



# Policy for Managing Behaviour for Effective Learning

## Overview

Richard Cobden School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. Learning is our priority; whether it is academic learning; learning to be a good citizen; learning to triumph over challenges or learning to respect ourselves and others. Whatever the aim and purpose of the learning, this cannot be achieved without a conscious awareness of the importance of our conduct and the impact it has on ourselves and others. This requires a proactive commitment to be the best person you can be. This is the environment we collectively create at our school.

Our school is an inclusive and happy school where we all work hard to do our very best. We have a strong focus on the well-being and achievement of every child so that their time in our school is rewarding, enjoyable and successful.

We are aspirational for our pupils. In order to fulfill our vision and aims, we maintain a learning environment where high standards and creativity go hand in hand with excellent behaviour, respect, resilience and independence.

### **Our vision is to uphold high expectations and standards so as to:**

- provide every child with their right to a high quality education embedded in an inspiring and creative curriculum, enriched with opportunities to stretch their individual talents and interests
- enable every child to use well developed oracy skills to think, learn, reason, explore, communicate, create and influence
- develop every child's ability to be a creative thinker and problem solver
- help every child to develop independence and resilience to enable them to be responsible and accountable for their learning and behaviour
- ensure every child is heard, understood and valued

We welcome all children, families and staff who aspire to our vision and who want to work with us to achieve this for our pupils.

### **In doing this we aim to ensure all pupils:**

- make learning a priority
- develop aspiration and ambition
- develop an enjoyment of learning
- develop independence and self-discipline
- work collaboratively and creatively
- adhere to high expectations of behaviour
- rise to challenges
- have a determination to succeed
- have a voice and use it purposefully
- have, and live up to high expectations
- adopt our culture of 'no excuses'
- make the most of the experiences provided in school
- are successful and fulfilled
- have self-respect and respect for others
- commit to supporting each other to achieve

To achieve our vision and aims for all pupils we must ensure we maintain an environment where the expectation of excellent behaviour is very clear, where it is modelled, where children are supported to behave well and where unacceptable behaviour is challenged and stopped.

Everyone is vigilant in preventing bullying, abuse or unacceptable behaviour and in following the school's policy and procedures for behaviour management. We work swiftly to resolve any incidents that may arise.

## Behaviour Principles

The school is required to have a written statement of general behaviour principles to promote good behaviour. These principles are informed by the following:

- [Education and Inspections Act 2006](#) (Sections 88-94)
- [Behaviour and discipline in schools](#) (DfE 2016)
- [The Equality Act 2010](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Searching, screening and confiscation at school](#)

This statement of principles is underpinned by our school values and aims. It should be read in conjunction with the entire content of this policy which sets out the practice by which these principles are achieved.

This written statement of behaviour principles is reviewed and approved by the Full Governing Body every three years, or sooner in the case of changes to legislation.

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- Violence or threatening behaviour will not be tolerated in any circumstances

Richard Cobden School aims to be sensitive to the needs of every child, reducing barriers to learning and making the curriculum accessible to every pupil. Our aim is to enrich the lives of all our pupils by celebrating the diversity of the school community and encouraging tolerance and understanding of each other. We place a high priority on helping our pupils to develop as confident and responsible citizens. In doing this, it is very important to us that our pupils have a clear understanding of their rights and responsibilities. This is achieved through the values, aims and ethos of our school which are underpinned by the fundamental British values of:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual respect and tolerance of those with different faiths and beliefs and for those without faith.

**Everyone in our school has the right to feel valued and safe and they have the responsibility to ensure their behaviour and actions uphold the principles of this statement and equality legislation.**

**The aims of these behaviour principles are to:**

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

We believe that all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment. We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included.

We have high expectations of everyone and we will actively promote equality for all, whether race, gender, age, sexuality, religion or disability. This policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.

The policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations, a focus on learning, appropriate praise and celebration of successful outcomes.

When children do not meet the expectations, either through consistent low level disruption or more severe incidences, we will always try to teach the child what is expected without humiliation. The child will be supported to reflect on, and learn from, their behaviour and to make reparation wherever possible.

Where appropriate, sanctions may be necessary to demonstrate that challenging behaviour is not acceptable, to provide boundaries and make our expectations clear. Sanctions should be known and understood by all staff and pupils and applied fairly, consistently, proportionally and reasonably. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student.

The Governors expect the Head teacher to use her discretion in the use of sanctions and to balance the needs of children, staff and parents/guardians when considering measures to manage unacceptable/challenging behaviour.

Some children with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

The Governing body support the school's authority to consider exclusions, particularly those that are permanent, as the very last resort and expect pupils and parents to cooperate to maintain an orderly climate for learning.

