



# **Hallsville Primary School**

## **BEHAVIOUR AND DISCIPLINE POLICY**

*This policy must be read in conjunction with the Anti-bullying Policy.*

Date of Development: January 2018  
Date Agreed by Governors:  
Review Date: January 2019

### **Statement of Intent:**

This policy has been written for the staff/pupils/governors/parents of Hallsville Primary School and any other stakeholders who contribute to the Behaviour for Learning Policy. It is expected that staff and children will adhere to the expectations set out in order that the Behaviour for Learning criteria is met.

### **CONTENTS:**

1. Key points
2. Policy Aims
3. What we believe about a child's behaviour
4. Hallsville Code of Conduct and School Values
5. Rewards and sanctions including the Time out system
6. Monitoring the behaviour of children
7. Care Plans - Significantly Difficult Children
8. Use of reasonable force
9. Key Principles for Senior Management team
10. Behaviour Check list for Teachers
11. Playtime and Lunchtime Procedures
12. Pupils' conduct outside the school gates
13. Confiscation of inappropriate items
14. Children with Autism

## **1. Key points**

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspectors Act 2006)
- The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil under the charge of the teacher, both in school and outside of school, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- The behaviour policy is published on the school's website.
- Teachers can confiscate pupils' property.
- Head and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safe guarding and promoting the welfare of children.

## **2. Policy Aims:**

- Promote good behaviour, self-discipline and respect
- Provide a calm and caring ethos, where learning is valued by pupils, staff and parents
- Apply all rules fairly and positively and follow procedures consistently, rewarding good behaviour and challenging unacceptable behaviour
- Prevent bullying (see Anti-bullying policy)
- Regulate the conduct of pupils

### **Staff are expected to:**

- Establish and maintain clear and consistent expectations and boundaries
- Discuss with children when and how they could have made more positive choices when something goes wrong
- Encourage self motivation and independence
- Promote self esteem and self respect in pupils
- Celebrate their children's efforts and achievements
- Maintain well-organised learning environments and provide appropriately challenging or supportive learning opportunities
- Respect children and listen to their views without discrimination
- Model high standards of presentation, respect and learning behaviours
- Adhere to anti-bullying and behaviour and discipline procedures

### **Pupils are expected to:**

- Show respect to staff, each other and their learning environment
- Show excellent behaviour for learning in all lessons and try their hardest
- Promote the good reputation of the school in the community, bearing in mind that the code of conduct applies to and from school and on all activities that take place off site
- Adhere to anti-bullying procedures and report all incidents of bullying to a staff member

### **Parents are expected to:**

- Support the school's behaviour policy by talking regularly to their child/children about behaviour in school and accepting the use of sanctions where appropriate
- Encourage respect for their child's school, staff and their child's classmates
- Show respect and support for the school's Anti bullying policies
- Keep the school informed about any issues that arise that might affect their child's work or behaviour.

### **3. What we believe about a child's behaviour.**

Children need to feel valued. It is when a child has good self-esteem that he or she learns best. Our behaviour and discipline philosophy recognises this and we aim to provide systems that lead to effective discipline but at the same time strive to protect and build the self-esteem of children.

#### **We believe:**

- Children need to be taught how to behave and have good behaviour modelled through significant adults in their lives.
- Most children are responsible for their own choice of behaviour.
- We give the pupils positive recognition for good behaviour. This teaches the pupils that they can get the attention they want, need and deserve by choosing good behaviour.
- When children behave inappropriately we reject children's behaviour, not the children themselves.
- When children are given clear expectations and consistent rewards and sanctions, they are mostly able to choose responsible behaviour, so increasing their opportunities for greater success in school.
- This whole school policy will give consistency and security to the pupils moving from class to class and will give consistency to the parents who will know what all teachers expect.

