



Morden Mount Primary School: Good Behaviour Policy.

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Approved by Governing Body:

Signature of Chair of Governor:

Policy statement on Equality and Community Cohesion:

Working within this policy we aim to make sure that no-one experiences less favourable treatment or discrimination because of their 'protected characteristics' as follows:

- Their age
- A disability
- Their ethnicity, colour or national origin
- Their gender
- Their gender identity(they have reassigned or plan to reassign)
- Their marital or civil partnership status
- Being pregnant or having recently had a baby
- Their religion or belief
- Their sexual identity and orientation

(Equality act 2010)

Introduction to the good behaviour policy

Good behaviour is an essential condition for effective teaching and learning to take place. At Morden Mount, we believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, calm and fair. As such, all the adults who work in the school are expected to follow the good behaviour policy's procedures both to reward good behaviour and to sanction inappropriate behaviour.

It is the responsibility of all class teachers, teaching assistants and other school staff to notice and, if need be, reward/sanction the behaviour of all children in the school. The senior leadership team is responsible for ensuring the good behaviour policy is being implemented throughout the school, planned observations of classes will be used to inform quality assurance procedures. The role of the governing body is to monitor the implementation of the good behaviour policy.

Pupils, parents, teachers and support staff all take collective responsibility for the promotion of positive behaviour in our school.

The principles of the policy are that:

- A good ethos, good relationships and good teaching are the key to good behaviour for the majority of children
- All adults should make an effort to get to know and respect the children as individuals who may be at different points in their development of maturity and emotional intelligence, with very different experiences of life.
- All adults should be aware that they are role models and should model good relationships and ways of interacting with others.
- All staff should build positive behaviour management strategies into their teaching and support so they are a natural part of their approach, preventing and pre-empting possible difficulties.
- The emphasis should always be on 'catching pupils being good' in order to raise self-esteem and their personal expectations - so rewards and praise should always outweigh sanctions (consequences) with the aim of children reaching the point where they control their own behaviour, seeking intrinsic rewards such as pride in their work, the pleasure of playing well in a match, the joy of helping someone else.
- We need to teach children good behaviour, explaining and showing them what we want, praising them for doing it – don't assume they know
- If children are 'attention needy', we need to ensure we give positive attention for what we want and minimise negative attention e.g. if a young child throws a tantrum we should offer to cuddle/comfort them when they have stopped and are behaving sensibly – 'when you have stopped crying, then I will give you a cuddle'.
- Children need clear boundaries, fairly (objectively) and consistently applied – they need to know that a good behaviour will lead to praise and approval while an inappropriate behaviour will lead to a small but certain sanction.

- A few, basic school and classroom rules (up to 5) need to be discussed with children at the beginning of each year/term and clearly displayed, they need to be translated into 'I can' statements of observable behaviours so the children know exactly what they are expected to do e.g. I (can) keep hands, feet and unkind words to myself.
- The behaviour should always be separated from the child – I like you but I do not like your behaviour because – Children need constant, patient reminders of the consequences of their behaviours (if you do this then that will happen); that they control their bodies and mouths and are responsible for their actions (no one else), and that they have choices about how they behave or respond to a situation – 'do the clever thing, walk away from trouble'.
- Children should be given the opportunity to explain their behaviour but this should not excuse them – no matter how nice they normally are, the sanctions still apply.
- Some children have muddled perceptions of other's intentions and events – they need help with unpicking these and making more objective interpretations e.g. being bumped may be an accident, not a deliberate attack. Some children have difficulties with empathy and need help understanding how the other child feels.
- Sanctions need to be kept in proportion to the original misbehaviour (not allowed to spiral because of the child's subsequent response), and applied consistently in line with our levelled approach, involving the pupil in identifying where their behaviour lies in the system.
- We should avoid punishing whole groups for individual misdemeanours, equally we should avoid publicly humiliating individuals although we may refer to their behaviours anonymously e.g. in assemblies, to make a general point or reminder about what is acceptable and expected, and what is not.
- We should avoid implying low expectations because of our experiences with the child's siblings, relations or parents.
- Assemblies and PSHE should be used constructively to illustrate the traits and behaviours we wish to promote, such as kindness and consideration, as an important part of moral education.
- Children should always be given a fresh start once they have completed the relevant sanction.
- Children who find it very difficult to comply with our rules, despite good behaviour management by adults, or require frequent time out or other sanctions should be referred to the Inclusion manager/member of SLT and/or our school counselling service for more intensive support and particular intervention programmes. Meanwhile, we still apply our normal rewards and sanctions.
- Our expectations should be clearly understood by all, staff, children and especially parents – we should be seeking constructive and understanding relationships with parents from the earliest opportunity so that we have a positive foundation to build upon should there be an issue. We aim to work in complete partnership with parents to resolve issues from the earliest stage. Parents are expected to sign a contract on behaviour, so that they understand the school's expectations

