

Essex Primary School

BEHAVIOUR POLICY

Amended and Reviewed with Louise O'Connor BSS 22.6.15 and staff working party December 2015 with support and input from pupils through the School Council

Feedback from staff from Phase meeting/adjusted at the 2nd phase with staff and Governors to approve

Next review due January 2019

Originally Written and devised by Staff, pupils and Parents with support from BSS (Behaviour Support Service)

CONTENTS

Core Belief	2
Aim	2
Behaviour we Promote	3
Management of Behaviour	3-5
Government Guidance	6-7
School Training and Induction	8
Strategies	8-11
Expectations and Procedures	12-13
General Rules	14-16
Guidance for Managing Behaviour in the Foundation Stage	17
SEN and Inclusion	18
Rewards	19
Appendix A - School Vision & Mission Statement	20
Appendix B - Whole School Reward Systems	21
Appendix C - Sanctions	22-23
Appendix D - Staff Roles	24
Appendix E - Circle Time	25
Appendix F - Sports Leaders Roles and responsibilities	26

BEHAVIOUR POLICY

Core belief/Mission Statement

The aims and objectives of our Behaviour Policy reflect and support the school's mission Statement and Aims (see Appendix A)

Purpose of this policy

We believe that it is essential to adopt a shared approach to the encouragement of good behaviour and discipline. Good order and discipline is seen as the responsibility of ALL staff and it is important that everyone works together to achieve our aims. This policy and behaviour procedures have been formed in collaboration and consultation with pupils, parents, all staff, and The Governing Body at Essex Primary School. Consideration has been given to the accessibility of this policy through choice of font and language used. All members of staff have had the opportunity to contribute to the final document. It is available to be seen on the school website and a hard copy is available on request. Please contact **Janet Price (AHT/SENCO)** for any further information that may be required in relation to this policy.

AIM:

At Essex Primary School we encourage a spirit of co-operation with observance of rules leading to self-respect, self-confidence and self-discipline. Pupils are encouraged and supported to work to the best of their ability, take pride in their own work and endeavour to reach a high standard. Pupils are expected to show tolerance and respect for others, be polite and helpful, showing a patient, caring and unselfish attitude.

Everyone should have the opportunity to benefit from what the school has to offer by being free from any form of discrimination or oppression. We are all different but equal. Any discrimination in the school will be dealt with quickly and efficiently in line with our single equality duty goals.

Behaviour we are promoting:

Co-operation

Patience

Tolerance

Ability to Care

Respect for others

Assertive Behaviour

Self-discipline

Pride in Work and Behaviour

Self-Respect and Confidence

Individuality

Hard Work

Empathy

Ability to Share

Helpfulness

Politeness

The following policies relate directly to our Behaviour Policy:

Attendance

Child Protection

Staff conduct/disciplinary procedures

Curriculum

Teaching and Learning

Inclusion/SEN

Single Equality Duty

Whistle -Blowing

Health and Safety

Anti-Bullying

e-safety

Safe recruitment

Attendance

Management of Allegation against staff

Intimate care

Moving and Handling

Use of medicines

Management of Behaviour

Roles and Responsibilities:

Responsibilities of pupils - we expect pupil:

- To work to the best of their abilities to allow others to do the same.
- To treat others with respect at all times.
- To be good role models for other pupils.
- To respond appropriately to the instructions of staff and other adults working in the school.
- To take care of property and the environment in and around the school.
- To cooperate with pupil and adults in all aspects of school life.

- To help formulate and comply with classroom rules.
- To move sensibly and quietly around the school.
- To share in celebrating the achievements of all members of the school community.