#### **Children have the right to:**

- Be treated fairly and equally
- Be involved in creating their own classroom rules
- Teachers and staff who will provide them with consistent POSITIVE encouragement to motivate them to behave
- Know what behaviours will help them to succeed in the school

#### **Teachers and staff have the right and responsibility to:**

- Establish rules that clearly define the limits of acceptable and unacceptable behaviour
- Build relationships with the children they teach
- Teach the pupils to follow these rules in school
- Ask for support from the parents concerning their child's behaviour.
- Ask for support from the Senior Leadership Team to help them deal with the more challenging pupils.

#### **How we ensure that these principles are met:**

The spine of our policy is our school values. They outline the behaviour we expect from children and they define the rewards and penalties that will be used. It is essential that the school's values (and the class code of conduct) are regularly taught to children and referred to when dealing with a child's behaviour. Children need to see the values being used consistently and fairly. Behaviour care plans are written for children who are struggling with their behaviour. These plans are signed by all adults involved with the child. Parents are also involved through consultations about actions that will be carried out by the school to help support the child's emotional needs. (see section 6 Extreme behaviour and care plans).

## **4. Hallsville Code of Conduct and School Values:**

### **Our Values**

- We love learning and challenge makes us grow.
- Our strength is in valuing our differences.
- We show we care through our behaviour.
- Our learning begins with us. Work hard!

Each teacher will take these school values as a basis for producing a Classroom Code of Conduct in conjunction with the children. This will need to be voted for by the children, signed by all in the classroom and prominently displayed within the classroom. This needs to be done in the first week of term.

### **Ensuring Consistency**

All adults in school need to take responsibility for implementing the school's values and Code of Conduct. As adults walk around the school at lunch and play times, they need to do the following:

- Always check on reasons for children being in school at play/lunch times
- Always deal with inappropriate behaviour – never walk past
- Discuss inappropriate behaviour with children- remind them of the values
- If children run, always send them back to try again
- If children are talking to others in a disrespectful way, always intervene. Try to positively reinforce good behaviour (smiles for co-operative play)
- Inform class teachers of any inappropriate behaviour you had to deal with.

## **5. Rewards and sanctions including the Time out system**

**Positive Reinforcement: Highlight good behaviour as much as possible.**

Where possible, reprimand children quietly out of earshot of others. We know this is hard at times but the rewards are worth it. We often feel the need to see the child being punished or see the child 'suffer' in one form or the other. This makes us feel better but does nothing for the self-esteem of the child. Think how you would feel if publicly reprimanded for all your mistakes! A 'victory' is NOT what we are after. Always ask yourself '**What is the best possible outcome for this situation?**' and then do your best to achieve it.

- Use the Hallsville Values.
- Use the rewards and penalties.
- Use the support systems of the school.
- Rewards should be used appropriately.

### **Using Rewards**

#### **Key Stage 2**

If children behave well in class, they will receive a smiles token. These smiles are also recorded on a chart in the classroom. Children work towards bronze, silver and gold certificates. On receiving 50 smiles a child earns a bronze certificate, on receiving 100 smiles they receive a silver certificate, on receiving 150 smiles they receive a gold certificate. Smiles are also awarded for good work and any adult in the school can give them.

### Key Stage 1

Children in Key Stage 1 are also rewarded smiles in the same way as KS2. However, they receive a bronze certificate after 20 smiles, a silver certificate after 40 smiles and a gold certificate after 60 smiles. Children are also awarded stickers and smiles tokens for good work and behaviour.

- During assemblies, TAs should hand out stickers/smiles tokens to children for good behaviour.
- All staff in the school can use stickers/smiles tokens to reward good behaviour.
- Children can be rewarded for exceptional effort or work by sending the child to the DHT/HT's office for a sticker.

### Smiles

Rewards should be used appropriately. If children behave well, they are awarded a smiles token. Smiles are also awarded for effort and any adult in the school can give them. They are also recorded on a chart in the classroom and children work towards bronze, silver and gold certificates.