Given the overriding need to keep children safe, the school will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect of all the individuals involved, including children, their families and staff.

The Governors of Richard Cobden School wish to emphasise that violence, threatening behaviour or abuse by pupils, parents/guardians or any other visitor to the school site towards the school's staff will not be tolerated. If a parent/guardian or visitor does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent/guardian or visitor continues to cause disturbance, he or she may be liable to prosecution.

We will endeavour to work with parents/guardians to understand their children and their circumstances. We believe this relationship is important to build a strong learning community within our school. Similarly, given our duty of care to the pupils, this statement of behaviour principles and behaviour management policy applies to all pupils when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential).

### **Misbehaviour is defined as:**

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

### **Serious misbehaviour is defined as:**

- Repeated breaches of the school rules
- Any form of bullying
- Any assault or abuse that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Matches or lighters
  - Stolen items
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
  - See also School Rules

### **Bullying**

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual comments, taunts or threats, discrimination on the basis of gender or sexual orientation
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## Behaviour to Enable Effective Learning

This policy is intended for pupils, staff, parents/carers, governors and any visitors who enter our school site.

**The aims of our behaviour policy are:**

- To enable pupils to learn effectively and adults to carry out their duties successfully
- To promote in children, the expectation of appropriate behaviour recognising the rights and responsibilities of the whole school community
- To support individuals in being good citizens
- To respect each person as an individual and value differences
- To support everyone in following our school rules and codes of conduct
- To provide consistent and clear guidance on how to behave and how to manage behaviour at this school
- To make clear the expectations of everyone in creating an effective learning environment where pupils feel safe and supported
- To support pupils in managing conflict, mediating and finding resolutions
- To provide a clear framework through which poor behaviour, bullying or prejudice will be challenged and guidance and support provided to improve behaviour.

We know that the learning environment we create is crucial to children being able to meet our aims. We commit to providing the care, support, guidance, resources and conditions that will enable all pupils to meet our aims, and in so doing, have a fulfilled school experience that prepares them well for the next phase of their lives and education.

## To enable this, we will provide:

- High quality teaching provided by well trained staff
- Inclusive education
- Moral guidance and development of social skills
- Experience and appreciation of different cultural and spiritual beliefs and practices
- A safe environment where worries are listened to and pupils are helped to resolve them, and where pupils are taught how to keep themselves safe and be healthy
- Strong pastoral care
- Clear and consistent behaviour management
- Equality in all provision
- A happy school community
- The best possible resources
- A stimulating and engaging curriculum enriched with trips, workshops and community partnerships
- Provision that develops children's artistic, musical, technological and sporting skills in addition to high academic achievement
- A clean, safe and stimulating school building
- Motivational rewards for achievement, diligent effort and positive contribution to the life of the school and its aims
- Close working partnerships with children, parents, governors and the wider community to achieve our aims for our pupils
- Promotion of inquiry, curiosity, creativity, enthusiasm and challenge

Children need clear and consistent guidance and rules in order to meet the high expectations we have of them. These need to be implemented and supported fairly and consistently by everyone. It is the responsibility of every member of staff to ensure they follow the school's *Policy for Managing Behaviour for Successful Learning* to achieve this.

At our school we have a code of conduct that sets out our expectations for behaviour and learning, which helps to create an environment of mutual respect and high achievement. In addition, we have school rules for specific areas or activities.

### **CODE OF CONDUCT**

At Richard Cobden School...

- We are ready to learn and achieve.
- We work purposefully in all our lessons.
- We always try our hardest and do our best.
- We do not disrupt other pupils' learning.
- We work hard when we are working independently, in groups or as a whole class.
- We get help from an adult when we need it.
- We are courteous, polite, honest and friendly.
- We respect the rights of everyone.
- We listen to each other.
- We look after younger children.
- We find solutions to any problems and resolve conflict.
- We walk quietly and safely around the school.
- We keep our school neat and tidy.

All pupils are expected to adhere to the following rules.

## **SCHOOL RULES**

- We will not bully others.
- We will help others if they are bullied.
- We will try to include others who feel left out.
- If we know that someone is being bullied, we will always tell an adult at school.
- We will not use social media such as Facebook, Snapchat, Instagram, Musical.ly, PokemonGo, WhatsApp, Twitter or any similar application to bully others or disrespect the school or its staff.
- We represent Richard Cobden School wherever we are, so we will behave in a way that will make our school proud. This includes in school, on school trips as well as in our community.
- We will wear the correct school uniform and PE kit.
- The only items of jewellery we may wear are plain stud earrings. We will not wear any other jewellery.
- We may wear watches; however, these will not have disruptive games or alarms.
- We will only bring money into school for charitable contributions, school dinners or trips when permitted.
- We will not bring our own toys, games or other personal belongings into school except when we are given prior permission by a teacher.
- We will not bring sweets, crisps, fizzy drinks or chewing gum to school.
- We will only come into the building with the permission of an adult so that we can help the adults to keep us safe.
- We will never bring any dangerous articles, for example, matches or knives into school.