There are five rules which children are expected to follow – these are to be displayed in every classroom. Teachers will guide children towards creating their own class rules based on these five

1. follow directions/instructions
2. look after school equipment
3. respect each other – speak kindly & calmly (no shouting)
4. listen to ideas and instructions
5. keep hands and feet to yourself

Positive ways that we celebrate good behaviour:

Team-points, achievement certificates (reading, writing, maths and star of the week), praise, active stars certificates, weekly award assembly, behaviour certificates, attendance certificates, sharing good work in assembly, stamps and stickers, head-teacher's sticker, prize for the team with the most points each week, phone-calls home, reward trips

Managing disruptive behaviour

It is good practise for staff to pre-empt the need for using the policy and, ultimately, lead to a reduction in the number of children being sent out of class.

A selection of top tips appears below. The list is not exhaustive and staff should not feel restricted by its content.

Non-verbal reminders

- Making eye-contact with off-task child and raising of eyebrows, silent shaking of head, hand gesture (miming/Makaton) used to indicate sitting down/writing/reading/finger to lips
- Adult moves own position to stand next to/behind off-task child (but does not say anything directly to child, if teaching, continue to deliver teaching whilst moving)
- Adult delivering teaching sits still and silently, modelling expected behaviour whilst waiting for all pupils to do the same.

Verbal reminders

- Direct praise given to children/group who are on-task, “thank you X...and X... well done blue table” etc. or, “X that’s a team-point” whilst making no eye-contact or aiming comments at off-task pupils (technical term is Direct Reinforcement of Others – DRO)
- Dropping child’s name into a sentence or using it in a rhetorical question but without stopping or slowing the pace of your teaching.
- Using child’s name with a calm tone to ask a question, “X... how are you getting on?”. It is advisable to ask, “what are you doing?” instead of “why are you doing that?” as it is unambiguous and requires an answer that can be followed up with, “I’d like you to do.... now please”. A child who replies with, “X was doing Y I was just...” needs to be interrupted with, “what are you doing?”
- Announcement of what you’re looking for e.g. “I’m looking for everyone to be sitting on their chairs with feet on the floor and eyes looking at me”. Specific instructions lead to opportunities for specific follow-up praise.... “thank you X and Y; you’re sitting with your feet on the floor and I can see you’re looking at me... a team-point for each of you”.

Bill Rogers techniques

All teachers have their favourite techniques for managing behaviour. These Bill Rogers techniques are easy to use and effective for dealing with most mildly disruptive behaviour:

1. Say what you want – I need you to be sitting down in your chairs, hands in lap, looking this way (3 short instructions always best) & then praise for doing it
2. Tactical ignoring – you choose what you respond to, when and how
3. Redirection / re-focusing on the task – “what should you be doing?”
4. Rule reminder – “all four feet on the floor” (for those who lean back on chairs)
5. Name, direction, ‘thank you’
6. Choice then direction – you can complete your work now or at break
7. Consequence then choice – if you do that again you will not get a point for this lesson, etc.
8. Broken record – keep calmly repeating your request
9. When/ then - “when you have put our pen down, then I will come and see you”
10. Use agreed gestures – hands up or flat to indicate quiet
11. Congruence – make sure your facial expression and voice tone matches what you are saying – it is no good smiling when you disapprove
12. Giving 3 warnings (maybe holding up sad face) – no discussion, ignore reaction, then apply consequence.