Key stage 1	Smiles (20 for each certificate)	Key stage 2 (50 for each certificate)	Smiles
Bronze	20	Bronze 1	50
		Bronze 2	100
Silver	40	Silver 1	150
		Silver 2	200
Gold	60	Gold	250
Start again...	+	Start again...	+

### Hallsville's Rewards and Sanctions

Rewards	Sanctions
<ul style="list-style-type: none"><li>• Verbal praise</li><li>• Stickers</li><li>• Smiles/smile tokens</li><li>• Green pass</li><li>• Sharing good work with other teachers</li><li>• Head teacher stickers</li><li>• Certificates</li><li>• Sharing good work with the Phase Leader, Head and Deputy</li><li>• Letters to parents</li><li>• Good phone calls home</li><li>• Smiles assembly</li><li>• Football on a Friday break for best class lining up- KS2</li></ul>	<ul style="list-style-type: none"><li>• Verbal reminders</li><li>• Timeout in class</li><li>• Time out in another class</li><li>• Send to Phase Leaders</li><li>• Letter home</li><li>• Phone call home to parents</li><li>• Standing out or walking around with staff at playtimes</li><li>• Loss of playtimes</li><li>• Pulled away from representing the school in competitions</li><li>• Pulled away from attending fun after school clubs</li></ul>

### Assemblies

Once a week, children and staff celebrate good behaviour and achievement in a 'smiles' assembly. Children come to the front of assembly to receive their 'smiles' certificates. At this assembly each teacher can award a certificate linked to the school values.

### Lining Up

Children are expected to line up silently and sensibly at all times. At playtimes and lunchtimes children should line up in pairs, facing the teachers to hear who has won the award.

In KS1, children walk around the school in perfect partners.

'Lining up' stars are given out as rewards for the best class, each time children line up after play/lunch times. The points are totalled on a Friday and the winning class is rewarded with an extra football session on a Friday (KS2)

### **Green Card**

Each week in KS2, one child will be chosen from each class to receive a 'green card'. These children will have been following the Hallsville Values all week. The green card allows the holder to have freedom and access to all areas during lunch times and play times. Children will have the freedom to do the following:

- Eat lunch when they choose
- Play on the field
- Visit the allotment area
- Freedom to sit in the corridor and read/use the iPads
- Walk Star the dog
- Feed the chickens

### **Playtimes**

There is a wide variety of equipment available at play/lunch times and different games (basketball, football, skipping, tennis, music stage, reading shed and the playground markings etc.) This allows children to stay focused on structured play, and therefore reduce incidents of poor behaviour.

Adults on duty must play with children at all times unless otherwise directed.

- Year 6 children act as peer mediators.
- Year 5 children are trained to be play leaders. They encourage children to play games and develop physical skills.
- Year 4 children are play equipment leaders. They collect in the equipment and support the teacher responsible for lunchtime play.
- Year 3 children are friendship monitors: they make sure younger children have a friend to play with.

### **Timeout**

Adults will initially deal with disruptive behaviour by reminding the child of the classroom rules using closed questioning such as "What is the rule about learning bodies on the carpet?" In addition, adults should relate behaviour to the school values. If the behaviour persists, teachers should follow the warning and time out system:

- If a child in class misbehaves, he or she is given a verbal warning.
- If the child misbehaves again, they are given a second warning.
- If the child misbehaves yet again they are given time out in a designated area of the classroom for approximately 5-10 minutes.
- If the child misbehaves once more, the time out is done again but in another classroom.
- Time out can be given without the warnings for more serious misdemeanours (e.g. hitting, rudeness).
- **Warnings are not carried over to the next lesson, so children can make a new start at the beginning of each lesson.**