Responsibilities of Staff

- To fully comply with the school policies and procedures
- To attend appropriate training
- To inform the Head Teacher of any concerns and follow the line management system/school procedures for reporting concerns.
- To treat all pupils and the school community fairly and with respect.
- To raise pupils's self-esteem and develop their full potential by offering high quality learning experiences.
- To maintain high expectations of pupil behaviour and learning.
- To provide a creative, relevant and challenging curriculum.
- To create a safe, stimulating and pleasant environment for learning.
- To reinforce expectations of behaviour consistently through rewards and sanctions.
- To be a good role model for behaviour.
- To establish effective partnerships with parents so that pupils can see the key adults in their lives share a common aim.
- To recognise and address the individual needs of all pupils.
- To acknowledge, celebrate and reward all positive achievements and behaviours.

Responsibilities of Parents

- To ensure pupils attend school regularly and arrive on time.

- To inform school immediately of the reason for any pupil absence.
- To inform school staff about anything that may affect pupil's work, behaviour and well-being at school.
- To offer help and support with learning at home, including the completion of homework.
- To encourage independence and self-discipline in their pupils.
- To establish good communication with school staff and support the behaviour policy.
- To encourage respect and good behaviour and to make their pupils aware of inappropriate behaviour.
- To work with school staff to address and review any behaviour issues with their pupils.

Responsibilities of Governors

- To ensure the school has a Behaviour Policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures and Government guidance.
- To ensure the Behaviour Policy is made available to parents on request.
- To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with local authority and locally agreed inter-agency procedures.
- To ensure a senior member of the school's leadership team is designated to take lead-responsibility for behaviour management.
- To nominate a Governor (currently the Chair of Governors), to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the Head Teacher.
- To read policies and procedures annually that are up for review. Having reviewed them, the Governing Body may provide information as requested by the LA (e.g. information on bullying) on how their duties have been

discharged with regard to duties listed above. (see P.180 The Governor's Guide to the Law No.10).

Government Guidance on ensuring Good Behaviour in

School (the Department for Education, Ensuring Good Behaviour in Schools, April 2011)

Powers to discipline:

In accordance with the DFE Behaviour and Discipline in Schools, the school has a statutory power to discipline pupils for misbehaving outside of school premises "to such extent as is reasonable". At Essex this includes misbehaviour when the pupil is

- Taking part in any school organised or related activity.
- Travelling to or from school in school uniform or in some other way identifiable as a pupil from Essex Primary School.
- In extreme cases (e.g. cyber bullying), misbehaviour at any time which could have repercussions for the orderly running of the school.
- Posing a threat to another pupil or member of the public.
- Behaving in a manner which could adversely affect the reputation of the school.

Confiscation

Staff can impose any reasonable penalty including confiscation, retention or disposal of a pupil's property. Confiscated property will be locked away.

Searching pupils:

The Head Teacher can authorise a search without consent for items including stolen property, with the pupil present. This would only be used as a final resort and parents of pupils affected would be informed. We are required to inform police if weapons or drugs are found or suspected of being in a pupil's possession.

Use of reasonable force:

At Essex all school staff have the power to use reasonable force to prevent a pupil:

- 1 Assaulting or injuring another person including circulating images or texts that may be harmful
2. Injuring themselves
- 3 Placing themselves in danger e.g. running away/carrying weapons or illegal substances.
4. Damaging property

Certain members of the school staff will have specialist, accredited training in a recognised Government method of positive handling strategies and methods of restraining pupils who are at risk of injuring themselves or others.

Serious Incidents/students

At Essex Primary School we acknowledge that schools are no longer required to give parents 24 hours written notice of a fixed term exclusion whether made inside or outside of the school (LA guidelines on new Government Guidance).

"The Head Teacher decides whether to exclude a pupil for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community".

Following a fixed term exclusion there will be a readmittance interview with the student/parents/carer/Head Teacher or Head Teacher's representative.

Following a permanent exclusion at Essex, parents will have the right to legal representation and an independent SEN expert. This is to assess whether the school has identified and addressed SEN/behavioural concerns. e.g. has a PSP (Pastoral Support Plan) been put in place, have referrals been made to appropriate agencies to gain further support and advice and support for the pupil. (LA Guidelines on Government Guidance).

Serious Incidents/Staff

Suspension is no longer an automatic response to staff accused of misconduct (LA guidelines on new Government Guidance).