The effective and consistent management of disruptive behaviour is key to ensuring that all children are able to learn in an environment that is safe, calm and fair. Despite these measures poor behaviour will sometimes happen in class.

Behaviour modification system

We use **two** distinct behaviour modification systems running concurrently; one is a reward system to encourage **positive behaviour** which rewards children being on task, good behaviour and completion of the task. The other is a system of sanctions to deter those from continuing to exhibit **negative behaviour**. Although the two systems do interweave at points they each have clear structures of their own.

Rewards for positive behaviour:

We wish to raise the self-esteem of all children and teach them to understand that all behaviour has consequences- either good or bad. We wish to encourage those children whose behaviour is regularly positive and can sometimes be overlooked in a classroom. To achieve this we use a simple, manageable points system to reward those children who adhere to the School Rules. At the end of each session children may **earn a point** for their behaviour.

Those children whose behaviour was not acceptable do not earn the point. This must be emphasised as children have **not** lost the point- they have not earned one.

Those children who have earned the most points by the end of the week will choose a prize during their year group's praise assembly as a reward.

Some weeks the school may focus on additional points for the children to earn. These may be for punctuality, wearing school uniform, etc. but will be decided at the previous week's staff meeting and used to focus on whole school initiatives that we are trying to encourage at that time.

A record will be kept of children's points. Once children have achieved 250 points they will receive a Bronze certificate. 500 points will earn a silver certificate and 850 points will mean a golden certificate. This means that all children can aspire to the certificates, even if it takes them the whole year to achieve them. A special celebration assembly is planned for each certificate.

Celebration certificates will be awarded for children who achieve a 'one off'. This may be for outstanding work, behaviour or other example of success.

The class that has the highest percentage for attendance the previous week will also be rewarded in assembly.

This system will allow us to reward behaviour that reflects adherence to the rules, children who achieve individual successes and praise the importance of attending school.

Consequences for negative behaviour:

Children who demonstrate negative behaviour will be dealt with using the stepped approach to consequences. Low level misbehaviour (level 1) will be dealt with by the class teacher and may result in the child not gaining a point for that session. Such children should be given a warning that their behaviour is unacceptable and that if it continues they will be asked to move their name tag. If negative behaviour continues the child will be asked to move their tag to the other side of the board and will therefore not gain a point for that session. However, if such children then continue, for the rest of that session, to exhibit extremely good behaviour they will be able to earn a point.

Children exhibiting Level 2 behaviour may be given Time Out in the classroom or sent to the 'buddy' teacher for Time Out for fifteen minutes. They automatically do not gain the point for that session. Once the child returns to the classroom they continue as normal. The child must lose their play-time to complete the work not done.

Continuance of bad behaviour would result in the child being sent to the Phase Team Leader. In addition, immediate Level 3 behaviour would also warrant a missed lunch-time. PTL must record in their behaviour book so that they can be monitored by a senior member of staff. Parents will be informed if a child is sent to the PTL more than once in a week.

Senior Management would immediately be involved with Level 4 behaviour. Such behaviour may be progressive- gradually building up to the higher levels, or may immediately be of a higher level. Level 5 behaviour (see stepped approach) will result in immediate exclusion.

Children with behavioural problems have difficulty in seeing that they have choices and therefore they are choosing to behave badly. We need to teach them that all behaviour has consequences, good or bad, and that they are able to choose how they behave. It is imperative that we explain exactly what they have done wrong so that they have a clear understanding of what behaviour resulted in what consequences, eg: you were repeatedly interfering with other children on your table trying to work, you were warned to stop but you did not, so now your name has to be moved to the other side of the board.

In order for this system to work effectively precise records need to be kept so that we are able to reward good behaviour and inform parents of bad behaviour.

Automatic exit

Within the behaviour policy there is provision for the automatic exit of children whose behaviour is dangerous or very disruptive to the head of school (or deputy/assistant head if the head of school is not present).

A written record will be made of the occurrence of exit behaviour by the head of school.

