

ST JOHN'S CHURCH OF ENGLAND PRIMARY SCHOOL

POSITIVE BEHAVIOUR AND DISCIPLINE POLICY

"Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects."

(Education Observed D.E.S)

Introduction

Our behaviour policy is underpinned by the following:

- Our Christian core values: Trust, Respect, Truthfulness, Responsibility, Thankfulness, Compassion
- A positive ethos and approach
- Positive reinforcement
- Working in partnership with parents/carers
- An atmosphere of mutual respect and consideration
- Fair treatment for all regardless of age, gender, race or ability
- An understanding that teaching staff will use their judgement and knowledge of individual children and their circumstances when implementing policy.
- The Policy runs alongside the Anti-bullying Policy

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents/carers.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the school's problem not an individual teacher's problem.
- Good behaviour is a result of an effective partnership between home and school, based on mutual support and respect between staff, children and parents/carers.

Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To 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.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

“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)

Our purpose is:-

- to maintain levels of good behaviour and strive for excellence
- to provide a firm and clear code of behaviour for all children which will be used as an essential element in the induction of new pupils
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

Expectations of Pupils:

- To be prepared to listen and learn.
- To control his/her own behaviour.
- To let others work and make progress.
- To sort out disagreements without resorting to physical/verbal aggression.
- To respect property. Not to damage, take or misuse the property of other people or the school.
- To make their best effort to understand and accept differences and the individuality of everyone and to be particularly supportive to minorities in terms of race, abilities, sexual orientation and background.
- To work to the best of their ability.
- To wear full school uniform and when wearing school uniform behave in an appropriate manner
- To follow school rules.

Pupil Responsibility – using an ASAP (As soon as possible) Assertive and Positive solutions:

In St John’s children are encouraged to reach their own solutions when certain problems occur. When a difficulty has arisen between two children they are encouraged to carry out an ASAP:

Name the person

Ensure eye contact

‘It upset me when you...’

Understand the impact of behaviour

Reconcile

Forgive

It is hoped that this will encourage children to develop an emotional intelligence that helps empathy, assertiveness and solution based approaches to difficulties that may arise.

Expectations of Teaching Staff:

Teachers recognise that effective conditions for learning: (planning, pitch, pace, participation, match of task to ability, responding to interests of pupils etc) will impact positively on general classroom behaviour.

- To provide opportunities for pupils to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity.
- To provide an environment in which pupils can learn.

- To teach positive behaviour.
- To plan and prepare stimulating lessons.
- To teach respect by treating pupils with fairness and consistency.
- To teach interpersonal skills by promoting positive supportive relationships within their teaching groups and during circle time.
- To support the school's positive behaviour and SEN policy.
- To set up useful, interesting and relevant work if an absence from a lesson can be foreseen.
- To avoid shouting, confrontation, aggression, sarcasm, humiliation, personal comments about pupils
- To keep parents regularly informed of how their child behaves in school (not just when behaviour is unacceptable but also when their child's behaviour is good and when behaviour has improved)

Expectations of Leadership Group:

- To support staff in managing pupil behaviour by ensuring that systems for managing and monitoring behaviour and attendance exist and are consistently implemented.
- To ensure that good practice is both developed and shared e.g. by observation of teachers who are skilled in behaviour management.
- To ensure that INSET is provided for staff that develops the individual and supports school priorities.
- To ensure that the school regularly communicates with parents, carers and governors.
- To provide effective support for teachers presented with extremely challenging and uncooperative pupil behaviour.
- To provide clear leadership and support for the school's behaviour policy.
- To provide a visible and dependable support to staff throughout the day.
- To ensure a curriculum is in place which motivates the disaffected.

Expectations of the Governing Body:

- To monitor the effectiveness of the school's Positive Behaviour Policy.
- To support the Headteacher and Leadership Team in the monitoring of attendance, bullying, racist incidents and exclusions of different groups of pupils.
- To form a Governors' Ethos and Safeguarding Committee, with a clear role and guidelines for action, which meets as required.

