Staplehurst School

Behaviour & Discipline Policy

	Date
Policy reviewed and ratified by Headteacher	30 November 2016
Date Governing Body delegated authority to the Headteacher	May 2016
Policy to be next reviewed	Summer Term 2018

Contents

Introduction

Vision Statement/Rationale:

Our overall aim is to create a happy school where children come first, where they are encouraged to learn in a creative and encouraging atmosphere and where their self-esteem is consistently promoted.

- We will enable children to make informed choices and decisions and take responsibility for the consequences of their actions.
- All children will be encouraged to take appropriate responsibility for managing their own behaviour and learning so that they develop self-discipline, independence and self-esteem.
- This policy is to be interpreted as the guiding principles by which behaviour and discipline is managed in the school.
- In certain cases and taking in to account the protected characteristics of the child concerned, policy may be modified.

Aims
- To ensure a whole school approach to the management of behaviour which is used by all the staff in the school – teaching and non-teaching staff.
- All children clearly understand and are fully aware of the values and expectations of Staplehurst School, including the reward systems and sanctions.
- All adults in the school should model what we want to see in our pupils such as fairness, respect, caring and kindness.
- To ensure that parents know what our school policy is and how it will affect their children.
- To provide good peer role models showing consideration and respect for each other.

Principles

- Every child is entitled to learn in a secure and caring environment.
- Every member of our school community must earn the respect of others.
- A positive learning environment will be created for all involved in the school community.

Responsibility

It is the responsibility of all members of the school community – teaching and non-teaching staff, parents, pupils and governors, to work towards the school aims. As a school, we look for reasons to explain negative behaviour and support the child by giving them strategies to help change their behaviour.

Discipline is not control but direction, leadership and guidance and is firmly grounded in mutual respect.

Guidance

The school follows the Department for Education's <u>Behaviour and Discipline in Schools Advice</u> (January 2016)

Behaviour Expectations

Our expectations are that parents will help us to ensure that all pupils will:

- Arrive at school on time between 8.35am and 8.45am, pupils go straight into class between 8.35 and 8.45am. Staff are on hand to supervise children as they walk round to their class.
- Stay outside of the building until 8.35 a.m. and during playtimes except:

    - with express permission from a member of staff, wearing an 'indoor pass' lanyard

    - in reflection.

- Take pride in wearing their school uniform which is to include appropriate black school shoes and tucked in shirts. No jewellery is permitted except plain ear studs, watches and medical warning bracelets or necklaces. No nail varnish, make up or gelled, spiky hair.
- Remember to remove **all** jewellery for P.E
- Remember to have appropriate kit in school on class PE/swimming days.
- All items of clothing will be clearly named.
- No toys or balls should be brought into school. A ball will be provided by the school.
- <u>Morning break time snack</u> – fruit or vegetables only.
- No chewing gum or sweets in school.
- Litter to be placed in the bin.
- No mobile 'phones, personal stereos or i-pods. (Year 6 may bring a mobile 'phone to school, but must leave it in the school office.)

School values - PRIDE

At Staplehurst School we all agree to live by our school values of **Pride, Positivity, Respect, Integrity, Determination and Excellence.**

Pride, Positivity, Respect, Integrity, Determination and Excellence.

a) to take **pride** in our school, ourselves and our work
b) to believe in ourselves and be **positive**
c) to be **respectful** and treat others as they would like to be treated.
d) to show **integrity**, by being honest at all times and doing the right thing.
e) to be **determined** to always do our best and try our hardest.
f) to strive to be **excellent** in everything we do

Posters of these values are displayed in each class room, in central areas around the school and discussed frequently in class and at assemblies.

Behavioural Objectives

Behavioural objectives are approached through three styles of discipline:

- **Preventative discipline** - Positive procedure that emphasises and rewards good behaviour, instead of looking for and punishing bad behaviour.

- **Corrective discipline** – Techniques that could help to alter behaviour.
- **Supportive discipline** – Encouragement and emotional help to inform future behaviour choices.

Preventative Discipline

- Classroom organisation including the displayed classroom expectations.
- Communication of clear expectations in a manner which is appropriate for the target audience.
- An environment in which there is mutual respect and which raises self-esteem.

- Differentiated tasks.
- School values / superheroes displayed clearly around the school.
- Playground rules displayed clearly in classroom windows so that they can be seen from the playground.

