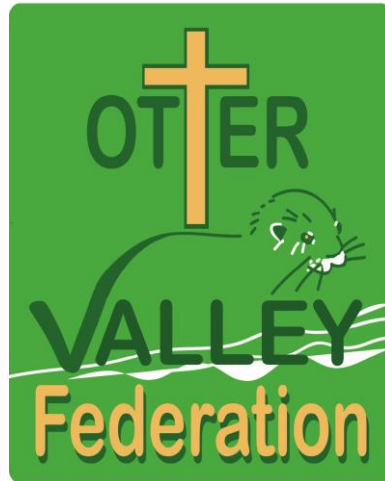


Believing and Achieving Together to be the Best We Can Be



***We aim to reflect God's love, " I have come that they
may have life, and have it to the full."
John 10:10***

***This policy has been developed and will be implemented in accordance
with the Christian vision and values of both schools.***

BEHAVIOUR POLICY

Policy dated 25th November 2012
Reviewed & Updated Spring 2018

This Policy was adopted by:

The Governing Body of The Otter Valley Federation

At Full Governing Board meeting 21st May 2018

Next Biennial review: Autumn 2020

Otter Valley Federation **Behaviour & Discipline Policy**

STATEMENT OF SAFEGUARDING CHILDREN

At Feniton and Tipton St John Primary Schools, our school community has a duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding Children and Child Protection Policy and Procedures in place, which we refer to in our prospectus. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents and carers are welcome to read these on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests.

Our Behaviour Policy underpins our Church School Vision and Values. There are also specific links with other important school policies – Equal Opportunities, Racial Equality, Health and Safety, Attendance and Special Educational Needs. It will be updated as necessary to include any new Government initiative or policy.

Vision and Values

Believing and achieving together to be the best we can be is underpinned by the wisdom of the bible and Jesus vision for us all to 'live life to the full'. In the Otter Valley Federation we recognise that every child is entitled to high quality learning and teaching experiences and to feel safe, secure and valued. We aim to provide an environment in which our children are secure and confident, irrespective of race, gender and religion, with Equal Opportunities for all. Everyone recognises the value of each individual and the importance of respecting everyone's needs. Good behaviour and discipline are essential to ensure effective teaching and learning, so that everyone can achieve their best and live life to the full.

In a Church of England school our strong Christian ethos pervades all and is underpinned by our Core Values. We encourage each other to grow positively in body, mind and spirit and take pride in the success of everyone. Where mistakes are made pupils and adults should have the opportunity to 'put things right' through restorative justice and helping the school. Fresh starts and new beginnings reflect our Church ethos. We explicitly teach about reconciliation and forgiveness through our historic links with Melanesia, biblical references and examples from the children's experiences.

How did we arrive at this policy?

We consulted with staff, parents, governors, and the children, via School and Class Councils. Governors were informed of developments through reports of the Curriculum Lead Governor.

Key Principles

Two important principles underline the overall approach to discipline at our schools.

- **Pupils have the right to learn**
- **Teachers have the right to teach**

As Church of England schools, we seek to encourage behaviour based on the Christian principles of loving God and loving one another. We also encourage self-discipline and consideration of the needs of others before our own. To these ends we incorporate the following principles of good practice. (The DfEE Circular 10/99, Social Inclusion: Pupil Support was also incorporated into outline our principles of good practice):

Setting good habits early

We strive to help our children establish regular punctual attendance and good behaviour from the start, involving and supporting parents in the process.

Early intervention

We believe in early intervention where there is poor behaviour, or unexplained absence, in order to help our children adapt to the rules and routines of school life.

Rewarding achievements

The majority of our children follow the school rules. The extensive use of positive reinforcement to congratulate and encourage good behaviour and attendance is important in maintaining their motivation and positive self-esteem.

Behaviour management

We work as a team, in close liaison with outside agencies in dealing with children with behaviour problems. Staff support each other through offering advice on strategies and through giving respite to the teacher and class for short periods of time.

