



## BEHAVIOUR AND DISCIPLINE POLICY

### *Introduction*

***‘When children leave us we want them to be compassionate, self-confident with a love of life and learning.’***

*The Bible verse that sets this vision in context is John 10:10 “I have come that they may have life, and have it to the full.” For it is the flourishing in the grace of God that will enable our children to be wise, hopeful, live well together with dignity and respect in God’s world.*

*It is a vision that is inclusive to all as we are reminded in the words of Luke 18:16:  
“But Jesus called them to him, saying, “Let the children come to me, and do not hinder them,  
for to such belongs the kingdom of God.”  
For we are all equal in the eyes of God.*

**Psalm 103:8-12** *The LORD is merciful and gracious, slow to anger and abounding in steadfast love. He will not always chide, nor will he keep his anger forever. He does not deal with us according to our sins, nor repay us according to our iniquities. For as high as the heavens are above the earth, so great is his steadfast love toward those who fear him; as far as the east is from the west, so far does he remove our transgressions from us.*

**Ephesians 4:32** *Be kind to one another, tender-hearted, forgiving each other, just as God in Christ also has forgiven you.*

This policy has been developed from the fundamental understanding that God is merciful and gracious and forgives us of all our trespasses and that through the life and death of his son Jesus we know how to respond to others. We love (and forgive) because he first loved (and forgave) us. As a result our Behaviour policy is built around promoting positive behaviour and the development of our Christian Values and supporting pupils who need help in managing behavioural difficulties so that all our pupils can flourish.

The Governors of Packington Church of England Primary School accept that they have a key role in influencing the ethos, atmosphere and philosophy of the school. They are aware also of their role to support the Headteacher and the Staff of the school in maintaining standards of discipline and behaviour.

The Governors see the school as being an important factor in affecting children's behaviour. Good behaviour and discipline is essential for effective teaching and learning to take place. This policy offers a whole school approach to behaviour and discipline based on the needs for safety, regard for others and the protection of property.

This policy statement also takes regard of the following legislation and advice and referral should be made to these documents: Education Acts 2002, 2006, 2011, School Standards and Framework Act 1998, Education and Inspection Act 2006, Behaviour and Discipline in Schools 2016, Equality Act 2010, Behaviour and Discipline in Schools advice for headteachers and school staff 2016.

### **The Law States:**

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

### ***Aims***

As a Christian school it is our primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust, respect for all, forgiveness and reconciliation. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. In working together we aim to:

- maintain good order;
- provide a secure and stable environment;
- provide a clear expectations for pupils' behaviour;
- encourage pupils to recognise the effects of their behaviour;
- provide a positive system of rewards and consequences;
- provide exciting and challenging opportunities for pupils to learn;
- provide a framework of support for staff.

The school expects every member of the school community to behave in a considerate way towards others.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### *Management/Organisation*

The Governors delegate the day to day securing of discipline to the Headteacher and it is her role to ensure that agreed standards are consistently applied throughout the school. The Headteacher in turn delegates the day to day discipline of each class to the classteacher. All involved are subject to the principles laid down in this document.

The Governors accept that misbehaviour by pupils often has a background cause that may not be their fault. However, it is their responsibility to support the staff in investigating contributing factors and finding ways to moderate this behaviour to an acceptable level.

### *The Role of the Headteacher*

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school and the Headteacher has the statutory right to determine the measures to be taken to:

- promote self discipline and a proper regard for authority;
- encourage good behaviour and respect for others on the part of pupils;
- secure the standard of behaviour of the pupils that is acceptable;
- make decisions on permanent and temporary exclusions.
- liaise with other educational settings to put in place transition programmes for pupils experiencing BESD problems.

This is done in accordance with the written statements, and guidance, offered by the Governors, the government and the local authority. The headteacher will report to the governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all the children in the school.

The headteacher supports the staff by implementing the policy, by setting standards of behaviour, and by supporting staff in implementing the policy.

The headteacher keeps a record of all reported serious incidents of misbehaviour.

### *The Role of the Teachers/ staff*

The Governors are aware that for teachers to be effective classroom managers they must:

- provide a calm, purposeful classroom atmosphere;
- ensure that the school rules are consistently enforced and that classes behave in a responsible manner during lesson time.
- have clearly understood procedures for pupil discussion, movement in class and around school;
- give clear instructions as to how children are expected to organise themselves;
- handle misbehaviour quickly and calmly to maintain pace and minimise disruption - pick out ring leaders;
- ensure that work is appropriate to pupils' abilities;

- arrange the classroom so that it is suitable for activities being carried out;
- be aware of their own behaviour - staff should avoid humiliation, shouting, over-reaction, blanket punishments and sarcasm.
- treat each child fairly and enforce agreed codes and practices consistently.
- treat all children with respect and understanding.
- have high expectations of the children with regard to behaviour and strive to ensure that all children work to the best of their ability.

This policy needs to be read in conjunction with the staff handbook.

If a child misbehaves repeatedly in class the class teacher will keep a record of all such incidents. In the first instance the teacher will deal with incidents him/herself in the normal manner. However, if the misbehaviour continues, the class teacher will seek help and advice from the headteacher.

The class teacher will liaise with external agencies as necessary to support and guide the progress of each child. The class teacher will also report to parents about the progress of each child in their class in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Staff will liaise with other educational settings to put in place transition programmes for pupils experiencing BESD problems.

All staff will follow our behaviour policy whatever their role in school (e.g. premises officers, admin staff, support staff etc). All pupils are made aware that any adult can sanction and reward pupils with the focus on consistency rather than severity and that all staff will follow the same procedures.

Teachers' powers to discipline include the power to discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher. They can also discipline pupils for misbehaviour when they are not in school or in the charge of a member of staff. Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- Wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school

However, in all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## *The Role of the Pupil*

Pupils need to know and understand the boundaries of acceptable behaviour. Whenever possible pupils should be involved in the decision making process for rules, identifying stop and start behaviours, rewards, sanctions and the 'Code of Conduct.'

The class teacher will discuss the school rules with each class. In addition to the school rules, each class has its own classroom code/ rules in the form of stop and start behaviours, which is agreed by the children and displayed on the wall of the classroom. The children will also contribute towards identifying stop behaviours for playtime and collective worship. In this way, every child in school knows the standard of behaviour that we expect in school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

A home school agreement is sent home at the beginning of each year and pupils are expected to sign this along with their parents and class teachers.

## *Parental Involvement*

The Governors consider that parents have a vital role in fostering good behaviour.