School Training and Staff Induction

To support the encouragement of good behaviour and discipline in our school, all staff receive appropriate and relevant training in behaviour management. This allows for the updating of procedure and strategies as well as refreshing knowledge and understanding of school systems.

Any new members of staff and NQTs receive training and support as part of their induction. The NQT induction tutor will support NQTs with any concerns and issues regarding behaviour management strategies and school procedures.

Strategies which encourage positive behaviour

The class and school environment should ensure that everyone could contribute and feel valued by:

- Making it clear that it is the behaviour that is not acceptable and not the pupil.
- Focusing on positive rather than negative behaviour - use positive praise.
- Clear routines should be known by staff and pupils.
- Dealing with problems as they arise and ensuring that they are seen through to the end.
- Making sure that where possible, pupils are involved in the rule making.
- Making sure that pupils understand the reasons for the rules.
- Encouraging pupils to praise each other e.g. for trying hard in P.E. etc.
- Reinforce a pupil's positive image by adult's own behaviour and comments e.g. If comments and actions are derogatory it reinforces pupil's' negative image.

- Providing pupils with a way to put things right e.g. saying sorry and giving a reason, or showing empathy.
- Looking at what may be reinforcing a pupil's negative behaviour.
- Encouraging respect and care for themselves and others.
- Adults being positive role models.
- Making all staff aware of the strategies that are being used so that they can be reinforced.
- Encouraging the pupils to take responsibility for the care and appearance of their environment e.g. using their ideas for class and school displays.
- Teaching positive behaviour through PSHE (personal, social, health and emotional education) Circle Time and through SEAL (Social, Emotional Aspects of Learning) P4C (Philosophy for Children) activities.
- Having an active School Council, which represents each class and gives all our pupils an opportunity for accessing their 'Student Voice'.
- Drinking water and using Brain Gym to support and encourage positive thinking and behaviour.

In the Classroom by:

- Encouraging co-operative activities.
- Focusing on discipline issues in class discussion and circle time e.g. bullying.
- The effective use of circle time where appropriate (see Appendix D).
- Using stories/role play and cross-curricular themes as a stimulus for social/discipline and emotional related issues.
- Creating an atmosphere in which pupils can talk openly.
- Encouraging empathy.
- Using drama to explore discipline issues e.g. racism, bullying and sexism.
- Sharing good work with others.

- Promoting self-esteem e.g. by giving jobs of responsibility, making pupils feel that their culture/background is valued.
- Sharing good/exceptional work within the class with other classes, at sharing assembly.
- Using target sheets, if appropriate (refer to Special Needs Resources)
- Differentiating tasks.

Raising Achievement through Effective Discipline in the Classroom

Strategies Expected:

- Teacher expectations need to be made clear in work and behaviour. These expectations need to be consistent throughout the year.
- Teachers need to be aware of the different worlds inhabited by pupils, e.g. social/economic and cultural backgrounds. Pupils need to feel that their culture/background is valued to promote self-esteem and acceptance.
- Class rules should be established at the beginning of the school year. Acceptable and unacceptable behaviour needs to be discussed e.g. bullying, racist, sexist behaviour etc; the class is to make their own rules, focusing on what is acceptable behaviour. This is to be displayed in the classroom.
- Rewards and consequences for the class are to be displayed alongside the rules.
- At the beginning of every term/half term, pupils should be reminded of class rules and acceptable and unacceptable behaviour. This can be delivered during circle time.
- Pupil punctuality should be encouraged so that time is spent on learning and teaching. Lateness can carry a hidden message that learning time and effort are not important.

