

Lowton West Primary School



Positive Behaviour Management and Discipline Policy

Policy reviewed by N. Gould

Date policy reviewed: June 2021

Ratified by Governing Body:

Mr B Cunliffe (Chair of Governors)

Mrs J. Westhead (Headteacher)

Lowton West Primary School

Positive Behaviour Management and Discipline Policy

Aiming High Together



School Vision

To inspire, achieve and succeed, we will aim high and build dreams and futures together.

Mission Statement

Providing the highest quality education, care and support for the whole school community.

Our mission statement is based on RESPECT:

R = Recognising the needs of the individual child

E = Ensuring a unique and engaging curriculum

S = Supporting each other to learn and achieve

P = Passionate about providing the highest quality education

E = Encouraging creativity, self – expression and imagination

C = Creating confident, resilient, life – long learners

T = The voice of everybody is heard

All the above statements help us to understand how we can all make a positive contribution to the school and the wider community.

We will do this through our core values:

- Respect
- Resilience
- Kindness
- Confidence

We also, at Lowton West Primary School, strive to develop and uphold British Values.

The five British values that the Government has identified for schools to focus on are: -

- Democracy
- The Rule of Law
- Individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Developing personal and social responsibility
- Respect for British Institutions

There are more details on how our school demonstrates and develops these British Values in our British Values Policy and on our website.

OUR SCHOOL CODE OF CONDUCT:

- Come to school on time and ready to learn!
- Show respect for others and the environment.
- Listen carefully and follow instructions.
- Always try your best.
- Be honest.
- Be kind, caring and helpful to everyone in school.
- Always be polite and well-mannered.
- Always keep yourself safe and think about the safety of others.
- Always walk around the school building.
- Make sensible choices at all times

The Code of Conduct will be reinforced in assemblies, displayed around school and referred to with the children when necessary.

The Pastoral Care of Pupils **Philosophy**

Although there are a number of school rules in place at Lowton West, our Positive Behaviour Management and Discipline policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, understanding the importance of mental well-being, and the significance of attachment and trauma on behaviour, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

At Lowton West good behaviour is rewarded and this develops an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

AIMS OF THE POLICY

- A whole school approach to behaviour and discipline with clearly defined school rules developed with a pupil voice.
- To promote an environment where everyone feels happy, safe and secure.
- Effective communication systems.
- Parental involvement – active partnership to promote good behaviour.
- Early intervention for developing problems.
- Corporate approach but with due regard for individual circumstances.
- An understanding of the impact of attachment and trauma on pupils' behaviour and emotional well-being.
- Opportunities for responsibility and recognition for non-academic achievement.
- Emphasis placed on the development of self-esteem.
- That every member of the school community feels valued and respected.
- That every member of the school community will be treated fairly and in a consistent way.
- Realistic sanctions consistently and fairly applied.

Roles and Responsibilities

A description of roles and responsibilities for all the members of the school community:

Head Teacher

- To promote good behaviour, self-discipline and respect
- To promote equal opportunities (in line with the school's Equality Policy and Equality Act 2010)
- To prevent bullying (homophobic, gender, sexist, SEND, disabilities, race, religion, culture and cyber)
- To ensure the completion of assigned work.
- To regulate good behaviour
- To maintain and publicise the Behaviour Policy
“ The legal requirement on school leaders and governing bodies to ensure that their behaviour policies are reviewed regularly and that staff, pupils and parents are involved in the process is extremely important and must be observed”
(Steer Report rec.7)
 - To effectively communicate the Behaviour policy at least once a year to:
 - All registered pupils
 - New pupils on entry
 - All members of staff, including support staff and students

Staff and Governors

- To lead by example
- To be consistent in dealing with children
- To encourage the aims and values of the school among the children
- To have high expectations of the children
- To meet the educational, social and behavioural needs of the children

- To provide an appropriate curriculum
- Governors are to monitor the rate of exclusions