Working with parents

If we are to be successful in supporting a child to improve his/her behaviour, we have to work in partnership with parents. This is only effective if both parties communicate on a regular basis, keeping each other informed of any issues.

Involving pupils

We encourage our children to be responsible for their actions and to play a part in setting themselves targets for improving their behaviour.

Commitment to equal opportunities

We are committed to equality of opportunity for all our children, irrespective of race, gender, religion or disability. The effectiveness of our policy is monitored, and any issues dealt with immediately.

Identifying underlying causes

We work closely with parents and outside agencies in identifying any underlying causes for a child's behaviour difficulties.

The following points, based on research findings in schools where discipline is exceptionally good are also worth noting:

1. Positive reinforcement of good behaviour is very effective.
2. Prevention is better than cure. Good relationships and good organisation matter.
3. It is important to "get involved" – to chat to children around the school and be a good listener. Children are more likely to behave well if they have good relationships with adults.
4. The modelling of correct behaviour is beneficial
5. It is necessary to have rules and policies well understood by everyone – teachers, other adults in school, children and parents. **Consistency of approach across the school is important.**

Through the success of our discipline policy we aim to:

- Create a calm, purposeful, safe and happy learning environment.
- Foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- Create an atmosphere of mutual respect in which reflection, reconciliation and forgiveness are encouraged.
- We encourage pupils to take responsibility for their own behaviour and actions.
- Create a consistent approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing firm boundaries for unacceptable behaviour.
- Work in partnership with parents in dealing with any behaviour issues.
- Lead by example in the way that we treat each other and the children in our care.

In order to achieve these aims:

Staff:

We recognise the crucial role of adults in supporting children as they work to resolve conflict. Issues likely to affect a child's behaviour are shared with adults as appropriate.

As many different adults work in the school, it is vital that a **consistent** pattern is applied.

- Follow the hierarchy of rewards and sanctions.
- Make children aware of appropriate behaviour in all situations.
- Use adherence to the School Rules as a measure of good behaviour (see below)
- Be aware of all children's behaviour in class and around school and on educational visits, dealing with every incident appropriately, giving mutual support to colleagues.
- Work in partnership with parents in dealing with any behaviour issue.
- Refer incidents of violent behaviour and swearing to the Executive Headteacher / Head of School.
- Inform parents of the *victim and perpetrator*, as soon as possible, that an incident has occurred and that it has been dealt with/will be dealt with.
- Act as a role model for desired behaviour, treating all adults and children with respect.

- Focus on good behaviour and positive reinforcement to raise self-esteem, giving praise for good behaviour and achievements and trying to encourage a positive environment leading to successful social development.
- Display the School/Class Rules clearly and mention them frequently.
- Be punctual in collecting classes.
- Escort his/her class around school, ensuring all children are monitored – stop the children at regular intervals.
- Ensure children are never left unattended.
- Create a calm working atmosphere in the classroom, with access to resources and with well-established routines for clearing up, collecting equipment, changing activities etc.
- Ensure that each child has work appropriate to his/her level of ability.
- Deal with problems calmly, waiting for the child to calm down if necessary.
- Be as consistent and fair as possible in the use of rules and sanctions, taking into account each individual child's needs.
- Work closely with senior managers and outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties.
- During acts of worship, teachers must lead their class into the hall. Children should not talk as they enter/leave the hall or during the act of worship unless invited to do so.
- Remind children that they are representatives of the school when they are on their way to and from school and on school trips.
- Ensure staff expectations of children are the same outside of school as they are in school.
- If a child misbehaves on an educational visit, then sanctions below will be applied, based on what the lead teacher deems to be appropriate in the situation.

Pupils should:

- Co-operate readily with all school staff and their peers.
- Consider and take guidance from the values of the school.
- Follow the rules set by the class and wider school community.