### **Time out in another classroom**

- If a child is sent to another classroom, they must complete a 'reflection sheet' (see appendix 1) stating when and why they were sent out of their classroom.
- Children sent to another class must complete their reflection sheet in the Time Out area and then finish their work off in that classroom. They are not to be sent back to their class until the start of the next lesson.
- After the lesson/at playtime, reflection sheets should be checked by the teacher who sent the child out. Agreed consequences must be completed on the reflection sheet, which should be discussed with the child. The reflection sheet must then be passed to the relevant phase leader to file. (Teachers should also keep a copy in their assessment file).
- Teachers are responsible for logging the incident on the school's Safeguard software.
- The phase leader will keep the reflection sheets and regularly review the behaviour file to see if any follow up is needed.
- The phase leader will share reflection sheets/incidents with SLT every term.
- The corridor should never be used as part of the Time Out system apart from phase leaders who may deem this necessary.
- **Phase leaders must be informed of all children who have been sent out of class.**

### **Consequences of Time Out in another classroom**

Teachers need to ensure there are consequences for any child that has been sent out of class. Consequences should be carried out as soon as possible:

- Children can be asked to stay in at playtime, stand at the wall or walk around with an adult.
- Children may need to simply say sorry/make a sorry card before they go out to play.
- If class teachers choose to keep children in at play times or lunch times, it is that teacher's responsibility to supervise their own children in their own classrooms. Children must not be left unsupervised in classrooms or corridors.

### **Time out in KS1 and KS2**

This is how your teacher will use the timeout system:

- You will be given your first warning.
- If you do not stop, you will get another warning.
- If you carry on, you will be then sent to the timeout area until you are ready to return (5-10 minutes – age appropriate).
- If you cannot behave, then you will be sent to another classroom and will not be allowed to re-join your class until the next lesson. You will need to complete a 'reflection sheet'.
- If your teacher thinks your behaviour is serious enough, you will be sent to the phase leader.

## **6. Monitoring the behaviour of children**

If a child has been sent out of class 3 times in a term, or they often struggle with behaviour at lunch times/playtimes, their behaviour needs to be monitored and dealt with.

Should a child's behaviour be of special concern then the following should be done:

- The teacher should ask the school liaison officer to inform the parent of their concerns.
- A parent meeting should be arranged with the teacher/phase leader.
- An SLT member should be informed.
- Incidents should be logged on the school's Safeguard system by the class teacher.

If behaviour does not improve, see section 7



## **7. Care Plans - Significantly Difficult Children**

Some children need extra support for their behaviour and will be placed on a 'care plan'.

- The school liaison officer will arrange a meeting with parents, class teacher and phase leader/SLT.
- A care plan is put in place for the child – it will clearly state what behaviour the child is displaying which is a concern, targets to help the child and rewards/sanctions available to that child.
- The child will be given three clear targets for every lesson.
- The child and all adults involved will sign the care plan.
- A record is made of the child's behaviour on a lesson-to-lesson basis to assess the effectiveness of their care plans. Children will have the opportunity to receive 18 stickers/ticks and must receive a score out of 18 every day.
- The signed care plan must be at the front of any reward books.
- Care plans also need to be visible in classrooms.

Phase leaders will monitor reward books for any children on a care plan. If a child's behaviour does not improve, the care plan is not working and a new meeting needs to be called to review the care plan.

In some extreme cases, the behaviour policy may not work with children who need extra support for their behaviour. These children should be on a care plan. In these cases, teachers will need to use their initiative, working alongside their phase leader/SLT, to find a way to support these children outside of the behaviour policy.

### **Assertive Mentoring**

Teachers will hold termly 1:1 meetings with all the children in their class. During these sessions they will discuss the child's successes/achievements and targets. For children that are on care plans, teachers will need to discuss their behaviour using the Behaviour Profile sheet (see appendix 2). It is crucial that teachers take time to build close relationships with children on care plans.

