



Rivington Foundation Primary School

Behaviour Management: Policy and Practice

In accordance with our Mission Statement, the school team prepares children for their future by helping them achieve their full potential in the school setting, as part of the Rivington family and as members of the wider community.

***'Growing Together – Creating Visions of the future through today's strong foundations.'
'Only my best will do - Choose Kind'***

If children live with criticism; they learn to condemn
If children live with hostility; they learn to fight
If children live with ridicule; they learn to be shy
If children live with shame; they learn to feel guilty
If children live with tolerance; they learn to be patient
If children live with encouragement; they learn confidence
If children live with praise; they learn to appreciate
If children live with fairness; they learn justice
If children live with security; they learn to have faith
If children live with approval; they learn to like themselves
If children live with acceptance and friendship; they learn to find love in the world.

Principals:

The school's belief that good behaviour and good discipline are the result of consideration for others is encapsulated in the first school golden rule "Choose Kind". The School Values further support the development of pupils and their behaviour through the following qualities:

- Kindness
- Perseverance
- Respect
- Courage
- Forgiveness
- Responsibility
- Honesty

At Rivington we believe that all our staff and parents must have high aspirations for all of our pupils. We believe that all pupils are capable of achieving excellence if we show them the steps. Our core value is to treat everyone with understanding and respect so that the highest standards of behaviour are expected at all times. We believe that children who are immersed within a culture of respect and understanding will also impact positively within their community, at school and at home. We believe that for this to happen all of our staff need to be knowledgeable and enthusiastic adults.

A child's behaviour is often a symptom of how they feel about themselves. A child who is unhappy or has low self-esteem is more likely to misbehave than a happy, well-adjusted pupil. Consequently, we have sought to establish a policy rooted in celebrating children's success and reinforcing good behaviour by a variety of positive means.

Positive behaviour management is crucial to a pupil's social, emotional and educational development. Desirable behaviour is more likely to be achieved when all persons



concerned with a pupil's development have an agreed, consistent and positive approach.



Rivington Foundation Primary recognises the clear links between the ethos created in school, the teaching and learning of pupils, and the behaviour of the pupils in our care. As a result of this we actively seek to work in conjunction with pupils, parents the LA and other professional partners, to develop appropriate behaviour in school. It is therefore vital that the policy is clear, well understood by staff, parents and pupils and consistently applied.

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion Policy
- Special Educational Needs (SEN)
- Equal Opportunities policy
- Attendance Policy
- Teaching and Learning Policy
- Safeguarding and Child protection policy and
- Disability Discrimination Scheme.

Aims of the Policy:

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

Code of Conduct:

The code of contact outlines what is expected of all children and members of the school community. All members of our community expect all pupils to behave well. Routine behaviours are not rewarded but expected. Pupils are praised for promoting our core values and for their positive attitudes to learning.

All members of the school community:

- Have high expectations of self and others.
- Work collaboratively across the school through whole school events and buddying.
- Be polite and well mannered
- Show respect to each other and to all adults in school
- Respect their own, other peoples and school property
- Work responsibly without distracting others
- Show courtesy and consideration at all times.



Aspects of this code of conduct are evident in our 'Golden Rules' and in all classrooms in the form of class rules (Silver Rules) which focus on these at an appropriate level for the ages of the pupils.

On occasion a pupil may need additional support or varied consequences from others to meet their particular need. Teachers, parents and the SENCO will meet to produce an IBP. Intervention strategies will be put into place and additional outside help will be sought when necessary.

Alongside shared responsibilities, at Rivington we have responsibilities concerning behaviour that are particular to certain groups. These are listed below:

Children's Responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

Staff Responsibilities Are:

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each is an individual, and
- To be aware of their (special) needs.
- To offer a framework for social education.
- To empower learning.

The Parents' Responsibilities Are:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.



Empowering Learning:

At Rivington Foundation Primary School we believe that it is our role to develop a habit of lifelong learning within our pupils. In order to achieve this teaching must work to strengthen four key learning behaviours:

Resilience

Absorption – Teaching must engage pupils so that they are able to be absorbed in what they are doing

Managing Distraction – Pupils must be enabled to recognise and reduce distractions; they must recognise the best environment in which to learn

Noticing – Pupils must be able to perceive subtle nuances, patterns and details in their experiences.

