

Colham Manor



Primary School

BEHAVIOUR AND DISCIPLINE POLICY

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Signed:

Date:

BEHAVIOUR AND DISCIPLINE POLICY

Beliefs about Behaviour

At Colham Manor Primary School, we believe that everyone has the right to be treated equally and with respect. Every member of the school community has the right to work and learn in a calm, supportive and safe environment.

We value achievements of every kind - academic and non-academic.

We expect consideration to be given to both the feelings and property of other people. We believe home-school links are valuable and actively encourage dialogue between parents and staff.

This policy provides a framework for the creation of a happy, secure and orderly environment in which pupils can learn and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it fairly and consistently.

Aims

- ❖ To underpin our school values.
- ❖ To support a consistent approach in managing pupil behaviour.
- ❖ To promote self-esteem, self discipline, proper regard for authority and positive relationships based on mutual respect.
- ❖ To promote early intervention.
- ❖ To encourage positive relations with parents and carers to involve them with implementation of the school's policies and procedures.
- ❖ To provide a safe environment free from disruption, violence, bullying and any form of harassment.
- ❖ To clarify behavioural expectations enabling pupils to become positive, responsible and increasingly independent members of the school.
- ❖ To prepare pupils for citizenship.
 - Develop a positive and co-operative attitude towards work and towards their role in the school community
 - Achieve as much as possible in terms of self esteem, academic progress and aesthetic appreciation
 - Take a pride and responsible interest in caring for their environment

Our objectives for behaviour management are that:

- The school rules are clearly appreciated and positively encouraged
- Each pupil is aware of the discipline procedures in the event of unwanted behaviour
- That the organisation and administration of the school is conducive to a calm, orderly environment which promotes effective teaching and learning
- Resources and movement within the classroom areas are organised in such a way as to promote an effective teaching and learning environment
- The school offers a curriculum that both challenges yet caters for the needs of all pupils
- The personal/family difficulties of individual pupils are recognised and considered in relation to behaviour
- The class teacher adopts a variety of strategies which enable all pupils to develop according to their abilities and to develop feelings of self worth
- Parental involvement is positively encouraged at all levels
- The well-being of the majority is the ultimate consideration.

The responsibility for effective behaviour management within Colham Manor Primary School lies with all members of the school community. Whilst there is a clear line of referral, all staff must ensure that best behaviour is expected and displayed at all times and in all places.

This can best be achieved by:

- Fostering an atmosphere in which all pupils and adults are treated as individuals, and in which their rights, values and beliefs are acknowledged
- Promoting good relationships and a sense of belonging to the school community
- Providing a well-ordered environment in which all are fully aware of behavioural expectations
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and reinforcing good relationships, wanted behaviours and high standards of work
- Rejecting all behaviours involving bullying, racism or sexual harassment
- Helping to develop strategies to eliminate unwanted behaviour both within and outside the classroom, and applying these consistently
- Caring for, and taking a pride in, the physical environment of the school. This means providing an interesting, stimulating environment which is clean, tidy, and generally well-maintained.
- Working as a team, supporting and encouraging one another.

Code of Conduct

Colham Manor Primary values are:

- ❖ Determination to achieve
- ❖ Kindness and honesty
- ❖ Respect for others, ourselves and our world
- ❖ Developing team work
- ❖ Using good manners

This means we expect everyone in school to:

- ❖ Follow instructions and be silent when required. Acceptable noise levels should be maintained at other times and everyone should walk calmly and quietly about the school on the left handside.

Teachers work towards the school's aims by:

- Providing both a welcoming and stimulating environment and a challenging and enriching curriculum designed to enable all pupils to reach the highest standards of personal achievement
- Recognising the needs of each individual pupil and supporting them in their identified needs
- Enabling pupils to take increasing responsibility for their own learning and conduct
- Ensuring that learning is progressive and continuous
- Being good role models – punctual, well-prepared and organised
- Taking quick, firm action to prevent one pupil inhibiting another's progress
- Providing opportunities for pupils to discuss appropriate behaviour
- Working collaboratively with a shared philosophy and commonality of practice.

