



Agate Momentum Trust BEHAVIOUR AND DISCIPLINE POLICY

This policy must be read in conjunction with the Anti – Bullying Policy.

Date of Development: 09/04/20

Date Agreed by Governors:

Review Date: May 2023

Rights Respecting Behaviour Policy

This policy links directly with Article 3, Article 12, Article 13, Article 19, Article 23, Article 29 and Article 31 of the United Nations Convention on the Rights of the Child.

The Agate Momentum Trust is a Rights Respecting Trust. These rights are based upon the Convention for the Rights of the Child. The rights within this convention cover basic needs including education, health, being heard and experiencing a safe and secure childhood. We believe that all children should grow up aware of these rights and respecting these rights for themselves and for others. This policy has been designed with the aim of encouraging children to learn, work and play together to maintain our rights respecting ethos. Being a Rights Respecting Trust underpins this whole policy and we believe that this will promote positive behaviour and develop successful, responsible citizens for the future.

“The best interests of the child must be a top priority in all things that affect children.”

“Children have the right to give their opinion, and for adults to listen and take it seriously.”

“Children have the right to find out things and share what they think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.”

“Children have the right to be protected from being hurt and mistreated, in body or mind.”

“Every child has the right to an education.”

“Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.”

“Discipline in schools must respect children’s dignity and their rights.”

Statement of Intent:

This policy has been written for the staff/pupils/governors/parents of the Agate Momentum Trust 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. School Values
5. Zones of Regulation
6. Classroom Routines
7. Building Relationships
8. Ensuring visible consistency
9. Rewards and sanctions including the Time out system
10. Monitoring the behaviour of children (except those with care plans)
11. Significantly Difficult Children
12. Use of reasonable force
13. Key Principles for Senior Management team
14. Behaviour Check-list for Teachers
15. Playtime and Lunchtime Procedures
16. Pupils' conduct outside the school gates
17. Confiscation of inappropriate items
18. 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 2011)
- 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 while the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school including misbehaviour online
- 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.
- The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.
- 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. (Behaviour and discipline in schools: Advice for headteachers and school staff – DfE 2016)
- Agate Momentum Trust is a UNICEF Rights Respecting Trust and as such, all decisions are made in accordance with respecting the rights and the best interests of the child. This must be a top priority in all decisions and actions that affect children.
- Recommended reading: Paul Dix, *When the adult changes, everything changes*.

2) Policy Aims

The behaviour policy relies heavily on adults modelling appropriate behaviour consistently across the school. We believe that children have a right to be treated with respect and for their self-esteem to be protected at all times. When managing challenging behaviour from children adults remain calm, positive and supportive at all times. Our belief that **a visible consistency with visible kindness allows exceptional behaviour to flourish** is at the heart of our policy. A visible mass of kindness, enthusiasm and proactive adult behaviour lay at every turn, every day, without fail.

- 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 making positive behaviour choices.
- 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 and encourage pupils to self-regulate using the zones of regulation.

Staff are expected to:

- Be role models for children by demonstrating consistently the positive attitudes, values, language and behaviour which are expected of pupils
- Establish and maintain clear and consistent expectations and boundaries
- Treat children fairly and consistently when they have not behaved according to expectations or charter agreements; they will be listened to and expected to explain their actions.
- Respect children and listen to their views without discrimination

- Use restorative conversations to discuss with children when and how they could have made more positive choices and the impact that their behaviour had on others around them
- Link all restorative conversations to the school values, rights of a child and the zones of regulation
- Encourage self motivation and independence
- Promote self esteem and self respect in pupils
- Celebrate their children's efforts and achievement
- Maintain well organised learning environments and appropriately challenging or supportive learning opportunities
- Model high standards of presentation, respect and learning behaviours
- Adhere to anti-bullying and behaviour and discipline procedures
- Know and understand the UN Convention of Rights of the Child and new staff will receive induction to make sure behaviour is treated consistently throughout the school

Pupils are expected to:

- Uphold the schools values and rights of a child at all times by following the school behaviour policy and their class charters.
- To treat everyone within the school community with respect and consider their rights.
- Show respect to their learning environment, school environment and property.
- Show excellent behaviour for learning in all lessons and try their hardest
- To participate and play an active role within school
- 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
- Reflect on their behaviour choices and identify the impact that their behaviour may have had on other around them
- Self-regulate using the zones of regulation and agreed strategies.
- To listen to each other and to all the adults in the school, respecting each other's feelings, thoughts and opinions and showing kindness to each other.
- To accept support, where needed, for making the right choices and understand that adults in school are looking after the best interests and rights of all children
- To attend every day, arrive on time, move around the school calmly and safely, and enter school ready to learn

Parents are expected to:

- Encourage their child to uphold the school values at all times
- Support the school's behaviour policy by talking regularly to their child/children about the school's expectations, their behaviour in school and accepting the use of sanctions where appropriate
- Encourage respect for their child's school, staff and 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
- Ensure their children are at school on time everyday to ensure that poor attendance or punctuality does not widen gaps in learning and impact negatively on learning behaviours
- Work with the school if there are any concerns about their child's behaviour in school and attend parents' consultation meetings and any other meetings with school that will help your child
- To support wider policies that can impact on behaviour such as sending children into school in school uniform, supporting learning at home and encouraging reading everyday

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.

Children at the Agate Momentum Trust understand that choices about their behaviour have consequences for them and that adults will use agreed consequences to reinforce the rules. We use a restorative approach giving children the opportunity to put things right when they are ready to do so. Rewards will be implemented for all children so that Rights Respecting behaviour is celebrated and acknowledged. Consequences for inappropriate behaviour choices will be enforced so that all children understand that there will be consequences for poor choices.

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 behaviour that follows the school values and rights of a child. 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, 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.

Convention of the Rights of the Child:

- Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 12: Children have the right to give their opinion, and for adults to listen and take it seriously.
- Article 13: Children have the right to find out things and share what they think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.
- Article 19: Children have the right to be protected from being hurt and mistreated, in body or mind.
- Article 28: Every child has the right to an education.
- Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- Article 37: Discipline in schools must respect children's dignity and their rights

All children must:

- Be treated fairly and equally with their rights adhered to as laid out in the Convention of the Rights of the Child.
- Be involved in creating their own classroom rules and class charter
- Know what behaviours will help them to succeed in the school
- Have teachers and staff who will provide them with consistent POSITIVE encouragement to motivate them to behave

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.
- Respond consistently and proportionally; emotional escalation on part of the adult is unacceptable.
- Adults must remember that children's behaviour should not be taken personally.

How we ensure that these principles are met:

The spine of our policy is our school values and the UN convention of the Rights of a Child. 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 rights of a child are regularly taught to children and referred to when dealing with a child's behaviour. Children need to see the values and rights being used consistently and fairly.

Building **positive relationships with pupils** - it is the thoughtful remark at the classroom door, the additional compliment on a piece of work, or the simple act of remembering. How was your visit? The effort is minuscule but the impact is huge.

Being relentlessly bothered is the key to sustaining and maintaining positive rapport with pupils.

Zones of Regulation - We use a cognitive behavioural approach to teach children self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses and improve their ability to problem solve conflicts.

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) School Values:

Hallsville's 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.

Scott Wilkie's School Values:

CARE - Scott Wilkie pupils are caring, sharing and friendly

"I take care of myself, others, my school and the environment around me."

RESILIENCE - Scott Wilkie pupils always try their best and never give up

"I persevere when I am faced with challenges. I do my best to achieve excellence."