Rewards

Whole School Approach

To promote polite and positive behaviour children are given raffle tickets which will be drawn every week in Key Stage assemblies.

To promote quality work and reward effort in KS2 house points will be given and added to each "house" total. The house captains receive the cup/trophy during Key Stage assembly. In KS1, pupils will be given stickers with the aim of filling a chart for which they will be rewarded.

Other Rewards

In addition to whole school rewards, teachers may also use other reward systems in their classrooms. Some of these could include:

- Adults congratulate and praise verbally.
- Stickers are given to wear on jumpers or placed on sticker cards.
- Raffle tickets may be given out to go towards prizes at the end of the week.
- Star of the week award.
- "Marbles in a jar". Children are rewarded with a marble for the class jar by any adult who sees a group of children behaving well. The aim is to encourage children to work together to achieve a common goal and to help each other behave appropriately. Class teachers will devise their own means of agreeing a class reward for when the jar is full.
- Golden time. The aim is to encourage children to work together to achieve a common goal and to help each other behave appropriately. When they achieve their goal, the children may choose from a range of activities.
- Table points. The table with the most points wins a prize at the end of the week.
- 'Star of the Week' to promote helpful, kind behaviour.

Corrective Discipline

Use of planned strategies:

- Tactical ignoring of low level attention-seeking behaviour.
- Giving simple directions clearly and firmly, briefly stating the behaviour required.
- Positive reinforcement.
- Checking a child's understanding.
- Rule reminders: We have a rule for that. Use it, thank you.
- Questioning: "What are you doing?" Await response. "What should you be doing?" Await response. Each time, the child is required to answer the question.
- Defusing the situations using appropriate humour **not sarcasm**.
- Blocking arguments the pupil may raise.
- Giving simple choices i.e. "If you choose to continue talking, then you choose to move."
- Diversion tactics e.g. "May I see your work?"
- Isolation from peers within the classroom.
- Removal from class (if procedures have been followed).
- Sanctions

Sanctions

The sanctions link in with our positive behaviour management strategies and helping the children to understand that their actions have consequences. All sanctions should be 'age and stage' appropriate to ensure that children are disciplined for bad behaviour in a fair way.

The corrective discipline strategies are used at the teacher's discretion. Removal from the classroom is through the 'exit system' and is a time-out situation.

It is not a time for the child to be reprimanded by another teacher.

There exists a system of mutual support between staff referred to as the 'exit system'. It occurs when a child continually disrupts within the classroom. The exit system involves a previously agreed arrangement, whereby the child spends a **short** amount of time with another class teacher during periods of major disruption. This 'time-out' enables the class teacher and class to resume their rights to teach and to learn, whilst providing the child with a short 'cooling off period'. The child should sit down and be ignored by the receiving class and teacher. The child is escorted back to their teacher who puts them back on task, providing a quick recap to assist this. There should be no anger or comment at this point. **It is important that the child is escorted by an adult, but this should not be their own class teacher.**

The unwanted behaviours have been categorised into five main bands and can be found in Appendix 1. Sanctions for each band have been identified and will be applied both inside and outside the classroom.

Lunchtime Time-out

Each time a child is placed in the reflection room a letter will typically be sent, by post, home to parents. In certain circumstances this form of communication may not be deemed appropriate and alternative methods used. This communication will indicate the reason why the child has been kept in and how long the time-out was for. It also states that if a pupil receives three time-outs in one term the parents will be asked to come in and discuss the child's behaviour, and any next steps that may be appropriate, with the Headteacher.

Supportive Discipline

• Follow up - At the next break, there is a consequence i.e. child has to account for their actions. The teacher makes it quite clear that this behaviour is not wanted and why, with reference to the rules and the rights of others. The teacher shows the child, as often as possible, the way forward and how to succeed! The teacher then decides, with the child, when any missed work will be completed.

• Conferencing.

• Use of contracts.

• Seeking peer support.

This system should ensure that both the teacher and the child are supported.

Lunchtime Behaviour

Rewards

To promote polite and positive behaviour on the playground and in the dining hall

• Children are given raffle tickets which will be drawn every week in Key Stage assemblies.

• Top table awards will be allocated each week in Key Stage assemblies. Two children from each Key stage will be chosen, by the lunchtime staff, to sit with a friend of their choice at Top Table. This will be set with a tablecloth and squash will be served instead of water.