### **REMEMBER:**

“Knowing what's right doesn't mean much unless you do what's right.”

*President Theodore Roosevelt*

## **CODE OF CONDUCT FOR WET PLAY**

- On wet days we must still keep to our CLASS CODE OF CONDUCT.
- If we are in the playground and wet play is called, we will quietly and orderly enter the building and listen carefully to instructions so we can all be safe.
- When in the classroom, we can read, draw or use equipment from the RAINY DAY BOX.
- If we want to draw we may use pencils and crayons but not felt tip pens, and we must use either scrap paper or our RAINY DAY books.
- We may not use any other materials or equipment (including computers and the interactive whiteboard) in the classroom.
- We all help to tidy up when asked so that the room is ready to be used for teaching and learning.

## CODE OF CONDUCT FOR THE DINING HALL

**We can all enjoy our lunches by:**

1. Lining up quietly and sensibly without pushing.
2. Always walking when we are moving around the dining hall and never running.
3. Talking to each other quietly and politely but not while we are eating.
4. Being well mannered and polite to the adults who help us.
5. Using our knives, forks and spoons properly.
6. Clearing up after ourselves and not leaving a mess on the floor/table.
7. Remembering to put our plates and cutlery in the correct place and throwing any rubbish in the bin when we have finished eating.
8. Remembering to thank the people who have prepared our food for us.
9. Assembling quietly and patiently while waiting for our friends and adults to leave the hall.

### Strategies for Promoting Positive Behaviour

At Richard Cobden School we recognise that problems can arise when children are testing the boundaries of acceptable behaviour. Staff use the following strategies to support them in managing pupil behaviour successfully, without compromising professionalism and mutual respect.

All staff are expected to treat children fairly and sensitively, to listen to them, to hear both sides of any disagreements and help children sort problems out in a reasonable way by

- Addressing the problem
- Avoiding confrontation
- Listening
- Establishing the facts
- Judging only when certain
- Using sanctions sparingly

It is important to create and maintain classrooms which are positive, supportive, and secure where children participate in stimulating lessons and behave well.

- Adults will model the positive behaviour expected of our pupils, being respectful, polite and helpful.
- Reward systems are used to encourage pupils to behave well, put in their best effort and achieve.
- Classroom rules are established with the children.
- We encourage team rewards that acknowledge collaborative learning and group effort.
- There are high expectations of the children.

- Children are enabled to succeed with the help of realistic but challenging targets.
- Children are clear about what is expected of them through shared learning intentions and clear instructions.
- We take all bullying, prejudice, abuse and unkind behaviour seriously, and deal with it.
- Lessons start promptly so that no learning time is wasted.
- Children have access to well-prepared lessons, a well organised classroom and resources which are easily accessible.
- Children are expected to be purposefully occupied with challenging and engaging activities.
- Praise is regularly given for positive behaviour and negative behaviour is not rewarded with underserved attention; however, it is dealt with promptly.
- It is made clear to children that it is not okay to steal other pupil's learning time.
- Adults will supervise children at all times, including when they are moving around the school.
- Adults will deal promptly with any inappropriate behaviour in line with this policy – to ignore it is to condone it.
- Adults will support each other in maintaining discipline throughout our school.

### **Maintaining Discipline**

Adults will insist on high standards of behaviour, work and politeness.

They will:

- Establish authority firmly and calmly
- Separate the problem from the person
- Share effective strategies with each other
- Ensure children who consistently work hard and behave well are acknowledged for doing so
- Consistently following the procedures for dealing with unacceptable behaviour

### **Encourage pride in the school**

Adults will support children in developing their understanding of being part of the school community and the responsibility that comes with this by:

- Insisting on a tidy and organised room
- Teaching, modelling and encouraging tidiness
- Leaving equipment, furniture and resources in the right place after lessons
- Reporting any damage or repairs needed to the Premises Team
- Enforcing school rules regarding sweets, chewing gum, toys and other prohibited items
- Keeping displays fresh and attractive
- Keeping their own work area tidy and uncluttered
- Insisting on a litter free environment
- Dealing promptly with offenders – to ignore is to condone