Persistently disruptive pupils

Persistently disruptive children will be identified by the Senior Leadership Team or by teachers consulting with the leadership about pupils causing them some concern. Once identified a child will be observed and have an internal PSP set up. The child's parent/carer will be invited to attend this meeting along with the class teacher and other school-based adults who regularly support the child. An internal P.S.P. will be monitored for 6 weeks by the class teacher and phase leaders at phase meetings. If there is no improvement after 6 weeks at the next PSP it will be adapted with new targets and consequences. Children may then be referred to Waterside outreach and a referral for an external PSP completed. During the arrangement time the internal P.S.P. should be continued.

Children for whom additional support is required (i.e. Waterside Behaviour Intervention Service/external PSP) will have a team around the child meeting. As before, parents/carers will be invited as will the class teacher, school-based adults who support the child and any external agencies who are supporting the child. In addition, the Pupil Support Officer for Greenwich will attend in order to monitor the provision being made for children considered 'at risk of exclusion'.

Exclusions - external

Exclusions are intended to improve the behaviour of pupils by marking the seriousness of the offence, engaging previously unengaged parents or providing the school some time to make arrangements to support the pupil. We use exclusion as a part of a positive approach to behaviour management, setting a firm and non-negotiable boundary for unacceptable behaviours

The head teacher, or head of school in their absence, reserves the right to make all final decisions regarding the exclusion of pupils. The circumstances surrounding the offence must be recorded and the pupil must be able to give their account.

There are some behaviours that will result in a fixed term external exclusion. These are listed below:

- an unprovoked violent attack on a pupil resulting in injury
- physical attack on an adult
- persistent bullying, racism, sexism or harassment (which causes significant distress)
- very dangerous or irresponsible behaviour e.g. on a school trip
- bringing an offensive weapon in to school
- bringing drugs or drugs paraphernalia in to school

- major theft or vandalism
- leaving the site without consent (away from the immediate boundaries)

All of these behaviours could lead to fixed term exclusion, generally of 1 day, but longer if appropriate. When excluding a child we follow the LA guidelines.

Exclusions will be arranged in conjunction with the child's parents/carers and will take place as soon as possible after the behaviour has occurred. Any child who has received an external exclusion will automatically have an internal PSP put into place. This is good practice when seeking to support children who are considered to be at risk of exclusion. Only the Executive Head-teacher or the Head of school may exclude a child. Adults in school should avoid threatening pupils with exclusion in the heat of the moment. It is proper, however, to point out that behaviour may result in exclusion when explaining behaviour sanctions to pupils.

Exclusions - internal

Children whose behaviour is persistently disruptive in class (with evidence from tracking sheets) may be excluded internally. An internal exclusion will take the form of isolation from the child's own class and year group for a minimum of ½ day or, in exceptional circumstances may result in a child being internally excluded for up to one week during which time s/he will work independently in a location as decided by the Head of school, Deputy or Assistant head. Internal exclusions must be arranged through the Head of school and recorded.

Racist incidents

All racist incidents should be recorded, both parties counselled and both sets of parents informed and – please see Anti-Racist Policy. The perpetrator should have an appropriate level sanction applied.

Routines

To promote good behaviour both in class and around the school a number of routines have been agreed by teaching staff. In order that the children are given consistent messages about expectations all adults in the school are expected to stick to these.

1. Lining up in the morning

- Bell to be rung by an adult in the morning so KS1/2 know when to line up.
 - Classes to have clearly identified locations at which to line up before school and at the end of playtimes.
 - Each class to have a set line order (including who holds which doors open etc.) with a leader at the front and the back.
 - Define 'pause points' where classes stop en route
- All children should enter the school building calmly and quietly.

2. Moving around the school/Lunchtime behaviour

We need to apply the same principles of the policy to any corridor and lunchtime behaviour – constantly. All adults should be promoting good behaviour by praising good lining up or any good out of class behaviour, 'catching pupils being good' – walking quietly, being polite, lining up well etc. They should be talking to children about behaviour expectations before children go out and re-affirming then when children come back in. They should be supporting the midday meals supervisors in following lunchtime incidents – making it clear to children that their behaviour is the concern of the class teacher wherever or whenever it takes place.