Sanctions

• First offence will result in a verbal warning from the supervisor on duty.

• Second offence will result in a five minute time-out on the playground. This will be recorded in the supervisor's daily book.

• Third offence will result in the duty teacher being sent for. A minimum 20 minute detention will apply. Parents will be informed through the child's contact book.

Any further or more serious offence will ensure the involvement of the Headteacher. Parents will be informed through a letter sent home.

If a child is in time-out more than three times per term then again parents/carers will be notified by an appropriate means of communication and requested to attend a meeting with the Headteacher.

Bullying

In line with our school vision we are committed to providing a caring, friendly and safe environment for <u>all</u> members of our school community so that they can learn and work in a relaxed and secure atmosphere. **Bullying of any kind is unacceptable at our school.** If bullying does occur, everybody should be able to tell someone and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell someone who can help.

Our commitment to mutual respect and understanding is underpinned by 3 main principles:

- That no one deserves to be a victim of bullying.
- That everybody has the right to be treated with respect.
- That people who are bullying need to learn different ways of behaving.

We at Staplehurst School understand our responsibility to respond promptly and effectively to issues of bullying.

What Is Bullying?

Bullying is the **continued and repeated** use of aggression with the **intention** of hurting another person. Bullying results in pain and distress to the victim. Here at Staplehurst School we treat all incidents of aggression seriously but we try to distinguish clearly between minor peer conflicts and incidences of bullying behaviour. Pupils and parents should be assured that they will be listened to when bullying is reported and taken seriously.

Bullying can be:

- Emotional; being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- Physical; pushing, kicking, hitting, punching or any use of violence.
- Racist; racial taunts, graffiti, gestures.
- Sexual; unwanted physical contact or sexually abusive comments.
- Homophobic; because of, or focussing on the issue of sexuality.
- Verbal; name-calling, sarcasm, spreading rumours, teasing.
- Cyberbullying – "The use of Information Communication Technology, particularly mobile phones and the Internet to deliberately hurt or upset someone" DCSF 2007.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- Through our behaviour and PSHE/Citizenship policies, we aim to improve understanding for bullied pupils as well as bullies and challenge attitudes about bullying behaviour.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven or accompanied to school
- changes their usual routine

- is unwilling to go to school (school phobic)
- repeatedly feels ill in the mornings
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- has a desire to remain with adults
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- wets the bed
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- frequently has possessions "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Reasons for being bullied

- race/gender background
- being a new child/adult in a school
- being a child/adult with a family crisis
- disability
- timid children/adults who may be on the edge or outside a peer group
- a child experiencing difficulties with their learning or an adult experiencing difficulties with their work
- sexual orientation or gender reassignment
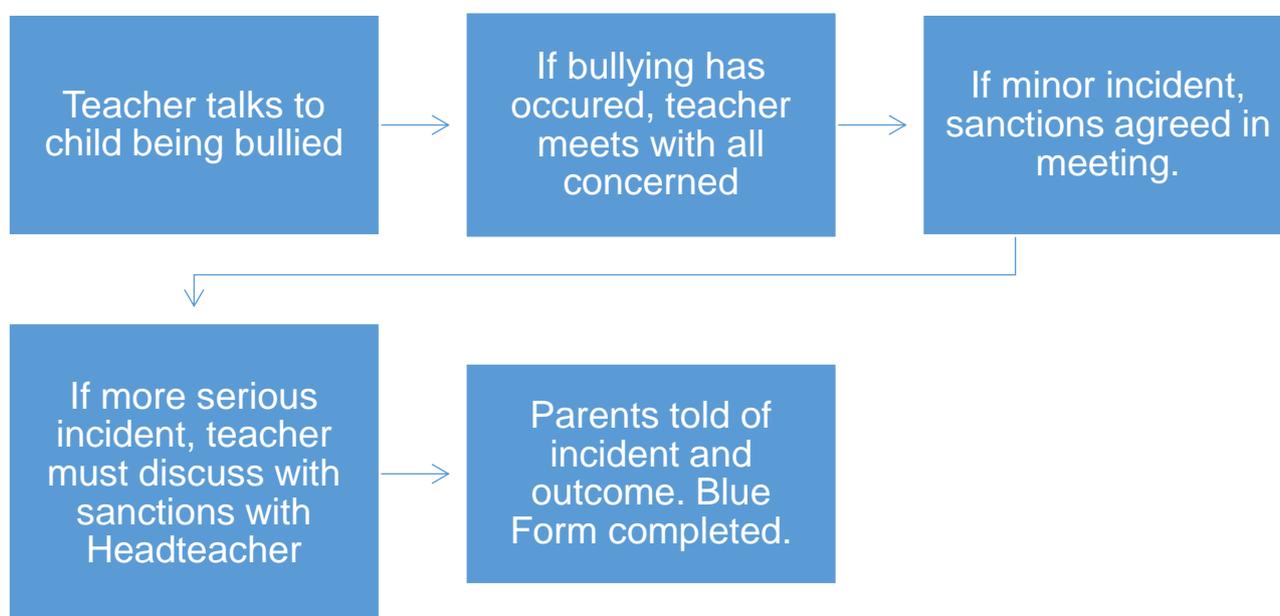- physical characteristics or differences