Parents should ensure that:

- pupils arrive at school on time;
- pupils have suitable clothing;
- pupils have the necessary equipment needed for their work;
- they encourage their children to take school seriously.
- Pupils complete homework

The Governors and Staff of Packington School actively encourage parental support and this partnership is essential for the pupils' success and as such we try to build a supportive dialogue between home and school. Each year we send home a Behaviour Code to explain our school rules. If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains they should contact the head teacher by making an appointment via the school office. If the situation is not resolved then they should contact the school governors as laid out in the Complaints Policy. Parents should allow school staff to solve and/ or address behavioural issues in school rather than attempting to solve the issue themselves. Parents should not attempt to interview other pupils. (Pupils tell us that they do not like it when another parent phones their home to ask about issues that have occurred in school; they prefer school staff to deal with incidents as they feel that they can move on quickly. They also tell us that it can be difficult if parents fall out when they (the pupils) have resolved the problem and have renewed their own friendships).

In addition, social media should not be used as a means to solve behavioural issues and it is expected that parents contact school rather than publishing concerns on social media sites.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home -school agreement.

The Governors require that parents of children showing any misbehaviour, which is a matter of concern, should be informed and involved with the strategies that are agreed to attempt to modify the behaviour. It is advised that the period of time is decided upon (a week, half a term etc.) over which an evaluation of methods used and improvements made can be measured. A further meeting with staff concerned and parents can take place, albeit informally.

## *Methodology*

The Governors feel that it is important for there to be continuity and consistency of approach to effectively monitor and promote outstanding behaviour, prevent bullying and promote self discipline and respect.

To ensure this takes place the school has developed a Code of Conduct and implemented a whole school behaviour and reward system.

### **1. Code of Conduct:**

Our Code of Conduct was produced to put the principles of this policy into a workable format that could be easily understood by the whole school community. At Packington we believe children come to school to learn and we all want them to succeed. We want them to be proud of their place in the school community and we aim to provide a stimulating, happy, supportive and safe environment. We work hard at providing an interesting and varied curriculum in school. We care too much about each child's success to allow misbehaviour to spoil their time at school. We teach children what we consider to be appropriate behaviour in school and this is summarised in our Code of Conduct see appendix 1.

### **2. Whole School Behaviour System**

At Packington we believe rules should be short, simple, clearly understood and regularly reviewed and minor incidents of misbehaviour should be dealt with calmly and quickly. At Packington we use the principles of 1,2,3 Magic to manage and promote good behaviour across the school. It is expected that all adults employed at the school will use and apply these consistently. See appendices 2 & 4

Following our Happy Lunchtime training we are trialling a variation to our whole school behaviour system for midday supervisors to use. The trial will take place during the academic year 2018-19, commencing 24<sup>th</sup> September 2018. The system will only be used by midday supervisors during the lunchtime period. Over the trial period amendments may be made to the lunchtime system to suit school and pupil needs. It is intended that the midday lunchtime system will dovetail into the whole school behaviour system and fully implemented from September 2019. The system is outlined in appendix 7.

## **At Packington we use a system based on the principles of 1,2,3 magic as follows:**

- The pupils and staff work together to identify stop behaviours e.g. talking in class, distracting others etc. Stop behaviours are identified for different situations - the classroom, the playground, the hall and collective worship. These are displayed in school.
- All classes have a traffic light chart. All children start each day/session on the green chart. Should children misbehave they will be told "One" by an adult and their name will be moved to the first amber chart. If they continue or do another stop behaviour within the agreed time period then they will be told "Two" and they will be moved to the second amber chart. A third behaviour will result in a "three", the name moved to red and children will be given time out in a place decided by the teacher. Children will have timeout of one minute for each year of their age up to a maximum of 5 minutes. Adults will not enter any discussion with the child about why they have got a 1, 2 or 3 unless it is dangerous or could hurt themselves or another person. Children who ask why they got a 1 etc will be directed to the display of stop behaviours so they can develop an understanding of what they have done wrong. This therefore prevents disruption to the lesson. It is important to realise that some punishments such as telling off, nagging or indepth explanations can be rewarding to a pupil who is attention seeking. It may even encourage the behaviour which is being discouraged.

Timeout will take place in a variety of places; a corner of the room, a partner classroom, in the corridor or by standing on the wall during playtime. (For very young pupils timeout may also take place holding the teachers hand at playtime.)

- Certain behaviours such as swearing, deliberate vandalism or physical assault will result in an automatic "three" and the child will be sent to have timeout outside the headteachers office at playtime. Parents will be informed if their child is given an automatic three.
- At the end of playtime the classes will line up and the teacher on duty will inform class teachers of any behaviour incidents that have taken place during playtime. Every class has a pink book and any pupils given a 1, 2 or 3 will be recorded in the book. This will ensure that a record is kept so that any patterns in behaviour can be seen.
- Staff will also record any incidences of behaviour in their class mark books (this includes behaviour that occurs in the classroom or school as well as playtimes or during visits).
- If a pupil gets an immediate 3 then staff (the child's class teacher) will inform parents as soon as possible.
- Staff will also inform parents if there is a pattern of poor behaviour eg a pupil is given a larger than usual number of 1's or 2's over a period of time. (Staff will use their professional judgement but an example may be a child receiving 6 x 1's over a two week period)
- If the incident is more serious, for example an immediate 3 that is deemed aggressive or a repeated incident then the pupil will be sent to the Head Teacher. On being sent to the Head Teacher she will make a record (in the Red Three Strikes Book). Such an incident would result in the loss of at least one or more playtimes. Should a

child have their name in the book on three occasions during a half term then she will talk to the child's parents and an agreed sanction and behaviour contract will be put in place.

- The school, with parental permission, will seek advice from outside agencies for pupils who demonstrate repeated or an ongoing behavioural difficulties.

All adults in school use this system and children are made aware of this, **although for 2018-19 we are trialling an amendment to the system for midday supervisors as discussed above ( see appendix 7).**

**Children and parents must be clear that bad behaviour will be punished.**

We recognise that there may be occasions when another method of behavioural management instead of/ or in addition to 1,2,3 Magic may be more appropriate. This will depend on the situation, the degree of seriousness of the incident of behaviour or the needs of a specific child. We may therefore use a variety of different sanctions or behavioural methods such as those identified below:

1. A reprimand or a frowning look for a minor situation and removal or withdrawal of privileges (such as reduced/ missed playtimes or lunchtimes and loss of privileges such as not being allowed to participate in certain activities for example after school activities ) for more serious or repeated incidents. After school detentions are not issued at Packington.
2. Movement of the child to work with a different group for a short period of time.
3. The child undertakes a "community service" activity e.g tidying an area.
4. Confiscation of property.
5. The child writes a letter of apology.
6. The child will be sent to the Headteacher for a severe reprimand which may be recorded in the Behaviour File.
7. Behaviour Modification Plans, contracts, reports or charts.
8. Parents are informed.
9. Parents are invited into school to discuss future plans.
10. The child is excluded from school.
11. In respect of a child with Behavioural, Social or Emotional difficulties (BSED), then we may develop a personalised system to support them in school.