### **At lunchtimes**

Adults will ensure:

- Children are supervised when they are lining up for lunch
- Children are supervised as they are eating
- Children are supervised as they move to their playground
- Children are supervised as they play
- Lunch staff use the agreed positive behaviour promotion strategies and sanctions

**Adults will never leave pupils unattended outside classrooms.**

**Adults will do all they can to avoid:**

- **Humiliating** it breeds resentment
- **Shouting** it diminishes people
- **Over reacting** the problems will grow
- **Blanket punishment** the innocent will resent this
- **Over punishment** they will stop caring
- **Sarcasm** it damages people

**Adults will do all they can to:**

- **Use humour** it builds bridges
- **Keep calm** it reduces tension
- **Listen** it earns respect
- **Be positive and build relationships**
- **Know their pupils as individuals**
- **If they tell a child that their unacceptable behaviour will result in a sanction being imposed then they will make sure they follow it through.**
- **Be consistent and fair**
- **Apply school rules consistently**

## Recognition of Effort and Achievement in Learning

Children are rewarded for high levels of effort and achievement as well as a positive attitude towards their learning and relationships with others. Individual classes may have different systems of reward but all will be underpinned by our commitment to recognising the Building Learning Power Attributes we promote as a whole school.

We have a whole school reward system which recognises:

- high levels of effort leading to good quality outcomes, progress and improvement
- exemplary behaviour for learning and achievement
- acts of good citizenship, friendship and positive social awareness and action
- excellent attendance and punctuality

### Achievement Award Certificates

Pupils are nominated for special certificates that recognise excellence or improvement in their class work, their behaviour for learning and towards their peers or their contribution to the school's ethos. These are presented at weekly Key Stage achievement assemblies.

#### Children can receive awards for:

Being an excellent role model	Impressive work and achievement
Showing resilience and not giving up	Practising hard and improving at something
Having a positive "can do" attitude	Showing great skill in sport
Creating imaginative work	Showing great skill in music
Solving a challenging problem	Showing resourcefulness
Excellent presentation of work	Acts of kindness and citizenship
Exceptional homework	Exemplary behaviour towards others
Being thoughtful of others	Helping others to behave well or resolve problems
Being a great team member	Being brave
Having exceptional manners	Taking great care of the classroom
Being an excellent ambassador for the school while on a school trip	Excellent attendance and punctuality

## Maths Champion Badges

These awards are used to congratulate and motivate pupils to continue in their mastery of basic maths skills such as number bonds and multiplication tables. These are key skills that set the foundation for their future mathematical development and all pupils should see this as a priority and a necessity.

Teachers will refer pupils who are ready to take a test for one of the maths awards. Teachers use their knowledge and assessment of individual children to determine which level of award children will be nominated for.



**For knowing all number bonds to 10**



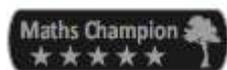
**For knowing all number bonds to 20**



**For knowing the 2, 5 and 10 multiplication tables**



**For knowing the 2, 3, 4, 5, 6, 8 and 10 times tables**



**For knowing the 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12 multiplication tables**

## Handwriting Awards

Pupils are expected to have excellent presentation in their books and a big part of this is their handwriting. Teachers use the school's Handwriting Policy to guide pupils in achieving and maintaining excellent handwriting. Pupils can be referred for handwriting awards to a member of the leadership team or the English Leader who will then request the child's books to be sent for assessment. Prizes for handwriting will be awarded as follows.

### Hand Writing Pencil Award

When a child is able to show that he/she can use neat, correctly formed, joined handwriting, he/she can be nominated to receive a special inscribed gold coloured pencil.

### Handwriting Pen Award

When a child is demonstrating that he/she is consistently using evenly sized, correctly formed joined handwriting in all their work, he/she can be nominated to receive a special inscribed pen.

## Sanctions

We expect children to behave well so that they, and others around them, can learn well. Staff will provide support to those with challenging behaviour to help them make positive changes. Whilst we strive to do this, we must also protect the welfare and rights of other pupils to be safe and happy at school. At all times we will do our utmost to ensure that one child's wellbeing is not compromised to support the behaviour management of another.

### Classroom

The adults have implemented a positive behaviour management system which promotes and commends children who demonstrate key learning attributes in class and apply their best effort towards learning tasks. The children's work is set at an appropriate level for them. Classroom organisation and management are effective.