Pupils work towards the school's aims by taking increasing responsibility for:

- Attending school regularly
- Being punctual and ready to begin lessons on time
- Being organised – bringing necessary kit, taking letters home promptly, returning books on time
- Contributing to the development of the school's values
- Their school environment and for their own learning and behaviour.

The role of Parents and carers

Parents and carers will take responsibility for the behaviour of their child both inside and outside of school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour. Parents are encouraged to take an active interest in their child's learning and to be themselves good role models by being punctual, organised and demonstrating acceptable social behaviour

Parents will have the opportunity to raise with the school any issues arising from the operation of the policy. Parents / carers and pupils sign the home school agreement annually which they must adhere to

The role of the Learning Mentor and Key Workers

The role of the Learning Mentor and key Workers is to support any pupils / family where there are barriers to learning. Contact must first be made with the child's class teacher who may ask either the key workers or the Learning Mentor to support the child with specific areas of school life.

The role of the Inclusion Leader

The Inclusion Leader will offer support for staff on the subject of behaviour. Teachers can discuss informally strategies and also through the raising the Concern form (RTC). They will meet with and offer meetings with parents where a pupil is having difficulties with behaviour.

If it is considered that support from an external agency is appropriate, the Inclusion Leader will oversee any referral and subsequent support, discussing this first with parents.

The Inclusion Leader will be responsible for setting of PSP (Pastoral Support Plan) that may be required for individual pupils.

REWARDS (See behaviour plan)

Wherever possible we aim to have a positive approach, and to notice and reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. Staff use a variety of rewards to promote good behaviour.

- ❖ Teachers use assertive discipline strategies whenever possible to reward good behaviour and achievement.
- ❖ The curriculum is designed to challenge and engage every pupil, therefore this provides opportunities for all pupils to succeed.
- ❖ Reward stickers, green cards (years 3 to 6) and the green card system (years R-2) are given to pupils by teachers for special recognition in class for good work, effort and behaviour. These are awarded by any member of staff. (See plan)
- ❖ Each week an Achievement Assembly celebrates efforts and achievement throughout the school. Pupils are selected to be awarded and Achievement Certificates and a display of achievements are displayed near the reception area.
- ❖ Pupils rewarded during achievement Assembly are noted in the school newsletter.
- ❖ In Key Stage 1 and Reception Friday afternoon is 'Fun Friday' children 'on green' are rewarded with activities across the key stage such as dancing, drawing, drama.
- ❖ In Key Stage 2. Green cards are exchanged for bronze, silver and gold awards.
 - Bronze = 10 green cards
 - Silver = 20 green cards
 - Gold = 30 green cards

Rewards are given in the form of a certificate presented in achievement assembly.

SANCTIONS (see amber warnings and sanction room)

We believe pupils feel secure when they are aware of the boundaries of acceptable behaviour. They are taught that they must not hurt themselves or others and should respect adults. We believe that discipline is most effective when applied fairly and calmly.

We believe that pupils understand that there will be a consequence if the rules are not adhered to. Any consequence should be applied as closely as possible to the misdemeanour. If possible the sanction should be linked to the problem.

There should be a graduated use of sanctions, depending on the misdemeanour and frequency that the pupil has broken the school rules.

Within class sanctions

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time and around the school. The class teacher may also contact parents/carers if there are concerns about the behaviour or welfare of a pupil.

Generally teachers will discipline pupils themselves. A range of sanctions are used by staff:

Verbal reprimand

Moving seats

Finishing off work at playtime

Use of identified sanctions in the behaviour plan in KS2 or moving to amber, red in KS1.

Sanctions involving other members of staff

For pupils who misbehave consistently, or for serious incidents, (see red card behaviours) staff will need to involve their year group leader, or a member of the SLT (Senior Leadership Team).

A range of sanctions may be used by the SLT:

Monitoring behaviour by a report system

Loss of privilege and the setting of appropriate work

Parents may be asked to remove their pupil at lunchtime

Seclusion – pupil removed to have no contact with their peers, supervised out of the normal classroom environment.

Fixed term Exclusion - notification to be given to parents (only Headteacher / Acting Headteacher can authorise)

Permanent Exclusion - notification to be given to parents (only Headteacher / Acting Headteacher can authorise)

Parents will be kept fully informed if a behaviour problem exists.