Pupils

- To support and care for each other
- To respect each others property and work
- To listen to others and respect their opinions
- To take responsibility for their own actions and behaviour
- To do as instructed by all members of staff (teaching and nonteaching)
- To observe 'The Code of Conduct' at all times

Parents and Carers

- To be aware of and support the school's values and expectations
- To ensure that children arrive on time each day and are collected at the correct time
- To keep children at home when they are ill
- To provide the school with a written explanation of the reasons for any absence
- To provide the school with an emergency contact number
- To attend any relevant meetings e.g. Parents' evenings, parent workshops

IMPLICATIONS:

Movement Around the School

We aim to ensure that:

- Children walk at all times
- Children move in single file
- Children move and line up sensibly and quietly
- Children are encouraged to visit the toilet at playtime and not during lesson time
- Children are able to gather resources quickly and sensibly
- There is a collective responsibility from all staff for the movement of children throughout the school.

Through praise and encouragement, we aim to emphasise the following positive qualities:

- Kindness
- Tolerance
- Co-operation
- Consideration
- Patience
- Empathy
- Honesty
- Respect

Aggressive Behaviour

The following behaviour is considered to be unacceptable:

- Bullying (*see Anti-Bullying Policy for further information*)
- Aggressive games
- Swearing
- Rudeness
- Stealing
- Telling lies
- Hitting
- Punching
- Kicking
- Name calling
- Inappropriate attitude

Self-discipline

We aim to encourage the children to:

- Manage their feelings
- Take turns and share
- Work independently and co-operatively
- Work consistently, always giving of their best
- Make the right choices
- Be honest
- Respect others and the environment

Self-esteem

We aim to:

- Promote a “Can do” culture
- Provide opportunities for children to work at their own level in order to achieve success
- Help children gain confidence in their own ability
- Motivate children to improve their performance
- Encourage children to take pride in their achievements, sharing their ideas and skills with other.
- Give positive praise for individual successes and achievements

Parental Support

We aim to:

- Welcome parents into school and make them feel valued (open-door policy)
- Clearly define the role of parents in school, matching interests and skills to activities
- Develop good communication between parents and school
- Provide high quality training and support for parents with regard to Positive Behaviour Management and Anti-Bullying (from Wigan TESS team and other external agencies)
- Keep parents informed about their child’s behaviour

These are the ways in which we support parents and we would hope parents support the school by attending any meetings.

Communication

We aim to:

- Avoid classroom interruptions
- Keep children, staff, parents and governors well informed and involved in policy making as appropriate
- Provide high quality training with regard to Positive Behaviour Management and Anti-Bullying (from TESS Team and other external agencies) for all staff, including teachers, teaching assistants, midday supervisors and Governors.
- Give advance notice where possible
- Assist with good communications by operating as a team
- Hold regular meetings to discuss issues
- Liaise with external agencies as appropriate

Anti-Bullying

At Lowton West Primary School we have a “zero tolerance” approach to bullying. Incidents of bullying will be dealt with very seriously and in accordance with the school’s Anti-Bullying Policy.

Strategies

In order to assist with the implementation of our Positive Behaviour Management and Discipline Policy, staff have a number of strategies to follow. These can be found in the Staff Guidance section of this policy.

Confrontation

Staff will endeavour to avoid confrontation with pupils and try to resolve issues successfully in a number of ways and these can be found in the Staff Guidance section of this policy.

A Classroom Plan

Staff will devise a “Classroom Plan” – teachers will adopt rules, consequences and rewards in their classroom and use them everyday consistently.

Rules:

Staff will:

- Develop 3-5 class rules with pupil involvement (giving them ownership) that will be agreed, known and used at all times.
- Refrain from using “don’t” but positively phrased rules tell pupils what you want them to do.
- Ensure that rules are child-friendly.
- Display rules and consequences in every classroom.