- Praise for good behaviour and work should be given where possible to develop self-esteem in the pupil.
- Pupils are given opportunities to develop self-discipline and resilience.
- Incidents within the classroom are dealt with in a way that can be seen as fair by all members of the class.
- Serious incidents or incidents relating to vulnerable families/pupils are also be recorded as in a behaviour concerns book on a weekly basis for informing the social inclusion team. Likewise staff use of restrictive physical intervention is also recorded.
- Prompt and clear action is needed when an incident is brought to a member of staff's attention. Following up harassment/fighting/bullying etc., is essential as pupils are affected emotionally and in turn their work is affected. (See Anti-Bullying Policy).
- The grouping of pupils and provision of work at their level is especially important for pupils with **Special Educational Needs**. Although pupils with Special Educational Needs need to be made aware of (acceptable/unacceptable) behaviour in the classroom and school, it is necessary for adults working with these pupils to be sensitive to their individual needs in order to support behaviour programmes and/or individual education plans that the class teacher and SENDCO have drawn up. (See Appendix A for further ideas for effective class management including managing transition in an individualised way).

Unacceptable/Inappropriate behaviour includes:

- Fighting
- Bullying
- Intimidation
- Name-calling
- Swearing
- Racist incidents e.g. name calling, derogatory comments about religion and culture, stereotyping, violence

- Sexist incidents e.g. name calling, unfair use of equipment, stereotyping and violence
- Disability discrimination that may include any of the above
- Theft
- Disruptive behaviour

Note. Some pupils will be on an IEP (Individual Education Plan) or PSP (Pastoral Support Plan) for behaviour and therefore may have alternative agreed rewards/sanctions.

Expectations and Procedures

We expect parents to support pupils so that they

- Are punctual
- Return to school with a note after an absence, or that the parent or carer provides a reason by telephone
- Remember their P.E. kit, homework and reading books
- Take care of school equipment and property
- Modify their behaviour and attitude if their effort or work is unacceptable

Members of staff will deal with inappropriate behaviour by any pupil in the first instance and then inform the class teacher who will follow the incident up. In some cases a quick chat with the parent may solve a potential problem.

The following stages will be used for problems with a pupil's work or behaviour. The pupil's parents may be involved at any or all levels.

Stage 1 The adult responsible for the pupil will initially deal with the behaviour.

Stage 2 The class teacher deals with the behaviour.

- Stage 3** The Year Group Leader or a senior member of the staff within the year group will speak to the pupil.
- Stage 4** The Phase Leader or Assistant Head Teacher will be informed.
- Stage 5** The Deputy Head Teacher will then intervene if the behaviour is not resolved.
- Stage 6** The Head Teacher will make any further decisions for addressing the behaviour.

Incidents of a very serious or persistent nature e.g. bullying will be referred to and dealt with by the Head Teacher, or Deputy Head Teacher in her absence.

Disability/Racist/Sexist bullying incidents will be logged and filed in the office area and reported to the Governors. The Head Teacher will carry out monitoring of these incidents each term. Staff are responsible for all pupils not just their own class.

The Head Teacher endeavours at all times to resolve incidents prior to exclusion. Sanctions may include longer periods of time out.

Note: Only the Head Teacher can make the decision to withdraw the education for pupils including making visits off-site.

Persistent serious difficulties may lead to:

- The involvement of external agencies e.g. EIT (Early Intervention team), RIET (Reintegration into Education Team) EP (Educational Psychologist), EWO (Educational Welfare Officer), or specialist advisors e.g. BSS (Behaviour Support Service), which may then lead to the development of a Pastoral Support Plan (PSP) if not already started.
- A fixed term exclusion or managed move, only when all the other measures have failed and only at the Head Teacher's discretion. (The Governors will need to ratify the decision).

The last two points must follow Local Authority (LA) guidance on excluding pupils from schools. Exclusions will be monitored for ethnicity and Special Educational Needs (SEN). Note: see Appendix C - Learning Mentor's Role.