Outside Agencies

If difficulties persist, the advice of outside agencies will be sought. Exclusion from school is to be avoided if possible, but may be effective for serious misdemeanours.

Playtime sanctions.

Teachers and TAs are on playground duty during first break and any misdemeanours or grievances should be reported to someone on duty at the time. They may issue a verbal warning, time out, instruct to play in another area or not use certain equipment.

During lunchtime staff are on duty and follow the "Lunchtime guidance – behaviour issues – policy in practice" and "Anger management – policy in practice"

Restraint

All members of staff are aware of the regulations regarding the use of force by teachers as set out by DFE. Staff only intervene physically to restrain pupils or to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of pupils. Any actions should be taken only if necessary and should be reasonable and appropriate to the situation.

All staff should make themselves familiar with the policy on 'Physical Intervention'.

ONLY THOSE STAFF WHO HAVE HAD THE APPROPRIATE TRAINING (TEAM TEACH POSITIVE HANDLING) SHOULD ATTEMPT TO PHYSICALLY RESTRAIN A PUPIL. A LIST OF THOSE STAFF TRAINED TO CARRY OUT THIS ACTION IS CONTAINED IN THE SCHOOL OFFICE.

Headteacher / Deputy Head Action.

- ❖ Make clear to all pupils they will assist in supporting a pupil's efforts to exercise self-control.
- ❖ If a problem persists the Headteacher will contact the parents to let them know what they have found out and what is being done about it.
- ❖ Only the headteacher (or acting head) has the authority to exclude a pupil from school. It is possible for the headteacher to convert fixed term exclusions into a permanent exclusion if the circumstances warrant this.
- ❖ Pastoral Support Plans may be implemented to support pupils who display challenging behaviour.
- ❖ If a pupil is excluded their parents are informed giving reasons for the exclusion. Parents / carers, if they wish, can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- ❖ The headteacher informs the LA and governing body about any exclusion from the school – fixed term or permanent.
- ❖ The Governing body itself cannot either exclude a pupil or extend the period of exclusion made by the headteacher.
- ❖ The Governing body will convene a discipline committee, which considers any exclusion appeals on behalf of the governors.

The ultimate sanction of permanent exclusion is only used in exceptional circumstances, where there has been an extremely serious incident or where there has been a long series of misdemeanours. It is only considered when there is a threat to the provision of efficient education, or the safety and welfare of the pupils, where school rules have been persistently broken or where physical or verbal violence is offered to staff.

The actions of fixed term or permanent exclusion are only taken after the school governors have been notified and in full compliance of the document 'Exclusion from maintained schools, academies and pupil referral units in England (September 2012, updated February 2015).

Other Policies

This policy should be read in conjunction with the following policies:

- Child protection policy
- Policy for physical intervention
- Inclusion policy

This policy is reviewed regularly by the Senior Leadership Team and changes made are then presented to the Governing Body.

Copies of the policy can be found on the school website www.colhammanorprimary.com

Copies can also be obtained on the parents' section of 'Fronter' or requested from the school office.

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Anti-bullying statement.

What is bullying?

Bullying is different from unacceptable forms of aggression in that it involves the dominance of one pupil by another or a group of others; it is premeditated and usually forms a pattern of behaviour rather than an isolated incident. In bullying there is a wilful, conscious desire to hurt another and put him or her under stress.

This hurt could be from **physical, verbal** and /or **emotional abuse**.

Physical abuse can take the form of persistent pushing, punching, striking, hitting, biting, spitting and such like. It can also vary in severity from mild blows to the body, to an outright assault.

Verbal abuse can be seen as offensive and / or insulting remarks directed to another person or their friends or family. Verbal abuse takes the form of persistent name calling, teasing, taunting and verbal threats.

Psychological or emotional abuse includes intimidation, extortion, exclusion of pupil from a friendship group or game, teasing, racial harassment, sexual harassment, taunting and verbal threats.

Pupils will need to be reassured that the matter is being dealt with sensitively and that both parties will be given support.

Abuse as described above in the form of use of technologies is also recognised by the school as bullying. Pupils are educated on the dangers of using new technologies and the need to report inappropriate situations if they arise.

For further guidance on the appropriate use of technologies, reference should be made to the school's E-Safety Policy.

