

**St. Bernadette's Catholic Primary School**  
**Positive Behaviour Policy**



*Using the principle of John 10:10, we encourage our children to be "HeartSmart" providing them with the tools to build, develop & monitor a healthy emotional and spiritual intelligence.  
"I have come that they may have life and live it to the full" John 10:10*

**Introduction**

**Our policy is based on the belief that:**

- *Good behaviour is not automatically learned but needs to be taught and supported by parents.*
- *Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.*
- *A child with problems is the school's problem not an individual teacher's problem.*

**Aims**

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

**Our purpose is:-**

- *to maintain levels of good behaviour*
- *to provide a consistent approach in rewarding good behaviour*
- *to provide a consistent approach in responding to unacceptable behaviour*
- *to ensure that behaviour does not inhibit learning or impede potential.*

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

***(Education Observed D.E.S)***

*Other relevant documentation : Anti Bullying Policy, Lunchtime Policy, Use of Force Policy, Home School Agreement.*

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### ***The Teacher's Role***

*Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour. Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.*

### ***Assertive Mentoring***

*'Attitude' is carefully tracked at least termly. This includes attendance, punctuality, behaviour, effort, homework and uniform. Each area is colour coded: Green-excellent/very good, Yellow-acceptable/satisfactory, Red-unacceptable. Targets and support are agreed where necessary.*

### ***Rules***

*School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.*

*Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.*

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

### ***Our Golden Rules***

- *We are gentle*
- *We are kind and helpful*
- *We listen*
- *We are honest*
- *We work hard.*
- *We look after property.*

*These basic rules are simplified and displayed in all classrooms and corridors and regularly referred to.*

### ***HEARTSMART***

*HEARTSMART works on the basic principle that what we allow into our hearts impacts the way that we act, think and feel. As a result HEARTSMART is about loving and accepting ourselves as well as loving and responding well to others.*

*HEARTSMART gives children the tools to build, develop and monitor a healthy internal dialogue.*

*HEARTSMART also equips children to externalise what is inside of them, helping them to grow in self awareness and emotional intelligence.*

### ***The HEARTSMART High Fives***

*1 - Don't Forget to Let Love in!*

*2 - Too Much Selfie isn't Healthy!*

*3 - Don't Rub it in, Rub it Out!*

*4 - Fake is a Mistake!*

*5 - 'No Way Through' isn't True!*

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**2. Our Listening Code**

*When I am asked for my attention I:  
Stop what I am doing  
Empty hands  
Look at the teacher  
Keep quiet and still  
Listen to instructions*

**3. Our Line up Code**

*When I am asked to line up I:  
Walk to the end of the line  
Leave a person space  
Keep my hands and my feet to myself  
Keep quiet and still  
Listen to instructions*

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

**a. Food and drink**

*Children may bring fruit from home to eat at morning play. Foundation and Key Stage One are provided with fruit through the National Fruit Scheme. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.*

*Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. When children brought drinks they were largely of the high sugar, fizzy, high additive variety. This can be seen to be having a detrimental effect on behaviour as well as on dental health. Children have regular access to water and supply their own water bottles. A choice of quality juice, milk or water is available during lunch.*

**b. Jewellery**

*Watches are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery*

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

**c. PE Kit**

*Appropriate clothing must be worn for all PE activity*

*Indoors:-No jewellery, pumps, black shorts and a plain white T- shirt.*

*Outdoors:- No jewellery, trainers, shorts, a plain white T- shirt, (Tracksuit/Plain Black in certain conditions).*

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

**d School Clothing**

*The school has a separate school uniform policy. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled shoes should be worn. Long hair must be tied back with green or yellow bobble.*

*Reasons: The majority of parents, staff and children expressed their preference for a school uniform. School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes and boots are unsafe for the school environment.*

**e. Personal property**

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

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

<b>Behaviour Guidelines</b>	<b>Procedures</b>
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*A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.*

*No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the head should be sent for. If unavailable, the deputy or most senior staff member available should be called.*

*Our 'Use of Force document' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Staff are trained in 'Team Teach restraint' for safe handling and de-escalation techniques.*

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

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

*If the child refuses or leaves the site, parents should be informed immediately. If parents and emergency contacts are unavailable the head teacher will inform the police directly.*

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

**Movement in and around School**

*All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).*

*Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).*

*Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.*

*If observed running with a total disregard for other people or displayed work then sanctions should be*

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brought to play (see Sanctions).