### Playground

The adults have made clear to children the expectations of their behaviour in the playground. The adults are observant and attentive, engaging with children appropriately to promote positive relationships and appropriate social behaviour. Adults notice potential issues that could arise and escalate and they take proportionate action to resolve them. They support children in using the Wheel of Choice and their Oracy skills in order to resolve any conflict that has arisen. Children are clear of the expectations of them. Children are supervised effectively and staff are engaging and interacting with them.

**Despite the above, someone may behave inappropriately.**

### **What we do about poor behaviour?**

As with any learning, children need lots of opportunity to learn to behave well, to develop good social skills and to develop skills in problem solving and conflict resolution. Everybody working in school is expected to help children develop the skills to:

- reflect on their own behaviour and its impact on others
- define, and calmly explain a problem they are experiencing
- be able to be honest about how they have caused or contributed to a problem
- help find a resolution to the problem
- accept a resolution to the problem and be able to move on
- help their peers to talk through problems they are experiencing and support them in finding resolutions
- be willing to accept responsibility for a problem they have caused or contributed to

The above strategies are used when dealing with incidents of unacceptable behaviour.

Behaviour Slips are completed to record incidents of inappropriate behaviour. Adults will use their discretion and professional judgement to decide whether an incident is serious enough to record on a behaviour slip, and if in any doubt, will speak to a member of the leadership team. They will ensure the following:

- That there is fairness and consistency in dealing with all pupils
- Adults must not make assumptions about the causes or details of an incident. Some investigation must be done by the adult who is managing the child/children to ensure that the facts about the situation are identified and the correct individuals are spoken to. In this way, the events recorded on the Behaviour Slips will be more accurate and so less time will be wasted.

- Records of repeated incidents of inappropriate behaviour (including minor ones) can provide information which is essential for planning and accessing support to change behaviour or in exceptional circumstances when a fixed term or permanent exclusion needs to be considered.
- Behaviour Slips may also be required to inform agencies outside of the school and so it is very important that these are clear and reflect the expectations of the school's policy.

All serious incidents of inappropriate behaviour must be recorded.

## **For low level disruptive behaviour**

### Playground

We find out what has happened. We talk to all children involved in the incident. Once we have ascertained what has happened, we support the child/children to resolve the situation. An adult may find it useful to get the child/children to walk with them and discuss, diffuse or distract from the immediate emotion of the incident to avoid continuation of unacceptable behaviour. We ensure any child who has broken a rule is clear about the rules they have broken and what needs to be done to resolve the situation. Children who have behaved unacceptably initially receive a warning and are told that the consequences of a further incident will result in further action being taken.

If the child/children continue to misbehave, they should be sent to the Time Out area for the same number of minutes as their age. If after time out is completed, the child/children continue to behave unacceptably, they will be taken to the senior teaching assistant by the adult who will explain what has happened so far. A Behaviour Slip will be completed by the Senior Teaching Assistant. The adult will return to their duty and the child/children will remain with the Senior Teaching Assistant for the remainder of the time.

The child will be given the Reflection Sheet to complete to encourage them to think about how they would do things differently next time to avoid a similar behaviour. They are also given a copy of the school rules to read and copy out on the back of the reflection sheet.

The Senior Teaching Assistant will give a copy of the Behaviour Slip to the teacher and the original Behaviour Slip and Reflection Sheet will be given to the Headteacher. The teacher will make the child/children aware that they know about the incident and that they are disappointed to hear what has happened. They will remind the child/children of the school rule they have broken and make clear their expectation that the child/children in question make a much greater effort to follow the rules. The member of Leadership dealing with the incident will relay to the parent/carer that the child has been involved in a serious incident.

Incidents of Time Out are recorded in the Playground Behaviour Log. These are monitored by Senior Leadership Team for patterns of behaviour or pupils who are persistently causing low level disruptions.

### Classroom

Warn the child ONCE. Point out that they are **stealing other children's learning time** and remind them of the rule they have broken.

If the disruptive behaviour continues, isolate the child within the class. Children are not to be left outside of classrooms.

If the child's behaviour continues to be unacceptable, complete a Time Out Slip and send her/him (accompanied by a member of support staff or a 'sensible' child) to the **parallel class** for a specified length of time. The Time Out Slip should be sent with the child so that the receiving teacher knows why the child has been sent. The child should take her/his work with them. The child should be given the Reflection Sheet to complete and a copy of the school rules to write out on the back of the

Reflection Sheet. Once this is completed, the child should continue with their own work. The child can be returned to their own class at the end of the specified length of time. The class teacher should inform the parent/carer.