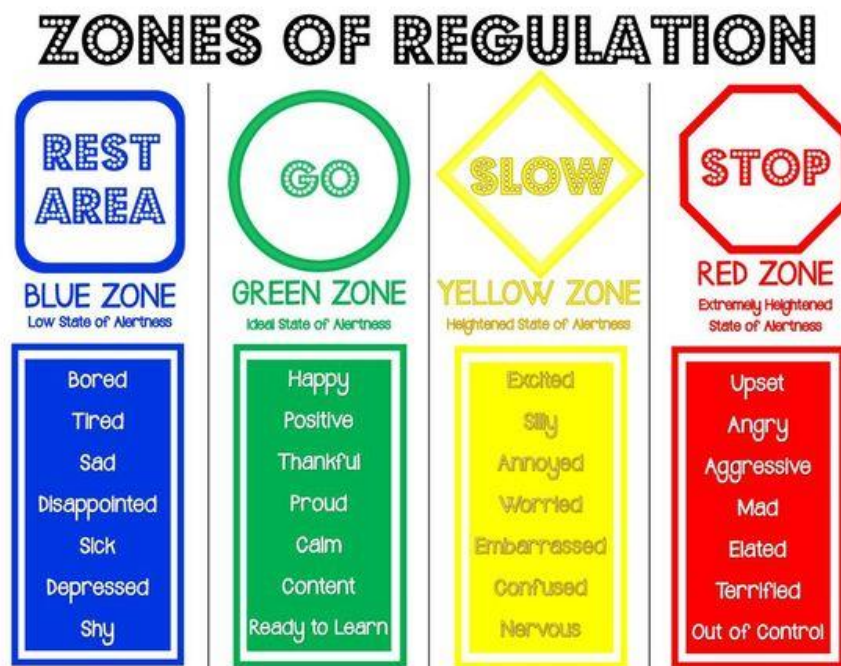
RESPECT - Scott Wilkie pupils respect each other and celebrate diversity.

"I treat others the same way I want to be treated. I appreciate that each of us is different"

Each teacher will take the 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, prominently displayed within the classroom and a copy sent home for parents. This needs to be done in the first week of term. Classroom codes of conduct should model language of positivity phrased in a way that identifies what we should do (rather than what we should not do.)

5) Zones of Regulation

All adults and children should consistently use the language of the zones of regulation to identify which zone the children are sitting in and how they can get themselves back to the green zone. Zones should also be used during restorative conversations so children can identify which zone they were in and what impact this behaviour had on themselves and others around them at the time and what they could have done differently to get back to the green zone quicker.



6) Classroom Routines

Classroom routines are the cogs at the centre of classroom practice. Teachers must have clear and consistent routines in place. They must breakdown every segment of each routine - model it, remind, cajole and reinforce it. The routines must be important every day. This takes commitment but the payoff is huge.

If teachers set weak parameters at the start of the lesson they will get poor outcomes.

Children must know the following routines which should be followed every lesson.

- Seating plans - at tables and on carpets including a lining up order
- Stop signal - Hand up and wait (Silent signal) use this to stop the class at any time and get them ready for an instruction. Insist on silence before you take your hand down.
- Use the 1,2,3 signal to transition around the classroom and school (Silent signal)
- Time and task- give the children a time/ deadline before the task. Display a timer on the board.

- Independent work time - classical music should be played to manage noise level and increase concentration.
- Outcomes and expectations - Make it clear what you want to see at the end of the allocated time. Ensure presentation expectations are clear too.
- Grouping- Do you expect the work to be carried out individually in silence, in pairs, small groups (no more than 4)
- Expectations for run breaks, order, no overtaking, route etc.

Routine Self Reflection

These are key moments in a lesson when it is critical to pause to see how far we have come. Routine self-reflection encourages deeper learning and creates enforced moments of stillness and silence. It also teaches gratitude. Use reflective questioning at points in the lesson.

Early Pause

- How much effort are you putting in?
- Are you working with the right people?
- Have you closed off the outside world to give your best focus to the task?

End of lesson

- How well did you understand this lesson?
- What are you still thinking about?
- What do you wish you had asked?

Reflect on behaviour

- What did you bring to the lesson?
- What troubles did you cause to others? When were you selfless?