General Rules

- Pupils should not bring their own toys, colouring pens, money etc., to school unless asked. The school provides all the equipment needed by the pupil during the day.
- Pupils are not allowed to bring the following into school - toy guns, knives, hard balls, fireworks, matches, chewing gum, glass bottles, pornography, sweets, mobile phones, electronic devices or anything that can be used to cause harm to people or property.
- Some pupils who travel to and from school alone via public transport are permitted to bring a mobile phone to school. This must be agreed by the Head Teacher.
- Jewellery should not be worn to school (except items mentioned in the school brochure). Watches may be worn at the pupil's own risk. However, pupils are strongly advised to leave watches at home on days when they have P.E. or swimming.
- Teachers can confiscate pupil's property (DFE guide 2012) following school procedure:

On the first day the item will be returned to the parent.

On a second occasion, the Head Teacher is to be informed and parents invited to speak to the Deputy Head Teacher or Head Teacher.

Any dangerous items (knives/matches/sharp implements etc.) will be referred to the Head Teacher immediately.

Incidents are to be recorded in the concerns book.

- Pupils should never be in the building without supervision by a member of staff.
- When moving around the school, pupils should walk quietly and not run.
- Pupils should not use the hall as a short cut from one block to another unless advised or accompanied by an adult.

- The parent of any pupil who is absent for any reason should send a note of explanation or phone the office.
- Parents of pupils who need to leave the school to attend hospital, clinic or dentist must notify the class teacher with proof of the appointment. The pupil must be collected by an adult from the Reception area.

Rules at Playtimes/lunchtimes:

Playtime KS1

- If the class teacher or TA is on duty - that class is allowed to play with the playground equipment.
- At the end of playtime, the TA's re-sort the equipment.
- Playground rules are discussed at the first assembly of every term and half term, with ALL staff present in assembly.
- Playground rules are laminated on the playground equipment.

If pupils cannot play appropriately or adhere to the rules, they will be separated into a 'learning how to play group' from which they may re-enter at staff discretion.

Playtime KS2

- Each class to follow the rota for playtimes with regard to the ball cage and playground equipment.
- Sports Leaders (Appendix F) are responsible for supporting pupils with using playground equipment and also keeping the equipment safely in the shed under the supervision of staff at playtime.
- Playground rules are discussed at the first assembly of every term and half term, with ALL staff present in assembly.
- Playground rules are displayed on classroom window adjacent the playground to remind the pupils.

Lunchtimes

- Playground equipment for everyone to use.
- In KS2 playground and Sports Leaders are responsible for supporting pupils with using playground equipment and also keeping the equipment safely in the shed under the supervision of mid-day staff and Sports Coaches.
- MDAs to have stickers to give out for good behaviour.
- MDAs to have small books to note a misconduct they have addressed (see stages for reporting an incident) which they report to class teachers; ideally before class lessons start/after the whistle is blown.
- Pupils who misbehave at lunchtime with the MDAs will be brought into the hall to sit on a bench. They will then be spoken to by a senior member of staff on duty within a 'Learning how to play' group where appropriate ways of behaving is addressed.

Adventure Playground

- This is used at both playtimes and lunchtimes. Up to 20 pupils are allowed in for up to 10 minutes, supervised by a Learning Mentor or appropriate adult.
- Any inappropriate behaviour is noted and the pupil will miss the following day's session in the area.
- The class that has won the blue cards award for that week are rewarded with sole use of the ball cage in KS2 for one playtime.

Playground Rules

- First bell/whistle equals **STAND STILL**
- Second bell/whistle equals **WALK TO YOUR LINE**
- Pupils should be in the playground five minutes before the start of each session i.e. 8.50 a.m. and 12.40 p.m. (Y3/4) 1.25 p.m. (Y5/6)

- Pupils who go home for dinner should not return to school before 12.40 p.m. in Y3/4 or 1.25 in Y5/6 KS1: 12.55
- Snack time - In KS1 the school provides fruit which is taken in the classroom during the school day at the discretion of the school; this should not take up an undue amount of teaching time. Bottles of water are allowed in class to sip as required: bottles need to be marked with the pupil's name.

GUIDANCE FOR MANAGEMENT OF BEHAVIOUR IN FOUNDATION STAGE

Behaviour considered inappropriate is any physical or verbal behaviour that threatens the safety of any pupil or adult on the premises.

