



## ENDEAVOUR ACADEMY Behaviour and Discipline Policy

The purpose of this behaviour policy is to allow pupils at Endeavour Academy to develop character traits such as self-discipline, self-awareness and consideration for others.

### Introduction

At Endeavour Academy our view is that all children have a right to learn in a classroom that is free from disruptive behaviour. We believe that good behaviour is essential to allow all of our pupils to achieve their full potential. Good behaviour promotes effective learning.

We will build on positive patterns of behaviour that children have already learnt and we will talk to the children about our expectations of the behaviour we expect from every child while they are a pupil at the school.

An Endeavour Academy child will:

- ✓ Show respect
- ✓ Be kind and caring to others
- ✓ Celebrate difference
- ✓ Take care of property
- ✓ Listen to Others
- ✓ Try their best at all times
- ✓ Be proud of belonging to the school community

We use a system of rewards for good and improving behaviour, and sanctions where standards fall below those expected. The rewards and sanctions will be applied consistently and fairly at all times.

### Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the school's problem not an individual teacher's problem.

### The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, and senior leaders. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as a means of motivation. They need to be taught to manage their own behaviour through the consistent and fair implementation of a school wide reward and sanctions system. Teachers need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour. They need to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.

### Rules

School rules are kept to an essential minimum and are clearly visible around school and in the playground. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

#### 1. **Our Code of Conduct is:**

- It's up to us to look after each other.
- It's up to us to be kind, good mannered and honest.
- It's up to us to listen and follow instructions.
- It's up to us to work hard and try our best.
- It's up to us to look after our school environment.
- It's up to us to talk to a grown up if we need help or have a problem

#### 2. **Our Listening Code**

*When I am asked for my attention I:*

- Stop what I am doing
- Empty hands/show me five
- Look at the teacher
- Keep quiet and still
- Listen to instructions

#### 3. **Our Line up Code**

*When I am asked to line up I:*

- Walk to the end of the line
- Leave a person space
- Keep my hands and my feet to myself
- Keep quiet and still
- Listen to instructions

#### 4. **We have specific rules being enforced on the grounds of health, welfare and safety**

##### a. **Food and drink**

Children in FS and KS1 are provided with fruit at morning break for a snack through the National Fruit Scheme. Children in KS2 may bring fruit from home to eat at morning play. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. When children brought drinks they were largely of the high sugar, fizzy, high additive variety. This was believed to be having a detrimental effect on behaviour as well as on dental health. Children have regular access to water and are supplied with water bottles. A choice of quality juice, milk or water is available during lunch.

##### b. **Jewellery**

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE.

Reasons: Rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

**c. PE Kit**

Appropriate clothing must be worn for all PE activity

Indoors:-No jewellery, black plimsolls (bare feet for gymnastics; trainers outdoors only), black football shorts/leggings, white T-shirt (school jumper outdoors)

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should have a change of clothing for personal hygiene reasons.

**d. School Clothing**

The school has a separate school uniform policy. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled shoes should be worn.

Reasons: School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes and boots are unsafe for the school environment.

**e. Personal property**

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives prior permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

**f. Mobile Phones**

Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the headteacher.

Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the headteacher in writing. Such requests will be considered on an individual basis.

If permission is granted mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

Reasons: During school hours, contact is possible through the school's land lines. Mobile phones are regarded as hazardous to health. They present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the head should be sent for. If unavailable, the deputy or most senior staff member available should be called.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The headteacher should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable, the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

### **Movement in and around School**

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'Thank you for walking sensibly. Well done!' and so on.

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions).

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a class-point or (gold star for exceptional behavior). The reason for the reward should be made clear e.g. *'I am giving you a class point for lining up quietly. Thank-you'*

### **Movement Around School - Suggested Procedures for Large Groups**

- Call the group together using the familiar phrase: 'Can I have your attention please?'
- Give out any instructions and set expectations.
- Use and enforce 'Our Line Up Code'.
- Make sure all children are settled before setting off and stood in appropriate places/next to appropriate pupils/staff.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.

- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

### **Movement Around School - Suggested Procedures for Individual Children**

- Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

### **Playtime Supervision**

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum of two staff members (three in KS2) are required to supervise playtimes for each department. Supply teachers should cover the duty of absent teachers but should never be without support.

Staff on duty should be present on the playground prior to the start of play. No hot drinks should be taken onto the playground unless in sealed cool-wall cups.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. The 'Playground Book' needs to be taken out every playtime to record the application of these procedures and track the behaviour of individuals.

When on duty, staff should circulate within their allocated area and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. One member of staff per yard area maximises levels of visual supervision.

KS2 playground positions: Ball hoop (supervising door also); spider web; chalk board.

KS1 playground positions: Top gate area also covering trim trail area, Main gate area also covering stage area.

Staff should go to the playground to collect their classes and be present on the playground two minutes before the end of play. If, for whatever reason, staff do not arrive on the playground, the duty teacher should not blow the whistle or send children into the building unsupervised, but send for the head, deputy or most senior teacher available.

Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines, joining at the back of the line. Staff send children in a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a 'class point' (see Class of the Week).

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that departments are never left unsupervised.

**Playground procedures** (see Lunchtime Procedures)

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the corridor, putting on coats etc. Children should be well informed by their teachers that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime. Children are not allowed back into school during playtimes. Children are not allowed to remain in the building unsupervised unless they have 'Trusted Pupil Status'.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs should be lightweight and should only be used on the bottom KS2 playground. The top of the KS2 playground is a 'football free zone' although invasion games such as netball/basket ball may be played. Any misuse of playground equipment will lead to confiscation.

Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency, (refer to Playtime Sanctions).

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

**Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

### **Rewards**

#### **1) General**

- Favourable comments can and should be entered on pieces of work, (see Marking Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life.
- Recognition can be given to success of differing kinds in assemblies, e.g. success cards, lunchtime certificates, presentation of swimming/sports awards, 144 challenge certificates, gold star awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school (see Display Expectations).
- A visit to the Headteacher for commendations (visits to other teachers/classes should not be used as this is disruptive to teaching and learning).
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, games equipment, etc.).
- Lunchtime club pass can be awarded.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Leaders, Monitors, Pupil Leadership Team, Trusted Pupil status etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

#### **2) Whole School Reward System: Bronze, Silver and Gold Stars**

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of stars. Stars may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude/ tolerance/ mutual respect towards others.
- Demonstrating the value of the term through words/actions.

When awarding the gold star, the member of staff should reinforce the good behaviour e.g. '*You can have a gold star for setting such a good example for others by waiting so patiently*'.

**Once awarded a gold star can never be deducted.**

They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:

Any noteworthy behaviour	1 gold star (recorded on individual chart with teacher initials)
40 Stars	Bronze Award Badge (presented in assembly)
80 Stars	Silver Award Badge (presented in assembly)
120 Stars	Gold Award Badge (presented in Friday assembly- parents invited)
160+ Gold Stars	For every 40 stars achieved after the gold star has been awarded, a pupil selects an individual treat of choice from following: Watch a film with a friend, baking, help out in KS1/Reception, craft activity (hamma beads, paint by numbers, scratch-art, loom bands etc) make a computer game on scratch.

A gold star can be awarded by any staff member to any child at any time to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice (agreed by Headteacher) including: class party, class movie and popcorn, additional art/PE, etc. The reward should reflect the achievement i.e.

- Bronze Party: up to half an hour
- Silver Party: up to one session
- Gold Party: up to half a day

### 3) **Certificates**

A weekly 'Success' assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for attainment, achievement or attitude. Accompanying work should be sent to assembly for sharing. Parents are personally invited at least two days in advance to attend and witness the presentation of certificates.

### 4) **Class of the Week and Term**

Each class starts the week with 20 'class points'. Rewards for good behaviour in school and at playtimes and lunchtimes include the awarding of additional class points. Equally sanctions can result in the loss of points (see Playground Procedures/Sanctions).