Lining Up

Children are expected to line up silently and sensibly at all times. (Where possible in a girl boy order)

Playtimes

We recognise Article 31: every child has the right to relax, play and take part in a wide range of cultural and artistic activities, and that at break and lunchtimes, children must be engaged in activities.

There is a wide variety of equipment available at play/lunch times and different games. 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.
- Year 2 children are friendship monitors in Key Stage 1: they make sure younger children have a friend to play with.

7) Building Relationships with children - Botheredness

We believe that building relationships with children is key to good behaviour. Showing an interest in a child's life and being 'bothered' to know how to make each child feel appreciated is important. Being relentlessly bothered is the key to sustaining and maintaining a positive rapport with students.

- It is important that adults make every child feel appreciated and valued.
- 'Botheredness' needs to be a deliberate daily act that is built into the teaching routine. It is the thoughtful remark at the classroom door, the additional compliment or an act of remembering.
- Building a relationship takes time and it is the little subtle ways an adult lets the children know that they care.

Greatest impact:

- Notice something new about a child
- Focus on effort not achievement
- Don't tell children how their behaviour makes you feel
- Refuse to shout
- Use non-verbal cues
- Focus attention on children who go 'over and above'
- End all lessons with a positive reflection

Certainty

Consistent adult behaviour is what matters. It is certainty that is at the heart of all exceptional behaviours. Adults need to establish certainty around expectations of behaviour that are expected, respected and unquestioned. Children need to know they will be recognised for going over and above and be certain that poor behaviour will result in consequences.

Steps to certainty:

1. When children escalate - take them back to the original behaviour before you deal with the secondary.
2. Display your consistency.
3. Manage inappropriate behaviour with an emotionless response.
4. Deliver and execute sanctions the same day wherever possible.

When you're not certain, buy cool down time:

- I am going to come and speak to you later about what will happen next.
- I am going to walk away to give you time to calm down.
- I don't think I have enough information to make a decision right now.

8) Ensuring Visible Consistency

We believe that the foundation to good behaviour is consistency rooted in kindness. We expect all adults to demonstrate visible consistency and to take responsibility for implementing the school's values. Visible consistency should be demonstrated in the following ways:

- Greet all children at the door / leaders in the playground
- Expect fantastic walking – remind children how to walk around the school and send them back if they don't
- If children choose poor behaviour – use a cool, mechanical, emotionless response (see sanctions)

- Avoid confrontation by buying cool down time (see section 6)
- Always deal with inappropriate behaviour – never walk past
- Inform class teachers of any inappropriate behaviour that had been dealt with and subsequently log on safeguard software.
- All adults to use the 'Zones of Regulation' language as a framework to teach self regulation, nurture development of social-emotional skills and create consistent language across the school.

9) Rewards and sanctions including the Time out system

To maintain a positive ethos, recognise good behaviour as a lot of energy can be wasted recognising poor behaviour.

We believe that if adults constantly reward minimum standards then children will strive for minimum standards. We award children for **going over and above** and then there will be no limit to their excellent behaviour. Focusing on children who go over and above creates a shift in expectations and gives something for the children to reach for. The *over and above* mantra should be repeated often when adults catch children demonstrating this. Children should be given positive recognition but we do not believe in giving material awards.

Positive Reinforcement: Highlight good behaviour as much as possible. Keep positive and negative behaviour separate.

Deal with disruptive behaviour using non-verbal gestures (The 'teacher look') or a change in voice tone. 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.

Rewards

Rewards should be used appropriately. If children go **over and above**, they are awarded by having their name displayed on the 'Over and Above' board with a comment on what they did. Any adult in the school can add a child to their class board. Children can also nominate each other.

Once a week, children and staff celebrate good behaviour and achievements in an assembly. At this assembly, each teacher can award 2 certificates (1 boy, 1 girl) linked to the school values for children on the Over and Above board. Achievements should be recorded in the classroom e.g. on a chart to show how many times children have achieved the Over and Above certificate.