Consequences:

Staff will:

- Ensure that there is a balance of rewards and consequences and that rewards should outnumber consequences.
- Not have child input.
- “Less is best”- not have too many consequences.
- Have a pastoral file set up in every classroom to record incidents of behaviour, what consequence a pupil has received (action taken) and any follow up. Other information can also be recorded in these pastoral files, including bereavements, family separations etc (This is a good record that can be passed up through the school and evidence to show parents, Head Teacher or external agencies if required).

Rewards:

(Individual Rewards)

Staff will:

- Never take away rewards from a pupil once they have been given or promised.

(Class Rewards)

Staff will:

- Make these visual for pupils
- Be enthusiastic about these rewards and use them regularly and consistently or they don’t work!
- Decide on target behaviour “We are looking for...”
- Display the reward that pupils will achieve as an incentive
- Promote intrinsic motivation

Rewards

Teachers will use a range of positive reward strategies. Some of these can include:

- Written praise
- Verbal praise
- Praise pads
- Postcards home
- Sending pupils to other teachers
- “Lucky dip” boxes
- “Good Work” book
- House Point system, certificates, stickers, smiley faces, etc.
- Merit Award system throughout the whole school - Bronze, Silver and Gold. All winners receive a badge and the “Gold” winner receives a trophy which they keep for the week. Children have their photograph displayed in the school entrance and their name is printed in the weekly newsletter.
- Sending pupils to an Assistant Head Teacher for recognition of good work or behaviour.
- Sending pupils to the Deputy Head Teacher for a Deputy Head Teacher’s sticker
- Sending pupils to the Head Teacher for a Head Teacher’s sticker
- Placing value on achievements e.g. Name in Weekly Newsletter, merits given in Whole School Assembly
- Phone-calls home to parents

- The house with the most house points at the end of each half term will be allowed to come to school in non-uniform for a day
- All children who are well-behaved for a full half term will participate in Fun Time Friday.

Sanctions

The following can be imposed by the class teacher:

- A verbal reprimand appropriate to the child and misbehaviour
- Reasoned explanation of why the behaviour is unacceptable followed by an appropriate sanction
- Child to assist in rectifying the problem they have caused
- Developmental written comment on work
- Child sent to another appropriate adult to explain their misbehaviour
- Withdrawal of privilege relative to misbehaviour (including part or all of playtimes)
- Work to be completed in the child's own time eg. playtimes
- Referral to Assistant Head Teachers, Deputy Head Teacher or Head Teacher
- Involvement of parents
- Children who have had three or more detentions for misbehaviour during the half term will not be allowed to participate in Fun Time Friday.
- Each detention for misbehaviour awarded during the half term will result in the loss of 20 minutes of Fun Time Friday.

Refer to appendices for further guidance for staff

Lunchtime Welfare

Every lunchtime there are members of the SLT on duty, to ensure consistency in managing behaviour at lunchtimes:

- All midday supervisors have a copy of the policy
- Midday supervisors receive training from the TESS Team
- Year 5 and 6 pupils are allocated as play buddies and Playleaders to support the younger children at playtimes and lunchtimes
- All midday supervisors follow the "Guidance for Staff" section of this policy

Extra-curricular clubs

Excellent behaviour is also encouraged at extra-curricular clubs. This includes clubs run by staff and also outside providers. If a child displays inappropriate behaviour they will receive a warning. If the inappropriate behaviour continues parents will be informed and the child will not be allowed to continue at the club.

Detention

As part of our Discipline policy at Lowton West, the school can withdraw a child from all or part of playtimes or lunchtimes. All detentions are recorded in a central file and in the pupil pastoral files.

Powers to Discipline

Teachers, teaching assistants and other paid staff with a responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction.

Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances.