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a 'Smiley'.

### **Movement Around School - Suggested Procedures for Large Groups**

- Call the group together using the familiar phrase: 'Can I have your attention please?'
- Give out any instructions and set expectations.
- Use and enforce 'Our Line Up Code'.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

### **Movement Around School - Suggested Procedures for Individual Children**

- Choose appropriate individuals for messages - one (KS2) or two (FS, KS1).
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

### **Playtime Supervision**

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum amount of staff members are required to supervise playtimes for each department. Supply teachers should cover the duty of absent teachers but should never be without support.

Staff on duty should be present on the playground by 8:45am, when children are asked to arrive, and again after school for KS1 to see them safely off the premises. One should be present on the yard as children are released, the other should help ensure the building is quickly vacated before joining his/her colleague. No hot drinks should be taken onto the playground.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. The 'Playground ticket Book' needs to be taken out every playtime and a ticket issued if poor behaviour has had to be addressed during break with a child. This is then passed to the class teacher at the end of breaktime, who will make sure that the form is placed in the child's individual mentoring file in the 'Behaviour and Attitude' section. The class teacher must monitor these incidents. If a child has received 3 of these forms within a half term then he or she must consult with the parents or guardians of the child to advise them of the pattern of this behaviour.

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*When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. One member of staff per yard area maximises levels of visual supervision.*

*A handbell will be collected from the staffroom one minute prior to the end of break to inform other staff of the imminent ending of play time. Upon the pick up of this staff should go to the yard to collect their classes. If, for whatever reason, the bell is not collected, staff should assume that playtime will end at the normal time and respond accordingly. If, for whatever reason, staff do not respond to the duty teacher should not ring the bell on the yard or send children into the building unsupervised, but send for the head, deputy or most senior teacher available.*

*Upon hearing the bell children should stop what they are doing, stand still and remain quiet. Upon the second bell they walk to designated class lines. Staff send children in a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a smiley.*

*In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty. In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that departments are never left unsupervised.*

### ***Playground procedures***

*In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the corridor, putting on coats etc. Children should be well informed by their teachers that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime. Children are not allowed back into school during playtimes. Children are not allowed to remain in the building unsupervised without a pass given to them by the on duty teacher or staff member.*

*Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs should be lightweight, no larger than 75% full size and should only be used on the playgrounds with goals when the field is out of use. The part of the playground without goals is a 'ball free zone' Any misuse of playground equipment will lead to confiscation.*

*Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency. If the incident is considered serious then the class teacher must inform parents of the incident on the same day.*

*Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.*

*After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).*

*It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.*

***Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.*

### **Rewards**

#### **1) General**

- *Favourable comments can and should be entered on pieces of work.*
- *School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life.*
- *Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.*
- *Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.*
- *A visit to the Headteacher for commendations.*
- *Opportunities for giving children greater responsibility in school should be fostered e.g. Monitors, School's Council etc.*
- *Above all, praise and encouragement in and out of lessons should be used as much as possible.*

#### **2) Whole School Reward System: 'Smileys'**

*As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stamps. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include :-*

- *Particularly good work/effort.*
- *Displaying a caring attitude towards others.*
- *Staying on task etc.*

*When awarding the Smiley the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'.*

***Once awarded a Smiley can never be deducted (see Sanctions).***

*They are intended to help staff focus on positive rather than negative behavior e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.*

*The reward system is graded as follows:-*

<i>Any noteworthy behaviour</i>	<i>1 Smiley (recorded on class chart)</i>
<i>10 Smileys</i>	<i>Teacher commendation: (recorded on individual achievement card)</i>
<i>100 Smileys</i>	<i>Headteacher commendation: Bronze Award (presented in GFG Assembly)</i>
<i>200 Smileys</i>	<i>Headteacher commendation: Silver award (presented in GFG Assembly)</i>
<i>300 Smileys</i>	<i>School commendation: Gold award (Presented in GFG Assembly)</i>