When a pupil behaves in an inappropriate way they will be spoken to by adults, given choices, and, where necessary, verbal warnings. The pupil may be removed from a situation depending on what they have done. In this case the adult who returns them to their base should inform the other adults in that room why the pupil is there and then speak to the pupil. Whenever possible the pupil will be spoken to in their first language to ensure their understanding.

The pupil will be reminded of any appropriate actions/strategies to follow. Where it is felt appropriate for them to apologise, the adult dealing with them will support the pupil to do so.

In cases of persistent inappropriate behaviour, the pupil may be given 'time out'. They will sit with an adult for an allotted time, which is marked by the use of a timer. The adult will then support the pupil in appropriate behaviour.

In more extreme cases, parents will be informed of their pupil's behaviour and asked to support the Nursery by calmly talking to their pupil at home.

In persistent cases of pupils giving serious cause for concern, pupils and parents may be asked to support the school in any of the following ways: setting up an individual behaviour programme or PSP (pastoral support plan), attending training or meetings that may include PPP (positive parenting program) classes, requesting the support of the borough Behaviour Support team, referral to CFCS (child and family support service), Educational Psychologist or Child

Development Centre. Any or all of these approaches may be considered as appropriate and the best way forward to support and meet the individual needs of the pupil.

Any consideration of exclusion will not be carried out before these approaches have been explored or put into place to ascertain the nature of the pupil's special/individual educational needs related to their behaviour.

SEN/INCLUSION

- For some pupils the school reward and sanction system will not be effective, and teachers will need to apply sanctions and rewards over and above general sanctions and rewards. If this is the case, the pupil's behaviour needs to be discussed with the SENCO and parents invited in for a meeting. The pupil will be entered onto the SEN register, and personalised targets agreed by the pupil, school and parents will be written in the form of an Individual Education Plan. These targets and accompanying rewards and sanctions are regularly discussed with the pupil and written in an accessible manner. The pupil is referred to the Learning Mentor for support. This support will normally take the form of small group work and focus on raising the pupil's self-esteem, compliance with rules, anger management and conflict resolution or behaviour modification.
- If an IEP is insufficient and the behaviour is of a more serious nature, then a PSP (pastoral support plan) will be set up with individual targets to achieve before seeking further advice from outside agencies if required.
- Before a permanent exclusion takes place or if a pupil is at risk of exclusion, a PSP (pastoral support plan) needs to have been put in place, and referrals made to appropriate agencies for further advice and support for the pupil.

Rewards

Teachers are to focus on the positive as much as possible e.g. "Well done 'X' for showing me that you are ready for playtime", rather than 'Y' "Stop talking".

Praise is to be explicit with a reason e.g. "well done for lining up quietly" rather than just "well done".

Examples of Rewards used throughout the school:

- Verbal praise
- Stickers
- Note or word to parents/carers
- On some occasions it is appropriate to celebrate pupils' achievements with their peers or another adult e.g. for them to show work to another adult.
- Blue star cards, which can be awarded by any adult to reward a pupil for good behaviour, responsibility etc.

Nursery

- Show work to another adult/stickers

A consistent approach is vital to ensure equality of opportunity in every year group.

Appendix A



At Essex Primary school our school values and our mission statement describes how we 'support and encourage our pupils to learn, grow and succeed in a safe, happy and inclusive environment. Supporting pupils with special needs is a key part of this. Go to www.essex.newham.sch.uk for further information.

Our school motto is Attention, Attendance and Achievement.

Our Mission Statement

Everyone valued, everyone challenged, everyone achieving

We are committed to work co-operatively and with high expectations, to ensure that we:

- Develop an exciting range of opportunities for all pupils
- Prepare our pupils as Global 21st century citizens
- Enhance their life chances
- Create a motivating learning environment for all partners within our community

Our Vision

At Essex Primary School we value each member of our community as a unique individual. We go the extra mile to ensure that every one of us is challenged and achieves their full potential.