Principles for adults in school

It is the responsibility of all adults to:

- ❖ REJECT BULLYING in all its forms.
- ❖ Treat seriously and follow up every report or allegation of bullying.
- ❖ Make the school a pleasant place to be in, where pupils can feel safe and able to tell adults when something is worrying them or has happened to them.
- ❖ Use the curriculum to nurture trust, caring and a feeling of collective responsibility using methods such as "circle time"

Procedures for dealing with reported incidents which may be bullying:

AT THIS POINT NO-ONE IS BLAMED

- ❖ BE AVAILABLE – make sure the pupils know you are ready to listen. Ensure that the immediate environment is calm and one which gives maximum support to both parties.
- ❖ The incident should be looked at as soon as possible. All those involved should be seen individually by an appropriate member of staff as soon as possible to give them each a chance to report accurately. All information should be recorded in the presence of the pupil.
- ❖ Each member of the of the group should be encouraged to suggest a way in which both parties could be helped to feel happier.
- ❖ Be positive and give as much praise and reassurance as you can to both parties.
- ❖ Encourage pupils to be honest and give the pupil the opportunity to reflect on their behaviour. Keep notes on the conversations / outcomes / sanctions.
- ❖ Following immediate investigation of the matter all behaviour designated to be bullying must be reported to the Headteacher / Deputy Head.

Headteacher / Deputy Head Action.

- ❖ Make clear to all pupils they will assist in supporting a pupil's efforts to exercise self-control.
- ❖ If a problem persists the Headteacher will contact the parents to let them know what they have found out and what is being done about it.
- ❖ Only the headteacher (or acting head) has the authority to exclude a pupil from school. This may be for one or more fixed periods, for up to 45 days in one school year. It is possible for the headteacher to convert fixed term exclusions into a permanent exclusion if the circumstances warrant this.
- ❖ Pastoral Support Plan (PSP) will be implemented to support pupils who display challenging behaviour.
- ❖ If a pupil is excluded their parents are informed giving reasons for the exclusion. Parents / carers, if they wish, can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- ❖ The headteacher informs the LA and governing body about any permanent exclusion and any fixed term exclusions beyond five days in any one term.
- ❖ The governing body itself cannot either exclude a pupil or extend the period of exclusion made by the headteacher.
- ❖ The Governing body will convene a discipline committee, which considers any exclusion appeals on behalf of the governors.

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Lunchtime Behaviour Management – Policy into practice.

Proactive supervision will eliminate many problems on the playground.

- Ensure you are moving around the area, actively watching games taking place.
- Join in occasionally, but do not let this interaction stop you from being aware of what is going on in the playground.
- Initiate games with groups of pupils
- Engage the pupils in conversation.
- Support pupils who do not appear to be playing with others.

Speak with adults and pupils as you move around to show you are interested in and aware of what is going on.

If you see an activity or behaviour, which could lead to a problem, act immediately to prevent the problem. This could be by talking to a pupil, joining in a game for a short period or causing a distraction, eg asking a pupil to help with a job.

Purple Lunchtime books

Staff are trained in how to deal with disputes between children in the playground.

Play leaders record specific incidents in the purple book. with a brief commentary about the incident. A member of the SLT/ELT will follow up incidents after lunch and inform class teachers and parents where appropriate. It is the responsibility of the leadership team member to organise letters home to parents where applicable.

Should behaviour warrant a 5 minute cooling off period then the staff should note this in the lunchtime purple book.

Children sent to the lunchtime room

Children should be sent in to the lunchtime room if a member of staff is concerned that a situation may be escalating,

Children should be sent to the lunchtime sanction room for a member of SLT/ELT to deal with.

If you need to ask a pupil to leave the playground and require support make sure that you ask for support of the leader on duty.

First Aid

A TA will support for 30 mins per lunchtime for minor first aid duty. In addition all staff will be able to provide minor first aid at lunchtime and are provided with a minor first aid kit. In the event of a serious injury a first aid trained persons should be called for.

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Guidance on managing playground behaviour.