If the child's behaviour continues to be unacceptable, they should be sent to the Phase Leader accompanied by a member of support staff or a 'sensible' child. The child will remain with the Phase Leader who will decide on an appropriate sanction (miss playtime, remain with Phase Leader, sent to another year group, sent to assistant, deputy or head depending on seriousness of behaviour). The Phase Leader will discuss the seriousness of the child's behaviour with them and any restorative action the child can take. The Phase Leader will complete a Behaviour Slip with any relevant information as a result of their intervention. The Phase Leader will speak to the child's parent/carer about the incident and give the Behaviour Slip and Reflection Sheet to the Headteacher at the end of the day.

If the child still does not behave appropriately they will be sent to the Assistant, Deputy or Headteacher.

All serious incidents of inappropriate behaviour will be recorded on a behaviour slip. Where poor low level behaviour is repetitive, this will also be recorded on a behaviour slip.

### **For serious behaviour incidents**

If a serious behaviour incident happens during playtime/lunchtime or in learning time the child/children should be taken directly to a member of the Senior Leadership Team. The Senior Teaching Assistant (playground incident) or teacher (classroom incident) will complete a Behaviour Slip which will be given to the member of leadership dealing with the incident. The incident will be investigated and any necessary action will be taken.

The child will be given the Reflection Sheet to complete to encourage them to think about how they would do things differently next time to avoid a similar behaviour. They will also be given a copy of the school rules to read and copy out on the back of the reflection sheet.

The member of Leadership will discuss the seriousness of the child's behaviour with them and any restorative action the child needs to take. They will update the Behaviour Slip with any relevant information as a result of their intervention.

The member of leadership will give a copy of the Behaviour Slip to the teacher and the original Behaviour Slip and Reflection Sheet will be given to the headteacher. The teacher will make the child/children aware that they know about the incident and that they are disappointed to hear what has happened. They will remind the child/children of the school rule they have broken and make clear their expectation that the child/children in question make a much greater effort to follow the rules. The member of Leadership dealing with the incident will relay to the parent/carer that the child has been involved in a serious incident.

In very rare circumstances it may be necessary to use reasonable force. Reasonable force may be used by a member of staff in order to prevent injury, damage to property or disorder. Reasonable force may need to be used in the following circumstances:

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

The use of reasonable force has rarely been necessary in our school. However, if the behaviour of a pupil warrants it, reasonable force will. In such cases, parents/guardians will be informed.

### Further Actions that may be taken:

The child will be placed on detention at lunchtime for a determined period of time.  
The child may be given an individual work station in class away from other pupils.  
The child may spend some time in another year group.  
The child may have their playtime in an alternative playground.  
The child will undertake a restorative programme with the learning mentor.  
The child may be required to write an apology letter.

Teacher meeting with parent/guardian to discuss a partnership approach to enabling an improvement in the child's behaviour.

At the meeting, the following should be discussed:

- State the problem and give examples.
- Explain impact of behaviour.
- Let parent/guardian know what has already been tried to improve behaviour.
- Do they behave in a challenging manner at home?
- What strategies do parent/carer find successful?
- Devise some clear behaviour targets for the child.
- Arrange a follow-up meeting to review progress.

**The teacher will complete a *Behaviour Target Meeting with Parent/Guardian* record for the meeting and update this form during the review meeting. After the review meeting, the form should be given to the Headteacher.**

The child will be placed on Behaviour Report to the Assistant and Deputy Headteacher.

The Phase Leader arranges a meeting with the child's parent/carer to discuss the continuation of unacceptable behaviour and next steps. The teacher must attend this meeting also.

Explain that:

- The child will be placed on a weekly report for three weeks.
- During this time the child will have to report to the Deputy Headteacher or Assistant Headteacher at the end of each day to show their report card which will be initialled by one of them. The report card will be shown to the parent/carer who should also initial it.
- The SENDCO will discuss any possible further SEN implications or additional support available for the child (see options below).
- The Deputy Headteacher or Assistant Headteacher will write to the parent/carer to invite them to a review meeting at the end of the three-week period to discuss the behaviour report.
- Children causing concern will also be discussed in more detail with headteacher.

**PHASE LEADER TO FILL IN A MEETING WITH PARENTS SLIP FOR INITIAL MEETING & COPY IT TO THE HEADTEACHER AT THE END OF THE DAY.**

**DEPUTY OR ASSISTANT HEADTEACHER TO FILL IN A MEETING WITH PARENTS SLIP FOR REVIEW MEETING & COPY IT TO THE HEADTEACHER AT THE END OF THE DAY.**

The child will be placed on Behaviour Report to the Headteacher.

The Deputy Headteacher or Assistant Headteacher will arrange a meeting with the child's parent/carer to discuss the continuation of unacceptable behaviour and next steps.