APPENDIX B

WHOLE SCHOOL REWARD SYSTEMS

Blue cards - all employed adults are issued with a set of blue cards which can be awarded to a pupil as a reward for good behaviour, responsibility etc.

The main reward system in use in KS2 is an effort chart in the classroom. Pupils should receive a tick, point, star or small sticker for good work, attitude or behaviour, which the Class Teacher records on a tally chart or similar. 5 stickers on this chart will result in a Merit Certificate of the appropriate colour - see below:

5 stickers Bronze }

10 stickers Silver } TO BE GIVEN OUT IN ACHIEVEMENT ASSEMBLY

15 stickers Gold }

20+ stickers Platinum } TO BE GIVEN OUT AT ACHIEVEMENT ASSEMBLY

The Certificates are signed by the Class Teachers and awarded in achievement assembly by the DHT/AHT.

In addition, in KS2, a green leaf is awarded to the pupil in each class during the weekly Achievement Assembly to reward academic achievement or behaviour and is placed on the tree of achievement. Where teachers feel it is appropriate. A reward system of raffle tickets + a prize may be established.

A table points system is decided by each class teacher.

In KS1 there is a Star of the Week award for behaviour or achievement for an individual pupil in each class

APPENDIX C

SANCTIONS

Foundation Stage

- Talk to the pupil in the first instance.
- Miss up to 3 minutes playtime nursery/ 5 minutes reception using a timer - if playing outside, they will be sent in or asked to stay in a designated "space" e.g. magic spot.

ADVICE

KS1 and KS2

- Reminders about behaviour
- Warning
- Re-seating - always facing the teacher - away from peers - during carpet time either directly by the teacher or TA, or at the back where the other pupils will not be distracted by their behaviour.
- Time out - on a chair or on the carpet if the other pupils are on the carpet, by the door inside the classroom, in another class using a timer for a limited time of 5/10 minutes. On no account should a pupil be made to face a wall or stand outside a classroom.
- Miss playtime - only on very rare occasions should a KS1 pupil miss all their play.
- KS2 - missing 5-10 minutes of playtime is as effective as missing all of it. A detention form must be completed by the detention teacher and passed to the learning mentors.
- Sent to an AHT/ Year Group Leader/Phase leader.
- Sent to Deputy Head Teacher with an explanation.
- Sent to Head Teacher with an explanation.

For serious incidents, the pupil needs to write a letter of apology to whoever has been hurt/disrespected e.g. in Year 1 and Reception and for those pupils for whom writing is a challenge, write a card or note as appropriate to age and ability..

All time out should be accompanied by a debriefing:

What did you do that was wrong? What should you have done? What will you do next time?

NOTE: If a pupil runs out of class, the Class Teacher is not to leave the class but if possible/appropriate send another adult after the pupil and immediately inform a senior member of staff.

Teachers must plan and deliver a motivating, challenging and differentiated curriculum - be aware that all pupils have an entitlement to the whole curriculum. A pupil who is bored may cause disruption.

Teachers must have a well-organised classroom - e.g. pupils must know where equipment is stored and be familiar with classroom systems etc.

Teachers must ensure that they give feedback to pupils on the content of their work and to promote a high standard of achievement (See Assessment and Marking and Feedback Policies).

Visibility of the teacher is often important; teacher circulating, giving attention and time to pupils will help keep pupils on task.

Pupils must be grouped carefully and sensitively showing an awareness of their needs.

Work provided must be appropriate to the pupil's level and must be relevant.

The curriculum should be delivered in a variety of styles to help ensure effective learning.

Learning Objectives and Success Criteria must be discussed with and made clear to the pupils to give relevance to activities and keep pupils on task.

Teachers need to be made aware and sensitive to small incidents and issues within the class, offering the opportunity of privacy if necessary, to enable pupils to share any worries. Circle Time can be used to discuss class issues.

APPENDIX D

STAFF ROLES

Break-times and Lunchtimes (Learning Mentor's role)

If a pupil misbehaves during break-time or lunchtime a sanction will be applied depending on how unacceptable their behaviour is.