This information is only guidance and obviously each problem must be dealt with individually and appropriately. The sanctions, which are most readily applied by staff on lunchtime duty are:

- ❖ Verbal warning
- ❖ Time out by wall / bench or with the member of staff on duty.
- ❖ Instruction to visit the peer mentors
- ❖ Instruction to play in a different part of the playground
- ❖ Instruction not to be able to use certain equipment, eg disrupting a football game may result in not being allowed to play football
- ❖ Instruction not to play with certain pupil
- ❖ Send to lunchtime sanction room

Observed / reported kicking another or fighting

- ❖ Approach the individual discreetly
- ❖ Use quiet and calm tone when talking to pupils
- ❖ Tell pupil to stop kicking / fighting as it is breaking a school rule
- ❖ Use phrases such as " I am warning you that you are breaking one of our values", "please come over to the wall/bench so I can find out what has been happening"
- ❖ Immediately check location and severity of any injury to another pupil or adult and ensure first aid is given when necessary
- ❖ Send away spectators and others who are interfering with speedy resolution
- ❖ Ask if there was any reason for this behaviour, attempt to seek a resolution of any dispute by listening to both parties
- ❖ Seek an apology if appropriate
- ❖ Tell the pupil(s), they need some time out and should stand by the wall for a fixed period eg 5 minutes
- ❖ After a fixed period, return to the pupil, ask them if they are ready to control their behaviour
- ❖ Reassure the "aggrieved" party, remind both parties you will be looking for improvement in behaviour for the rest of the session
- ❖ Ensure you keep an eye on the pupils for the remainder of the session
- ❖ Have an informal word as you pass them eg "everything alright now (name)?"
- ❖ If a problem recurs or has caused a serious injury, send a pupil for a member of the SLT to come and support you
- ❖ **DO NOT LEAVE THE PLAYGROUND** as this reduces the amount of supervision and leaves your colleagues outside in a difficult position

Reported swearing, teasing or name calling

- ❖ Approach the individual discreetly
- ❖ Use a quiet and calm tone when talking to pupils
- ❖ Tell pupil to stop swearing / teasing / name calling as it is breaking school rule
- ❖ Use phrases such as " I am warning you that you are breaking a school rule", "please come over to the wall/bench so I can find out what has been happening"
- ❖ Send away spectators and others who are interfering with speedy resolution
- ❖ Ask if there was any reason for this behaviour, attempt to seek a resolution of any dispute by listening to both parties
- ❖ Seek an apology if appropriate
- ❖ Reassure the "aggrieved" party, remind both parties you will be looking for improvement in behaviour for the rest of the session
- ❖ Ensure you keep an eye on the pupils for the remainder of the session
- ❖ Have an informal word as you pass them eg "everything alright now (name)?"

This may be sufficient in many cases, however if necessary...

- ❖ Tell the pupil(s), they need some time out and should stand by the wall for a fixed period eg 5 minutes
- ❖ After a fixed period, return to the pupil, ask them if they are ready to control their behaviour

- ❖ If a problem reoccurs or has caused a serious injury, send a pupil for the member of the leadership team on duty. **DO NOT LEAVE THE PLAYGROUND** as this reduces the amount of supervision and leaves your colleagues outside in a difficult position

Swearing at adult or pupil / refusal to follow direction

- ❖ On some occasions pupils actively seek conflict by the above behaviour
- ❖ Occasionally tactical ignoring may work
- ❖ Obvious abusive behaviour must be dealt with. Eg if the member of staff asks a pupil to come to the wall to discuss a problem and the pupil swears at the adult and refuses to come the matter must not be ignored
- ❖ Use a choice strategy eg "I need to talk to you, we could do it now, or you can meet me by the wall in 1 minute. You know there will be a consequence if this is not sorted out"
- ❖ Walk slowly to the wall, look calm and wait, often the pupil will come with time
- ❖ When they arrive say something like "Thank you for coming over here lets see if we can sort this out"
- ❖ Ask why the pupil was behaving in this way, try to seek a resolution

If the pupil does not come there must be a consequence. At this stage a colleague may be able to support you.

- ❖ Second adult may issue a consequence eg "(name) you have been rude to (name), please take some time out by the wall, I will come and talk to you in 5 minutes"
- ❖ If the pupil complies, the second adult will then deal with the rudeness and negotiate a solution
- ❖ If another member of staff is not available to support then a pupil should be sent in for a the member of the leadership team on duty in the lunchtime room
- ❖ If the incident is a racial one then it should be recorded in the purple books and by a member of the ELT/SLT as a racist incident in the appropriate file.
- ❖ If the pupil continues to be defiant it may be necessary for the consequence to be applied on the following lunchtime
- ❖ The SLT member will inform the pupil of this and will apply a sanction on the following day
- ❖ More serious problems will be dealt with on an individual basis, in line with the school behaviour policy and linked documents.