Reasons for being a bully

- being a victim of bullying or violence themselves, either at school or at home
- enjoyment of power and/or creating fear
- not being allowed to show their feelings
- not being able to show their feelings
- copying behaviour at home or on television
- being unhappy/self-hating
- being insecure and lacking self-esteem

General statements about bullying

- some victims are also bullies
- some victims are treated as culprits
- onlookers who do not help to stop bullying are condoning this behaviour and becoming part of the cycle

Procedure for dealing with reported incidents of bullying

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┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐
│ Teacher talks to│ ──▶ │ If bullying has │ ──▶ │ If minor incident│
│ child being     │     │ occured, teacher│     │ sanctions agreed │
│ bullied         │     │ meets with all  │     │ in meeting.      │
│                 │     │ concerned       │     │                 │
└─────────────────┘     └─────────────────┘     └─────────────────┘
                                                          │
        ┌─────────────────────────────────────────────────┘
        ▼
┌─────────────────┐     ┌─────────────────┐
│ If more serious │ ──▶ │ Parents told of │
│ incident, teacher│     │ incident and    │
│ must discuss with│     │ outcome. Blue   │
│ sanctions with  │     │ Form completed. │
│ Headteacher     │     │                 │
└─────────────────┘     └─────────────────┘
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1. If a child discloses that he/she or someone they know is being bullied the class teacher must be told immediately.
2. The class teacher will talk to the child on a 1:1 basis to investigate a) whether they are distressed about any bullying issues and b) what the symptoms of any bullying may be.
3. If the teacher believes there has been an instance of bullying then they must start to complete the Blue Form (kept in the school office). The purpose of this form is to ensure that all instances of bullying are recorded and reported appropriately.
4. The teacher should arrange to meet with all the children concerned ASAP and notify any other appropriate teaching staff.
5. Every person in the meeting will have an opportunity to talk and discussions should be focussed on finding a solution and stopping the bullying from reoccurring. Teachers or other adults will aim to help pupils find their own solutions to the personal disagreement. Any minor sanction which is deemed appropriate by the teacher(s) present may be agreed at the end of this meeting.
6. Bullies will be asked to genuinely apologise, take responsibility for their actions and accept any sanctions or consequences which may be brought to bear as a result of their behaviour. An attempt will be made to help the bully (bullies) change their behaviour.
7. If necessary and when deemed by the teachers present to be appropriate, outside agencies may be consulted. This will only be done with prior consultation with the Headteacher.

8. Once all information has been gathered and the meeting concluded the Blue Form can be completed and sent to the Inclusion Manager and copied to the Headteacher.

9. The parents should be informed by the most appropriate means. They must be told of the incident, the meeting with the children and what the agreed outcome has been. They must be given a chance to respond and come into the school to discuss any concerns.

10. The children who have been spoken to will be informally monitored. Lunchtime staff will be notified so that they know to be vigilant during lunch time and break. A 'child-watch' book is kept in the school office to raise awareness of children who appear isolated, unhappy or have a particular playtime need. This is available to all staff, including midday supervisory staff.

11. If a more serious or prolonged incident(s) of bullying has occurred the matter must be discussed by the class teacher with the Headteacher and the Inclusion Manager and an appropriate course of action implemented.

12. The parents of all children involved should be invited in to discuss the matter with the Headteacher. If this is declined then the Headteacher should write to the parents of the children involved and advise them of what has happened and what course of action will be implemented. The letter should also advise the parents of likely subsequent action if the bullying occurs again.