Children will only be allowed in at lunchtime to help a teacher or finish off work if the teacher is present and the teacher has told the Lead TA.

Teachers should be prompt in collecting their classes from the playground.

3. Lining up at the end of lunchtime

- 2 step system:
 - First bell at 1:25 (12:55 on KS1 playground) where the children will stand still and not speak
 - Second bell = walk sensibly to their line
- mealtime supervisors will use class cards to position KS1, they may also use handclapping/similar to calm the KS1 lines
- Year 2 children on the KS2 lunchtime playground will follow the same system as Yr1 and Reception.

4. Assembly

Assembly is the nearest the school comes to a religious ceremony. An appropriate atmosphere should be created to allow for respect and reflection from the moment the children line up in their classrooms.

- Premises Manager to set up the hall well in time
- teachers/ adults will bring the children in quietly, seat them and maintain quiet but positive attention for good behaviour
- teachers to sit when the music starts but maintain visual contact with the children – no calling out or talking to each other please
- whenever possible, assemblies will start and finish promptly
- although staff are responsible for their own class we should take a corporate approach and help maintain the behaviour of any children near us
- one teacher from each year group to sit at either end of their children
- a properly supported quiet exit from the back – one line at a time
- children who behaved inappropriately in assembly taken aside and spoken to quietly and an appropriate level of sanction applied if needed

5. Leaving school at the end of the day

- Children in Foundation and KS1 are to be collected from the playground by an adult known to the school. Known adults must be over the age of 16 unless the parent/carer has sought permission from the head teacher or deputy head for an older sibling to collect.
- KS2 will be brought to the KS2 playground from their classrooms by the class-teacher. Children will then be dismissed from the KS2 playground. (Siblings who walk home together should meet in the playground, not wait outside classroom doors).

The playground

The good behaviour policy is to be used in the playground. Children are to be taken through the policy as they are in class. After a time in the blue zone the child returns to the playground with a clean slate. If a child requires a second session in a playground blue zone s/he should be taken to the Lead Teaching Assistant by a responsible child.

Behaviours that require a child to exit the playground immediately are:-

Racist behaviour, fighting, swearing at an adult, any behaviour that may result in an exclusion.

These children are sent to the Head of school/deputy heads.

School uniform

School uniform is worn by children as a means of identifying them as belonging to our school. It is important that all children wear correct uniform as it is a visible sign that they 'belong' and helps with the management of disruptive behaviour – many children who are picked up for off-task behaviour will try to use the argument, "but X always wears jeans and no-one tells him/her off". If teachers are clear about their expectations re: correct uniform this will help pupils to understand that the rules are the same for everyone.

The school uniform for KS1 and KS2 consists:

- White polo shirt/t-shirt
- Plain black/dark grey trousers/skirt/pinafore (without logos or stripes)
- Morden Mount sweatshirt/fleece
- Dark trainers/shoes (KS2) Dark velcro/buckle fastened shoes/trainers
- If tights are worn with skirts or pinafores they should reflect the colours of the school uniform: white/cream, red, black/dark grey/navy blue.

The only jewellery items that are permitted are small stud earrings and a wrist watch. Parents/carers who wish their child to wear items of religious jewellery that are an integral part of the family's faith, e.g. Sikh Kara bangle, must inform the teacher. Teachers should inform their immediate line manager and raise any health and safety concerns they have with them. Any religious jewellery that is allowed must be removed for PE lessons.

It is the responsibility of all staff to encourage wearing of uniform items. Class teachers will be the first person to do this (in morning registration). Teachers should speak with parents if non-compliance with school uniform continues for more than 3 days or is a recurring event. Particular attention is to be paid to the wearing of jewellery, specifically in the KS1 and Foundation classes. Children who are able to remove their own jewellery (or who have a friend/sibling that can do so) should put any items in their book bag/tray so that the class teacher is not put in the awkward position of accepting responsibility for something that shouldn't be in school in the first place. If the child does not have a book bag/tray please send ask the office for an envelope which can be labelled with the child's name and the item held by admin staff until the end of the day.