Agreed Rewards

Rewards
<ul style="list-style-type: none"> ● Verbal praise ● Stickers ● Sharing good work with other teachers ● Head teacher stickers ● Certificates ● Sharing good work with the Phase Leader, Head and Deputy ● Letters to parents

- Good phone calls home
- Chosen to do special jobs for teachers
- Celebration Assembly (Over and Above)
- Green pass (Hallsville)
- Football on a Friday break for best class lining up- KS2

Green Card (Hallsville)

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 – going over and above. The green card allows the holder to have freedom and access to all areas during lunch times and play times, and to take one other child with them. 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
- Visit reception classes
- Visit the music room
- Visit the indoor library

Leadership Roles

Head Boy and Head Girl

Deputy Head girl - Deputy Head Boy.

In year 6, children who have shown exemplary values throughout their time with the Agate Momentum Trust can be elected to the posts of Head Boy and Girl, and Deputies.

At Scott Wilkie, children can put themselves forwards to be Head boy and Head Girl so long as they have been awarded the purple Lanyard in year 5. At Hallsville, they must be a Year 6 monitor. This post is decided through a democratic vote by the school community.

Sanctions

Great behaviour management is counter-intuitive. What seems to be the most obvious response to poor behaviour, what is instinctive, often makes the behaviour worse. 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.

We believe that staff should save their emotion, passion, enthusiasm and excitement for when it has most impact- when behaviour is over and above.

We use a system of 2 warnings, a timeout in your own class, a time out in another class (usually your partner class) a reflection sheet and a restorative conversation.

- Where possible, reprimand children quietly out of earshot of others. We know this is hard at times but the rewards are worth it.

- Save your emotion, passion, enthusiasm and excitement for when it has most impact- when behaviour is over and above.
- Children who behave badly need a private word, a reminder, a warning or perhaps an immediate proportionate consequence.
- What works is the immediacy of responses, not the weight of the sanction.
- Hold a child back for two minutes at the breaks or the end of the day- this is inconvenient enough for them to take notice.
- Have a recognition board. Use this board to persistently and relentlessly catch learners demonstrating the right behaviours.
- Keep positive and negative behaviour separate

Agreed Sanctions:

Sanctions
<ul style="list-style-type: none"> ● Verbal reminders ● Warnings ● Time in the reflection area in class ● Reflection in another class ● Send to phase leaders ● Letter home ● Phone call home to parents ● Standing out or walking around with staff at playtimes ● Partial loss of playtimes and recovery conversation ● Total loss of playtime, where SLT deem appropriate. ● Pulled away from representing the school in competitions ● Pulled away from attending fun after school clubs

Try to use the following terrific teacher tones:

- It's going to be fun
- That is normal and doesn't revolt me
- You are the best child in the world Is this something we want to say to children?
- That is going to stop
- I am very disappointed in your behaviour/ that you.....
- I am even more disappointed that you have decided to.....
- My disappointment couldn't be stronger.
- Right. That is it. I am really very disappointed.

Time out - Reflection

Adults will initially deal with disruptive behaviour by reminding the child of the classroom rules using a cool, mechanical, emotionless response. Learners who are being disruptive should be dealt with privately and out of earshot. In addition, adults should relate behaviour to the school values. If the behaviour persists, teachers should follow the warning and reflection system. Never display a child's name in the classroom if behaving poorly – take away the fame.

- 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 sent to the reflection area in a designated area of the classroom until they are ready to return (approximately 5-10 minutes)
- If the child misbehaves once more, the reflection is done again but in another classroom.
- Reflection 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.**

When a child behaves badly give them a cool, mechanical, emotionless response using the micro-script such as the one written by Paul Dix (see below). Follow the steps below to deal with poor behaviour:

Warning 1

This is your first warning because you are which is

I want to see the child that (insert positive behaviour experience here) I hope you make the right choice.

Warning 2

This is your second warning because you are which is

I want to see the child that (insert positive behaviour experience here)
I hope you make the right choice.