13. It is vital that the punishment for bullying is not only a fair reflection of the incident and it's severity but also is 'age and stage appropriate'. The class teacher and the Headteacher will remain fair to all children involved and ensure that all influencing factors are taken into account when deciding upon an appropriate course of action.

14. The most likely course of action for a minor incident is a period in reflection but more serious incidents or reoccurring incidents could lead to fixed term exclusion or even permanent exclusion in the most severe incidents.

15. All Blue Forms are to be kept securely in the school office. Once filed, the Safeguarding Link Governor should be informed of the outcome.

Control Methods

• We at Staplehurst School use the curriculum to increase everyone's awareness of bullying and to help them to develop strategies to combat it. This is presented through PSHE/Citizenship activities, role play, assemblies and Circle Time (see appendix 1).

• We use discussion and role play to explore issues related to bullying and to give individuals confidence in dealing with bullying.

• We discuss inclusion at assemblies to ensure that the children are reminded in a positive way that the school has high expectations of their behaviour.

• Our 5 superhero values reflect the schools attitudes towards being respectful and kind towards each other.

Searching and Confiscation

The School follows the DfE's guidance on Searching and Confiscation.

There are two sets of legal provisions which enable 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 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.

2. **Power to search without consent** for "prohibited items" including:
   a. knives and weapons
   b. alcohol
   c. illegal drugs
   d. stolen items
   e. tobacco and cigarette papers
   f. fireworks
   g. pornographic images
   h. any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
   i. any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

The Use of Exclusion

The School follows Kent's <u>Exclusion Guidance for Schools and Governors</u> (August 2016)

There are three types of exclusion that a school may use:
- Permanent – The pupil will not return to the school.
- Fixed term – This is a temporary exclusion which can be between 0.5 and 45 school days in length. No pupil may be excluded for more than a total of 45 school days in any one academic year.
- Lunchtime - Fixed-term exclusion where the pupil is excluded from the school premises for one or more lunchtimes.

Only the Headteacher can exclude a pupil. If the Headteacher is absent the power rests with the most senior teacher who should make it clear that they are acting in the head teacher's absence. The Headteacher will follow the procedures set out in law and statutory guidance, which are designed to ensure fairness and openness in the handling of exclusions.

For all exclusions of over five school days in a term, the Governors' Pupil Discipline Committee must arrange a meeting to discuss the exclusion. Parents and the LA representative must be invited to attend. If the Committee uphold the decision to exclude permanently, parents have the right of appeal to an Independent Review Panel set up by the LA. The Panel will either uphold the appeal, in which case the child will return to school, or reject the appeal, in which case the exclusion will be confirmed.

Managing the Angry Child

Anger is a reaction to something which can be either real or perceived. We need to be working with children to help them to find ways of dealing with their feelings of anger.

Many teachers are infuriated by the sense of powerlessness that difficult pupils create by their resistant behaviour. We need to acknowledge that we cannot make a pupil do anything. We can direct, restate, ask, encourage or challenge, but the more we use traditional teacher force, the more we lose face, contact, temper.

When dealing with an angry child there are a range of strategies that we should be using, as appropriate and taking into account the protected characteristics of the child concerned, in order to calm the situation:

- tone of voice to calm the situation - keep the heat down and avoid a power struggle

- pace of speech – slow down your speech

- physical space – ensure that you give the child enough space so as not to feel crowded

- distraction to defuse the situation

- slow breathing – encourage the child to breathe slowly

- use of a sense of humour - if the adult knows the child well

- acknowledgement of the child's anger - use the emotion to explain how the other party feels

- working towards non-aggressive solutions

- giving choices and seeking to maximise face-saving

- thinking about what you are saying so that you do not back either yourself or the child into a corner

- calling in a third party.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Schools cannot use force as a punishment.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items (see **Search & Confiscation**). Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

The use of **any** degree of force is unlawful if the particular circumstances do not warrant the use of physical force.

Use of Reasonable Force in this School

The physical management of behaviour is seen as the last line of alternative strategies. Strategies detailed in the section about the angry child should be used first. Only when it is clear that none of these will have the effect of defusing the situation should a physical strategy be used. Reasonable adjustments will be made for pupils with SEN & Disability.