Parents are invited to:

- Support the schools of rewards and sanctions.
- Help the children understand the rules and the need for them in an ordered society.
- Work in partnership with the school to promote high standards of behaviour at all times.
- Ensure their child attends school regularly/punctually and notify the school of reasons for absence.

Parents are entitled to:

- Regular information from and consultation with the school about their child's progress and behaviour.
- Clear guidelines and expectations about children's behaviour in school.
- Early notification of any problems with their child's behaviour and opportunities to help the school address any behaviour problems

Please See Appendices F1 (Feniton) and T1 (Tipton) for school specific approaches:

Strategies to Support Inclusion

We have a range of support mechanisms to help the inclusion of pupils with emotional/behavioural difficulties and enable their access to the National Curriculum and wider school life. These strategies are over and above the strategies that are used for the majority of pupils and are coordinated by the school's SENDCO or Head of School.

For some children behavioural target setting will form a part of their Individual Education Plan.

Nurture group (1 x a week for an identified group of children, dependent on the funding).

Close liaison with the Primary Behaviour Support Team could be required, who support pupil through:

- Observing pupils and advising on new teaching strategies
- Supporting IEP's
- THRIVE
- Play therapy
- Circle time
- Anger management strategies
- Class profiles - looking at a child's behaviour in relation to the rest of the class
- Team building
- Drop-in advice sessions with staff
- SEN referral – IEP formulated and strategies to support
- Educational Psychologist referral
- Pastoral Support Plan – an improvement plan to support children at risk of exclusion
- Regular meetings with parents
- Referral to Sutton Family Centre
- Referral to CAMHS (Child and Adolescent Mental Health Service)
- Individual Behaviour Contracts

Fixed Term & Permanent Exclusions

Should the federation have to consider a fixed term or permanent exclusion we follow the DCC Education Inclusion Service Procedure. Details can be found here:

<https://new.devon.gov.uk/educationandfamilies/school-information/school-attendance/education-inclusion-service>

Our aim is to demonstrate the love of God to children both in the good times and when things become difficult.

General Guidelines

Our policy for encouraging good behaviour depends on honest, caring and trusting relationships. We want, actively seek, and openly praise good behaviour. We believe children need clear boundaries and definite guidelines showing what is acceptable and what is not. These need to be taught.

We recognise that home and school may have different expectations. However, our expected standards of behaviour apply to all children equally within our school whatever their background. We try to overcome any problems in a positive and open way, working closely with the child and parents.

To ensure standards of good behaviour we follow these guidelines:

Responsibility

We encourage pupils to take responsibility for their own behaviour and actions. To do this we teach and discuss what is appropriate in different situations and relationships. We also consider how other people might feel in response to our actions and we discuss how we might apply what Jesus taught to specific situations.

We help children to understand that they have choices for their behaviour and that they choose to act in a particular way.

We sometimes help children to analyse their behaviour by using a Think Sheet, encouraging them to think about what they have done and why, and the consequences of that behaviour.

We encourage pupils to sort out their own conflicts by expressing their feelings, listening to others and resolving difficult situations by being assertive, without resorting to violence, swearing or abuse.

We use Circle Time to help children explore difficult situations and to find solutions in an atmosphere of co-operation and trust.

We recognise the crucial role of adults in supporting children as they work to resolve conflict Issues likely to affect a child's behaviour. When necessary problems are shared with other adults as appropriate.

Expectations

Expectations of behaviour ("rules") need to be adapted to meet the needs of the children in the class. These will differ from class to class and from year to year, and are regularly negotiated.

Expectations of behaviour outdoors are developed in Family Groups every two years as part of the PSHE programme.

Target Setting and Reflection

For some children behavioural target setting will form a part of their Individual Education Plan.