- *The first child within a class to attain a Bronze, Silver or Gold award will receive an opportunity to take part in a special school based activity organised by their teacher as a reward.*
- *All subsequent children gaining the award will receive a prize from the teacher's 'Going for Green' box.*
- *Gold awards will be presented in whole school assemblies and parents will be invited to share in their child's achievement.*
- *Commendations and awards are recorded on each child's individual 'Good Behaviour Card'. The card may be taken home in order for parents and teachers to exchange comments on progress, but responsibility and care of the record rests with the child. Loss of the card will result in a loss of Smileys accrued other than in exceptional circumstances.*

*A 'smiley' can be awarded by any staff member to any child at any time. All staff should carry 'Smileys' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.***

*If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. The reward should reflect the achievement i.e.*

- *Bronze Cert: up to one session*
- *Silver Cert: up to half a day*
- *Gold Cert: up to a full day*

### **3) Certificates**

*A weekly Head teacher's 'Going for Green' assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. Parents are personally invited to attend and witness the presentation of certificates.*

### **4) Going for Green 'Children of the Week'**

*There will be two 'Children of the Week' who will receive a certificate and Green cushion. One child who worked hard over the week and made significant achievement. The other child who has shown excellent behavior and attitude over the same time period. Certificates will be given out in the Head teacher's 'Going for Green' assembly.*

### **5) HEARTSMART tokens and awards**

*HEARTSMART tokens are awarded to any child observed behaving in a way that demonstrates the "HEARTSMART High Fives". The tokens are pinned to the display in their relevant classroom and weekly scores are kept. Each week the class that has collected the most tokens is awarded a certificate in Assembly which is then displayed on their classroom door.*

**Restorative Justice**

Pupils learn from experience to expect fair and consistently applied restorative justice which differentiate between serious and minor offences. These are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note See also our policy on the 'Use of Force'.

- If behaviour results in physical or verbal abuse towards a teacher/adult an 'Assault' form should be completed and a copy forwarded to the LA.
- If physical intervention of any kind is required then a 'Serious Incident' record should be completed as soon as possible.
- Any other incident deemed 'serious' or resulting in injury should be recorded on a Serious Incident record and the teacher's class diary (or the Playground Incident Book).

We have an agreed system to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

**RESTORATIVE JUSTICE PROCEDURE**

Children should be familiar with our procedures and know what will happen next if they refuse or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. . **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:

**(Classroom teacher)**

**Use normal strategies:**

e.g. Polite but firm requests, warnings (no more than three). Consider repositioning, separating etc.

**Step 1 (Classroom teacher)**

**Give a final warning:**

Use the agreed phrase, 'This is your final warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

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**FROM NOW ON NO MORE WARNINGS. TAKE ACTION**

**Step 2 (Classroom teacher)                      Thinking Time (A)**

- Child sent to designated chair/area of classroom.
- 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.
- Child, with assistance if necessary, records when, why on class list at isolation table.

*If behaviour improves return to lesson.*

*If not or if child refuses, move to **Step 3***

**For a regular offender:**

- Record who, when, why in class diary.
- Possible removal of playtime etc.
- Discussion with Team Leader and/or SENCO : consider Behaviour Intervention.

*(For incidents where a child deliberately damages or breaks school property they will move straight to step 3)*

**Step 3 (Teacher colleague)                      Thinking Time (B)**

- Child escorted to designated colleague. (Next class down in Key stage e.g. Y6-Y5, Y3 to Y6)
- Up to 1 hour/session working alone without causing disturbance.
- Removal of a playtime. (Morning break)
- Child , with assistance if necessary, records when, why in Attitude section of Mentoring file.

*If behaviour improves return to class.*

*If not or if child refuses, move to **Step 4***

**For a regular offender:**

- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Parents informed by letter that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.

**Step 4 (Deputy Leader/Head)                      Thinking Time (C)**

- Child escorted to Deputy/Head.
- Up to half a day working alone without causing disturbance. (Next class down in Key stage e.g. Y2-Y1, Rec -Y2)
- Record who, when, why and store in Attitude section of Mentoring file.
- Parents informed of isolation by letter.