Other strategies may be utilised depending on the context and therefore this policy needs to be read in conjunction with the Anti-bullying Policy and Anti-racist policy .

Where misbehaviour is frequent or follows a pattern, the classteacher will need to make observations in order to make an informed decision as to how to attempt to modify the behaviour. Records of strategies should be kept and evaluated at a later date.

In rare circumstances the Governors and Headteacher may have to consider an exclusion procedure in extreme cases of misbehaviour.

### *Fixed-term and permanent exclusions*

We do not wish to exclude any child from school, however on a very rare occasion this may be necessary. Exclusion may be used as a result of one single serious event or because of repeated incidents of poor behaviour. Where pupils exhibit repeated poor behaviour the school will put in place a Behaviour Modification Plan. ( A Step 1 modification plan will be put in place to support pupils to modify and stop repeated poor behaviour. If the pupil continues to exhibit poor behaviour then a Step 2 modification plan will be put in place- this plan will use exclusion as a sanction (see appendices 5 and 6).

Templates of these modification plans can be found in the appendix. Parents will be informed should a Behaviour Modification plan be used (sample letters informing parents that a step 1 or step 2 plan has been put in place . See appendices 7 and 8).

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher will follow the most current guidance set out by the DFE and the Local Authority (Statutory Guidance On School Exclusions from September 2012).

The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one year. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child she informs the parents immediately (ideally by telephone followed up by a letter), giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. Model letters are available within the DFE guidance for the headteacher to refer to.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days (10 lunchtimes) in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. The committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the L.A, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

### *Restraint (Reasonable Force) and Confiscation of Property*

Staff will only intervene physically in order to prevent a pupil committing an offence, injuring another person or damaging property or if the child is in danger of hurting him/herself.

Staff may also intervene to maintain good order and discipline in the classroom. The actions that we take are in line with government guidelines on the restraint of children. Staff have received training on manual handling and where possible these principles and guidelines will be used, however, the safety of pupils should remain paramount and staff may be required to intervene outside of these guidelines to ensure the safety of themselves and others. Staff will make a record of incidents where reasonable force has been required - these will be filed in a Behaviour Folder in the Head Teacher's filing cabinet.

A personal intervention plan will be produced for any child requiring regular and specific handling as a result of BESD or SEND issues. (*Use of Reasonable Force- advice for school leaders, staff and governing bodies*)

Who children sit with, their position in relation to the teacher and the activity they are involved in may be contributory factors to their behaviour.

Staff are advised to consult and support each other. Advice can be sought from outside agencies, with the support of the Headteacher, if this is deemed appropriate.

Severe misbehaviour may result in a pupil needing to be removed from a situation with another adult for a short time. A record will be kept of pupils conduct (positive and negative). The Headteacher (or Senior Teacher in their absence) should be informed of any serious or frequently occurring misbehaviour so that consideration can be made as whether to put in place a Behaviour Modification plan.

Teachers can confiscate pupils' property as a punishment. (The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.) At Packington it is most likely that a teacher will confiscate property as a result of the pupil being distracted by, distracting others, using the item inappropriately or at the wrong time. Items are generally returned to pupils but teachers may retain items for a set period, ask parents to collect them or on occasion dispose of them. Parents will be informed about any items confiscated that are considered dangerous or illegal (weapons, knives, alcohol, laser pens, tobacco, fireworks, drugs, pornography, stolen items etc). The only time parents will not be informed is when in doing so the action may compromise a safeguarding issue and put the pupil at risk. Where necessary other agencies will be informed - this may include the police and/or social services. Weapons, knives, extreme pornography will always be handed over to the police.

**Teachers may search without consent for prohibited items including:**

knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, matches, lighters, fireworks, pornographic/ hate images and literature, laser pens and any article likely to be used to commit an offence, cause personal injury or damage property.

### Seclusion

In exceptional circumstance it may be necessary to isolate a disruptive pupil for a limited period. Any use of isolation that prevents a child from leaving a room of their own free will only be considered in exceptional circumstances. In doing so, the school will take account of the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

### *Drug and alcohol related incidents*

It is the policy of this school that no child should bring any drug, legal or illegal to school. If a child needs medication during the school day the parent or guardian should notify the school and seek permission for the medication to be brought (reference should be made to the Medicines in School Policy). This should be taken directly to the school office for safekeeping.

### *Bullying*

The school does not tolerate bullying of any kind. If an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. The school has an Anti-bullying Policy and strategies in place to help us work towards our aim that all children attend school free from fear. This policy should be read along with the Anti-bullying policy that outlines in detail the schools' philosophy and strategies to prevent bullying. The school includes strategies to raise awareness and prevent bullying in its curriculum.

### *Social Media*

It is the policy of the school that pupils using electronic and social media to bully pupils or staff or to adversely affect the reputation of pupils, staff or the school will be reprimanded. Any such actions will be brought to the attention of parents and could result in exclusion and the police being informed.

It is also the policy of the school that we will report to the police and/ or the Local Authority any persons (including pupils, staff, Parents) who use social media to bring the school, staff, pupils or governors into disrepute.

### *Malicious Accusations by Pupils Against Staff*

The school will not tolerate malicious accusations against staff. Such actions will be dealt with severely. At the lowest level they will result in an automatic 3, missing of a privilege and parents being informed and depending on the severity of the circumstances could lead to exclusion and the police being informed.

### *Lunchtimes*

Many of our lunchtime supervisors work as teaching assistants in school and are very aware of the school behaviour policy/ code of conduct and school rules this therefore provides good continuity and progression for pupils and staff. All Lunchtime supervisors, whether teaching assistants or not have been given support and guidance on how to deal with misbehaviour and they have a set of guidelines to follow. New Lunchtime supervisors will meet with the Headteacher to discuss procedures on dealing with misbehaviour to ensure a continuity of approach.

Any pupil who receives a 1, 2 or 3 is recorded in the class pink books. (A pink book is available in the first aid bag for an aide memoir for staff on duty.)

Children who demonstrate particularly bad behaviour at lunchtimes will be sent to the headteacher and have their names entered in the Behaviour File/ Red Book. If a child's name appears regularly in the book or if the reason for entry is considered serious the Headteacher will send a letter home to their parents. This letter will explain to parents that if the bad behaviour does not cease the parents will be requested to take their children home at lunchtime for a period of up to one week.