Positive Reinforcement

We prefer to ensure good behaviour by reinforcing good examples of it and by creating an ethos where each child feels valued. This is achieved in the following ways:

Praise is at the heart of building self-esteem. A child with good self-esteem is more likely to be well behaved. Praise can contribute to an atmosphere of warm, positive acceptance for the recipients and to good role modelling for others. We endeavour to praise all that is worthy of it, both work and behaviour, knowing that praise statements are very effective in reinforcing desirable behaviour. We try to be specific

about what is being praised. Just saying "Well done," or "Good," does not inform the child as to the particular behaviour that is being reinforced.

A full praise statement contains six elements:

- i) praise
- ii) the child's name
- iii) reference to the behaviour which is being praised
- iv) some feedback of the degree of success or the frequency of an appropriate behaviour
- v) a motivational challenge
- vi) specification of the consequences of maintaining the appropriate behaviour

e.g.

Well done Sam, you have waited patiently twice today
(praise) (name) (reference to rule) (frequency)

and if you can remember this rule again the next time you have to wait,
motivational challenge

I will tell your Mum how pleased I am.
consequence

Rewards are used in a manner that highlights what was good about a child's behaviour and how that influenced the child's attainment. They occur naturally and frequently throughout the school through:

- praise
- smiles
- attention
- special tasks and responsibilities
- frequent marking of work
- sharing work together
- showing others their good work
 - a) within the class
 - b) to another class
 - c) in assembly
- positive feedback to parents (verbal and written)

Role Models

Role Models have already been mentioned with regard to well-behaved children. Adults in the school have a responsibility to treat all people fairly and with courtesy and respect, and this is discussed with the children in PSHE. Good relationships between staff and parents enable children to see the key adults in their lives working together.

MONITORING, EVALUATION AND REVIEW

The school will review this policy every two years and assess its implementation and effectiveness. This policy will be promoted and implemented throughout the school.

This Policy should be read in conjunction with the following

- Child Protection & Safeguarding Policy
- Intimate Care
- Administration of Medicines
- Anti-bullying
- Attendance
- Local Health & Safety Policy
- Educational Visits
- Code of Conduct for Staff
- Whistle Blowing
- Safe Touch Policy
- Complaints Policy
- Complaints Policy Appendix 4

[Behaviour Appendix F1](#)



SCHOOL GOLDEN RULES

These 3 Golden Rules have been agreed by governors and children. We follow them and refer to them when discussing behaviour.

Following consultation with staff, the school will follow these rules, using them when dealing with all issues relating to

1. Treat people the way you would like

to be treated.

(Keep your hands, feet and cruel words to yourself)

2. Follow instructions and rules first time.

3. Always try your best

Classroom rules:

It is important that the children are involved in drawing up the rules for the classroom with guidance from the teacher. These rules should result from a discussion about our School Golden Rules and should be displayed in the classroom, frequently commented upon, reinforced and, where necessary, revised. 4-6 class rules are encouraged.

Examples of such rules:

Listening rules:

- Stop what you are doing, turn and face the teacher to show that you are listening.
- When we are listening we do not interrupt.
- Only one person speaks at a time.

Speaking rules:

- Put your hand up when you want to speak.
- Speak politely to everyone without shouting.
- We always remember to say please and thank you.

Working rules:

- We work without talking when the teacher tells us to.
- We do our best work.
- We do not spoil anybody's work.
- We give our work in for marking.
- We bring in homework on the right day.

Caring for people rules:

- We help each other to work sensibly.
- New children have a special 'friend' when they arrive.
- No-one is allowed to hurt anyone – we keep our hands and feet to ourselves.
- We open doors and stand aside for adults.

- We help adults in the school.
- We ask permission to borrow things.
- When we find property or money we tell the teacher.

Caring for the Environment rules:

- We look after and return equipment to its right place.
- We keep our tables, chairs, bookcases and floor tidy.
- We keep the playground and field free from litter.
- We look after our gardens, shrubs and trees.
- We keep our classroom tidy.
- We keep our cloakroom tidy.