- When a pupil gets into an argument with another pupil but no one is hurt, they will be brought together and the conflict will try to be resolved by the LM facilitating discussion between the two pupils. The pupils will think about, and discuss, what happened, what they could do next time, and what strategies can be put in place to avoid a repeat of the incident. These discussions will take place at playtimes or lunchtimes.
- If the pupil's behaviour causes concern it will be recorded in the 'concerns' book and brought to the social inclusion team meeting and if necessary a plan of action and support will be applied.

Classroom (Class Teacher's role)

The procedure for pupils who misbehave during class time would be as follows:

1. Warning - give the pupil a choice as to what they want to happen.
2. Move the pupil (away from peers).
3. Give them supervised time out, possibly using a timer, where they would either be on the carpet or in an appropriate place until the pupil is prepared to adhere to the class rules.
4. If the pupil continues to misbehave, the first port of call would be the Year Group Leader who would decide on what action to take.
5. If the pupil continues to misbehave they should then be sent to the Phase Leader or Deputy Head.
6. The final step if the pupil's behaviour were not to improve would be to send them to the Head Teacher who would then get in contact with the parents and appropriate action would be taken.

APPENDIX E

CIRCLE TIME

Circle time is an approach suggested in our Behaviour Policy. It is recommended as an effective strategy to encourage pupils to feel valued.

It provides an opportunity to work on a variety of areas e.g. self-esteem, spiritual and moral development. It supports pupils in self-knowledge, relationships, feelings and emotions.

It is helpful to start with games that build up trust in the group before dealing with more serious issues.

Rules need to be established at the beginning of sessions e.g.

1. You don't have to talk - you can pass.
2. Listen to others
3. Show respect for others opinions.

If further assistance is required please seek advice from Learning Mentors/ PSHE coordinator/Year group Leader, as appropriate.

APPENDIX F

Sports Leaders Roles and responsibilities:

- Elected by staff and pupils at the beginning of the year.
- Year 4 Sports leaders for Y4 and Y3 Playtime/ Lunchtime.
- Year 6 Sports leaders for Y6 and Y5 Playtime/ Lunchtime.
- To distribute and tidy equipment at the beginning and end of sessions.
- To encourage pupils to take part in activities.
- To provide games for sessions.
- To remind pupils of rules of the playground and the equipment.

DETENTION FORM
Detention Details

Childs Name	Class	Date	Reason for Detention	Detention	
				Time in	Time out

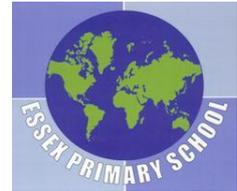
Name of Staff:

Sign:

Date:

Completed forms to be returned to Learning Mentors.

Essex Primary School



BRONZE

Certificate of Achievement

Awarded to

Class _____

For achieving 5 effort stickers

Signed _____

Date _____

Essex Primary School



BRONZE

Certificate of Achievement

Awarded to

Class _____

For achieving 5 effort stickers

Signed _____

Date _____

Essex Primary School



SILVER

Certificate of Achievement

Awarded to

Class _____

for achieving 10 effort stickers

Signed _____

Date _____

Essex Primary School



SILVER

Certificate of Achievement

Awarded to

Class _____

for achieving 10 effort stickers

Signed _____

Date _____

Essex Primary School



GOLD

Certificate of Achievement

Awarded to

Class _____

for achieving 15 effort stickers

Signed _____

Date _____

Essex Primary School



GOLD

Certificate of Achievement

Awarded to

Class _____

For achieving 15 effort stickers

Signed _____

Date _____

Essex Primary School



PLATINUM

Certificate of Achievement

Awarded to

Class _____

For achieving 20 effort stickers

Signed _____

Date _____

Essex Primary School



PLATINUM

Certificate of Achievement

Awarded to

Class _____

For achieving 20 effort stickers

Signed _____

Date _____