The School will follow the DfE's 2013 guidance on the Use of Reasonable Force in Schools. A member of staff may use reasonable force to:

- Remove a disruptive child from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

All physical contact must be rooted in the need to restore safety, and carried out in an atmosphere of calm sensitivity and respect for the individual.

Should physical intervention prove necessary, detailed contemporaneous written reports of incidents must be kept, which describe the events that led up to the physical intervention, the precise nature of the intervention, and the consequences. Parents should be informed. A meeting should be held as soon as possible to discuss the incident and to plan how the pupil's behaviour will be managed in future to avoid the necessity for physical intervention.

When a pupil's challenging behaviour can no longer be contained, in an environment that is positive and safe for all, the issues of care and control will be discussed with the pupil's parents and the School will draw up a **Positive Handling Plan** detailing the pupil's triggers, behaviours and behaviour management strategies. This Plan will be communicated to all members of staff involved in the management of the pupil.

Acceptance of Behaviour & Discipline Policy

It is the responsibility of all members of the school community – teaching and non-teaching staff, parents, pupils and governors, to work towards the school aims. Pupil and parental acceptance of this policy and its guidelines form part of a separate Home/School agreement.

School Safeguarding Policies (to be read and followed alongside this document)

- Safeguarding policy
- e-Safety Policy
- Allegations of Abuse Against Staff
- Whistleblowing Policy
- Drug Policy
- Health and Safety Policy
- Confidentiality Policy
- School Visitors Policy
- Equality Policy

Monitoring and Review

All school staff should have access to this policy and will have the opportunity to consider and discuss any significant changes to the contents, prior to the approval of the Learning & Development Committee being formally sought. This policy will be formally reviewed every two years or amended in the light of any new information and guidance which becomes available in the meantime.

Appendix 1

When consulting the information below it is vital that staff, parents, pupils and governors are mindful that all punishments should consistently be 'age and stage' appropriate. The discretion of the Headteacher is of paramount importance in ensuring that all those involved are treated fairly and with full understanding and knowledge of the facts and any contributory factors. The information below should be used as a guide, especially for the higher bands when the Headteacher may need to consult with other parties before reaching a decision on the most appropriate course of action.

Band 1 - Behaviour

These behaviours are dealt with by the class teacher.

- Teasing or name calling.
- Interrupting teacher or adult.
- Avoiding work.
- Wasting time.
- Restricting other pupils' learning opportunities.
- Cheekiness.
- Inadvertently swearing.
- Making inappropriate noises.
- Talking when you are supposed to be listening.
- Not following class rules.
- Unauthorised use of non-educational websites during lessons.
- Unauthorised use of mobile phone/digital camera/other mobile device.
- Unauthorised use of social media/messaging apps/personal email.
- Unauthorised uploading or downloading of files.

Band 1 Sanctions
To be applied in the following order:

1. The adult will write the child's name on the board as a warning.

2. The adult will put a cross against the child's name – five minutes loss of playtime or Golden time.

3. The adult will put a second cross against the child's name – 10 minutes loss of playtime or Golden Time.

4. The adult will put a third cross against the child's name and exit to another classroom. All exits will be recorded in a class exit book with the child's name, date, time and behaviour. This will also lead to a lunchtime detention.

Band 2 - Behaviour

- Spitting.
- Using swear words deliberately.
- Arguing with adults.
- Abuse of school or other people's property.
- Throwing objects in anger.
- Rudeness to adults.
- Lying.
- Persistent refusal to follow instructions.
- Allowing others to access the school network by sharing user names and passwords.
- Attempting to access the school network using another pupil/staff account.
- Corrupting or deliberately destroying the data of other users.
- Accidentally accessing offensive or pornographic material and failing to report the incident.

Band 2 Sanctions
An automatic lunchtime time-out with a senior member of staff.