Reflection in class If a child continues after two warnings they are sent to reflect (out of sight of rest of children - at the back of room or around corner)

Reflection in another class – If children continue with poor behaviour after reflection, they are sent to another class and a reflection sheet is completed (See appendix A)

Reflection 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.
- Once they have completed the reflection sheet, they should finish their work off in that classroom. They are not to be sent back to their class until the start of the next lesson.
- A 2-minute restorative conversation should be held to discuss the reflection sheet after the lesson.
- The reflection sheet must then be passed to the relevant phase leader to file.
- Teachers are responsible for logging the incident on the school's Safeguard software.
- Phase leaders must be informed of all children who have been sent out of class.
- Three external timeouts / reflection sheets in a term will trigger a parent meeting with the child's class teacher and phase leader during which time the safeguard log of incidents is shared with parents.

Restorative Conversations

If a child has been sent to reflection/another classroom, the teacher who dealt with the behaviour needs to hold them back for two minutes at play time or at the end of the day to have a restorative conversation. This is inconvenient enough for them to take notice. Remember it is not the weight of the sanction but the immediacy of response that works.

Consequences should be carried out as soon as possible, using the reflection sheet to guide the conversation. If necessary, a consequence can be agreed with the child during this conversation.

- 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.

Remember:

- If I send a student to a colleague, I simply want them to supervise the child until I have time to speak to them.
- If I need support, I want them to stand alongside of me so the child sees a united front.

Time out - Reflection 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.

The same systems apply to playtimes except timeouts should take place by standing next to an adult.

10) Monitoring the behaviour of children (except those with care plans)

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

- The teacher should inform their year leader who will inform the parent of their concerns and monitor the child's behaviour. All behaviour incidents should be logged on the school's Safeguard system by the class teacher and available to access prior to the meeting.
- Year leaders may liaise with the SENCO re behaviour concerns
- Incidents should be logged on the school's Safeguard system by the class teacher.

- Parents will be invited in to talk to the teacher and year leader
- If the behaviour does not improve after an initial discussion with parents, year leaders may put children onto a Scott Wilkie Behaviour Support Plan (Behaviour targets are set and rewards and sanctions are made clear) for an agreed period of time - usually 2 weeks. If a child is put onto a behaviour plan their parents must be informed and daily copies should be sent home for parents to sign and return to school.
- Children put on behaviour support plans must be involved in a 1-2 behaviour meeting with their class teacher and year leader – All of the above should be added to safeguard software as incident updates. If the child is taken off of the behaviour plan this should be updated on safeguard software too.

If behaviour does not improve:

- The assistant or deputy headteacher should be informed and parents should be invited in to discuss their child's behaviour with a member of SLT.
- The DHT may escalate to the HOS/EHT
- If behaviour does not improve, see section 11.

11) Significantly Difficult Children

Some children need extra support for their behaviour and will be placed on behaviour support programmes and this will be closely monitored by the Phase Leaders and the SEN co-ordinator. Each child highlighted has a support plan in place and all relevant people are informed of the plan. A record is made of their behaviour on a regular basis to assess the effectiveness of their support plans. Care plans are to be displayed within the classroom so they are accessible to all staff.

We recognise that not all children have access to all of their rights (Article 19: protection from violence, Article 24: right to health, Article 27: right to adequate standard of living) and so may need alternative provision to manage their behaviour. For these children, it is the everyday certainty and consistency that makes them feel safe enough to learn.

When managing behaviour of significantly difficult children, it is important to remember the following:

- Limit the time to 30 seconds (see script below)
- Get in, deliver the message and anchor the child's behaviour with an example of their previous good behaviour and get out.
- Key message – you own your behaviour
- Your poor behaviour does not deserve my time.
- You are better than the behaviour you are showing today.
- That is the *Chelsea* I want to see today
- Deliver a sanction and you risk confrontation, complaint or protest.
- Maintain calm in the heat of intervention
- Ignore secondary behaviour – deal with it later when you speak to them

When everyone sees that poor behaviour is not rewarded and that interventions are quick, efficient and predictable, the classroom becomes safer and less explosive.

