

Behaviour Policy and Statement of Behaviour Principles



LUDDENDEN
CE SCHOOL

Formulated, agreed & approved by; Staff & Governors of Luddenden CE School

Reviewed; Annually

Respect Love Trust Friendship Endurance Compassion

Contents

1. Aims.....	2
2. Legislation and statutory requirements.....	2
3. Definitions	3
4. Bullying.....	4
5. Roles and responsibilities.....	5
6. Pupil code of conduct.....	5
7. Rewards and sanctions	6
8. Behaviour management.....	7
9. Responding to misbehaviour from pupils with SEND	8
9. Pupil transition	9
10. Training	9
11. Monitoring arrangements.....	9
12. Links with other policies	10
Appendix 1: written statement of behaviour principles.....	11
Appendix 2: classroom consequence system	10
Appendix 3: behaviour log	13
Appendix 4: letters to parents/carers about pupil behaviour – templates.....	14
Appendix 5: Practical guidance for staff	18
.....	

1. Aims

At Luddenden CE School we are committed to a belief that all children can behave well. We expect all pupils to achieve high standards of work, behaviour and attitudes to others.

This policy aims 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**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)

- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#)
- [Exclusion from maintained schools, academies and pupil referral units in England](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Statutory guidance states that the headteacher can exclude a pupil on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.

3. Definitions

Luddenden CE School has two overarching rules;

1. **Keep everybody safe**
2. **Keep everybody happy**

Misbehaviour is defined as:

- Disruption in lessons, at breaktimes and lunchtimes
- Non-completion of classwork
- Name-calling
- Poor attitude

Serious misbehaviour is defined as:

- Refusal to work or do as asked
- Repeated breaches of the school rules
- Any form of bullying
- Abusive or threatening behaviour, including sexual abuse and harassment
- Racist, sexist, homophobic or discriminatory language or behaviour
- Physical assault/violence, including sexual violence
- Vandalism

- Fighting
- Theft
- Possession of any inappropriate/prohibited items

Luddenden CE School has zero tolerance of;

- Sexual harassment and violence
- Racism, sexism, ableism, homophobia, transphobia and discrimination of any form
- Bullying & harassment

Negative influences and attitudes will be challenged and all reports, incidences and allegations will be taken seriously.

4. Bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The **STOP** acronym can be applied to define bullying – **Several Times On Purpose**.

The nature of bullying can be:

- Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- Attacking property – such as damaging, stealing or hiding someone's possessions
- Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- Psychological – such as deliberately excluding or ignoring people
- Cyber – such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people (for example; Children Looked After, young carers)

No form of bullying will be tolerated and all incidents will be taken seriously.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Using the classroom consequence system (see appendix 2)
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents/carers

Parents/carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Engage with learning
- Move quietly around the school
- Treat the school buildings and school property with respect

- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Team points, stickers, certificates, Dojos, badges, trophies, Gold Book
- Letters, postcards, texts or phone calls home to parents/carers
- Special responsibilities/privileges
- Brilliant Blue stickers and prize from the treasure chest

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Removal from class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents/carers (See appendix 4 for sample letters to parents/carers about their child's behaviour)
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Internal exclusion
- Suspension (Fixed term exclusion)
- Permanent exclusion

The headteacher has the power to take the decision to exclude a pupil permanently where a pupil's conduct:

- represents a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct and their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

More detailed guidance for staff can be found in Appendix 6

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

8.3 Confiscation

Any inappropriate or prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Approaches used include a range of strategies, including but not limited to;

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism, ADHD
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan. Contact details; SEN.Team@calderdale.gov.uk

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

Our staff are provided with training on managing behaviour as part of their induction process and ongoing professional development.

Staff will receive training in the proper use of restraint if necessary.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governing body every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying policy

Appendix 1: written statement of behaviour principles

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness.

Everyone will act with courtesy and respect for each other at all times and everyone has the right to learn and work in a safe environment

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, staff and parents/carers

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and suspensions.

Pupils are encouraged to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every year.

Appendix 2: Classroom consequence system

The Classroom Consequence System is designed to give pupils choices and encourage positive behaviour for learning. Its principal role is to support learning by tackling and dealing with low level disruptive behaviour i.e. behaviour that undermines the pupil's own learning or that of others.

Each classroom displays the consequences system.

1. BRILLIANT BLUE

If a pupil demonstrates **exceptional** positive behaviour they will get a Brilliant Blue sticker, a prize and a letter/phone call home

2. GREAT CHOICE GREEN

Pupils are;

- Ready to learn
- Trying their best – 100% effort
- On task

3. YELLOW WARNING

If a pupil disrupts their own learning or the learning of others they need to;

- Think about making the right choices
- Make good choices move back to green

4. ORANGE CHOICE

If a pupil continues to disrupt learning they need to;

- Improve their behaviour straight away
- Sit on their own
- Miss some of their break time

5. RED CHOICE

If a pupil fails to improve their behaviour and continues to disrupt learning then the following sanctions will occur;

- Time out of class
- Seeing the headteacher
- Phone call home

Pupils on Orange or Red should have their behaviour recorded in the class behaviour log.