Playground rules:

- At the whistle we stand still and look at the duty teacher who calls the classes to walk sensibly into school.
- Speak politely at all times without answering back.
- No leaving the playground without permission.
- Ensure that no-one is hurt and no rough play.
- Play sensibly and allow others to do so too.

Dining Hall rules:

- Be polite (remember 'please' and 'thank you' to cooks and helpers).
- Use a whisper voice to partners.
- Sit on your chair properly.
- Eat politely (not speaking with your mouth full).
- Leave your space (table, chair and floor) clean and tidy.

Class Rewards

In addition to awarding individual house points and the children receiving Golden Time, class rewards are awarded when a whole class show team spirit and a sense of working together to achieve their goals. These rewards can be achieved across a half term/term and a reward is then chosen by the children. Examples of class reward systems include:

- A link in a paper chain each time a rule is observed
- Marbles in a jar etc.

Early Years

Little Explorers and Reception Rangers are not involved in Golden Time, but support the school's rules to encourage good behaviour. If necessary, children who are unable to behave appropriately are given 'time out' - i.e. removed from an activity, sitting apart from the others for a period of time. Pre-school staff work very closely with parents and outside agencies in dealing with children who may be experiencing difficulties.

Rewards for Appropriate Behaviour

The majority of our children behave well and are a credit to themselves, their parents and the school.

Rewards include

- Verbal praise; body language (smile, thumbs-up, nod) – specific to the child and directed to a rule; House points; Golden Time.
- Mixed ability team points; stickers; star of the day/ special person of the week; stamps; certificates; whole class awards e.g. marble in the jar; extra playtime.
- Celebrations assembly; MTA'S stickers; Executive Headteacher and Head of School stickers.
- Headteacher HEART awards;
- Parent/teacher consultation – positive comments and report on targets; end of year reports - recognising good behaviour and attitude to school.

Golden Time at Feniton Church of England Primary School

Aims of Golden Time

- To reward all children for keeping the School Rules.
- To develop a consistency of expectations throughout the school.
- To motivate all children.
- Each class has a 'Golden Minutes' chart.
- Children lose minutes of Golden Time for breaking a School Rule.
- Before a minute/s is/are taken away the children are reminded of the rule that they are breaking and given a chance to stop by being given a warning.

Details

Golden Time operates from Year 1 to Y6 and is organised appropriate to the age of the children.

Golden Time is for a maximum of 30 minutes

Sanctions for Inappropriate Behaviour

Each class has an incident book which is kept by the class teacher and records significant incidents of misbehaviour. This book is passed up through the school with the class.

Where poor behaviour occurs the school has clear Codes of Conduct and sanctions to be implemented:

Classroom Sanctions

Level 1 – a warning

Level 2 – lose Golden Time

Level 3 – stay behind after class (in playtime)

Level 4 – time out (go to another room) – (internal withdrawal)

Level 5 – go to the Head of School

Level 6 –Meeting with parents
Repeated misconduct: To **consider** EXCLUSION

A child will immediately move to Level 5 for incidents of violent / dangerous behaviour or incidents judged as serious misbehaviour by a member of staff. A warning may not be given in these circumstances.

Swearing is considered by teachers and governors to be particularly offensive, and so the use of sanctions is shortened in this case beginning at Level 2. A repeated offence will begin at Level 5.

Guidance on Internal Withdrawal

Children who need time out from class (internal withdrawal) must be accompanied by an adult and handed over directly to the teacher/responsible adult. At the end of the time out, this child must be accompanied back to their class teacher. The duration of withdrawal will be one lesson. Longer withdrawal must be agreed with the Head of School and parents must be informed of this longer withdrawal at the end of the day. If the withdrawal is to continue the following day, parents and child must be aware of this decision. For longer withdrawals of more than one lesson, teachers must sign the Internal Withdrawal Responsibility Check. (See Appendix 2)

Teachers should arrange for the child to have a playtime, this may be at the normal time, but the child is not allowed to play with their peers or a separate time will be arranged when the child can be supervised by a responsible adult.