### **TIME OUT in the Foundation Stage**

#### **Some guidelines:**

- With very young children, 'Time Out' should only be used in extreme circumstances.
- The main aim of all staff should be to avoid getting to this point in the first place.
- **If all else has failed** (distraction, diversion, broken record, take up time, praise & encouragement, modelling, 'when...then' etc.), then we advocate the following approach: 'Time Out' is taken by an adult's side, wherever they are at that time (inside or out).
- An adult should speak briefly, clearly and firmly to the child to tell them that what they have done is not nice and to tell them they need to stay with the adult until they are ready to join in again sensibly.
- The child holds the adult's hand and stays by their side for a few minutes (corresponding to their age in years). There is no chatting. The child needs to know that they are missing out on an activity due to their behaviour. They are not having a 'cosy chat' with an adult, but being ignored.
- Meanwhile, another adult comforts the 'victim' (if there is one). The adult consoles them and makes sure they are okay. The adult says 'I am sorry that \_\_\_\_\_ hurt you' (ensuring this child feels that sorry has been said).
- Once the first child has finished their time, the adult has a quick word about 'playing nicely' and sends them off to join in again.
- Do not insist on the first child saying sorry.
- Adults should look for opportunities as soon as possible to 'catch' the first child doing the right thing and give them lots of praise for it.

**Advantages of this approach:**

- Staff do not find themselves involved in secondary battles trying to make children sit on a specific chair, etc.
- The 'victim' becomes the focus of attention and feels that things have been dealt with effectively.

**Time out at Playtimes**

Teachers may remove playtime from a child due to poor behaviour or unfinished work.

Teachers can arrange for a child to:

- Stand outside on the wall/ fence in the playground
- Walk around with the teaching assistant
- Stay in class to complete work

Children must be supervised by an adult at all times.

**Reasons for sending children to the Phase leader /Deputy Head Teacher/Head of School**

- A physical fight where children have physically hurt each other
- Racism, sexism, homophobia, discriminating against transgender
- Discriminating against disability
- Serious incidents of bullying
- Swearing and using abusive language towards an adult
- A serious incident of defiance towards the class teacher
- Continuous disruptive behaviour
- Refusal to follow reasonable requests with implications for health and safety of the child and others e.g. leaving the school premises without permission
- Vandalism
- Theft
- Smoking
- Bringing a weapon on the premises
- Malicious allegations against staff
- Physical assault towards members of staff

If a child is referred to a member of SLT, then an incident report form must be completed by the teacher that is referring them which will be filed in the child's file and in the incident file in the Head teacher's office. If the Phase Leader /Deputy Head Teacher decide the incident is serious enough then the Head Teacher will be informed. It is important that teachers have followed the Timeout procedure before sending children straight to Senior Leadership Team. These incidents must be reported on the school's Safeguard system.

**Internal exclusions**

An internal exclusion at Hallsville means that a child will lose their free time (play/lunch time) and sit outside the school's liaison officer's office. Only the Head of School internally excludes.

**External exclusions**

If an external exclusion is deemed appropriate, the school will endeavour to obtain a place at Reintegration into Education Team (RIET) for the child to attend during their period. This is a Newham provision specialising in supporting pupils who have been excluded or are in danger of being so. Attendance at RIET also provides the opportunity for pupils to explore the events that led to the exclusion and identify different choices that could have been made.

A letter that is issued when a child is excluded, explains clearly the responsibility that a child is not in a public place during the period of the exclusion.

### **Procedures**

- If an incident is deemed serious enough to involve fixed term exclusion, the Head Teacher will endeavour to contact the parents on the day of the incident.
- A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them.
- Work will always be provided for the length of the exclusion. It is expected that this is returned to be marked.
- Parents must meet with the Head teacher or Deputy head teacher, on the day that the child returns to school, to ensure such events don't reoccur.
- Procedures to appeal against a decision are also clearly outlined in the letter.