Perseverance – Pupils must be able to keep going in the face of difficulties and challenge the energy of frustration productively.

Resourcefulness

Questioning – lessons must encourage the children to ask questions of themselves and others

Making links – pupils should strengthen the ability to see connections between disparate events and experiences

Imagining – pupils will strengthen their ability to use imagination to explore their learning

Reasoning – pupils must be able to think logically, construct arguments and spot flaws in the arguments of others

Capitalising – pupils must be able to access and use the full range of resources from the wider world.

Reflectiveness

Planning – identify all the issues that may be encountered

Revising – change plans where necessary, monitor and review progress and identify new goals

Distilling – look at what is being learned and be able to identify the essential features

Meta learning – pupils must develop a self-awareness of their learning styles, how they learn best and be able to talk about the process

Reciprocity

Interdependence – know when it is appropriate to learn individually or collaboratively

Collaboration – pupils must be able to manage themselves in collaborative ventures and respect other points of view

Empathy & listening – contribute to others experiences by listening carefully

Imitation – constructively adopt methods, habits or values from those who are observed

Teachers are committed to communicating positive feedback to parents concerning behaviour as well as pointing out areas requiring improvement.

Reports on behaviour issues include:

- daily verbal reports
- comments in homework diary
- written reports
- e-mails
- parent/teacher evening
- records on the SIMS.



Encouraging positive behaviour:

We encourage good behaviour by praising and rewarding children for behaving well:

- All staff praise and congratulate children.
- Children who go onto the silver card (Y3-6) will be given praise in class.
- Children who are on the gold card will be praised by a senior member of class and a text message sent home.
- Each week, we nominate children from each class to receive The Rivington Remarkables Award and the Seven Wonders Award certificates in our special celebration assembly.
- All staff award children team points, either for consistent good work or behaviour based the demonstration of our seven chosen values
- Moving a child onto the rainbow (KS1/Foundation) and Golden card (KS2)
- All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.
- Letting children show their good work to another teacher and/or the Headteacher.
- We acknowledge the efforts and achievements of children in their out of school sports and activities through 'Proud Wall' display board in classes.
- Certificates and awards at the end of every half-term.
- Certificates and awards at the end of the academic year.
- Additional responsibilities given to Y6 children.
- Awarding of 'Golden Time' at the end of the week for house points.
- School Council responsibilities.
- The wearing of different colour jumpers in Y6, identifying them as having additional responsibilities in terms of setting a good example in every aspect of school life.

Consequences:

The school employs a number of consequences to enforce school and class rules, and to ensure a safe and positive learning environment. When children break the rules they need to know that there are consequences to their behaviour. These consequences are the same in each classroom:

Agreed School Protocol for dealing with misbehaviours:

1. Verbal reminder of expectations, (description reality): First verbal or non-verbal acknowledgement of unacceptable behaviour – in a lot of case, this gentle request to cease should suffice.
2. Second verbal acknowledgement of unacceptable behaviour stating:
 - That this is the second request for compliance
 - An explanation of why the observed behaviour is unacceptable
 - Consequence now imposed (In Foundation Stage and Key Stage 1 this is represented by moving the sad cloud)
3. Move name on behaviour monitoring chart to Amber (KS2) or sad cloud (KS1/Foundation Stage).
4. Move name on behaviour monitoring chart to Red (KS2) or storm cloud (KS1/Foundation Stage) and escorted to link teacher in order for them to help further support the need for improved behaviour (Foundation to KS1 or HT, KS1 to Lower KS2, Lower KS2 to DHT).
5. Record in class behaviour log if appropriate.
6. Informal contact with parents by class teacher if school feels it is necessary.
7. Involvement of Senior Teachers.
8. Entry in individual record (Head-teacher's room)





9. Formal contact with parents
10. Work with parents teachers and SENCO to formulate an IBP, which may include a daily or weekly report (to encourage positive aspects of child's behaviour).
11. Exclusion – fixed period or permanent (see Exclusion procedures).

Severe Clause:

Certain situations may arise which will bypass the system and be referred directly to the Headteacher or the Deputy Headteacher. In the absence of both the problem will be referred to the teacher in charge. Behaviours which warrant the use of the severe clause include:

- Behaviour which puts others at risk
- Verbal or physical abuse towards staff
- Social/anti-social behaviour that causes concern e.g bullying
- Running out of the classroom or school premises
- Racist incidents
- Graffiti or wilful damage of school property or the property of others.