### *Pupils' Conduct Outside the School Gate*

At Packington we expect our pupils to represent the school well, demonstrating good behaviour both in and outside school. As such any non criminal bad behaviour and bullying which occurs off school premises and witnessed by a staff member or reported to the school will be investigated and may result in disciplinary actions/ sanctions as outlined above.

The school will discipline a pupil for any misbehaviour when the pupil is:

- Taking part in any school organised or school related activity
- Travelling to and from school
- Wearing the school uniform or identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

The school will reward good behaviour/ representation of the school beyond the school gates in order to encourage pupils to support the vision and ethos of the school.

## **3. Rewards**

### *Encouraging Respect for Others*

Learning how to behave towards each other is an important part of school life and is part of the Christian ethos of the school. Collective worship, assemblies, SEAL, Circle Time and PSHE provide clear opportunities for the development of a sense of values but they can also be reinforced in good teaching across the whole curriculum. This policy does need to be read in conjunction with the Spiritual, Moral, Social and Cultural Policy, the Collective Worship Policy and the PSHE Policy.

### *Rewards*

The Governors accept that rewards and punishments together offer the most effective and reliable means of controlling behaviour.

Rewards may take many forms but to be effective they should be given as quickly as possible, should be deserved and be something the pupil will enjoy.

Rewards may be individually based or accrued for the whole class and we have developed a whole school system for rewards across the school as follows:

All pupils across the school can be awarded a "TOP TICKET" (a raffle ticket) by any member of staff. These are awarded for good conduct and demonstrating respectful behaviour. The tickets are kept in a top hat in each class. At the end of each week they are gathered together into one special box and one ticket is drawn. The winner is allowed to pick a prize out of a treasure box of gifts.

All pupils can be awarded a merit sticker. In KS2 these are awarded for good work and effort. In the FS and KS1 these are awarded for good work and effort as well as positive social skills and development. Each class displays an effort or merit chart for children to collect their stickers on. When children complete their row on the chart then they are awarded a certificate as follows: completion of the first chart = a bronze certificate, second chart = a silver certificate, third gold etc.

Each class also has a pasta or marble jar. Classes will be awarded with a marble or piece of pasta for whole class good behaviour e.g. lining up well at playtimes, good behaviour in collective worship, whole class effort towards start behaviour such as changing quietly and efficiently for P.E, whole class good behaviour in lessons etc. Each piece is worth 1 minute of golden time. At the end of the week the pieces are counted and the whole class are awarded their golden time.

Alongside this whole school system staff may choose alternative awards as appropriate for the child or situation. Pupils should be given verbal praise and positive comments on work, where appropriate, and the Governors support the use of achievement stickers and certificates to encourage good and improved work or behaviour and success.

### *Growing and Glowing Time and Stars of the Week*

Pupils are rewarded for positive behaviour and conduct by the award of stickers. These are collected on the class effort chart and when the child has completed their chart they are awarded with a bronze certificate in our weekly Growing and Glowing Time. When the child has completed their second effort chart they are then presented with a silver certificate, then gold etc. Stickers are also awarded for specific improvements, achievement and effort.

Star worker stickers are presented to children who have made a specific effort in an area of school life on a weekly basis.

At the beginning of each week a specific star of the week focus is set and displayed in the hall. This focus may relate to our Building Learning Power/ Secrets to Success/ Character Education or attitudes to learning work or may be based on a social, moral or spiritual theme or based on the Collective Worship theme. The star of the week focus may be set by the staff or by the pupils themselves. At the end of the week five children who have demonstrated star of the week qualities will be nominated by teaching staff to receive a special certificate and their photographs will be displayed for a week on the Star of the Week notice board.

A certificate is also awarded for one pupil who demonstrates a super learning attitude and another to a pupil who demonstrates a growth mindset.

### *Special Educational Needs/Equal Opportunities*

The Governors recognise that if a child has a behavioural difficulty it will act as a barrier to his/her learning. Records kept on a pupils behaviour may form a part of the sequence of stages for special educational needs provision.

All pupils at Packington School are given equal access to the curriculum and in the same way all pupils will be subject to the same reward and punishment procedures although these may be adapted in exceptional circumstances. Any sanctions must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate and must take account of the pupil's age any SEND they may have and any religious requirements affecting them.

### *Support*

We encourage children to tell us if they are worried or upset by anything in school and try to deal with the situation sensitively and quickly. We also encourage parents to inform school of concerns children raise to them as we recognise that young children are more likely to talk to their parents about their worries. Parents should let the school investigate and find a solution to problems that occur in school rather than trying to sort it out themselves.

As a school we put in every effort to support pupils experiencing BESD, setting up behavioural contracts, programmes and modification plans and linking with outside agencies for advice and support as well as establishing transition programmes for pupils moving classes or schools.

### *Safeguarding*

As a school we will consider if the behaviour under review gives cause for us to suspect that the child is suffering or is likely to suffer significant harm. Where this is the case the school will follow our Safeguarding policy. The school will consider whether continuing disruptive behaviour is the result of unmet educational or other needs.

### *Staff Development*

At Packington we believe that it is important to support and provide training for staff. The school reviews and monitors behaviour at the school as well as the needs of pupils and staff training requirements. Staff are involved in improvement work and the development of behaviour is included in the School Development Plan. Opportunities are provided for staff to receive training and new staff are given an induction to our behaviour policy.

We recognise that it can be very stressful for staff working with pupils experiencing BESD or ASD and in these circumstances the school will provide opportunities for staff to discuss the case and their needs and will offer any relevant support and training.

The school will refer cases of accusations against staff to the appropriate bodies, including the LA Safeguarding and Accusations Manager and will provide support for staff where accusations are malicious (Details are included in our Safeguarding Policy)

## *Monitoring and Review*

The headteacher will monitor the effectiveness of this policy on a regular basis. She will report on the effectiveness of the policy to the governing body and, if necessary, will make recommendations for further improvements. A member of the governing body will also be appointed to monitor and report on behaviour at the school.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor incidents. The headteacher records those incidents where a child is sent to her on account of bad behaviour. (Behaviour Incident reporting proformas are kept in the resources room). We also keep records of incidents that occur at break or lunchtime:

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of bullying and racial equality, it will seek to ensure that the school abides by non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body will review this policy every year or earlier to take account of any new government regulations or recommendations to improve this policy.