Expectations of Parents:

- To ensure their child's regular attendance and punctuality.
- To encourage their child to bring the right equipment, bring in their school PE kit, wear full school uniform, follow the jewelry code and ensure their child's hairstyle is in accordance with school guidelines.
- To co-operate with the school to ensure that their child follows the school's Positive Behaviour Policy.
- To keep the teachers aware of any circumstances which may affect their child's learning and behaviour.
- To maintain regular contact with the school through attendance at parents' evenings, and, as appropriate, through planners, letters, reports and telephone calls.
- To deal with the school directly with regards to issues of behaviour (not using social networking sites to discuss school related behaviour issues)
- To be models of good behaviour for their children.
- To encourage and support their child in completion of homework.
- To encourage their children to be proud of their school and to respect our school rules.
- Sign and return Reflection slips if issued (see Sanctions)

Rules

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

St John's CE Crossens School Rules:

In St John's school rules will be negotiated and agreed in every class but will all be based on the following broad rules:

Respect for ourselves

Respect for each other

Respect for adults

Respect for property and the environment

Pride in our school

Our Code of Conduct is:

1. Take Care of Yourself	
Always	<ul style="list-style-type: none">• Try your best in all aspects of school." Say, "I'll try" not "I can't"• Tell someone if you are unhappy, being picked on or bullied.• Look smart and presentable
Never	<ul style="list-style-type: none">• Do anything silly or dangerous where you might be hurt.• Let a stranger into school.• Go out of the school building without permission or supervision.
2. Take Care of Others	
Always	<ul style="list-style-type: none">• Be friendly to visitors, newcomers and other children

- Be polite and respectful
 - Respect other people's work and possessions
 - Allow others to concentrate on their work
 - Do anything to hurt or offend others (such as hitting / name calling).
- Never**
- Bully another child

3.

Take Care of your School

Always

- Be proud and do your best for St John's Crossens School.
- Keep areas in school and on the yard tidy
- Look after and respect school property

Never

- Steal or deliberately damage school equipment.

We have specific rules being enforced on the grounds of health, welfare and safety

Food and drink

Children may bring fruit or another healthy snack from home to eat at morning play. In Foundation Stage and Key Stage One, they will be offered a piece of fruit at least one playtime every day. This is through the government's National Fruit Scheme. Other than fruit and packed lunches, no food should be brought into school (unless on medical grounds).

Children have regular access to water and are encouraged to bring water bottles. A choice of quality juice, milk or water is available for children on hot dinners. Children on packed lunches are encouraged to bring water or fruit juice, but will be supplied with water on request.

Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Plasters/medical tape (sent into school from home) must be worn over earrings that cannot be removed.

Reasons: Rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

PE Kit

Appropriate clothing must be worn for all PE activity and jewelry will not be worn, long hair must be tied back.

Indoors: bare feet/pumps, black shorts and white Tee shirt

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails.

Outdoors: - plimsolls or trainers, shorts, Tee shirt, (PLAIN Tracksuit in certain conditions).

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles

School Clothing (see Uniform Policy)

Parents/carers are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only black flat-heeled shoes (not trainers) should be worn.

Reasons: School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes and boots are unsafe for the school environment.

When wearing school uniform our children are ambassadors for their school and their behaviour should reflect that both in and out of school.

Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

Mobile Phones

Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the headteacher.

Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the headteacher in writing. Such requests will be considered on an individual basis.

If permission is granted mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

All staff must also have mobile phones switched off in lesson times.

Reasons: During school hours contact is possible through the school's land lines. They present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

The Behaviour Policy has three elements to it: procedures, rewards and sanctions.

1. Procedures

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 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 to play (see Sanctions).

Children observed behaving appropriately, positive attitude and response to learning, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded team points, stickers etc.

Movement around School - Suggested Procedures for Large Groups

- Give out any instructions and set expectations.
- 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 - Suggested Procedures for Individual Children

- Choose appropriate individuals for messages and send them off in twos.
- 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.

Playtime Supervision

Teachers are required to perform supervisory duties including playtime supervision.

A minimum of two staff members are required to supervise playtimes on the playgrounds. Supply teachers should cover the duty of absent teachers. Additional staff will also be on duty in a classroom base and at the First Aid station.

Staff on duty should be present on the playground by 8.45am before school starts, 10.25am for morning break and 12.10 for Senior Leader lunchtime duty.