### **Pastoral Support Plans**

On very rare occasions it may be felt that a child is at risk of permanent exclusion due to the inappropriate behaviour being displayed. In this circumstance, the school will put a Pastoral Support Plan (PSP) into place in order to support the pupil and try to prevent this occurring. This is a 16-week plan that involves the pupil, school and parents/carers working together to establish clear targets for improvement and the support measures (both at home and at school) needed to achieve these. There will be regular reviews to assess progress and make amendments as needed. Where appropriate, other agencies including the Behaviour Support Service will also be part of this process to ensure that specific professional expertise is accessed in order to meet the needs of the pupil.

## **8. Use of reasonable Force**

- School staff have a legal power to use force and lawful use of the power will provide defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school leaders should support their staff when they use this power.

### **What is reasonable force?**

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with pupils
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupils' path, or active physical contact such as leading a pupil by the arm out of the classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. At Hallsville we have a positive handling team who may be called upon to assist in situations where reasonable force may be needed.

### **When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or causing disorder. Any response to extreme behaviour should be reasonable and proportionate. Adults should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

In a school, force is used for two main purposes- to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where force can and cannot be used:

#### **Schools can use reasonable force to:**

- Remove disruptive children 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

### **Positive Handling Plans**

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Positive Handling Plan. The plan details any strategies that have been found to be effective for that individual, along with any particular responses that are not recommended. If particular physical techniques have been found to be effective, they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. Positive Handling Plans should be considered alongside the Statement and any other planning documents that relate to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special need and social context. Positive Handling Plans should result from multi-professional collaboration.

#### **Schools cannot:**

Use force as a punishment- it is always unlawful to use force as a punishment

### **Communicating the school's approach to the use of force**

- There is a legal duty to make reasonable adjustments for disabled children and children with SEND
- Schools do not require parental consent to use force on a student

## **9. Key Principles for Senior Management team**

- Ensure absolute clarity about the expected standard of pupils' behaviour.
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- Display school rules clearly in classes and around the building. Staff and pupils should know what they are.
- Display the tariff of sanctions and rewards in each class.
- Have a system in place for ensuring that children never miss out on sanctions or rewards.

### Leadership

- Model the behaviour you want to see from your staff.

### Building

- Visit the lunch hall and playground, and be around at the beginning and the end of the school day.
- Check that the pupils come in from the playground and move around the school in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well maintained.

### Staff

- Praise the good performance of staff and be positive when giving feedback.
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy.

### Children

- Praise good behaviour.
- Celebrate successes.

### Teaching

- Monitor the amount of praise, rewards and punishments given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand the special needs of pupils.

### Individual Pupils.

- Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for pupils with behavioural difficulties

### Parents

- Build positive relationships with the parents of pupils with behavioural difficulties

## **10. Behaviour Check list for Teachers**

### **Classroom**

- Have the Classroom Code of Conduct prominently displayed in class, ensuring it has been signed by everyone in the class
- Code of Conduct/Hallsville Values to be shared at the first parental workshop and a copy sent home to share with parents
- Display rules in the class and ensure that the pupils and staff know what they are
- Know the roles and plan for the use of any adults in class
- Meet and greet pupils when they come into the classroom
- Have a system in place to follow through with rewards and sanctions
- Display the tariff of rewards and sanctions in class
- Have a visual timetable on the wall
- Follow the school behaviour policy
- Clearly label a time out station in your classroom
- Have copies of the Hallsville reflection sheet form available to refer incidents to phase leaders
- Teachers to have clear seating plans

### **Pupils**

- Know the names of children
- Have a plan for children who are likely to misbehave
- Ensure other adults in the class know the plan
- Understand pupils' special needs

### **Teaching**

- Ensure that all resources are prepared in advance
- Praise the behaviour you want to see more of
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise)
- Differentiate
- Stay calm
- Have clear routines for transitions and for stopping the class, as a school we are using the non-verbal 3,2,1 routine
- Teach children the class routines

### **Parents**

- Give feedback to parents about their child's behaviour- let them know about the good days as well as the bad ones.