If a pupil has 3 incidents in the behaviour log then their parents should be contacted using the letters in appendix 4.

Appendix 3: behaviour log

Each class has a Behaviour Log (red book).

Staff should record;

- Name calling of any kind
- Discriminatory comments, actions or behaviour
- Deliberate dangerous or harmful behaviour
- Refusal to work or do as asked
- Disruptive behaviour

Any serious breaches of the school rules should be reported immediately and directly to the Headteacher or Deputy Headteacher, for example;

- Physical assault/fighting
- Abusive or threatening behaviour
- Verbal or physical abuse of staff, other adults or pupils
- Homophobic or racist bullying

Serious breaches of the school rules will be recorded on CPOMS.

Staff should use the following prompts to record behaviour incidents;

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents/carers, police):	

Appendix 4: letters to parents/carers about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child’s behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Please contact the school office to arrange a time.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____,
has continued to misbehave.

_____ would now benefit from a structured approach to help improve their
behaviour in school.

I would be grateful if you could attend a meeting with me and the headteacher, to discuss how we can best
support your child in improving their behaviour.

Please contact the school office to arrange a mutually convenient time.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter

Dear parent,

I am writing to inform you that _____, has been given a detention on this date _____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Appendix 5: Practical guidance for staff

Central Beliefs

- All children are capable of behaving well.
- We expect all children to behave well including those with special needs.
- Children with persistent problems will need dealing with immediately and consistent supportive systems to develop their positive behaviour. The behaviour policy should be followed at all times.
- Well-planned and appropriate work, with clear aims and targets, is a prerequisite for good behaviour.
- Behaviour is communication. Time must always be taken to establish and address the root cause of any negative behaviour.

How Is Good Behaviour Achieved?

- Good Behaviour is created firstly through very high expectations of all staff.
- No matter how experienced you are – checklists and attention to the small detail of routines, preparation, resources ready, planned steps, explaining to pupils, repetition every day ensures that the sequence of events is not left to chance.
- Get the simple, but essential, things right.
- Know the names – on day 1- of all pupils.
- Praise good behaviour and celebrate success. “I like it when all pupils are sitting up well.”
- Meet and greet pupils by name when they come into the classroom.
- Have all resources ready.
- Have a visual timetable for each day.
- Praise the behaviour you want to see more of.
- Stay calm.
- Have clear routines for transition times and stopping the class.
- Teach the class routines
- Explain everything – never just expect pupils to know.
- Ensure all adults in the class know your plan.
- Explain what is expected before every break time.
- Have clear plans for pupils likely to need support with maintaining positive behaviour.
- Model how to walk and move around school.
- Ensure a smart, clean and well displayed classroom.
- Have a clear teacher presence which is maintained and is consistent throughout the day.

Excellent standards of behaviour from all abilities of children are a pre-requisite for high standards of work from all children.

The high standard of behaviour and discipline in the school is created through the high expectations of all staff and their commitment. The ‘tone’ of the school is the responsibility of all staff led by the Headteacher

and the Senior Leadership Team. This is achieved in a number of ways. Firstly, by showing a high positive profile all around school. Children quickly get to know what is expected of them. Then by:

1. Reactions of all staff and appropriate rewards and sanctions when needed. (All staff)
2. Routines for the following times which are adhered to by all staff:
 - a. Assembly
 - b. Classroom routines
 - c. Playtimes
 - d. Lunchtimes
3. Personalised and sensitive programmes for the children who are having particular difficulties. This is recorded and always put in place through discussion with parents/guardians.
4. Positive rewards for good behaviour and work.
5. Involvement of children themselves in creating a good environment.

1. Reactions of staff (most important)

Staff reactions and the way people work together to reinforce the systems and ethos of the school cannot be underestimated. It is of paramount importance that everybody plays a full part in speaking to all children in the school both about things that are going well and about behaviour and attitudes which are not to be condoned. Children soon learn that everybody is working together and that all teachers play their part in the whole school. Staff need to be seen by children as constantly backing one another up! High expectations of behaviour and the outcome of good behaviour needs teaching and cannot just be expected.

- Praise and compliment all children around the school when they are doing well. Not just to those in your class.
- All staff must challenge all behaviour which is not good – in any Key Stage or class. There is strong and consistent support for individual staff endeavours.
- Set high standards of speech, manners and dress.
- Be consistent.

2. Routines and messages which are given by all staff.

a) Assembly

Assembly is seen as an important vehicle in the development of the ethos of the school. There is much positive reinforcement of that which is seen to be good and unacceptable behaviour is clearly outlined. Attitudes and values are reiterated in many different ways and emphasis is placed on – telling the truth, respecting the rights and property of others, acting considerately towards others, for example, in the dining room or at playtime, taking personal responsibility for one's actions, helping others, self-discipline, honesty, good attendance.