Beyond the School Gate

All pupils are expected to follow the requirements of the Home School Agreement which is signed by the Head Teacher, parents and the child. There are occasions where pupils are off the school premises under the control of the school staff. At all times staff will:

- Maintain good order on transport, educational visits or sporting events
- Secure behaviour which will not threaten the health and safety of pupils, staff or the general public
- Provide reassurance to the public about school's care and control over pupils and thus protect the reputation of Lowton West

Our Discipline policy may also allow teachers to regulate the conduct of pupils when they are off school premises and not under the control of school staff. All pupils are expected to behave in a manner which will not threaten the health and safety of pupils, staff or the general public. This includes:

- On educational visits
- Acceptable use of the Internet, including social media sites
- Use of digital recording devices
- Use of mobile phones

(refer to *Anti-Bullying policy*)

Head teachers have a specific statutory power to discipline pupils for misbehaviour outside of the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 gives head teachers the power to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any misbehaviour or bullying incidents occurring anywhere off the school premises, such as on school or public transport or outside the local shops.

Where behaviour outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Drug and Alcohol Abuse

At Lowton West, no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent or guardian should notify the school and complete the relevant forms for administration of medicines (*see school's Medicines Policy*). Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously the misuse of any substances such as glue, other solvents or alcohol. Parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises any illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will be re-admitted to the school following the fixed term. A parent or guardian of the child will also need to visit the school and discuss the seriousness of the incident with the head teacher. If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. Wigan CYPS, the police and social services will also be informed.

Managing pupil transition

Changing classes, moving to new teachers and new schools can cause pupils and parents anxiety, particularly for some pupils from vulnerable groups such as SEND, looked after and previously looked after pupils. If this is not addressed it can adversely affect pupils' motivation, attitude, attainment and behaviour. Working constructively with parents and others can significantly reduce this stress.

At Lowton West we:

- Ensure that teachers receiving a new class at the beginning of the year are given appropriate information to help the teacher plan work and manage the class;

- Ensure that the class teachers build on the social, emotional and behavioural skills developed by the previous teacher;
- Hold a “Moving-up” morning in the Summer Term, where pupils spend a morning with their new teacher for the following academic year.
- Ensure Year 6 pupils are involved in transition days and activities with the High School.
- Year 5 and 6 pupils with SEND have additional visits arranged to the High School to meet the school SENCO and other pastoral staff.
- Ensure that any children from vulnerable groups (such as SEND, looked after and previously looked after pupils) have additional meetings with their new teacher and new classroom where appropriate.

Supporting children with additional needs

Any child, at any time during their school, could experience a period of turbulence which may result in unwanted behaviours. For a small number of children, they may have a specific underlying condition/need which should be taken into account. Approaches used at Lowton West to support these children may include:

- Discussion with the child about their behaviours
- Continued involvement from and liaison with parents
- Close liaison with the SENCO Team, Deputy Headteacher and Assistant Headteachers.
- Quality first teaching
- Work suitable differentiated to match the child’s needs
- Providing additional support (eg. TA support, Early Help Review meetings)
- Involving external agencies eg. Educational Psychologist, TESS team, Wigan Family Welfare Service, CAMHS, Restorative Justice, Start Well, Special Guardianship Support Services etc
- Implementation of a behaviour plan (which may include reward/sticker charts, playtime/lunchtime timetables, use of play buddies, giving pupils additional roles and responsibilities etc)
- Providing support through Nurturing Talk sessions, access to sensory support and resources
- Encouraging children to access a time out/chill zone, as a part of teaching children to manage their emotions.
- 1:1 interventions
- Use of social stories

Any approaches used will be reviewed regularly and adapted as necessary.

SEND pupils whose social, emotional and mental health needs present a barrier to achievement will be provided with support through the school’s graduated approach.

The SENCO works closely with the school staff, pupil and parents to personalise the support. (see *SEND Policy and School Information Report available on the school website*)

Time Out strategies used within school are an explicit intervention – not a punishment – and should be carefully planned for the individual pupil. Consideration is given to the purpose of this intervention and how it is used within a range of support strategies. This will be documented within the pupil’s individual plan. It can be adopted as a supportive approach to allow pupils displaying SEMH needs to access space away from other pupils for a limited period of time. Occasionally, if the pupil is unable to access the provided space as required, it may be necessary to ask other children to vacate the original space. Time Out strategies will only be used when it is in the best interests of all pupils. The school will ensure the health and safety of all pupils and staff. The pupil will remain the responsibility and in the care of at least one member of staff within the designated space (as agreed in the individual pupil’s plan).