Children should eat their lunch in the hall, separate from their peers.

Playground, Dining Hall & Field Sanctions

Level 1 – a warning

Level 2 – time out – 2 minutes

Level 3 – time out – five more minutes

Level 4 – go to Head of School

Level 5 – letter home

Repeated misconduct: Suspension from playground and will be supervised by the First Aider in the Practical Area or by the Head of School.

A child will immediately move to Level 4 for incidents of violent behaviour, use of bad language witnessed by the adult or incidents judged as serious misbehaviour by a member of staff. A warning may not be given in these circumstances.

Teachers and support staff should never engage in an argument with pupils, but remain calmly focused on the LEVEL and the instruction. Any further disobedience leads to a higher Level. Remain detached!

All adults play a vital role in shaping behaviour. Where discipline is firm, fair and consistent pupils quickly learn what is acceptable and what is not tolerated anywhere and with everyone in the school. Behaviour is monitored in the first instance by the class teacher. Where repeated and/or more serious issues arise the SENCO, Head of School and Executive Headteacher should be consulted. School procedures for securing good behaviour (e.g. anti-bullying, Home/School Agreements) can be employed, as appropriate.

Identified unacceptable behaviours leading to an immediate notification of Head Of School and Executive Head.

Description of unacceptable behaviour:	Sanction:	Sanction
Refusal – <i>note that where a child is clearly stressed and not managing themselves a refusal will not have deemed to have occurred.</i>	Withdrawal from class or playground	Clear warning – repeat = ½ a day
Disruption to learning - <i>note that where a child is clearly stressed and not managing themselves a refusal will not have deemed to have occurred. However – deliberate significant disruption will be sanctioned.</i>	Withdrawal from class or playground	Clear warning – repeat = ½ a day
Unprovoked unkindness to peers	Withdrawal from class or playground	Clear warning – repeat = ½ a day
Unprovoked rudeness to staff	Withdrawal from class or playground. Repetition within ½ a term: Exclusion (Fixed term.)	½ a day
Unprovoked bad language to pupils or staff.	Withdrawal from class or playground. Repetition within ½ a term: Exclusion (Fixed term.)	½ a day
Unprovoked threatening behaviour to pupils or staff.	Withdrawal from class or playground – repetition within ½ a term: Exclusion (Fixed term.)	½ a day
Unprovoked violence to pupils or staff.	Exclusion (Fixed term.)	2 day
Provoked unkindness to peers – circumstances must be carefully established and proven.	Withdrawal from class or playground – repetition within ½ a term: 1 day withdrawal.	Clear warning – repeat = ½ a day
Provoked bad language– circumstances must be carefully established and proven.	Withdrawal from class or playground – repetition within ½ a term: 1 day withdrawal.	Clear warning – repeat = ½ a day
Provoked threatening behaviour – circumstances must be carefully established and proven.	Withdrawal from class or playground – repetition within ½ a term: 1 day withdrawal. from class or playground	½ a day
Lying	Withdrawal from class or playground – repetition within ½ a term: 1 day withdrawal. from class or playground	Clear warning – repeat = ½ a day
Deliberate damage to school or others’ work or property.	Withdrawal from class or playground – repetition within ½ a term: 1 day withdrawal. from class or playground	Dependant on damage – minimum loss of playtime – maximum

		at the discretion of SMT
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- When ever an incident described above occurs parents will usually be informed either immediately or at the end of the day. Where this does not happen staff will ensure that parents are informed as quickly as possible.
- We recognise that **very young children** do find it hard to manage their behaviours. The SMT will discuss the circumstances with parents if any of the above occur and explain what will happen as a result. There is likely to be some flexibility with regard to sanctions initially.
- The school understands that some children find it very hard to manage behaviours. Where this is the case we will provide extra support but cannot accept a continuation of behaviour deemed to be unacceptable.
- No sanction will be applied without first informing parents of the event and establishing beyond doubt that the incident took place and that the identified child was responsible.
- In any case where the above behaviours are **highlighted in grey** in the table, parents will be informed and required to come into school as soon as possible in order to support staff and witness the management of the event.
- Where a child continues to exhibit the behaviours noted above the school will ask for advice from outside agencies, develop a behaviour care plan and instigate an individual behaviour plan. (IBP)
- **Repetition of unacceptable behaviour will result in a cumulative increase in sanction.**