Anger Management – Policy into Practice

When a pupil has an angry outburst in or out of the classroom it is important that responses from all staff are similar and consistent.

Early Intervention

Where possible identify triggers, which may provoke an angry outburst and use this to prevent situations from escalating. Early intervention can prevent some situations.

Strategies which may be used to intervene to de-escalate a situation include:

- ❖ Awareness of warning signs, body language and behaviours
- ❖ Distraction
- ❖ Relocation
- ❖ Change of activity
- ❖ Physical proximity
- ❖ Humour
- ❖ Communication
- ❖ Relaxation

During an outburst

Do not expect to be able to reason with or talk to the pupil at this time.

Aim for one or more of the following behaviours as the adult:

- ❖ Remain controlled
- ❖ Show you are caring
- ❖ Give clear and assertive directions
- ❖ Remove the pupil from others or others from the situation
- ❖ Send for help
- ❖ Keep a safe distance

Try not to:

- ❖ Use confrontational body language
- ❖ Engage in prolonged eye contact
- ❖ Use provocative language (eg you are being silly)
- ❖ Use physical intervention unless there is significant risk to personal safety

Immediately after the outburst

- ❖ Support the pupil in calming down
- ❖ Allow time for the recovery
- ❖ Praise positive behaviour
- ❖ If possible remove the trigger
- ❖ Move the pupil onto another activity as soon as possible
- ❖ Set up a follow up time, so that you can discuss the consequences of the outburst

Conflict resolution

After the pupil has calmed down hold your follow up meeting. Record discussions held. If more than one pupil is involved interview them separately, then together if appropriate. Act as mediator / facilitator, not a judge.

- ❖ In the follow up discussion aim for a win/win situation
- ❖ Establish the facts

- ❖ Use active listening
- ❖ Try to repair the sense of injustice
- ❖ Encourage empathy, put yourself in my shoes
- ❖ Identify a solution everyone can live with

Strategies to manage anger

Some pupils need guidance on strategies to manage their emotions. Try to help them identify some strategies they may use in the future.

- ❖ Know your triggers and avoid conflict where possible
- ❖ Count to 10
- ❖ Walk away / time out
- ❖ Use an adult
- ❖ Breathing in for 3 out of 6 etc
- ❖ Use relaxation exercises
- ❖ Imagine you have an invisible shield (turtle technique)
- ❖ Think about incidents from another viewpoint
- ❖ Talk yourself out of it (I'm getting involved. Its not worth it)
- ❖ Make some cue cards to keep in your pocket (consequences, calm thoughts, control and confidence)

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Whole School Behaviour Plan

At Colham Manor we operate a whole school behaviour rewards and sanction policy from Reception to Year 6.

Reward/Sanction	Behaviour types	By Whom and action
Green cards	<p>Rewarding positive examples of behaviour</p> <p>Excellent listening and focused work An excellent piece of work or homework. Exceptional manners towards adults and peers. Excellent listening and focused work Always following instructions. Thoughtful and respectful behaviour towards both adults and peers. Examples of mature Excellent Co-operative play during lunchtimes and break times.</p>	<p>Class teachers TAs Inclusion TAs Lunch time supervisors</p>
Warnings	<p>A first and second warning will be given for the following...</p> <p>Calling out Disrupting the learning of others. Ignoring instructions from any adult. Talking when asked not to. Making silly noises or fidgeting. Annoying other pupils Playing with the equipment when asked not to during play or PE sessions. Making excessive noise in class or in the dining hall.</p>	<p>Class teachers TAs Inclusion TAs Lunch time supervisors</p>