Support provided will be recorded in a plan e.g. an Individual Behaviour Plan (IBP), Individualised Learning Plan (ILP), Positive Handling Plan, Pastoral Support Programme (PSP) and/ or an Early Help Plan (EH Plan). Following this graduated support, it may be necessary to consider other approaches e.g. an Education, Health and Care Plan (EHCP), attendance at a short stay placement away from the main school site, Exclusion.

Exclusions

We do not wish to exclude any child from school but sometimes this may be necessary. In all cases, the school will refer to the 'Exclusion from maintained schools, academies and pupil referral units in England' - Statutory guidance for those with legal responsibilities in relation to exclusion' - September 2017.

We refer to this guidance in any decision to exclude a child from school. A decision to exclude a child for a fixed period or permanently should be taken only:

- In response to serious breaches of school discipline policy (refer to examples of unacceptable conduct listed in the school Exclusion of Pupils policy); and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school.

The Head Teacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Following exclusion, parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter.

If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, a Pastoral Support Plan will be drawn up. This needs to be agreed with the school, pupil and parents.

The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Searching pupils and their possessions

School staff can search pupils **with their consent** for any item.

Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, **without consent**, where they suspect the pupil has a "prohibited item". Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Retention

The school can confiscate items from pupils which are not allowed on school premises.

Eg. Mobile phones (these are to be given to the Year 6 staff, locked in a safe and returned at the end of the school day)

Where the item is inappropriate and a danger to the health and safety of the school community, the school can confiscate it and dispose of it appropriately.

Use of reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The actions of staff will always be in the best interest of the child and are in line with government guidelines on the Use of Reasonable Force. Under no circumstances will physical force or restraint be used as a form of punishment.

Head teachers and staff authorised by the head teacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

All members of staff are regularly updated with regard to government guidance regarding the use of Positive Handling, Physical Intervention and Duty of Care. At Lowton West members of staff have attended "Team Teach" training. This training primarily teaches staff de-escalation strategies, however there will be occasions where a pupil is in danger of hurting themselves or others, in these cases Team Teach teaches restraint.

Staff who have received Team Teach training are:

Mrs Gould (SLT)
Mrs Brooks (SLT)
Mr Rigby (SLT)
Mrs Bartolini Bradley
Mrs Cooke
Mr Copley
Mrs Copley
Mrs Culver
Miss Green
Mrs Meighen
Miss Olson
Mrs Trickett
Mrs Falconer
Miss Bailey
Mrs Dulhanty
Miss Larsen
Mr Maguire

Mrs Comer
Miss Smith
Mrs Dean
Mrs Higgens
Mrs Huntington
Mrs Jones
Mrs Newton
Mrs Mazey
Mrs Mulhall
Mrs Oxley
Mrs Pouncey
Mrs Worthington

At Lowton West any "significant" incidents where a member of staff has used force to control or restrain a pupil will be recorded and reported to the Governing Body.

Dealing with allegations of abuse against teachers and other staff

Allegations of abuse must be taken seriously, but school should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. All allegations should be reported straight away to the Headteacher, or the Deputy Headteacher in their absence. In cases where the head teacher is the subject of the allegation or concern, the Chair of the Governing Body will be contacted. School will also contact the local authority designated officer (LADO) who is responsible for providing advice and monitoring cases.

Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Allegations that are found to be malicious will be removed from personnel records and any that are not substantiated, or unfounded or malicious will not be referred to in employer references.

Pupils that have made malicious allegations have breached the school's behaviour policy. The school will therefore consider whether to apply an appropriate sanction which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

For further guidance refer to the DfE Dealing with Allegations of Abuse against Teachers and other staff.