Explain that:

- The child will be placed on a weekly report for a further three weeks.
- During this time the child will have to report to the Headteacher at the end of each day to show their report card which will be initialled by the Headteacher. The report card will be shown to the parent/carer who should also initial it.
- The Deputy Headteacher or Assistant Headteacher will discuss any further support available. She will also explain the seriousness of the behaviour and likely consequences of a continuation of such behaviour.
- The Headteacher will write to the parent/carer to invite them to a review meeting at the end of the three-week period to discuss the behaviour report.
- Children causing concern will also be discussed in more detail with SEN department and PLSS.

**DEPUTY HEADTEACHER OF ASSISTANT HEADTEACHER TO FILL IN A MEETING WITH PARENTS SLIP FOR INITIAL MEETING & COPY IT TO THE HEADTEACHER AT THE END OF THE DAY.**

**HEADTEACHER TO FILL IN A MEETING WITH PARENTS SLIP FOR REVIEW MEETING.**

**Where the above measures are not successful in bringing about consistently improved behaviour the following steps may be taken:**

- Referral to the SEN department or the Primary Learning Support Service for additional support
- Fixed Term Exclusion
- Managed Move
- Permanent Exclusion

Exclusion will be considered if the child's behaviour:

- Presents a physical danger to themselves or others
- Presents a psychological danger to others
- Consistently prevents other children from learning and teachers from teaching
- Consistently disrupts other children's playtimes

We will do all we possibly can to avoid excluding a pupil. However, there may be exceptional circumstances when a fixed term or permanent exclusion is necessary.

## **ALL BEHAVIOR SLIPS AND REFLECTION SHEETS MUST BE GIVEN TO THE HEADTEACHER AT THE END OF EACH DAY.**

You will find a Behaviour Slip, a Reflection Sheet and a Behaviour Target Meeting with Parent/Guardian Form attached to this policy and at the back of the staff handbook.

If a pupil has been involved in an incident during play time that requires her/him to be sent to see a member of the leadership team, unless it is of a very serious nature, s/he should be referred or sent to the leadership team during that, or the next play time. It is not expected that children will be sent out of class during lesson time as a result of behaviour incidents during play time. When children are brought to the leadership team the Behaviour Slip should already have been completed and details of whatever investigative work has taken place must be provided.

Please note that in order to deal with incidents effectively and to give an accurate account to parents of incidents that have occurred during the school day, it is important that adults who were involved in or managed the incident provide all necessary information in writing.

It is vital that everybody in the school works consistently to this policy. We do not see behaviour in the classroom and behaviour in the playground as separate entities. It is not expected that incidents that occur in the playground will be reinvestigated when children return to the class as this will seriously impede learning time. However, neither is it expected that a teacher will ignore an incident that has occurred in the playground. It is expected that teachers will contribute to reinforcing rules and expectations relating to playground behaviour. They will acknowledge that they are aware of an incident, express their disapproval and create opportunities to reinforce the importance of acceptable behaviour and following of rules. This can be done through class discussions, discussion with smaller groups that are involved in incidents or in one to one discussions and can be done at a time which is less disruptive to learning (e.g. playtime, golden time or while other children are engaged in independent work).

Support staff are expected to work alongside teachers in classrooms and around the school to ensure that children are clear about school rules and the expected code of conduct. This is particularly important when children are moving around the school where it is difficult for the teacher to see all pupils at once. Support staff are expected to be vigilant at these times. Avoid getting caught up in conversation with a child/small group of children so that you are not distracted from having a clearer overview of the class. Children are expected to move around the school quietly. All staff should reinforce this through modelling it, and through quietly acknowledging those children who meet our expectations of them.

### **What happens to the Behaviour Slips?**

They are read at the end of the day by the Headteacher/Deputy Headteacher/Assistant Headteacher and recorded in the school's information management system.

They are monitored by the leadership team as follows:

- to see the nature of incidents
- to see the number of incidents individual children are involved in
- to see if there are any particularly high levels of unacceptable behaviour in any particular class
- to support the victims of unacceptable behaviour
- to monitor the behaviour of vulnerable children
- Behaviour Slips are logged on the school's behaviour monitoring system and files in the pupil's file.