## **11. Playtime and Lunchtime Procedures**

### **General procedures:**

- Play with children in the playground, ensure football is supervised by an adult.
- Play games with children.
- No standing and talking with others on duty
- At break-times ensure any football or activity in the cage is supervised by the Sports Coach
- Staff outside to play games with children
- 1-1 support where possible to facilitate play with their child outside
- Take time to talk to children
- If a child falls over or is injured in any way they must be seen by a First Aider
- Inform a member of SLT/Phase leader if there are not enough adults on the playground (5 adults from 12:30 – 1:00 and 6 adults from 1:00 – 1:30)

### **Behaviour Procedures:**

- Good behaviour should be rewarded with positive praise.
- Poor behaviour should not be ignored.

### **Strategies for dealing with poor behaviour:**

- Give warnings about their behaviour and what they should be doing instead.
- Use the Year 6 peer mediators to help sort out minor disputes.
- Children can stand by the fence or wall for 5 minutes if they are continuing to misbehave.
- The child can walk around the playground with an adult (not allowed to play with friends).
- If there is a serious incident, you will need to send the child to the phase leader or ask a child (model Year 6 child) to find a phase leader, depending on the severity of the incident.
- If a child fails to respond to you, then seek support from another member of staff.
- If the teacher on that day is unavailable, you will need to find a SLT member.

### **Wet Play**

- The teacher on duty that day will notify you if there is going to be a wet playtime.
- During wet playtimes ensure that all classrooms are monitored regularly and that children are doing focused and sensible activities. The teacher/s on duty that day will need to monitor between the classrooms.
- If children misbehave in their classrooms they should be warned calmly.
- If child/children continue to misbehave they should sit in the corridor for 5 minutes.

### **12.Pupils conduct outside the school gates**

The school will deal with all non-criminal bad behaviour and bullying which occur anywhere off the school premises/online and which is witnessed by a staff member or reported to the school. The school in these circumstances will always inform the parents. Punishments will be decided by SLT and come from the agreed list of sanctions.

### **13. Confiscation of inappropriate items**

#### What the law allows:

There are two sets of legal provision that 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 and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item.
2. Power to search without consent for "prohibited items" including:
  - Knives and weapons
  - Alcohol
  - Stolen items
  - Fireworks
  - Pornographic images
  - Illegal drugs
  - Any article that has been or is likely to be used to commit an offence, cause injury or damage to property
  - Any item banned by the school rules that has been identified in the rules as an item which may be searched for.

**Weapons and knives and extreme or child pornography must always be handed over to the police.**

### **14. Children with Autism**

At Hallsville we recognise that children with autism will need different behaviour management strategies to the mainstream population.

The aims of our behaviour management policy for children with autism are:

- That the children develop effective, developmentally appropriate strategies for managing their feelings
- That the children will achieve their potential in academic, social and behavioural achievement.

#### **Individuals**

ABC charts are used to monitor and analyse challenging behaviours.

Children with autism will have a behaviour plan that is shared with their family and learning support team.

### **General Good Practice**

At Hallsville we feel that challenging behaviours will mostly be a result of the following

- Frustration
- Sensory overload/pain
- Anxiety
- An Ineffective communication or interaction strategy

We feel that whenever possible the cause of the challenging behaviour should be identified and addressed.

When a child is exhibiting a challenging behaviour we expect staff to take the following steps

- Make the situation safe
- Pause and try to analyse why the child is exhibiting that behaviour
- Label what the child is feeling or doing at an appropriate level of language for that child
- Model a more appropriate way of managing the cause of the behaviour
- Report the behaviour on a behaviour chart or to a member of the learning support team or the SENDCo

### **Training and staff responsibility**

- Every member of staff is responsible for following the school Behaviour Policy.
- The SENDCo is responsible for co-ordinating the Behaviour Policy and for ensuring that it is implemented consistently. The SENDCo will support all staff and pupils regarding this policy and use outside agencies where applicable.
- Staff working directly with children with autism will receive additional training in managing challenging behaviour in autistic pupils.