EYFS Stepped Approach

Sanctions	Unacceptable / Inappropriate Behaviours	Consequences
<p>1st Sanction Dealt with by teachers and classroom assistants as part of general classroom management</p>	<p>Distracting other children /teacher Failing to listen Pushing in lines Failing to come in when called after playtime Teasing Snatching Lack of care about classroom and equipment Throwing sand/water Throwing toys Mishandling books Shouting out Running inside Swearing</p>	<p>Sad face warning – repeatedly gaining 3 sad faces in a day could lead to loss of playtime</p> <p>(Before moving the child onto the sad face use the positive behaviour strategies outlined in the policy first)</p>
<p>2nd Sanction Behaviour that requires a consequence or response - because of its intensity or frequency</p>	<p>Breaking targets set Continuing to/constantly distracting children Physical abuse – deliberate (but minor) slapping, kicking, hitting, pinching, pulling hair, biting, pushing. Ignoring adult requests / instructions (repeatedly or in a way which is unsafe). Deliberate shouting out, running inside, pushing in, swearing, destroying property e.g. book or display (maybe in a tantrum)</p>	<p>Time out from nice activities/play for 5 – 10 minutes in the Blue Zone</p> <p>1: 1 adult talking through why the behaviour is unacceptable and modelling / role-play appropriate behaviour. Informal chat with parent (consequences must be as immediate as possible to be fully effective)</p>
<p>3rd Sanction Behaviours that senior managers will need to be kept informed about</p>	<p>Physical abuse – deliberate and repeated attacks, fighting, hurting & spiteful behaviour despite Level 2 consequences. Deliberate vandalism of property e.g. equipment (books) coat down toilet. Deliberate refusal to comply with adult requests. Intense verbal abuse – swearing, racism, sexism and offensive name-calling</p>	<p>Time out e.g. loss of a whole play</p> <p>Sticker chart to systematically reward good/desired behaviour. Systematic time out for undesirable behaviours - take away from play situation, supervise but do not give attention Let senior manager know if no improvement over time. Inform parent & have more formal discussion.</p>
<p>4th Sanction Behaviours that require immediate removal from class, senior management involvement and formal follow up.</p>	<p>Intense physical abuse – repeated attacks, fighting, hurting & particularly spiteful behaviour despite Level 3 consequences. Intense verbal abuse – swearing, racism, sexism and offensive name-calling Rage outbursts – maybe involving injuring another child or adult, throwing or breaking furniture or large toys. Out of control tantrums Dangerous behaviour (self and others)</p>	<p>Time out with a senior manager Removal from classroom, adult take to place of safety (or remove other children) until calmed down</p> <p>Parent informed immediately – formal meeting to discuss way forward</p> <p>If this happens persistently a formal meeting to discuss the child's behaviour and develop strategies will be set up (A Pastoral Support Plan)</p>