When on duty, staff should circulate and take the opportunity to socialize with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Teachers must position themselves so they can observe behaviour from all areas of the yard they are supervising.

Upon hearing the bell children should stop what they are doing, stand still and remain quiet, on the whistle they should walk to their line where an adult will be waiting. Staff send children in a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of team points or a class star.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances one member of the class team (ie teacher or Teaching Assistant) will remain with the class.

Playground procedures

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise, whenever possible, their own children in the corridor, putting on coats etc. Children should be well informed by their teachers that if they do not put on their coats at the beginning of playtime then usually they will have to do without for the whole of playtime. Children are not allowed to remain in the building unsupervised unless they are on prefect duty. These children must still be visible to staff on duty.

Children are not allowed to bring in balls from home as appropriate soft balls will be provided for football etc by the school. Rotas are in place for the playcourt, ball-shoot and tyres – children not behaving in an appropriate manner in any of these areas will be asked to leave the facility. Any misuse of playground equipment will lead to confiscation.

Any other 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.

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).

2. Rewards

It is very important that 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 he/she is 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.

General praise includes:

- Favourable comments can and should be entered on pieces of work.
- Verbal recognition of children following school rules
- Non-verbal recognition eg thumbs up of children following school rules
- Written School 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.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Pals, Monitors, School's Council, Buddies etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

At St. John's, we have decided that the following rewards are to be applicable to all year groups. These are the 'must-have' rewards in each class. Children and staff are aware of each reward, how it can be earned and what it means.

Classes are free to have extra rewards for their class that may fit with work / topics but these are kept to a minimum to avoid confusion.

1. Stars in the Lantern. These are to be given to classes for their behaviour in assemblies, manner in which they conduct themselves around school, lining up etc. Please keep the lanterns filled regularly rather than hoarding! £20 will be awarded to the class with the highest number each half term.

2. Smiley charts. These are to be kept in a file in each classroom rather than on the wall. A4 sheet for bronze, silver, gold and platinum.

Children can earn up to 2 smileys a day for their behaviour.

Staying on green for the day = 2 smileys

Time on yellow = 1 for the day

Any red = 0 for the day

Staff to keep track of 'red' children on sheet in class file. Each class to decide how many 'red days' children can afford before losing part of their treat morning each half term.

3. Star cushion. Children vote on a boy and girl who they feel should receive the star cushions each day.

4. Golden tickets / Golden texts. Teachers award the ticket which results in a visit to the head teacher / senior teacher for a reward. A text is also sent home that day informing parents of the reward.

5. Team points. Children can earn team points for anything in their class – work, responses, anything! This will correspond to the teams children are in for sport. Each class to keep a chart to record team totals each week. Each class to count up totals by the end of Thursday. Year 6 will come round on Friday morning to collect totals so that results can be announced in Friday assembly. Each term the winning house will get a treat.

There are a number of opportunities to celebrate the achievements of the children during school. These include:

- Weekly celebration assembly
- Smiley certificates
- Half termly celebration assembly
- Golden Table

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 and the age of a pupil.

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, SENDCO 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. As a general rule for minor misdemeanours, the following sequence should be adhered to, however some behaviours will require more serious sanction in the first instance, rather than following the sanction sequence. Staff are encouraged to keep in contact with parents at all time, no matter how minor concerns may be.

1. Traffic Light System in place in each classroom

GREEN

Warning (verbal)

On second warning move to YELLOW

Third time = move to RED and spend 5 minutes out of class. If fine, work back to green.

1 further warning = RED REFLECTION (RR) and move to another class. (Y1, 3, 6 in the first instance)

Teacher to fill in RR and send home in envelope and let senior staff know.

Teacher to chase up RR returned and signed and keep in class file.

If a child moves to red (but doesn't do enough for a red reflection in 1 day) every day for 3 days - give a red reflection and speak to parents as it is happening too often.

2. Playtime and lunchtime reflection

Any red reflections are sent to the designated teacher at the next playtime

3. No Go

These are the 7 school council behaviours and will be revisited by School Council at the start of each year. Posters are displayed in each class and referred to so children are aware of the consequences.

3 day punishment on a sliding scale dependent on behaviour over the 3 days.

Teachers to speak in person (/ phone) to the parents to let them know about the incident.