Monitoring and review

The SLT monitors the effectiveness of this policy on a regular basis. The whole school community is involved in the development and review of the behaviour policy through:

Staff and Governors:

- Training from the TESS Team and other agencies during staff meetings - Teachers, Teaching Assistants, Midday Supervisors and Governors invited
- Staff consultation on the draft policy during staff meetings and TA Forums.

Pupils

- During assemblies
- Positive behaviour is taught, practised and modelled through class-based activities linked to PSHE, RE, Play leaders and play buddies, Circle Time and Nurturing Talk (eg. role-play, drawing, poetry, discussion)
- School Council – involvement in the development of the school Code of Conduct
- Pupil questionnaires
- Child-friendly policy using appropriate children's words.

Parents/Carers

- Parent questionnaires
- Policy available on school website
- Policy to be discussed at the New Intake meeting and included in the New In-take pack for Parents

The Senior Leadership Team monitor the effectiveness of this policy on a regular basis and reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teachers record incidents in their pastoral files. Midday supervisors will also keep a record of any incidents that occur during lunchtime for individual children on a behaviour slip. These slips will be given to teachers after lunchtime and kept in the pastoral files as a record.

The governing body will consult with staff, parents and pupils on the school Behaviour policy and review this policy annually. School behaviour records, exclusion and attendance data, SEND records, other records that are kept of serious incidents or detentions will be monitored to ensure that the policy is effective. School may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Linking to Other Policies

Policies include:

- Anti-Bullying

- Teaching and Learning
- SEND Policy and SEND Information Report (School's Local Offer)
- PSHE&C
- RE
- Equality Policy and Plan
- Spiritual, Moral, Social and Cultural Development
- Medicines
- Supporting Pupils with Medical Conditions
- Dealing with staff allegation
- Safeguarding and Child Protection Policy
- Attendance
- Exclusion of Pupils policy
- Policy for promoting the educational achievement for looked-after and previously looked-after children
- Mental Health Policy

These policies in combination will support a coherent system for facilitating a healthy social and learning environment.

Guidance for staff *(This list is not exhaustive - it is guidance for staff)*

<u>Stage</u>	<u>Description</u>	<u>Sanction</u>
1a)	<p>Low level behaviour issues, for example:</p> <ul style="list-style-type: none"> - off task/ talking when shouldn't be - persistently calling out - distracting others in class - name calling - not following instructions 	Verbal warning by teacher
1b)	If any of the above behaviours persist	<p>In KS1 and lower KS2 use of green, orange and red "faces" system.</p> <p>In upper KS2 use of green, orange and red "card" system.**</p>
1c)	<p>Movement and safety around school</p> <p>If children are:</p> <ul style="list-style-type: none"> - not lining up sensibly and quietly - running in the building - misbehaving in the cloakroom or toilets - not behaving appropriately in the dinner hall eg. coming in and lining up quietly, eating lunch sensibly etc - talking in assemblies - not following instructions on the playground 	<ul style="list-style-type: none"> - Verbal warning by any member of staff - Part loss or loss of playtime(s)
2a)	<p>Persistent occurrences of stage 1b) (between 3-6 times within a 1-2 week period)</p> <p><i>Staff record these incidents in a pastoral file eg. meetings with parents</i></p>	<p>a) - Continue sanctions as for Stage 1</p> <ul style="list-style-type: none"> - Class teacher to invite and meet with parents and inform them about their child's behaviour - Inform senior members of staff <p>b) - If this behaviour continues following the above meeting, the child is sent to the Assistant Head, Deputy Head or Headteacher.</p>