<p>Yellow cards</p>	<p>Amber cards are issued for the following behaviours or for a repeat of the warnings outlined above.</p> <p>Play fighting during break and lunch times. Telling lies to an adult or about another child. Ignoring instructions from any adult.</p>	<p>Class teachers TAs Inclusion TAs Lunch time supervisors</p>
<p>Red Card behaviours</p>	<p>Red cards are only issued for extreme behaviour</p> <p>Extreme rudeness towards a peer or member of staff Racist/ homophobic comments or those relating to physical disability. Physically hurting another. Stealing/ intentionally damaging someone's property. Throwing dangerous objects (i.e rocks, scissors) Intentionally spitting. Running out of school. Bullying (evidence of repeated targeting of an individual or group) Behaviour outside of school that brings the schools reputation into disrepute. When a red card is issued during class time</p>	<p>Class teachers TAs Inclusion TAs Lunch time supervisors</p> <p>When a red card is issued during class time.</p> <p>The child will be removed from class and sent to Head/deputy With a TA or teacher. If head/deputy unavailable another member of SLT. Discussion regarding behaviour with child. Decide sanctions and actions. Parents telephoned and letter sent home (Copy of the letter in child file) Meeting arranged as soon as possible.</p> <p>Internal exclusion the following day Exclusion from break time and lunchtime</p>

<p>Red Card behaviours</p>		<p>When a red card is issued during lunchtime or break time. The child will be removed from the playground and taken to the lunchroom by a member of staff. If head/deputy unavailable another member of SLT. Discussion regarding behaviour with child. Decide sanctions and actions. Parents telephoned and letter sent home (Copy of the letter in child file) Meeting arranged as soon as possible.</p>
<p>Learning mentors</p>	<p>Children should not be sent to the learning mentors for any of the behaviours outlined. Children may receive support from the mentors at a arranged time. Class teachers will be notified when the support will be given.</p>	

Wave 1, 2 and 3 interventions for behaviour

	Sanctions	Adults to action
1st Warning	A child is reminded about acceptable behaviours within the class setting.	Class teacher
2nd warning	A child is reminded about acceptable behaviours within the class setting and reminded this is now a second warning	Class teacher
3rd warning	Child is moved to another part of the class to have time out and then continue with work as requested.	Class teacher
Removal from class	<p>If the behaviour continues a child will be asked to leave the class and sent to the year group leader or paired year leader.</p> <p>Year 1 ↔ Year 2 Year 3 ↔ Year 4 Year 5 ↔ Year 6</p> <p>A child will miss break/lunch and attend the lunchtime room where they will be expected to write a letter of apology and or complete a 'Think Sheet' after a discussion with a teacher.</p> <p>A letter will be sent to Parents/Carers informing them about their child's behaviour.</p>	Year group leaders
Repeated cycle of WAVE 1	If a child is removed more than twice in a two week cycle as part of following the WAVE 1 this will then lead onto WAVE 2 intervention.	Class teacher / year group leader
WAVE 2	<p>A letter will be sent to parents/carers to ask them to attend a meeting to discuss behaviour.</p> <p>At the meeting the class teacher and possibly year group leader will discuss specific behaviour concerns. Together write a behaviour contract (see contract example) with clear targets, success criteria and rewards.</p> <p>Parents would be expected to agree and sign the behaviour contract when meeting with class teacher and possibly year group leader.</p> <p>Meet with Parents/Carers in four weeks time to review contract and make a decision regarding next step.</p> <p>Success criteria met and no further monitoring needed: revert to wave 1 support.</p> <p>Success criteria not met / further period of monitoring needed: write a new behaviour</p>	Class teacher and year group leader

	<p>contract with updated targets, success criteria and rewards. After three behaviour contracts, if there is no significant improvement, refer to the Inclusion Team for wave 3 intervention.</p>	
WAVE 3	<p>Highly individualised intervention put in place with support of the inclusion team depending on need, including Behaviour Support Plan and Behaviour Response Chart (see wave 3 on behaviour pyramid).</p>	JS, Inclusion Team
Red card behaviours	<p>When a red card is issued during class time. The child will be removed from class and sent to Head/Deputy With a TA or teacher. If Head/Deputy unavailable another member of SLT. A discussion will take place regarding behaviour with child. Decide sanctions and actions. Parents telephoned and letter sent home (Copy of the letter in child file) Meeting arranged as soon as possible with parents. Internal exclusion the following day where appropriate including break times and lunch.</p>	<p>All staff ELT SLT</p>