Messages make clear that bullying, vandalism, anti-social behaviour, racist, homophobic and other discriminatory behaviour and the like cannot be tolerated and will result in decisive action. Respect for other cultures and an understanding of all kinds of people is central.

All staff should;

- Remind classes every day about how to come into assembly and what is expected of all children in the school.
- Ensure that any children who may talk are sitting next to the Class Teacher.
- Supervise the class by eye-contact etc. throughout.
- Praise good classes

b) Classroom Routines

The first responsibility for classroom behaviour must lie with the class teacher. Create and sustain a stimulating environment. The classroom should be attractive, clean and tidy. It should be a positive, supportive and secure environment. Well-prepared and stimulating lessons earn respect and generate good behaviour. Children thrive on routine and it is far better to explain what is expected and how and then praise for doing the right thing than to say 'that is not right' when things go wrong. Praise when things are done well.

All staff should;

- Set and reinforce clear expectations and a consistent routine for entering the class – pupils should have morning work or equivalent task to complete straight away. This should be reinforced everyday as part of the day.
- Establish an efficient method for gaining the attention of the class and use it consistently.
- Make explanations and expectations very clear at all times
- Model expected behaviour for active listening (i.e. fold arms, look at the speaker)
- Maintain effective pace of lessons and ensure that pupils receive appropriate scaffolding and challenge to enable them to achieve what is expected of them
- Praise and reward pupils for doing the right thing
- Set and collect homework on time
- Use consistent routines for tidying up/finishing lessons.

Doing the same thing each time enables pupils to behave and understand what is expected. Consistency leads to good behaviour.

Range of rewards include;

- Stickers, DoJos, team points, notes & phone calls home, visit to the headteacher, prizes, privileges.

Range of Sanctions:

- Non-Verbal expressions of displeasure – raised eyes, following a child with your eyes, a discreet shake of the head.
- Asking a pupil to sit nearer the teacher.
- A firm word (This does not mean shouting). It will be different from the tone used to teach, e.g. I am disappointed because.... I have asked you to get on with your work.
- Speak to the child individually before school or after the lesson to discuss what you expect to see. It is useful to have the another member of staff with you so that you have support.

The teacher has to use a range of tones and be in control. The teacher should expect eye contact from a child and an appropriate physical distance should be between the teacher and the child, when speaking 1:1. Class behaviour logs and CPOMS should be used for record keeping where constant discussion about behaviour of one pupil is needed. Repeated firm words should be unnecessary and may indicate that discussion is needed with parents and that a system is needed to ensure that the behaviour improves. This includes any pupils with Special Educational Needs as they are also expected to behave well. For the latter a 'Behaviour Plan' or behaviour chart may need to be put in place.

Any repeated off-task or lack of engagement in learning through distraction should be discussed firstly with the deputy headteacher– and then this may need to be referred to the HT.

It is imperative that the ultimate aim is for all pupils to behave as good and outstanding teaching cannot result if any behaviour is off task.

c) Playtimes

The general rule is play with consideration for others.

No play fighting or rough play. Children not playing well should stay with the Teacher on duty. The class teacher should then be informed.

End of Playtime - When the bell rings children stop and walk quickly and quietly into lines.

Children are taken into school by their Class Teacher and are reminded about how to go into the classroom at the door.

3. Special Systems

Many of the children needing special systems are on the Special Needs Register. The Headteacher is personally involved with all children who are having problems with behaviour. Usually parents are contacted if a child is to be placed on a behaviour chart or plan.

For those children who have persistent problems:

a) Children to be put onto a behaviour chart which will have comments made by the Teacher for each section of the day. Comments will be on work and behaviour.

Session 1: Before playtime

Session 2: To lunchtime

Session 3: Afternoon

(Award of max. 2 stars each session. Targets are set with the Head for the weekly total. A reward is agreed for target reached)

b) Chart to be taken to Head at the end of each session.

c) Parents to sign and comment on card.

4. How to address minor behaviour issues

The school works on developing responsibility and a positive approach through 'teaching' what is expected at each point in the school day. There are times when repeated lack of concentration or not doing homework requires one of the following 'proportionate' approaches:

- Always ensure pupils know when to bring – homework, note to parents. Stick to the routine and train pupils to take responsibility. (all pupils/people forget sometimes). Taking responsibility is the

way the school develop pupils for success in the future. The homework diary is collected in on Monday. The reading record is collected in on Monday.

- If P.E. kit forgotten – use spare clean kit in the store. We want pupils to do P.E and not sit out.
- A strong look (Notice everything in the classroom)
- A verbal reprimand – a teacher ‘firm’ and controlled voice explaining what is wrong. (A change in tone different from a teaching tone)
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance the loss of a prized responsibility.
- Missing break time. (Not every break)
- School based community service or imposition of a task – such as tidying a classroom; helping clear up the dining hall after meal times;

Finally, if this is a regular problem ring parents with correct information/speak to senior staff/arrange meeting with parents. Inform and liaise with senior staff.

Reward for remembering – use team points/dojos. This is the productive way forward (rather than using punitive measures)

Always keep to a positive approach as above.