### **Physical Handling**

At times children with autism may demonstrate a challenging behaviour that requires physical intervention from the supporting adults. In these instances, the Physical restraint policy is relevant.



**Appendix 1**

**Thinking about my Behaviour**

**Name:**

**Year:**

**Date:**

What I did (against our class or school rules or rights.)

What rules or rights have I broken.

My Explanation.

What I think I should do to fix things.

Agreed consequences.

Teacher:.....

## **Appendix 2**

### **Behaviour Profile**

### **Identifying Behaviour Strengths and Targets**

NAME:		CLASS:	
TEACHER:		DATE:	

Code	Never	Rarely	Sometimes	Often	Mostly	Always
Colour	Red		Yellow		Green	
Score	0	1	2	3	4	5

Conduct Behaviour							DESIRABLE BEHAVIOURS										
Shows respect for staff e.g. listens, follows instructions, answers politely, does not interrupt, call out provoke, refuse, tells lies, argue or answer back							1										
Shows respect for peers e.g. interacts politely, listens, takes turns, shares, does not dominate, provoke, push in, take equipment from others							2										
Seeks attention appropriately e.g. does not distract or interfere with others, talk over someone else, call out, deliberately disrupt							3										
Is verbally peaceable e.g. not verbally aggressive, rarely retaliates, does not bully, tease, call names, racial/homophobic abuse, swear, intimidate							4										
Is physically peaceable e.g. is not physically aggressive, avoids fights, rarely retaliates, does not bully, punch, kick, slap, nip, scratch, spit							5										
Shows respect for property e.g. carers for books and equipment, does not steal, damage, destroy or vandalise							6										
Emotional Behaviour																	
Has empathy e.g. is tolerant of others, shows understanding and sympathy, shares with others, is considerate and caring							7										
Is socially aware e.g. interacts appropriately with others, has a circle of friends, does not appear isolated, a loner, is well liked, popular							8										
Is happy e.g. has fun at appropriate times, joins in, smiles, laughs, is cheerful, does not appear unhappy, tearful, depressed, detached							9										
Is confident e.g. has self-esteem, positive self-image, relaxed, has a go, outward going, robust, does not fear failure, new things or risk taking							10										
Is emotionally stable e.g. has self-control, patience, is not easily annoyed by others, does not suffer moods swings, over react, lose control, runaway							11										
Accepts responsibility e.g. will own up when things go wrong, accepts mediation, does not blame others, lie, bear grudges							12										
Learning Behaviour/Effort																	
Is attentive e.g. shows interest, pays attention, concentrates, stays on task, completes work, is not easily distracted and does not try to distract others							13										

Is organised e.g. works systematically and at a reasonable pace, has necessary equipment, does not avoid or delay, forget or lose equipment	14					
Effective communicator e.g. clear, coherent, audible speech, good eye contact, takes part in class discussions, will read aloud, offer ideas	15					
Effective group worker e.g. takes part in discussion, contributes ideas, listens well, works collaboratively, takes responsibility within a group	16					
Independent learner e.g. requires minimal support, adult intervention and guidance, remembers targets and works towards achieving them.	17					
<b>Level of Risk</b>						
Does not appear to be at risk e.g. appears clean, well groomed, well presented, well fed, alert, no disclosures, appointments kept	18					
Presents no risk to themselves e.g. adheres to rules; does not lose control, self-harm, engage in substance abuse, runaway behaviour, truancy	19					
Presents no risk to others e.g. does not assault staff or peers, or require on-going supervision, limit setting or positive handling	20					
Total:						

Impaired	Unacceptable	Borderline	Acceptable	Good	Excellent
0-19	20-39	40-54	55-74	75-89	90-100