[Appendix T1](#)



The Purple Book

All adults in school are encouraged to look for opportunities to celebrate good behaviour. Any examples of good behaviour may be written by any adult in school in a “Celebrations” book. This is kept in the office and names of children and the examples of behaviour to be celebrated will be read out each Friday during Assembly.

Lessons and play times that are interesting, relevant and stimulating are more likely to have a positive behavioural response. We aim to provide opportunities for all children to achieve success in academic and non-academic areas.

A new day – a new start

We try not to “let the sun go down” (Ephesians 4:26) on each day without resolving any difficulties during that day. Each new day begins as a fresh start where the previous day’s problems do not colour the new day, although behavioural challenges may be carried forward.

Sanctions for Inappropriate Behaviour

Each class has a chronology file that is kept by the class teacher and records significant incidents of misbehaviour and other information including discussion with parents and creation of a concerns purple form. This information is passed up through the school with the class.

Where poor behaviour occurs, the school has clear Codes of Conduct and sanctions to be implemented:

Classroom Sanctions

Level 1 – a warning

Level 2 – lose Golden Time

Level 3 – stay behind after class (in playtime)

Level 4 – time out (go to another room) – (internal withdrawal)

Level 5 – go to the Head of School

Level 6 –Meeting with parents

Repeated misconduct: To **consider** EXCLUSION

A child will immediately move to Level 5 for incidents of violent / dangerous behaviour or incidents judged as serious misbehaviour by a member of staff. A warning may not be given in these circumstances.

Swearing is considered by teachers and governors to be particularly offensive, and so the use of sanctions is shortened in this case beginning at Level 2. A repeated offence will begin at Level 5.

Guidance on Internal Withdrawal

Children who need time out from class (internal withdrawal) must be accompanied by an adult and handed over directly to the teacher/responsible adult. At the end of the time out, this child must be accompanied back to their class teacher.

The duration of withdrawal will be one lesson. Longer withdrawal must be agreed with the Head of School and parents must be informed of this longer withdrawal at the end of the day.

If the withdrawal is to continue the following day, parents and child must be aware of this decision. For longer withdrawals of more than one lesson, teachers must sign the Internal Withdrawal Responsibility Check. (Held at the front of the chronology file.) (See Appendix 2)

Teachers should arrange for the child to have a playtime, this may be at the normal time, but the child is not allowed to play with their peers or a separate time will be arranged when the child can be supervised by a responsible adult.

Children should eat their lunch separate from their peers.

Playground & Dining Hall Sanctions

Level 1 – a warning

Level 2 – time out – 2 minutes

Level 3 – time out – five more minutes

Level 4 – go to Head of School

Level 5 – letter home

Repeated misconduct: Suspension from playground and will be supervised by the teacher on duty outside the staff room or by the Head of School.

A child will immediately move to Level 4 for incidents of violent behaviour, use of bad language witnessed by the adult or incidents judged as serious misbehaviour by a member of staff. A warning may not be given in these circumstances.

A child will immediately move to Level 4 for incidents of violent behaviour or incidents judged as serious misbehaviour by a member of staff. A warning may not be given in these circumstances.

Teachers and support staff should never engage in an argument with pupils, but remain calmly focused on the LEVEL and the instruction. Any further disobedience leads to a higher Level. Remain detached!

All adults play a vital role in shaping behaviour. Where discipline is firm, fair and consistent pupils quickly learn what is acceptable and what is not tolerated anywhere and with everyone in the school.