KS1 Stepped Approach

Who is responsible?	Actions/Behaviour	Consequences
<p><u>Class teacher.</u> <u>Teaching Assistants.</u></p> <p>Dealt with by teachers and classroom assistants as part of general classroom management</p>	<p><u>Level 1</u> Calling out Talking over teacher Disruption while children are working Attention-seeking/ "winding up" other children Noises Tale-telling Running in the classroom Not settling for register/story/carpet</p>	<p>Positive reinforcement of desired behaviours / catch being good – praise, approval, etc. Tactically ignoring & praise to good children. Eye contact, name, gesture/look, turn into joke, reasoning, broken record, move place Redirection, re-focusing on the task Firm reminder – boundaries - warnings Consequences/choices Consult/discuss problem with whole class Name move to sad face on board – Failure to earn a point</p>
<p>Behaviour that requires a deeper consequence or response because of its intensity or frequency.</p>	<p><u>Level 2</u> Repetition of level 1 behaviour Physical abuse – deliberate (but minor) pushing/ pulling hair, etc. Touching or disturbing other children (to gain attention) Repeatedly ignoring adult requests / instructions, arguing back, lying, defiance Deliberate shouting out, running about, pushing in, etc.</p>	<p>Blue Zone (no more than 10 mins) Or time out in 'buddy' class C/T has informal chat with parent Make up for lost time at break (C/T must remain in the class with the child) If becoming persistent (twice or more in a week) class-teacher to phone the parent or speak to them on the playground (Please log in a behaviour book every time you speak to a parent)</p>
<p><u>Phase Leaders</u> <u>FS - Steph</u> <u>KS1- Natasha</u> <u>LKS2: - Aneesa</u> <u>UPKS2: - Helen</u></p>	<p><u>Level 3</u> Continuation of above behaviour following L 2 consequences</p> <p>Intense physical abuse / aggressive/ violent playground behaviour – repeated attacks, fighting and hurting.</p> <p>Deliberate vandalism of property or misuse of resources such as scissors, sharp pencils, rulers etc.</p> <p>Deliberate refusal to comply with adult requests. Verbal abuse – to a teacher or pupil. Deliberate swearing, racism, sexism and offensive name-calling or other bullying</p>	<p>Send to Phase Leader with a causal note and accompanied by an exemplary child. The receiving adult will log referral notes. This log will form the basis for Internal Pastoral Support Plans or where necessary a Waterside referral. If more than once in a week, the child's behaviour will be raised with the linked Senior leader/Phase Leader to meet parent with C/T (A PSP) A child who has reached Level 3 must lose a lunch-time/parent informed</p>
<p><u>Assistant/Deputy Heads</u> <u>Foundation</u> <u>Steph</u> <u>Key stage 1</u> <u>Rachel</u> <u>Lower key stage 2</u> <u>Kemi</u> <u>Upper Key stage 2</u> <u>Stuart.</u> In the absence of anyone listed above, please refer to Lesley.</p>	<p><u>Level 4</u> Persistent aggressive outbursts and/or fighting – maybe involving injuring another child or adult, throwing or breaking furniture or large equipment. Dangerous behaviour (self and others) Extreme / repeated / deliberately offensive verbal abuse, harassment or bullying A second, or subsequent racist incident Stealing Running out of school</p>	<p>Removal from classroom, adult take to place of safety (or remove other children) until calmed down. Time out with a senior manager Parent informed immediately – formal meeting to discuss way forward with class teacher and senior manager Refer to SENCO if indicating long term social, emotional or behavioural difficulties who will observe & assist set up an individual behaviour plan. Maybe refer to Educational Psychologist Possible fixed term exclusion e.g. if unprovoked attack leading to an injury (child or adult), exceptionally violent or aggressive behaviour.</p>