This policy needs to be read in conjunction with the staff handbook and the following policies:

Anti-bullying  
Collective Worship  
PSHE  
Spiritual, Moral, Social and Cultural,  
R.E  
Safeguarding  
Medicines Policy

### Appendices:

Code of Conduct  
One, Two, Three Magic - For Parents  
Procedures to Encourage Positive Behaviour  
Information for Visiting Teachers  
Behaviour Modification plan - Step 1  
Behaviour Modification plan - Step 1 - Letter to parent  
Behaviour Modification plan - Step 2  
Behaviour Modification plan - Step 2 - Letter to parents

**Happy Lunchtime Behaviour System for Midday Supervisors - Trial 2018-19**

## *Packington C of E Primary School*

### **Code of Conduct**

Children come to school to learn and we all want them to succeed.  
We want them to be proud of their place in the school community.  
We aim to provide a stimulating, supportive, creative environment.  
We work hard at providing an interesting and varied curriculum in school.  
We care too much about each child's success to allow misbehaviour to spoil their time at school.  
We teach children what we consider to be appropriate behaviour in school and this is summarised in our **Code of Conduct**

**Respect and value both yourself and others.**

**Do our best and work together.**

**Be kind and caring with other children both at play and during lesson time.**

**Be polite and respectful in your dealings with all staff and adults in the school.**

**Allow other children to work and play free from interruptions, distractions and annoyance.**

**Play with others in a friendly way and involve other children whenever possible.**

**Respect other people's property and to use the school's equipment with care.**

**Listen carefully without interruptions.**

**Avoid becoming involved in any hurtful teasing or bullying and encourage others to do the same.**

**Co-operate in upholding the school rules so that school can be a safe and happy place for everyone.**

**Do what you are told the first time you are asked.**

## **One, Two, Three Magic – Behaviour Policy Summary**

*Be kind to one another, tender-hearted, forgiving each other, just as God in Christ also has forgiven you.  
Ephesians 4:32*

Most children follow the **Code of Conduct** most of the time but when a child misbehaves we want to take steps to stop it happening again. Depending on the type, severity and frequency of the misbehaviour we follow these steps based on the principles of 1,2,3 magic:

1. The pupils and staff work together to identify stop behaviours e.g talking in class, distracting others etc and start behaviours eg line up quietly and face the front. Stop and start behaviours are identified for different situations - the classroom, the playground and collective worship. These are displayed in school.
2. All classes have a traffic light chart.
3. All children start each day/session on the green chart.
4. Should children misbehave they will be told "One" by an adult and their name will be moved to the first amber chart.
5. If they continue or do another stop behaviour within the agreed time period then they will be told "Two" and they will be moved to the second amber chart.
6. A third behaviour will result in a "three", the name moved to red and children will be given time out in a place decided by the teacher. Children will have timeout of one minute for each year of their age up to a maximum of 5 minutes.
7. Certain behaviours such as swearing, deliberate vandalism or physical assault will result in an automatic "three" and the child will be sent to have timeout outside the headteachers office at playtime.
8. Staff record any behaviour points in their class mark book so that patterns of low level behaviour problems are recorded.
9. During playtime the teacher on duty will record if a pupil is given a 1, 2 or 3. At the end of play pupils line up in their classes and the duty teacher will inform class teachers of any incidents. Class teachers record this in their PINK PLAYGROUND BOOK. They also transfer the points a pupil is given into their class mark book.
10. If a pupil gets an automatic 3 then staff (the child's class teacher) will inform parents as soon as possible.
11. Staff will also inform parents if there is a pattern of poor behaviour eg a pupil is given a larger than usual number of 1's or 2's over a short period of time. (Staff will use their professional judgement but an example may be a child receiving six 1's over a two week period)
12. If the incident is more serious, for example an immediate 3 that is deemed aggressive or a repeated incident then the pupil will be sent to the Head Teacher. On being sent to the Head Teacher she will make a record (in the Red Three Strikes Book). Such an incident would result in the loss of at least one or more playtimes. Should a child have their name in the book on three occasions during a half term then the head will talk to the child's parents and an agreed sanction and behaviour contract will be put in place.

All adults in school use this system and children are made aware of this.

We recognise that there may be occasions when another method of behavioural management instead of/ or in addition to 1,2,3 Magic may be more appropriate. This will depend on the situation, the degree of seriousness of the incident of behaviour or the needs of a specific child. We may therefore use a variety of different sanctions or behavioural methods such as those identified below:

1. A reprimand or a frowning look for a minor situation and removal or withdrawal of privileges (such as reduced/ missed playtimes or lunchtimes and loss of privileges such as not being allowed to participate in certain activities for example after school activities ) for more serious or repeated incidents. After school detentions are not issued at Packington.
2. Movement of the child to work with a different group for a short period of time.
3. The child undertakes a "community service" activity e.g tidying an area.
4. Confiscation of property.
5. The child writes a letter of apology.
6. The child will be sent to the Headteacher for a severe reprimand which may be recorded in the Behaviour File.
7. Behaviour Modification Plans, contracts, reports or charts.
8. Parents are informed.
9. Parents are invited into school to discuss future plans.
10. The child is excluded from school. (Exclusion may be used as a result of one single serious event or because of repeated incidents of poor behaviour)
11. In respect of a child Behavioural, Social or Emotional difficulties (BSED), then we may develop a personalised system to support them in school.
12. The school, with parental permission, will seek advice from outside agencies for pupils who demonstrate repeated or an ongoing behavioural difficulties.

We encourage children to tell us if they are worried or upset by anything in school and try to deal with the situation sensitively and quickly. We also encourage parents to inform school of concerns children raise to them as we recognise that young children are more likely to talk to their parents about their worries.

**In sorting out problems parents should:**

- **FIRST**, talk to the class teacher and allow them to sort out the problem.
- If unresolved, make an appointment via the school office to discuss the problem and how you would like it to be resolved with the headteacher.
- Complete the template in the complaints policy if making a formal complaint and send to the headteacher so that she can commence a formal investigation.
- Follow the school's complaints policy which is available on the school website. (A hard copy can be requested from the school office).

Parents should let the school investigate and find a solution to problems that occur in school rather than trying to sort it out themselves. Parents should not attempt to interview other pupils, this may hinder or taint an investigation. (Pupils tell us that they do not like it when another parent phones their home to ask about issues that have occurred in school; they prefer school staff to deal with incidents as they feel that they can move on more quickly from an event. They also tell us that it can be difficult if parents fall out, especially when the children have resolved the problem and have renewed their own friendships).

Social media should not be used to discuss incidents that occur in school as these may inflame a situation, hinder an investigation or taint a complaint making it difficult to resolve. (On a more serious level it may be deemed as a vexatious action - see Vexatious Complaints Policy.)

### *Encouraging Positive Behaviour From Pupils*

We try to negotiate a working consensus based on the needs of both teachers and pupils, and to formulate an agreed set of rules. If children have behavioural problems we try to put the following principles into practice to encourage improved behaviour and avoid confrontations:-

1. Flexibility

We try to treat each child as an individual and make our approach to his/her problem an individual approach. We try not to make generalisations about behaviours or reactions, and we avoid the use of jargon when describing behaviour to children.