Exclusions: Internal, fixed and permanent:

We do not wish to exclude any child from school, but sometimes this may be necessary. The school therefore:

- adopts the standard national list of reasons for exclusion
- follows the standard guidance from the Local Authority

Only the Head-teacher (or the acting Head-teacher) has the power to exclude a child from school. The Head-teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head-teacher may exclude a child permanently. It is also possible for the Head-teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head-teacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Head-teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Head-teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-period exclusions beyond five days in any one term.

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

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

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, 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.



Internal exclusion – on occasions it may be necessary, for behaviour management purposes, to remove a child from the classroom if it is felt this is in the best interests of all concerned. This will happen if the child is engaging in behaviour prejudicial to maintaining good order and discipline.

The internal exclusion may last for any length of time from a few minutes to one session and even up to a day (depending on the circumstances). Parents will be notified on the same day and Class Teachers will need to discuss concerns and ways forward with the child's parents/carers.

Use of reasonable force:

Reasonable force covers a broad range of actions used by most teachers at some point in their career that involves contact with pupils. The decision to intervene is the responsibility of the staff member concerned and their professional judgement and will always depend on individual circumstances. Reasonable force may be used to either control or restrain. For example, should the circumstances arise, all staff have the right to physically separate pupils found fighting by standing in between pupils if necessary or if a disruptive pupil refuses to leave a room they may be led by the arm to leave the room. In more extreme cases they be restrained by a teacher to bring their behaviour back under control. Reasonable force may be used to prevent a pupil from hurting themselves or others or damaging property. Reasonable adjustments will always be made for disabled pupils and those with special educational needs (SEN). The School does not require parental consent to use reasonable force.

- Staff should take steps to avoid the need for a restrictive physical intervention, e.g. through dialogue and diversion, allowing space, talking, listening and humouring, cajoling and reasoning, diversion and distraction and, "stop! Moving others away or out of the room is also an option (Govt. guidance; 2010,2011,2012)
- Only the **MINIMUM FORCE NECESSARY** to prevent physical injury or damage should be used.
- Every effort should be made to secure the presence of other staff before using a RPI. These staff can act as assistants and witnesses. And monitor airways, circulation and well-being/emotions.
- As soon as it is safe, intervention should be gradually relaxed to allow the pupil to regain self-control. Intervention should take place calmly but firmly. A place to go which is calm should be known to all staff, with appropriate seating.
- Restraint should be an act of care and control, not punishment
- Physical restraint should never be used purely to force compliance with staff instructions when there is no immediate risk to people or property.
- Social, Emotional Aspects of Learning approaches to teach pupils how to manage conflict and strong feelings will be used throughout the school as part of the schools personal, social, and Health Education teaching.
- If it is unsafe impractical for the adult to intervene physically, the staff member must take action in another way, eg sending a pupil with a message; saying names loudly and "stop", moving things away to prevent them from being used as weapons; moving other pupils away.
- Where a pupil may require restraint that pupil should already have a plan in place notifying staff that specific interventions may be necessary. Parents/carers will have been involved in the creation of this plan.
Pupils who do not have plans will have one drawn up following an incident. (this is a legal obligation)



- Procedures and interventions will be reviewed (and changed) every term at least.
- Interventions must be age appropriate and will change and minimize over the life of a plan.

Staff authorised to use force

The key question in this instance is, 'What would make this pupil safe?'

Any adult working with pupils in this school or on an official trip where they have responsibility for the pupils' safety must intervene to keep a pupil or pupils safe. They must use their best judgment to determine what this intervention should be, and whether it needs to be physical. (NB: Personal Safety courses can help to inform support staff and parents working regularly in the school about their options and responsibilities.)

In any incidence where restraint is used the incident must be immediately reported to the Deputy Head or Headteacher so that it can be correctly recorded. Contact for control does not need to be recorded but maybe as part of a behaviour plan for a pupil.

This policy is evidence of the use of temporary or permanent authorization to use force to retrain a pupil.

Confiscation of inappropriate items:

If deemed necessary and for the safety of our pupils or staff, school staff there are two sets of legal provisions which enables school staff to confiscate items from pupils.