3)	<p>High level behaviour issues, for example:</p> <ul style="list-style-type: none"> - Persistent occurrences of Stage 2 - Aggressive behaviour towards others eg. kicking, punching, fighting - Swearing - Spitting - Rudeness to staff - Throwing equipment - Bullying - Stealing - Verbally abusive 	<p>Sanctions could include:</p> <ul style="list-style-type: none"> - Inform a member of the SLT - Inform parents (either SLT or class teacher) - Loss of playtime between 1-3 days (or more if necessary) - Isolation table in the classroom - Removal from class eg. working with a TA in another classroom/area - Reasoned explanation of why the behaviour is unacceptable followed by an appropriate reason
4)	<ul style="list-style-type: none"> - Continued/persistent high level behaviour issues from Stage 3 and with no obvious improvement - Aggressive behaviour endangering the safety of others and themselves 	<p>Actions may include some or all of the following:</p> <ul style="list-style-type: none"> - SLT involvement - SENCO involvement - Inform parents - Involve appropriate external agencies eg. <i>TESS team, Primary Child Mental Health Team, Educational Psychologist, School Nurse</i> - I.B.P or PSP - Use of appropriate interventions - Use of appropriate rewards and sanctions for the individual child
<p>5) If persistent high level behaviour continues, temporary or permanent exclusion will be considered. Advice from the Local Authority will be sought and National guidance will be followed.</p>		

** Green, orange and red “faces” or “card” system- All the children’s names start off on a green smiley face/ card. If pupils carry out a “low level behaviour” they are issued a verbal warning by their class teacher. If this behaviour is repeated their name is then moved to the orange card. Children are then continually encouraged to move back to green. However, if their behaviour does not improve they move to red and the child will miss a playtime.

NB. If children are on orange they do have a “chance” to move back to green. Once a child is on red they cannot move back. After they have missed a playtime they go straight back to green in the next session.

If deemed necessary, a sanction can be put into place immediately, either inside the school building or on the playground/ field. Verbal warnings/ sanctions can be given to children when they are outside on the playground/ field (without the use of the face/ card system).

Missing playtimes:

AM playtime- pupils are asked to go to the Resource area near Year 3 where they will be supervised by a member of staff (this is on a rota). This will be an opportunity for them to think about their behaviour and they will either complete a sheet on “What I should do in the future”, “How will I behave in the future” or rewrite the school Code of Conduct (these sheets will be differentiated for different age groups and abilities of pupils). This will be taken back to the class teacher and kept in the pastoral files. This could also be an opportunity for a child to write a letter of apology or finish off class work that was not completed due to inappropriate behaviour

NB. When children are returned to class they must have their snack and have the opportunity to go to the toilet.

****Due to the school’s Covid-19 risk assessment currently in place, all detentions will currently take place in class bubble supervised by staff from own year group.**

Low Level Interventions

- Be there at the beginning of the day to meet the children as they come into school and at the end of every playtime/lunchtime. This should happen every day - be consistent!
- Ensure the level of work the children receive is matched exactly to their ability. If they have work that is too hard or too easy this can lead to disruptive behaviour. If work is carefully differentiated, then children can succeed and all children must feel success no matter how small.
- Consider classroom management; for example, think about the seating arrangements in your classroom. Staff need to have an isolation table that children can be moved to if they need "time out" or they're disruptive. Furniture should be moved around if necessary to prevent behaviour issues
- Circulate around pupils during activities. When approaching a child about their behaviour, staff will do this calmly to maintain a calm atmosphere.
- Positive praise must outweigh negative. Pick out good role models to praise and to demonstrate the behaviour you expect. There should be a ratio of 6:1. 6 positive comments to 1 negative comment.
- Deliver the PSHCE curriculum
- Have high expectations of children's behaviour.
- Ensure that consistent, excellent teaching practice underpins their plans to improve behaviour.
- Use the common reward system for academic and non-academic achievements
- Praise individuals, groups or classes as and when appropriate, including children who are not in their class
- Ensure resources are clearly labelled, easily accessible and that children have some responsibility for their care

Confrontation

- Not carrying out a confrontation in public (one to one)
- Not being dominant and threatening.
- Not being sarcastic or humiliating
- Showing respect towards the pupil
- Ensuring pupil's feelings are acknowledged
- Maintaining a calm atmosphere
- Offering a compromise
- Establishing normal relationships after an incident
- Acknowledging good behaviour a.s.a.p. after an incident has occurred