Band 3 - Serious behaviour

- Vandalism.
- Deliberately hitting, kicking or striking another person.
- Fighting.
- Swearing at staff or pupils.
- Racial Abuse.
- Persistent Bullying.
- Running out of class and the school building.
- Biting.
- Stealing other people's property.
- Sending an email, text or message that is regarded as offensive, harassment or of a bullying   nature.
- Deliberate actions that could bring the school into disrepute or breach the integrity of the ethos of the school.
- Using proxy sites or other means to subvert the school's filtering system.
- Deliberately accessing offensive or pornographic material.
- Knowingly receiving a transmission of material that infringes the copyright of another person or infringes the Data Protection Act.
- Deliberately accessing or trying to access material that could be considered illegal.
- Continued infringements of the e-safety policy, following band 1 or band 2 warnings/sanctions

Band 3 Sanctions

The child will be sent straight to the Headteacher and internal exclusion will apply for the rest of that day. There will be automatic loss of three lunchtimes. The Headteacher will contact parents informing them that a repeat of this or similar behaviour could result in a period of school exclusion. The parent will be invited to discuss the situation with the Headteacher.

Band 4 - Very serious behaviour

- Health and Safety of individual child, other children or staff is an issue.
- Cumulative disruptive behaviour.
- Violent aggressive behaviour.
- Leaving school site.
- Persistent refusal to respond to adult requests/support.
- Repeated persistent bullying after parental involvement.
- Stealing school property.

Band 4 Sanctions

The child will be sent straight to the Headteacher whereupon the Headteacher will call the child's parents and request them to come and collect the child from school. The Headteacher will then make a decision about a fixed period of exclusion. A letter will inform parents and the appropriate LEA Agencies will be informed. During this time it may be appropriate to set up a system of support for the child and parents. A meeting may be held which would involve the child and parents. A contract between the school, child and parent would be drawn up, clearly defining the roles of everyone involved. A review date would be set to monitor progress and support. After a period of exclusion, the child and parents will be expected to attend a 'return to school' interview with the Headteacher and class teacher to help identify a way forward.

Band 5 - Extreme behaviour

Persistent repeat of Band 4 and/or

- Deliberate and extreme verbal or physical abuse of staff or pupils.
- Deliberate and consistent abuse of buildings/property.

Band 5 Sanctions

Extreme behaviours can result in automatic and permanent exclusion.

EYFS Statutory Framework.
Welfare Requirement: Section 3 Managing behaviour paragraphs: 3.50, 3.51, 3.52

Behaviour Management Policy

A bright and inspiring learning environment which is relevant and stimulating to the children will minimise unwanted behaviour. We aim to ensure that all children are happy and engaged.

It is our aim that positive strategies are used to manage all children's behaviour. Every child is unique, developing at different rates therefore strategies deployed with staff will vary from child to child. However, there are also overarching, consistent strategies used for a whole class approach.

Managing positively

Positive strategies will involve the staff 'catching' the children being good. These strategies should include:

- Involve children in making and keeping the codes of conduct for the learning environment, indoors and outdoors. These should be displayed and referred to when necessary. Ensure that these are reinforced positively, for example rather than saying 'no running indoors' remind the children 'we use walking feet indoors don't we, or we may fall over or bump into someone'.
- Display wherever possible, examples of children's work so that they know their work is valued.
- Quick, prompt and frequent verbal praise, ensuring that the praise is shared with parents.
- Remember to praise the behaviour rather than the child- make sure the child knows what he/she is being praised for.
- Where possible, gesture and sign to back up the praise being given.
- Get down to the child's level and always use a talking voice.
- Offer children closed choices where necessary, leaving the children in charge e.g. 'you can put your coat on to go outside to play, or you can stay inside, you decide'.
- Give advance warnings of changes in routine e.g. '5 minutes until tidy up time'. Where possible a visual timetable should be used.
- Positive praise can be reinforced with the reward of raffle tickets.

These strategies would be recorded in Provision mapping under 'Wave 1 interventions'.

Whole class strategies which are to be used include:

- When a very significant piece of work is produced a child may be awarded with a certificate. This is decided by the staff working with the child. The child is presented with a certificate in assembly that week.
- A Sunshine/ Cloud system is used to help manage children's behaviour and provide visual cues to children. Children's names are placed on the 'sunshine' for wanted behaviour. Exceptional behaviour results in the child's name moving to the 'superstar'. Unwanted behaviour results in the child's name being moved to the grey or black cloud for the duration of the consequence and/ or session (see table below for guide).

These strategies would be recorded in Provision mapping under 'Wave 1 interventions'.

Managing unwanted behaviour

The following behaviours are agreed as unwanted:

- Physically hurting other children and adults by kicking/ hitting/ pinching etc.
- Deliberately harming other children in a way which poses a health risk i.e. biting; spitting.
- Answering adults/ other children back and use of inappropriate language.
- Disruption within a group/ deliberately ignoring adults/ children who are speaking and, not doing as they have been asked.
- Destructive behaviour towards other children's work.
- Destructive behaviour towards resources/ equipment or property.
- Taking others' property.

