce playground rules at all times
- Be vigilant and intervene early if a situation looks tense
- Move around the playground
- Encourage the use of co-operative, equipment and non-equipment games and Playground Friends/Buddies.
- The teacher(s)/adults on duty at break time will deal with behavior incidents in line with policy.
- If there is a serious incident a senior member of staff should be sent for.

At lunch times – supervisors record incidents in carbon copy books and at the end of the break a copy is handed to the class teacher who makes a decision about whether or not this is to be recorded. After lunch all teachers record smileys awarded at lunchtime.

Parents/carers

Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour. We encourage them to support the school's behaviour policy. Each parent will be asked to sign a Home/School Agreement as their child starts school. If a child's behaviour is causing concern, the school will ask parents to come into school to discuss the situation. Their child may be involved in this discussion. A summary of the policy is available on the school website.

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Pupils: Pupils must be responsible for their own positive behaviour and meet the expectations set out by the school in keeping to the Golden Rules.

Governors

The headteacher will report to the Governing Body on a regular basis about the behaviour in school and the implementation of the policy. Governors will be involved in policy review.

Monitoring

The implementation of this policy will be monitored via meetings and through observations.

Success Criteria

Indications that this behaviour code is succeeding could include:

- A reduction in the number of playtime minutes removed.
- A reduction in the number of incidents recorded in the behaviour logs.
- A reduction in the number of incidents referred to the headteacher.
- Positive feedback from teachers, support staff, parents and pupils.
- Observation of positive behaviour in class rooms, corridors and yard.
- Improved pupil confidence and self-esteem.
- Improved achievement and standards.
- Improved scores in Thrive assessments.

The policy will be regularly monitored and reviewed as part of the ongoing audit of practice and development within the school.

Date _____

Signed _____ (Headteacher & Governor)

Appendix A KEY ELEMENTS OF GOOD PRACTICE

Essential to good classroom management is the quality of relationship between the class teacher, other adults and the children in the class.

- Talk quietly whenever possible to establish an atmosphere of calm.
- Set high standards
- Use VRFs and PLACE
- Smile and relate - avoid confrontation
- Listen, stay calm, use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently

Date adopted: December 2015
Last reviewed: September 2017

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- Praise the behaviour rather than the child
- **Remember** it is normal for children to test the boundaries of acceptable behaviour.
- Adults should make expectations clear and highlight those children meeting the expectations to reinforce them. Remember five positives to one negative! Target positive comments strategically - use 1, 2, 3 – when necessary without making eye contact – move to sanctions procedure.

The quality of provision – teaching and the curriculum have a considerable effect on children’s behaviour. “Good” behaviour has a lot to do with children’s motivation to learn.

- Ensure planned learning for the class is appropriate, suitably differentiated and includes activities where children can work co-operatively, enjoy and know how to be successful.
- Make sure the children know what they are doing and that their work is matched to their ability.
- Plan the role of all adults in the classroom
- Be aware of what is going on around you.
- Make every minute count – no queueing!.

Classroom organisation includes routines, systems and the learning environment

- Have clear routines and be consistent in your expectations and reactions - apply rules firmly and fairly
- Be organised and “on top” of things
- Explain the code of conduct in a way relevant to your class and display with Golden Rules, rewards and sanctions. **These should be routinely revisited and reinforced.**
- Create an interesting, stimulating, attractive classroom environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.

We are committed to giving children a positive experience which will build their self-esteem.

Never:-

- | | | |
|--------------------------|---|------------------------------------|
| • Humiliate | - | it breeds resentment |
| • Shout | - | it diminishes you |
| • Over react | - | the problem will grow |
| • Use blanket punishment | - | the innocent will resent you |
| • Over punish | - | never punish what you cannot prove |

Appendix B RECORDING ISOLATION: Notes

Time Out A : a class list

It is not essential or even desirable that all isolations are always recorded but do record if:

- Monitoring individuals
- Patterns in behaviour emerge
- An individual is frequently being isolated

Time Out B: one sheet per child

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All should be recorded and stored in the child's Mentoring File:

- To check on frequency of isolation
- Identify any patterns in behaviour
- Facilitate target setting and parent discussion
- To help with possible action plans

Time Out C: one sheet per incident

More detailed recording required. What happened, and why.

All should be recorded and stored in the child's Mentoring File:

Statements/Comments should be brief but succinct, clear, unambiguous e.g.

'disturbing class', 'being a nuisance' meaningless and open to misinterpretation

rather : 'tore up another child's work', 'hit child x in the back', 'refused to sit for story etc

**In cases of bullying we will follow the procedures as laid down in Our Anti-Bullying Policy.
The school records all racist incidents and completes an annual return to the local authority.**

Date adopted: December 2015
Last reviewed: September 2017

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Appendix C

CHARTER OF RIGHTS

Children have the right:

To be treated with respect

To be treated kindly

To be listened to

To be helped

Not to be bullied

Not to be lonely

To be happy

To feel wanted

To be safe

To be special

To be treated equally

Date adopted: December 2015
Last reviewed: September 2017