3 or more re reflections over a 2 week period will also escalate to a No Go sanction

SCHOOL COUNCIL IDENTIFIED 'NO-GO' BEHAVIOURS

Members of the School Council surveyed children in each class to identify behavior that made them feel unsafe, they identified seven such behaviours: swearing, spitting, hurting (e.g. punching, kicking), being disrespectful to an adult, name-calling, damaging property and stealing/taking someone else's property.

The sanction for the 'No-Go' behaviour is the 'Stop & Think Zone':

Three day consequence – designed to make you 'Stop and Think' about your behaviour

Removed from the situation and isolated away from the children/teacher whom 'No-Go' behaviour aimed at

Letter will be sent home to parents that day

Apology will be expected

Spend up to three 15 minute playtime/lunchtime sessions with a Senior Teacher

Gradually earn your playtime, lunchtime, free time and privileges back (over the three days)

Will not be able to represent the school in any teams.

4. Behaviour chart

This is started following a No Go and is in place for 2 weeks in the first instance. Kept in school.

5. Formal Meetings

If there is no improvement on behaviour chart, meeting between teacher, parents and SLT member. Formal sharing of behaviour chart on a regular basis.

Agreed date for review where process will be escalated / de-escalated.

Up to Stage 5 is displayed in each classroom. The following stages apply if Stage 5 does not see an improvement in behaviour.

6. Discussion with SENCO: consider School Action of the Code of Practice.

- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Call behaviour meeting with parents/carers, possibly seek further support for child.
- Consider alternative strategies, inform other agencies.
- An IBP may be implemented (Individual Behaviour Programme)
- Consider assessment of Special Needs.
- Consider CAF.
- Internal exclusion maybe required. (child removed from own class, misses playtimes and lunchtimes with own class and works in another class for a specified time).
- Lunchtime exclusion maybe considered.
- Fixed term exclusion maybe considered.

7. Governor's Behaviour Plan

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed weekly.
- Parents meet with Chair of Pupil Discipline Committee (to be informed of possible consequences) Behaviour Support informed, Local Authority informed as to the possibility of a lengthy fixed term exclusion or permanent exclusion.

8. Internal Exclusion (up to 5 days)

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Child may be required to go off site for lunch
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed by letter.
- LA informed of likelihood of external exclusion.

9. Fixed short term exclusion (up to 5 days per term)

- Parents, Chair of Pupil Discipline Committee, LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract for a minimum of 2 weeks.

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

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee 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 Contract or PSP for a minimum of 10 weeks.

11. 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 Contract or PSP for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.

Certain isolated serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances internal/fixed term/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

Exceptional circumstances: refusal / leaving the school premises without permission

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. In the first instance, the senior teacher within each age phase should be contacted. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the head should be sent for or the child is escorted. If unavailable, the most senior staff member available should be called. If a child continues to refuse the requests of the teacher and consequently refuse the requests of the Headteacher, the child's Parents will be informed and asked to come into school to encourage their child to make the right choices.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The headteacher should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Troubled Children

The school acknowledges that a small minority of children may for whatever reason lack the 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 statements of SEND, those in public care and those with a specific behavioural difficulty that deems an Individual Behavior Programme. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these 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 a behaviour home record book. Both use the school 'smiley'/star/sticker system for showing when targets are achieved over short periods (individual sessions/playtimes etc.) and any reason why they were not achieved. In those classes where there are children with specific behavioural difficulties, the teacher will, through Circle Time, explain in a sensitive manner how that child needs to be supported.

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.
- Should provide clear consequences for breaking the agreement e.g. red reflections

If in doubt, consult a senior teacher.

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

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

Note

- If physical intervention/positive handling of any kind is required (i.e. if a child is about to harm themselves, others or seriously damage school property) then a 'Major Incident' record should be completed as soon as possible.
- Any other incident deemed 'serious' or resulting in injury should be recorded on a Major Incident form, the teacher's class diary or the Playground Incident Book.
- The school has a separate Positive Handling Policy and specific staff are trained on positive handling techniques in school.

Positive behaviour management is the responsibility of all staff, parents, governors and the wider school community. It is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are an essential component of this teamwork.

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Member of staff Responsible: Phil Thomson

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