30 second script

- I noticed you are...It was the rules aboutthat you broke
- You have chosen to ...finish your work at playtime
- Do you remember last week when you did so well...
- That is who I need you to be today
- Thank you for listening

Reasons for sending children straight to a year leader/ Assistant head /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
- 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 the staff member referring must log the incident online on safeguard software and the SLT member must go in on the incident to update with regards to agreed actions/consequences. . These incidents can be printed off to go into the child's file. Reflection sheets completed must be kept in the year group's behaviour file.

If the Phase Leader / Deputy Head Teacher decide the incident is serious enough then the Head Teacher will be informed. It is important that we go through the procedures before sending children straight to a member of the Senior Leadership Team.

Care Plans:

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

- 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 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.

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.

Parents need to be involved in a plan for their children's consistently poor behaviour: their support must be sought.

Internal exclusions

An internal exclusion at Scott Wilkie means that a child will not be allowed in their own classroom to work. Only the Head of School / DHT 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 which could have been made.

The letter which is issued when a child is excluded explains clearly the responsibility that a child not is 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 Executive Headteacher or Head of School 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.

12) 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 Scott Wilkie 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. People 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 which have been found to be effective for that individual, along with any particular responses which 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 which 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 SEN
- Schools do not require parental consent to use force on a student

13) 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.
- Ensure all staff are aware of the Convention of the Rights of the Child and how this relates to our behaviour policy.

Leadership

- Model the behaviour you want to see from your staff.
- Regularly check Safeguard software.

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.
- 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.

Staff

- Praise the good performance of staff
- 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

14) Behaviour Checklist for Teachers

Classroom

- Follow the school behaviour policy at all times - particularly with regards to warning 1, warning 2, timeout in class, timeout in a different class, reflection sheet, restorative conversation, log.
- 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
- Display Zones of Regulation
- 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
- Have a visual timetable on the wall
- Follow the school behaviour policy
- Clearly label a 'Reflection' area in your classroom
- Have copies of the 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
- Show visible kindness and relentless botheredness at all times
- Always follow through with the restorative conversation yourself - ask for support if required.

Teaching

- Ensure that all resources are prepared in advance
- Praise the behaviour you want to see more of – over and above
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise)
- Use appropriate scaffolding to ensure all children can access learning
- Stay calm and refuse to shout

- Have clear routines for transitions and for stopping the class, as a school we are using the nonverbal 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.

15) 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

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 Jo Edwards/Ivie Okwuegbuna or 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, then you will need to find a SLT member.
- Use restorative conversations before sending children into class.
- Follow through with disputes between children. Make sure they feel their voice has been heard and they apologise to each other.
- If a child fails to respond to you, then seek support from another member of staff.

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.

16 .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 and which is witnessed by a staff member or reported to the school. This includes online bullying through social media or mobile phones. The school in these circumstances will always inform the parents. Punishments will be decided by SLT and come from the agreed list of sanctions.

17. Confiscation of inappropriate items

What the law allows:

There are two sets of legal provision 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 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 which 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.

18. Children with Autism

At Scott Wilkie 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 which is shared with their family and learning support team.

General Good Practice

At Scott Wilkie 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 SENCo

Training and staff responsibility

- Every member of staff is responsible for following the school Behaviour Policy.
- The SENCo is responsible for co-ordinating the Behaviour Policy and for ensuring that it is implemented consistently. The SENCo 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 which requires physical intervention from the supporting adults. In these instances, the Physical restraint policy is relevant.

Appendix 1: Reflection sheet

Name: _____ Class: _____ Date: _____

Reflection sheet



What I did and why:

Which school value/s and Right(s) of a child have I not upheld?

What effect did my behaviour have on others?



Restorative conversation

This section is to be completed by the child with the teacher present following the restorative conversation: I have discussed my behaviour with: _____ (teacher's name)

I understand that:

In future, I will:

The agreed consequence for my actions is:

Signed: _____ (pupil)

Signed: _____ (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					
Level of Risk						
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