2. Voice Level and Tone

We try to keep our voice level and tone low and unhurried. This usually takes the heat out of the violent situations and has a generally calming effect on all concerned.

3. Eye Contact

Whenever we are talking with children or other adults, we try to maintain eye contact. Many of our children find this very difficult, particularly when they are upset or in trouble. The effect is usually to reinforce the verbal contact and heighten awareness of the other person's feelings and points of view.

4. Privacy

We try to withdraw with individual children to a quiet, private area when they are in trouble or angry. The behaviour of many children becomes even more extreme when they are kept within the group.

5. Honesty

We try to be as honest about our own feelings and reactions as we expect the children to be. This is often difficult, particularly when both parties are feeling angry and injured. We try to use skills of "Active Listening" and giving "I" messages.

6. Listening

We try to ask open questions which encourage children to communicate effectively and listen carefully to try and understand any underlying causes to problems.

7. Negotiations

We try to negotiate a target for improved behaviour with children. Targets should be clear and realistic. We also negotiate any remedial action which needs to be taken by the child, when his/her behaviour has been unacceptable and caused offence to other people. Such action should help the child to: -

- a) feel it is just or fair;
- b) help him/her to understand other people's feelings;
- c) help him/her to retain a sense of dignity;
- d) help him/her to feel positive about future behaviour;

8. Praise  
The school is constantly alive with children going to show things they have done to adults and other children. Praise and pleasure are the fuel for their continued enthusiasm in school. We always try to greet the child with pleasure and interest, taking naturally the position of encouraging the positive and trying to ignore the negative aspects of the child's behaviour and performance.
9. Availability  
All the children in school know that when they are in trouble they will get a fair hearing from one of the adults in the school and we try to be available during most of the day. However, this does not mean that we are all totally available all the time. Children must learn that there are visitors, phone calls, meetings and emergencies at home and school that will demand adult attention and at these times they must use alternative strategies for solving their problem. This may require talking to any adult, or withdrawing to a quiet place to deescalate or cool down.
10. Mutual Support  
The adults in the school are always prepared to support each other. Major decisions are taken as a group, and even when individual staff disagree with a majority decision, they never undermine the majority. In this way our children meet with a consistent response, and usually are not able to play adults off against each other. For adults, the mutual support means having plenty of ears to moan into, shoulders to cry on, brains to pick, equipment, ideas and expertise to share.
11. Parents  
Parents are always welcomed into the school. Pre-school entrants begin visiting with their parents before they are 5 years old, some from shortly after birth. We need to have the effective support of parents, and we would like to share our perception of education with them involving them in school life whenever possible. The most successful examples of our intervention to support children have been those where parents were informed, involved and supportive.

## Information for Visiting Teachers

### Code of Conduct

Respect and value both yourself and others.

Do our best and work together.

Be kind and caring with other children both at play and during lesson time.

Be polite and respectful in your dealings with all staff and adults in the school.

Allow other children to work and play free from interruptions, distractions and annoyance.

Play with others in a friendly way and involve other children whenever possible.

Respect other people's property and to use the school's equipment with care.

Listen carefully without interruptions.

Avoid becoming involved in any hurtful teasing or bullying and encourage others to do the same. Co-operate in upholding the school rules so that school can be a safe and happy place for everyone.

Do what you are told the first time you are asked.

### Rewards

- praise for good work
- reward with sticker for good work and effort in across the school but also for good social and emotional skills and effort in FS/KS1: completion of effort chart = certificate (bronze, silver or gold)
- Top Hat/ raffle ticket to individuals for good conduct/ following of class rules (stop/ start behaviours)
- Pasta pieces (or marbles in The Eagles) for whole class good behaviour/ start behaviours (these count for 1 minute of golden time).
- Star worker sticker at the achievement assembly
- Star of the Week- there is a weekly theme displayed in the hall

### Misbehaviour

The pupils and staff have worked together to identify stop behaviours e.g talking in class, distracting others etc. Stop behaviours are identified for different situations - the classroom, the playground and collective worship. These are displayed in school.

- All classes have a traffic light chart.
- All children start each day/session on the green chart.
- **Should children misbehave they will be told "One" by an adult and their name will be moved to the first amber chart.**

- **Adults will not enter into discussion with the pupil, except to point out if the activity was dangerous, unsafe or hurtful to another person.**
- If a pupil ask what they have done wrong then direct them to the 1, 2, 3 Magic Stop Chart. This prevents disruption to the lesson.
- If they continue or do another stop behaviour within the agreed time period then they will be told "Two" and they will be moved to the second amber chart.
- A third behaviour will result in a "three", the name moved to red and children will be given time out in a place decided by the teacher.
- Children will have timeout of one minute for each year of their age up to a maximum of 5 minutes.
- Timeout can take place in a variety of places; a corner of the room, a partner classroom, in the corridor or by standing on the wall during playtime. (For very young pupils timeout may also take place holding the teachers hand at playtime.)
- Certain behaviours such as swearing, deliberate vandalism or physical assault will result in an automatic "three" and the child will be sent to have timeout outside the headteachers office at playtime.
- Parents must be informed if their child is given an automatic three.
- **Please make sure you leave a record of any pupils getting a 1,2 or 3 for the class teacher.**

### At Playtime

- At the end of playtime the classes will line up and the teacher on duty will inform class teachers of any behaviour incidents that have taken place during playtime. Every class has a pink book and any pupils given a 1, 2 or 3 will be recorded in the book. This will ensure that a record is kept so that any patterns in behaviour can be seen.
- **Please take the pink book out with you when you go to collect your class and record any incidents that you are told about.**
- Staff will also record any incidences of behaviour in their class mark books (this includes behaviour that occurs in the classroom or school as well as playtimes or during visits). **Please make sure you leave a record of any pupils getting a 1,2 or 3 for the class teacher.**
- If a pupil gets an immediate 3 then staff (the child's class teacher) will inform parents as soon as possible. **Please make sure you record this in the pink book so the class teacher knows.**
- Staff will also inform parents if there is a pattern of poor behaviour eg a pupil is given a larger than usual number of 1's or 2's over a period of time. (Staff will use their professional judgement but an example may be a child receiving 6 x 1's over a two week period)

If the incident is more serious, for example an immediate 3 that is deemed aggressive or a repeated incident then the pupil will be sent to the Head Teacher. On being sent to the Head Teacher she will make a record (in the Red Three Strikes Book). Such an incident would result in the loss of at least one or more playtimes. Should a child have their name in the book on three occasions during a half term then she will talk to the child's parents and an agreed sanction/ behaviour contract will be put in place

All adults in school use this system and children are made aware of this.