*If behaviour improves return to class.*

*If not or if child refuses, move to **Step 5***

**For a regular offender:**

- Discussion with Leader / Deputy/ Head/ SENCO: consider the need for School Action Plus
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Boxhall Profile'.
- Parents / LA informed by letter that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Access to nurture.

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- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

**Step 5 (Head /SENCO) Pastoral Support Programme (On Report)**

- PSP Meeting with parents/child to agree the way forward.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider Statement of Special Needs.
- Consider CAF.
- PSP to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed fortnightly
- Exclusion from Extracurricular activities whilst on report

If targets are achieved remove from PSP.

If PSP failed, move to **Step 6**.

**Step 6 (Headteacher) Behaviour Contract**

A last step before exclusion

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed weekly.
- Parents, Governing body informed, Behaviour Support informed.

If behaviour improves return to PSP

If not move to **Step 7**.

**Step 7 (Headteacher) Fixed Short Term Exclusion (up to 5 days per term)**

- Parents, Chair of Governors, LA Officer informed by letter.
- Parents may make representations to the governing body.
- Upon return to school, child stays on Contract for a minimum of 4 weeks.

If behaviour improves remove from Contract to PSP.

If not move to **Step 8**.

**Step 8 (Headteacher) Fixed Long Term Exclusion (up to 45 days per year).**

- Parents, Chair and Clerk of Governors, LA Officer informed.
- Upon return to school or if reinstated a re-integration meeting is held. The child stays on Contract or PSP for a minimum of 8 weeks.

If behaviour improves remove from PSP.

If not move to **Step 9**.

**Step 9 (Pupil Discipline Committee) Permanent Exclusion**

- Parents, Chair and Clerk of Governors, LA Officer informed.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 16 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

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*In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence.*

*These may include:*

- *Serious actual or threatened violence against another pupil or a member of staff;*
- *Sexual abuse or assault;*
- *Supplying an illegal drug;*
- *Carrying an offensive weapon;*
- *Serious deliberate damage to school property.*

## **Troubled children**

*The school acknowledges that a small minority of children may for whatever reason lack the maturity or self discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for statements of SEN and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.*

*In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.*

*Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:*

- *Behaviour books (for KS1 and less mature KS2 children).*
- *Behaviour Reports (for KS2).*

*Both use the school 'smiley' system for showing when targets are achieved over short periods (individual sessions/playtimes etc.) and any reason why they were not achieved.*

### **Behaviour Targets**

- *Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour e.g.  
"To stay on task at all times" is not a realistic target for the best behaved child let alone a troubled child.*
- *If clear targets cannot be identified - monitor (see appendix)*
- *Should provide clear consequences for breaking the agreement e.g. exclusion.*

*If in doubt, consult a senior teacher.*

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

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

*Written/Adapted:*

*S.Doyle & A.Banks*

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*Modified after consultation with staff:*

*L. Speakman*

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*Next review:*

### **GOOD PRACTICE**

*The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.*

#### **Always:**

1. *Create an interesting, stimulating and attractive classroom environment.*
2. *Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.*
3. *Make sure the children know what they are doing and that their work is matched to their ability.*
4. *Be aware of what is going on around you.*
5. *Do not be static.*
6. *Do not let children queue.*

**Remember** that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

#### **Remember to:**

- *Set high standards*
- *Apply rules firmly and fairly*
- *Smile and relate*
- *Avoid confrontation*
- *Listen*
- *Stay calm*
- *Use humour*
- *Know the children as individuals*
- *Look out for good behaviour*
- *Praise quickly and consistently*
- *Praise the behaviour rather than the child*

*We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self esteem. Or, we can give them a positive experience which will build their self-esteem.*

#### **Never:-**

- *Humiliate* - *it breeds resentment*
- *Shout* - *it diminishes you*
- *Over react* - *the problem will grow*
- *Use blanket punishment* - *the innocent will resent you*
- *Over punish* - *never punish what you cannot prove*

### **CHILDREN'S RIGHTS**

- *To be looked after by caring adults*
- *To be able to rely on an atmosphere conducive to learning*
- *To be made to feel welcome*
- *To feel as important as anyone else*
- *Not to be physically threatened*
- *Not to be bullied*
- *Not to hear swear words*

*Growing together in faith, love and learning.*