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to or loss of any confiscated item provided they have acted lawfully and reasonably.
2. Staff have to power to search without consent for prohibited items such as knives and weapons, alcohol, illegal drugs, stolen items, tobacco, pornographic material or any other item which may be used to commit an offence, cause personal injury or damage to property. Any additional item banned by the school rules which has been identified as an item which could be searched for.

Weapons/knives or any type of pornography will be handed to the Police. Otherwise it will be decided by the teacher or Head teacher whether to return the item or dispose of it.

The Power to discipline beyond school:

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable". When considering whether the school will implement a sanction for reported misbehaviour out of school, the headteacher will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises. All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.



Preventing Bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

We are proactive in dealing with bullying and have strategies to develop discussion about differences in lessons and worship. We are excellent at creating an ethos of excellent behaviour where pupils treat one another and the school staff with respect. The school takes all forms of genuine bullying seriously and is firm and fair in its response. All reports of bullying are logged and investigated. (refer to Anti-Bullying policy).

The role of the class teacher:

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time and at playtime.

The class teachers in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head-teacher, Deputy Head-teacher or SLT.

The class teacher reports to parents and carers 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.

The role of the Head-teacher:

It is the responsibility of the Head-teacher, under the School Standards and Framework Act 1998, to implement the school behaviour management policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head-teacher to ensure the health, safety and welfare of all children in the school.

The Head-teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head-teacher keeps records of all reported serious incidents of misbehaviour.

The Head-teacher has the responsibility for giving fixed-period exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Head-teacher may permanently exclude a child.

The role of parents and carers:

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules and Home/School Agreement in the school prospectus, and we expect parents and carers to read them and support them.

We expect parents and carers to support their child's learning, and to co-operate with the school, as set out in the Home-School Agreement. We try to build a supportive





dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers 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. If concerns still remain they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors:

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour (through the HT and staff) and of reviewing their effectiveness. The governors support the Head-teacher in adhering to these guidelines.

The Head-teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may be invited to give advice to the Headteacher about particular disciplinary issues. The Head-teacher should take this into account when making decisions about matters of behaviour.

Monitoring and review:

The Head-teacher and SLT monitor the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Head-teacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.

The Head-teacher keeps a record of any child who is excluded for a fixed-period, 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 racial equality; it will seek to ensure that the school abides by the 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 reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy should be read in conjunction with the following school policies: Equal Opportunities, Race Equality, Disability Discrimination, Education of Looked After Children, Child Protection, Special Educational Needs, Anti-Bullying, Care & Control, Community Cohesion, Confidentiality and Inclusion.

September 2017





REFERENCES

This policy has been informed by:

DfE Statutory Guidance 'Keeping Children safe in Education' (September 2016)

DfE Advice 'Behaviour and Discipline in Schools' (January 2016)

DfE Advice 'The Prevent Duty' (June 2015) from The Counter-Terrorism and Security Act (2015)

'Screening, searching and confiscation' (February 2014)

DfE Advice 'Use of reasonable force in Schools' (July 2013)

The Equality Act (2012)

The Schools (Specification and Disposal of Articles) Regulations 2012 ,

The Education Act (2011)

The Education and Inspections Act (2006)

Health and Safety at Work etc. Act 1974

See also:

H & S Manual: Positive Management of Aggressive and Violent Behaviour of Pupils



Appendices:

Supporting Guidance Pupils generally don't misbehave if they are on-task and they tend to be engaged on task if:

1. The classroom and school environment is conducive to learning:
 - a) Resources are easily accessible.
 - b) The furniture is arranged most effectively.
 - c) Room temperature is acceptable and can be controlled.
 - d) The room is well ventilated.
 - e) Room lighting is appropriate.
 - f) There is no glare from windows and lighting.
 - g) Materials are labelled and accessible.
 - h) There is appropriate storage facilities for pupil belongings.
 - i) Movement around the room is easy.
 - j) Room organization reflects curriculum need.
 - k) The furniture is suitable and in good repair.
 - l) Whiteboard can be easily seen.
 - m) The area looks like a good working environment.
 - n) Rules and expectations are clearly displayed.
 - o) Entrance and exit to the room is orderly and follows a routine.