We recognise that there may be occasions when another method of behavioural management may be more appropriate depending on the situation or the needs of a specific child. For example, we may develop a personalised system to support a child with Behavioural, Social or Emotional difficulties (BSED). **School will inform you if this is the case.**

We may therefore use a variety of different sanctions or behavioural methods such as those identified below:

1. A reprimand or a frowning look for a minor situation and removal or withdrawal of privileges (such as reduced playtimes or lunchtimes) for more serious or repeated incidents.
2. Movement of the child to work with a different group for a short period of time.
3. The child undertakes a "community service" activity e.g tidying an area.
4. Confiscation of property.
5. The child writes a letter of apology.
6. The child will be sent to the Headteacher for a severe reprimand which may be recorded in the Behaviour File.
7. Parents are informed.
8. Parents are invited into school to discuss future plans.
9. A Behaviour Modification Plan may be put in place.
10. The child is excluded from school.

Other strategies may be utilised depending on the context please consult the head/ senior teacher if the issue has a bullying or racist nature.

Appendix 5

Packington CE Primary School - Behaviour Modification Plan – Step 1

Name of Pupil:  
 Classteacher:

Date commenced:  
 Period of plan:

Behaviour	Initial Intervention	1 <sup>st</sup> stage sanction	2 <sup>nd</sup> stage sanction
Refusal to follow a polite instruction.  Constant low/mid level disruption in class  Refusal to do work	Instruction repeated twice more and warning given.  <div style="text-align: center;">—————→</div>	Pupil removed to a table on their own.  <i>Repeated behaviour or refusal to comply</i>  <div style="text-align: center;">—————→</div>	Pupil removed from classroom and taken to Jupiter with a 5 minute timer then returned to class.  Refusal or repeated telephone call home and possible half day exclusion.
Inappropriate/deliberately disruptive behaviour i.e insulting children, name calling.	x given and apology required. Repeated in same session sanction as above  <div style="text-align: center;">—————→</div>		

Shared with pupil.

Date:

Shared with parent:

Date:

## Appendix 6

### Packington CE Primary School - Behaviour Modification Plan Step 2

Name of Pupil:

Date commenced:

Classteacher:

Period of plan:

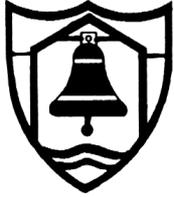
Behaviour	Initial Intervention	1 <sup>st</sup> stage sanction	2 <sup>nd</sup> stage sanction	3 <sup>rd</sup> Stage
Refusal to follow a polite instruction.	Instruction repeated twice more. →	Pupil removed to another table. Returned to class. <i>Repeated behaviour/refusal or disruption in new situation</i> →	Pupil removed from classroom by COS or JC or DM to work quietly in library or corridor. Return when settled and agrees.  Refusal or disruption: →	1 day exclusion
Constant low/mid level disruption ('dripping tap') disrupting learning for others.	Instruction repeated twice more. →	Pupil removed to another table. Returned to class. <i>Repeated behaviour/refusal or disruption in new situation</i> →		1 or 1.5 days exclusion
Refusal to do work/ scribbling on work	Moved to single table facing away from other children in sight of adult.	Uncompleted work to be completed at lunchtime in class area. Sent home with a letter if still not completed.		
Rudeness to adults/laughing at adults/ running around school  Refusal to stay in classroom or chill out (provided to reduce anxiety.)	Apology received -2 incidences accepted. More than twice in 1 day →		<i>Work in isolation for 1hr supervised by head/TA/KSI staff. Work provided by classteacher.</i>  Refusal or disruption. →	1 or 2 days exclusion.
Inappropriate/deliberately disruptive behaviour.		→	<i>Work in isolation for 1hr supervised by head/TA/KSI staff. Work provided by classteacher.</i> Refusal or disruption. →	1 or 2 days exclusion.
Absconding creating a risk to pupil health and Safety.  Going out of eyesight of staff on playground and staying near boundary.  Sitting or climbing on the fence.  Going off the school grounds.	1 occasion accepted →		→	2 or 3 days exclusion
Pupil refusal to enter classroom creating a risk to pupil health and Safety	1 occasion accepted	Pupil delivered to school office in the mornings and wait to be escorted to classroom.		2 or 3 days exclusion
Serious abuse/ harm creating danger to self or others.			→	2 or 3 days exclusion

Shared with pupil.

Date:

Shared with parent: Copy of plan and letter warning of the possibility of exclusion sent to parent.

Date:



**Packington Church of England  
Primary School**  
Headteacher ~ Mrs C J Price

Mill Street  
Packington  
Ashby-de-la-Zouch  
Leicestershire  
LE65 1WL  
01530 412425  
headteacher@packington.leics.sch.uk

1<sup>st</sup> July 2014

Dear

School rules ensure that children are safe and have the right to uninterrupted classroom learning and play opportunities. Pupils who do not follow these principles are answerable to their teachers and to the Headteacher. Usually our 1,2,3 Magic Behaviour Policy is appropriate to deal with most behavioural incidents. However, for more serious or repeated incidents of poor behaviour then the school puts in place a Behaviour Modification Plan . A Step 1 plan is initially set up but should this not be successful then a Step 2 Plan is put in place (this plan has a higher level of sanction, including exclusion from school).

This letter is to inform you that a Step 1 Behaviour Modification Plan was set up for \_\_\_\_\_ on \_\_\_\_\_ to support and improve his behaviour in school. Alongside this the school has *provided additional 1:1 support and a specific reward system to encourage \_\_\_\_\_ to behave in school.*

Despite these actions \_\_\_\_\_ continues to exhibit unacceptable behaviour in school, *repeatedly refusing to stay in class or his designated time out zone, repeated non-compliance in completing work and regularly disrupting lessons and running around school.* As a result a Step 2 Behaviour Modification plan has now been set up and is effective from the date of this letter (see attached). The plan identifies the sanctions that the school will put in place should \_\_\_\_\_ continue to exhibit poor behaviour in school and I am writing to inform you that should \_\_\_\_\_ reach Stage 3 of the plan then I shall exclude him/ her from school. This is a last resort and something the school wishes to avoid so please support the school by discussing the behaviour issues with your child before it reaches the level of exclusion.

I need to know that this letter arrives home; would you please sign the slip below and return it to me as soon as you can? Should you wish to discuss this matter further then please contact school.