KS2 Stepped Approach

Who is responsible?	Actions/Behaviour	Consequences
<p><u>Class teacher.</u> <u>Teaching Assistants.</u></p> <p>Dealt with by teachers and classroom assistants as part of general classroom management</p>	<p>Level 1 Squabbles / minor disruption Shouting out / not putting hand up answering back Talking instead of listening/Off task Out of seat / time wasting Distracting, disturbing others Teasing/shrugging Eating in class Irritating behaviour involving equipment Minor damage to equipment Failing to settle Laughing at others/ whistling esp when told off Deliberate lateness especially after play</p>	<p>Positive reinforcement of desired behaviours / catch being good – praise, approval, etc. Tactically ignoring & praise to good children. Eye contact, name, gesture/look, turn into joke, reasoning, broken record, move place Redirection, re-focusing on the task Firm reminder – boundaries - warnings Consequences/choices Consult/discuss problem with whole class Name move to sad face on board – Failure to earn a point</p>
<p>Behaviour that requires a deeper consequence or response because of its intensity or frequency.</p>	<p>Level 2 Continuation of Level 1 despite consequences.</p>	<p>Blue Zone (no more than 10 mins) Or time out in 'buddy' class C/T has informal chat with parent Make up for lost time at break (C/T must remain in the class with the child) If becoming persistent (twice or more in a week) class-teacher to phone the parent or speak to them on the playground (Please log in a behaviour book every time you speak to a parent)</p>
<p>Phase Leaders FS - SM KS1- NN LKS2: - AM UPKS2: - HA</p>	<p>Level 3 Continuation of level 2 despite consequences Provoked retaliatory behaviour Physical abuse/aggressive playground behaviour- punching/ fighting/ kicking/ hurting/ storming off/ threatening / spitting on others Deliberate vandalism /misuse of equipment or property e.g. toilets, or misuse of resources such as scissors Minor theft. Deliberate and repeated refusal to comply with adult requests, open rudeness, refusal to come into class Verbal abuse – deliberate swearing, racism, sexism and offensive name-calling or other bullying or harassment</p>	<p>Send to Phase Leader with a causal note and accompanied by an exemplary child. The receiving adult will log referral notes. This log will form the basis for Internal Pastoral Support Plans or where necessary a Waterside referral. Persistent referral, if more than once in a week, the child's behaviour will be raised with the linked Senior leader/Phase Leader to meet parent with C/T (A PSP) A child who has reached Level 3 must lose a lunch-time/parent informed</p>
<p>Assistant/Deputy Heads</p>	<p>Level 4 Continuation of Level 3 behaviours Unmanageable behaviour / severe and constant disruption / complete defiance. Physical assault - aggressive outbursts and/or fighting – maybe involving injuring another child or adult, throwing or breaking furniture or large equipment, vandalism A second, or subsequent, racist incident Leaving the premises without permission Dangerous behaviour (self and others). Major / significant theft. Extreme / repeated / deliberately offensive verbal abuse, harassment or bullying Bringing offensive weapons into school</p>	<p>Removal from classroom, adult take to place of safety (or remove other children) until calmed down (see policy re use of restraint). Time out with a senior leader (DH/AHT) - who will monitor & may give warning of exclusion. S/L to log in behaviour book Parent informed immediately – formal meeting to discuss way forward and draw up and implement individual behaviour plan. May have a referral for an external PSP with Inclusion / Behaviour Support Team, counsellor</p>
<p>Head of school/ Deputy heads (On duty)</p> <p>Behaviours that require immediate removal from class, and formal follow up.</p>	<p>Level 5 Continuation of Level 4 Unprovoked attack on pupil leading to injury Physical attack on an adult Extreme physical bullying Extreme vandalism Bringing a weapon into school Leaving site without permission (away from immediate boundaries)</p>	<p>All of these behaviours could lead to fixed term exclusion, generally of 1 day, but longer if appropriate. When excluding a child we follow the LA guidelines. Exclusions will be arranged in conjunction with the child's parents/carers and will take place as soon as possible after the behaviour has occurred. Children whose behaviour is persistently disruptive in class (with evidence from tracking) may be excluded internally.</p>

Consequences for poor behaviour KS1/FS

<p>Step 1 Sad face</p>	 A yellow sad face emoji with a blue background. The emoji has a white outline, a white mouth, and a white nose. The word "Sad" is written in white below the emoji.
<p>Step 2 Blue Zone Lose a play-time Lose a team-point</p>	 A blue desk and a matching blue stool. The desk is rectangular with a blue top and light blue legs. The stool is also rectangular with a blue top and light blue legs.
<p>Step 3 Time-out of class Lose a lunch-time Call parents</p>	 A silver stopwatch with a red section on the dial. The dial is white with black markings and a red section. The word "123RF" is visible on the dial.
<p>Step 4 Time-out with a senior leader Call parents in for a meeting</p>	 A silver stopwatch with a red section on the dial. The dial is white with black markings and a red section. The word "123RF" is visible on the dial.

Consequences for poor behaviour KS2

<p>Step 1 Sad face</p>	 <p>A yellow sad face emoji with a blue background. The word "Sad" is written below the emoji.</p>
<p>Step 2 Blue Zone Lose a play-time Lose team-point</p>	 <p>A blue desk and a matching blue stool.</p>
<p>Step 3 Time-out of class Lose a lunch-time Call parents</p>	 <p>A silver stopwatch with a red section on the dial.</p>
<p>Step 4 Time-out with a senior leader</p>	 <p>A silver stopwatch with a red section on the dial.</p>
<p>Step 5 Fixed Term Exclusion</p>	 <p>A large black 'X' symbol.</p>