This monitoring helps us to decide the most appropriate next steps to support children. These include:

- Teacher setting up a meeting with the parent/carer
- Being placed on Behaviour Report
- Assistant Headteacher, Deputy Headteacher, or Headteacher meeting with the parent/carer
- SEN identification and support
- Referral to our Learning Mentor
- Inclusion in Anti-Bullying workshops – perpetrator or victim
- Advice and support from an Educational Psychologist
- Advice and support from Primary Learning Support Services (PLSS)
- Referral to CAHMS (Child and Adolescent Mental Health Services)
- Referral to MALT (Camden’s Multi-Agency Liaison Team)
- Referral to Safeguarding if appropriate
- Involvement of another outside agency
- Class referral for PLSS support
- Additional specific staff training
- Pastoral support from members of staff
- Lessons and/or assembly to address issues
- Family support
- Peer mentor
- Policy review

All incidents involving abusive behaviour (e.g. race, disability, age, gender, religion or belief, sexual orientation or any aspect of an individual’s background or heritage) will be logged on the school information management system (INTEGRIS). Incidents of this nature are dealt with as for serious behaviour incidents above. They are also reported to the Governing Body of the school.

You can find the policy for Managing Behaviour for Successful Learning on the school website.

**Please also refer to the school’s Anti-Bullying Policy.**

Effective From	September 2019
Review Date	July 2022

## BEHAVIOUR SLIP

<b>Perpetrator/s of incident:</b>		<b>Class/Classes:</b>
<b>Victim/s of incident:</b>		<b>Class/Classes:</b>
<b>Location:</b>	<b>Time:</b>	<b>Reported by:</b>

**Please tick the appropriate box and comment if necessary.**

Aggressive Behaviour	<input type="checkbox"/>	Homophobic abuse and harassment	<input type="checkbox"/>	Swearing	<input type="checkbox"/>	Threatening violence	<input type="checkbox"/>
Verbal Intimidation	<input type="checkbox"/>	Name Calling	<input type="checkbox"/>	Abusive Comments	<input type="checkbox"/>	Carrying an offensive weapon	<input type="checkbox"/>
Refusing to include another pupil	<input type="checkbox"/>	Arson	<input type="checkbox"/>	Graffiti	<input type="checkbox"/>	Vandalism	<input type="checkbox"/>
Abuse of personal property	<input type="checkbox"/>	Drug or Alcohol related	<input type="checkbox"/>	Challenging Behaviour	<input type="checkbox"/>	Disobedience or Defiant Behaviour	<input type="checkbox"/>
Persistent violation of school rules	<input type="checkbox"/>	Fighting	<input type="checkbox"/>	Obstruction and Jostling	<input type="checkbox"/>	Wounding	<input type="checkbox"/>
Violent Behaviour	<input type="checkbox"/>	Derogatory Statements	<input type="checkbox"/>	Taunting and Harassment	<input type="checkbox"/>	Sexual Misconduct	<input type="checkbox"/>
Theft	<input type="checkbox"/>	Lying	<input type="checkbox"/>	Inciting other to be abusive	<input type="checkbox"/>	Breaking School Rules	<input type="checkbox"/>
Play fighting	<input type="checkbox"/>	Repetitive attention seeking behaviour	<input type="checkbox"/>	Avoiding work/ wasting time	<input type="checkbox"/>	Hindering other children	<input type="checkbox"/>
Squabbles	<input type="checkbox"/>	Spoiling other pupils' games	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

**Comment:**

**Action taken:**

**Signature of person reporting incident:**

Signature .....

Date .....

**Time taken to deal with this incident:** .....



# Reflection Sheet KS1



Name	Class	Date
I was sent out of class/the playground because I...	The rule(s) that I broke was(were)...	
To make things better I need to ...	In future I will do things differently by ...	
Signature of child .....		

# Reflection Sheet KS2

Name	Class	Date
<p>What I have done:</p> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>How my behaviour has affected others:</p> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>What the other consequences of my behaviour are:</p> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>What should I have done:</p> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>How I am going to make this better:</p> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>Signature of child .....</p>		

**Meeting with Parent/Guardian**

<b>Attending:</b>	<b>Date:</b>
<b>Matters discussed/concerns:</b>	
<b>Agreed Actions:</b>	
<b>Review Date Agreed:</b>	
<b>Review Comments:</b>	
<b>Signature:</b> .....	

Please ensure this form is copied to the headteacher.

### An example of a Behaviour Report Card

Please note that these are issued and monitored by the Leadership Team and pupils should be encouraged to take responsibility for them and meet their behaviour targets.

**Name:** \_\_\_\_\_

Get an adult to tick the box if you have worked hard enough/behaved well enough in each session or a cross if you have not worked hard enough or behaved well enough. The adult needs to initial in the box as well.

DAY	8.55 – 10.15	Playtime	11.00 – 12.15	Lunchtime	1.15 – 3.30		School Initial	Parent Initial
Mon								
Tues								
Wed								
Thurs								
Fri								

Please return the card to Mrs Bannon each Friday.