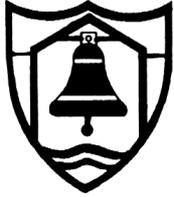
Yours sincerely,

Mrs C Price  
Head Teacher

.....  
Step 2 Behaviour Modification Plan

I have received the Stage 2 Behaviour Modification Plan and warning letter dated 1.7.14

Signed \_\_\_\_\_



**Packington Church of England  
Primary School**  
Headteacher ~ Mrs C J Price

Mill Street  
Packington  
Ashby-de-la-Zouch  
Leicestershire  
LE65 1WL  
01530 412425

headteacher@packington.leics.sch.uk

1<sup>st</sup> July 2014

Dear

School rules ensure that children are safe and have the right to uninterrupted classroom learning and play opportunities. Pupils who do not follow these principles are answerable to their teachers and to the Headteacher. Usually our 1,2,3 Magic Behaviour Policy is appropriate to deal with most behavioural incidents. However, for more serious or repeated incidents of poor behaviour then the school puts in place a Behaviour Modification Plan . A Step 1 plan is initially set up but should this not be successful then a Step 2 Plan is put in place (this plan has a higher level of sanction, including exclusion from school).

This letter is to inform you that xxxxx' s behaviour in school has been a cause for concern. Over the past few weeks there have been incidents of .... We feel it is important that you are made aware of these.

Up to this point, we have handled these behaviours by following our 1,2,3 Magic Behaviour Policy and sanctions. However as a result of this repeatedly poor behaviour we have now put in place a Step 1 Behaviour Modification Plan for \_\_\_\_\_ to support and improve his/ her behaviour in school. *Alongside this the school has provided additional 1:1 support and a specific reward system to encourage \_\_\_\_\_ to behave in school.*

The plan is effective from the date of this letter. It identifies the sanctions that the school will put in place should \_\_\_\_\_ continue to exhibit poor behaviour in school. Please support the school by discussing the behaviour issues with your child.

I need to know that this letter arrives home; would you please sign the slip below and return it to me as soon as you can? It would be helpful for me to discuss this matter with you and I would be very pleased to see you. Please contact me to arrange a suitable time.

Yours sincerely,

Mrs C Price  
Head Teacher

.....  
Step 1 Behaviour Modification Plan

I have received the Stage 1 Behaviour Modification Plan and warning letter dated 1.7.14

Signed\_\_\_\_\_

## Happy Lunchtime and Lunchtime Behaviour System for Midday Supervisors - Trial 2018-19

Following our Happy Lunchtime training we are trialling a variation to our whole school behaviour system for midday supervisors to use. The trial will take place during the academic year 2018-19, commencing 24<sup>th</sup> September 2018. The system will only be used by midday supervisors during the lunchtime period. Over the trial period amendments may be made to the lunchtime system to suit school and pupil needs. It is intended that the middays lunchtime system will dovetail into the whole school behaviour system and be fully implemented from September 2019.

Our Happy Lunchtime System is as follows:

Goals - the school council/ pupils have been set a series of goals. These include:

- For pupils to show respect to staff, equipment and each other.
- For pupils to play with kindness and consideration
- For a quieter, pleasant dining hall.

The Zone - an area of playground will be known as 'The Zone'. Each day a different activity will take place, drawn from a wide range of activities designed to appeal to differing 'styles' of play.

The Zone will be supervised by midday staff who will determine each day's activity. They will ensure the rules are known and respected.

The Zone is designed to be inclusive - a place where everybody is welcome to come and play.

The Zone is designed to embed 'novelty' into the playground offering.

Middays will take it in turn on a rota to plan the daily activity. This will be put up on a board so pupils know what the game is. (At a later stage pupils may be allowed to introduce their own game of the week.). A booklet of activities is available for middays to get ideas from.

Rules for the Zone

- Use the equipment in the zone - it can't be taken out of the zone
- Everyone can join in (Children should reply 'Of course you can' when asked by another child if they can join in)

The Dining Hall

Staff and pupils want to ensure that the hall is a quiet and pleasant area to eat dinner. Staff will use an orange card to indicate that the volume is too loud/ turn it down and a red card if this doesn't happen. Pupils will be set a challenge to have 6 consecutive days without a red card. Further challenges will be then set eg 10 days will be awarded with music in the hall.

## WET PLAYTIMES

The school will trial using themed rooms for wet playtimes eg a games room, a 'TV' room, an active room, a quiet room. This will be developed over the trial.

At lunchtime the Middays will use the following ABC Sanctions:

**A = a QUIET WORD** - used when somebody 'gets carried away'. This involves telling pupils what is not acceptable without 'telling them off'.

Middays should: 1. Listen if a child wants to explain. 2. Remain quiet and calm. 3. Be crystal clear about expectations 4. Leave pupil with a smile.

**B = 2 MINUTE REFLECTION AND APOLOGY.** This is used when expectations / or school rules have been made clear but the pupil decides not to follow them. It is deliberate/ pre-meditated misbehaviour. It becomes 5 minutes ONLY if the pupil is un-cooperative or cheeky etc.

Middays will explain what was unacceptable and the pupil will have a 2 minute time-out accompanied by the staff member quietly. The pupil will be asked to apologize and reflect on what they did, accept that they were wrong, show respect and take responsibility. At the end of the reflection period the midday will end the period positively with a thank you.

If the pupil refuses to co-operate and show the midday respect then the Midday will give them a warning. If you don't do it now it will be 5 minutes.

If the child still refuses then the reflection period becomes 5 minutes.

**C= this is red line behaviour** eg bullying, racism, violence, swearing, out right defiance ( eg refusing 5 minutes reflection with midday). In our 1,2,3 Magic behaviour system they are the behaviour actions that are a 3.

In this instance, the pupil is sent to the HT or Senior Staff. The staff member deals with them according to the 1,2,3 Magic system and sanctions. The HT/ Senior member of staff then takes the pupil back to the midday supervisor for the pupil to apologize and spend 2 minutes reflecting with the midday.

## REWARDS

1. Pom Poms. Middays can award poms poms freely for positive behaviour during lunchtime. Pom poms will be collected in four sweet jars ( one per house). The winning house will be announced in growing and glowing time (or on twitter / by text if no assembly) each week.
2. Certificate - each midday will nominate a pupil for a special mention in growing and glowing time. Certificates will include pupil name, staff name and reason for the award. Where possible the reason will be linked to our character education work and Christian values.

3. TOP TABLE - Once every half term midday supervisors will nominate 5 or 6 pupils (and a friend for each one) to sit at the 'top-table'. The table will be decorated. A midday will attend the table with another member of staff covering the work.

#### Review

During the trial pupils will review the happy lunchtime system via the class and school council

Middays will meet with the headteacher once every half term to review the system.

Teachers will have an opportunity to review Happy Lunchtimes at half termly summary self - evaluation meetings.