2. There is effective classroom management by the class teacher:
 - a) Teacher arrives at the room before the pupils.
 - b) Teachers voice is appropriate and clear.
 - c) Teacher instructions are clear and understood.
 - d) Good behaviour is recognized and acknowledged.
 - e) Positive comments are made about behaviour.
 - f) Teacher provides good role model for appropriate behaviour.
 - g) Curriculum delivery is differentiated.
 - h) Teacher responds in low key ways in response to negative behaviour.
 - i) Teacher provides early warnings of activity change.
 - j) Teacher gains attention appropriately.
 - k) Peer support is used appropriately.
 - l) Timetable is arranged to best effect.
 - m) Adult support is used where appropriate.
 - n) Lessons and materials are well prepared.



Agreed School Protocol for dealing with misbehaviours:

1. Verbal reminder of expectations, (description reality):
First verbal or non-verbal acknowledgement of unacceptable behaviour – in a lot of case, this gentle request to cease should suffice.

Second verbal acknowledgement of unacceptable behaviour stating:

- That this is the second request for compliance.
 - An explanation of why the observed behaviour is unacceptable.
 - Move name on behaviour monitoring chart to Amber (KS2) or sad cloud (KS1/Foundation Stage).
2. Move name on behaviour monitoring chart to Red (KS2) or storm cloud (KS1/Foundation Stage) and escorted to link teacher in order for them to help further support the need for improved behaviour (Foundation to KS1 or HT, KS1 to Lower KS2, Lower KS2 to DHT).
 3. Record in class log if appropriate.
 4. Informal contact with parents by class teacher.
 5. Involvement of Senior Teachers.
 6. Entry in individual record (Head-teacher's room).
 7. Formal contact with parents.
 8. Work with parents teachers and SENCO to formulate an IBP, which may include a daily or weekly report (to encourage positive aspects of child's behaviour).
 9. Exclusion – fixed period or permanent (see Exclusion procedures).

On occasion a pupil may need additional support or varied consequences from others to meet their particular need. Teachers, parents and the SENCO will meet to produce an IBP. Intervention strategies will be put into place and additional outside help will be sought when necessary.



How children can resolve their own difficulties:

In certain circumstances, children should be encouraged to take responsibility for solving their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

The following strategy is explored through circle time, assemblies, PSHE lessons and role play.

Suggested Strategy for resolving conflict:

- Each person involved speaks without being interrupted
- Others listen without interrupting
- They are encouraged to maintain eye – contact.

Each child has a turn to say:

- What the other(s) has/have done to upset them.
- How they feel about it.
- How they would like them to behave in future.

No-one is allowed to interrupt or argue and they go on taking turns until everyone has finished. The adult is there to act as a referee, not as part of the discussion. He/she makes sure that the turns are taken and children listen to each other. If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgment and take appropriate action.



Rivington Foundation Primary School Agreed School Consequences:

- Move closer to an adult or work away from the class.
 - Moving to child's name to the sad cloud or amber on the class behavioural chart.
 - Move name on behaviour monitoring chart to Red (KS2) or storm cloud (KS1/Foundation Stage) and escorted to link teacher.
- Verbal reprimand by Headteacher, Deputy Head, SLT.
- Child not permitted to continue the lesson.
- Unfinished or unsatisfactory lesson work completed at break-time and/or taken home to complete.
- Repair or replacement of deliberate damage.
- Walking around with an adult at break times.
- Restriction on where to play on the playground.
- Reminder of expectations given over part of break time (up to 5 minutes).
- If required, a discussion with parents either verbally or through class planners.

We will not:

- Send pupils to stand outside a classroom or to another member of staff, on their own
- Remove team points
- Routinely write children's names on the classroom board (except for discreet initials).

We expect these consequences to be consistently applied by all members of staff throughout school.





Golden Rules

We are gentle and kind
We don't hurt others or their feelings

We listen
We don't interrupt

We are honest
We don't cover up the truth

We work hard
We don't waste our own or other's time

We look after our property
We don't waste or damage things

SHOW ME FIVE!

'Only My Best Will Do!'

'Choose Kind!'





Playground

Golden Rules

We are gentle and kind

We don't hurt others or their feelings

We listen

We don't interrupt

We are honest

We don't cover up the truth

We play well with others

We don't spoil other people's games

We look after our playground

We don't damage or spoil things

SHOW ME FIVE!

'Only My Best Will Do!'