Behaviour is monitored in the first instance by the class teacher. Where repeated and/or more serious issues arise the SENCO, Deputy and Headteacher should be consulted. School procedures for securing good behaviour (e.g. anti-bullying, Home/School Agreements) can be employed, as appropriate.

Staff Support

Behaviour management can be hard work. Our staff meet informally most lunchtimes and frequently discuss children. The regular staff meetings address behavioural issues to help us better support each other with advice and sustain a consistent approach.

Professional development has included Team Teach training and THRIVE, supporting staff in positive handling and introducing an extra “layer” of staff expertise in managing children with behavioural difficulties. We have also had training from behaviour support and guidance on how to help children who have attachment issues.

Identified unacceptable behaviours leading to an immediate notification of Head Of School and Executive Head.

Description of unacceptable behaviour:	Sanction:	Sanction
Refusal – <i>note that where a child is clearly stressed and not managing themselves a refusal will not have deemed to have occurred.</i>	Withdrawal from class or playground	Clear warning – repeat = ½ a day
Disruption to learning - <i>note that where a child is clearly stressed and not managing themselves a refusal will not have deemed to have occurred. However – deliberate significant disruption will be sanctioned.</i>	Withdrawal from class or playground	Clear warning – repeat = ½ a day
Unprovoked unkindness to peers	Withdrawal from class or playground	Clear warning – repeat = ½ a day
Unprovoked rudeness to staff	Withdrawal from class or playground. Repetition within ½ a term: Exclusion (Fixed term.)	½ a day
Unprovoked bad language to pupils or staff.	Withdrawal from class or playground. Repetition within ½ a term: Exclusion (Fixed term.)	½ a day
Unprovoked threatening behaviour to pupils or staff.	Withdrawal from class or playground – repetition within ½ a term: Exclusion (Fixed term.)	½ a day
Unprovoked violence to pupils or staff.	Exclusion (Fixed term.)	2 day
Provoked unkindness to peers – circumstances must be carefully established and proven.	Withdrawal from class or playground – repetition within ½ a term: 1 day withdrawal.	Clear warning – repeat = ½ a day
Provoked bad language– circumstances must be carefully established and proven.	Withdrawal from class or playground – repetition within ½ a term: 1 day withdrawal.	Clear warning – repeat = ½ a day
Provoked threatening behaviour – circumstances must be carefully established and proven.	Withdrawal from class or playground – repetition within ½ a term: 1 day withdrawal. from class or playground	½ a day

Lying	Withdrawal from class or playground – repetition within ½ a term: 1 day withdrawal. from class or playground	Clear warning – repeat = ½ a day
Deliberate damage to school or others' work or property.	Withdrawal from class or playground – repetition within ½ a term: 1 day withdrawal. from class or playground	Dependant on damage – minimum loss of playtime – maximum at the discretion of SMT

- When ever an incident described above occurs parents will usually be informed either immediately or at the end of the day. Where this does not happen staff will ensure that parents are informed as quickly as possible.
- We recognise that **very young children** do find it hard to manage their behaviours. The SMT will discuss the circumstances with parents if any of the above occur and explain what will happen as a result. There is likely to be some flexibility with regard to sanctions initially.
- The school understands that some children find it very hard to manage behaviours. Where this is the case we will provide extra support but cannot accept a continuation of behaviour deemed to be unacceptable.
- No sanction will be applied without first informing parents of the event and establishing beyond doubt that the incident took place and that the identified child was responsible.
- In any case where the above behaviours are **highlighted in grey** in the table, parents will be informed and required to come into school as soon as possible in order to support staff and witness the management of the event.
- Where a child continues to exhibit the behaviours noted above the school will ask for advice from outside agencies, develop a behaviour care plan and instigate an individual behaviour plan. (IBP)
- **Repetition of unacceptable behaviour will result in a cumulative increase in sanction.**