Unwanted behaviours are logged on class sheets.

These unwanted behaviours warrant different consequences, due to their differing severity, see below:

Behaviour	Colour of Cloud	Consequence/ strategy to be adopted	Links with parents
Deliberate destruction of other children's work.	GREY 3x attempts results in BLACK	• Child apologises to victim. • Child helps victim to recreate work damaged. • Adult explains to child why the behaviour was unacceptable and why the move to the GREY cloud. • Verbal and visual reminder of expected behaviour within class, phrased positively with appropriate language adopted according to child's stage of development • Calm down time* is used.	Behaviour discussed with parents at teacher's discretion depending on severity/ frequency. Discussed automatically with parents if 3x attempts in one session.
• Answering adults/ other children back and use of inappropriate language • Ignoring adults/ children who are speaking and, not doing as they have been asked. • Disruption of group activities	GREY 3x attempts results in BLACK	• Peer resolution/ mediation used where possible. • Warnings given by adult • Explain unwanted behaviour and adults model wanted behaviour. • Verbal and visual reminder of expected behaviour within class, phrased positively with appropriate language adopted according to child's stage of development. • Calm down time used.	• Behaviour discussed with parents at teacher's discretion depending on severity/ frequency. • Discussed automatically with parents if 3x attempts in one session.
• Deliberate physical harm to other children/ adults, including: hitting, pinching, kicking, pushing, throwing, pulling hair, cutting hair.	BLACK X2 attempts results in SLT intervention	• Child apologises to victim. • Adult explains to child why the behaviour was unacceptable and why the move to the BLACK cloud. • Verbal and visual reminder of expected behaviour within class, phrased positively with appropriate language adopted according to child's stage of development • Calm down time is used- moved into space on own without activity.	• Informal discussions are held between class teacher and parents to see if the behaviour is typical at home and patterns are found. Strategies for home and school are discussed.
• Deliberately harming other children in a way which poses a health risk i.e. biting; spitting	BLACK Immediate SLT intervention.	• Adult explains to child why the behaviour was unacceptable and why the move to the BLACK cloud. • Verbal and visual reminder of expected behaviour within class, phrased positively with appropriate language adopted according to child's stage of development • Calm down time is used- moved into space on own without activity. • SLT intervention (decided by SLT or suggestion by class teacher).	• Discussions are held between class teacher and parents to see if the behaviour is typical at home and patterns are found. Strategies for home and school are discussed.

• Destruction of resources/ equipment/ property	GREY	• Child apologises to victim. • Adult explains to child why the behaviour was unacceptable and why the move to the GREY cloud. • Verbal and visual reminder of expected behaviour within class, phrased positively with appropriate language adopted according to child's stage of development	• Behaviour discussed with parents at teacher's discretion depending on severity/ frequency.
	3x attempts results in BLACK	• Calm down time* is used.	• Discussed automatically with parents if 3x attempts in one session.
• Taking others' property	BLACK	• Child apologises • Opportunity for victim to tell child how they feel about what was taken. • Peer discussion between child and victim about any appropriate further action to be taken.	• Discussions are held between class teacher and parents to see if the behaviour is typical at home and patterns are found. Strategies for home and school are discussed.

'Calm down time' is used with discretion by the class teacher. The type of 'calm down time' is dependent on the child's stage of development. For some children this mean being redirected to another area of the room, for others it could mean time sitting in a designated quiet area within the classroom.

If children are asked to sit on their own within an area (without activity, the length of time should not exceed a minute for every year of the child's life. E.g. a five year old could be expected to sit for 5 minutes maximum.

The aim needs to be to limit disruption to learning, and for adults to maximise opportunities for emphasising the wanted behaviour to the child. Regular use of 'time out' strategies should be avoided, as the positive impact on children's behaviour is limited due to their stage of emotional development.

All unwanted behaviour should be taken seriously. Despite children's developmental stages, wanted behaviour needs to be reinforced.

There may be certain children whose behaviour is treated in an exceptional way, which does not follow this policy exactly. However, clear strategies will be set out within their individual behaviour support plan/ provision mapping and implemented accordingly.