Teachers are to total the points for their class prior to the start of staff meeting each week and record them in the school class point book (held by the Headteacher). Results are announced in Friday assembly and the class with the highest score at KS1 and KS2 receive the 'Class of the Week' trophy and an appropriate 30 minute class treat of their choice (agreed with the Headteacher) i.e. additional playtime, choosing time etc.

The class who has accumulated the most points each term will be awarded 'Class of the Term' and will be rewarded by an appropriate class treat of their choice (agreed with the Headteacher) up to one session in length.

### 5) **Pupil of the Term and Year**

Each term teachers from each class will choose a pupil who they believe has made either significant progress or a significant contribution to school life. These pupils will be awarded a Pupil of the Term certificate and medal/small prize at the final success assembly of the autumn and spring terms.

At the end of the summer term the teacher of each class will choose one pupil whom they believe has contributed greatly to their own achievements or that of the school during the past year. These pupils will be rewarded with a Pupil of the Year trophy and certificate at the awards assembly at the end of the summer term.



## Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behavior which are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly child for doing that'.

## SANCTIONS PROCEDURE – CLASSROOM/ IN SCHOOL

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with stages 1 and 2 being compulsory.

*If unacceptable behaviour occurs:*

Stage	Sanctions	Action/support for repeat offenders
Class teacher	<b>Normal strategies:</b> <ul style="list-style-type: none"> <li>• e.g. polite requests, warnings (no more than three), repositioning, separating, removal of distracting equipment, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher to monitor when behaviour occurs and put things in place to prevent/reduce occurrence (e.g. discussion before lesson, change of seat, resources out of reach etc.)</li> <li>• Class teacher discussion with parent to make aware of behaviour and what school doing to support improvement and what parents can do. Record date and outcome on CPOMs.</li> </ul>
Stage 1	<b>Give a final warning:</b> <ul style="list-style-type: none"> <li>• Name recorded on board/moving of name on traffic light.</li> <li>• Use the agreed phrase, 'This is your final warning thank-you. Do you understand?' Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.</li> </ul>	

**FROM NOW ON NO MORE WARNINGS. TAKE ACTION**

<p><b>Stage 2</b></p>	<p><b>Time Out (A)</b></p> <ul style="list-style-type: none"> <li>• Child sent to designated chair/area of classroom.</li> <li>• Loss of 1 class point</li> <li>• 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.</li> <li>• Child (teacher for younger children) records when, why on class Time-out A record at isolation table (filed daily).</li> </ul> <p align="center"><i>If behaviour improves return to lesson. If not or if child refuses, move to <b>Stage 3</b></i></p>	<ul style="list-style-type: none"> <li>• Class teacher monitor isolation chart for repeat offenders.</li> <li>• Removal of playtime/treats etc.</li> <li>• Discussion with Key Stage Leader and/or SENCO : consider Behaviour Intervention.</li> <li>• Class teacher and Key stage leader discussion with parent to make aware of behaviour and what school doing to support improvement. Record date and outcome on CPOMs.</li> </ul>
<p><b>Stage 3</b></p>	<p><b>Time Out (B) in another class.</b></p> <ul style="list-style-type: none"> <li>• Child sent/escorted to designated colleague with work provided.</li> <li>• Loss of 2 class points</li> <li>• 1 hour working alone without causing disturbance (classteacher discretion depending on behaviour displayed).</li> <li>• Possible removal of a treats / playtime.</li> <li>• Child records when, why on individual Time-out B record.</li> <li>• Parent informed of time working in another class in writing (class teacher).</li> </ul> <p align="center"><i>If behaviour improves return to class. If not or if child refuses, move to <b>Stage 4</b></i></p>	<ul style="list-style-type: none"> <li>• Class teacher complete a 'Behaviour Assessment Profile' and identify appropriate targets for sharing at meetings.</li> <li>• Refer to learning mentor for support.</li> <li>• Discussion with Key Stage Leader and/or SENCO to confirm targets and identify additional support strategies as appropriate (e.g. Family CAF, referral to BLIS, HYM, Pupil services).</li> <li>• Parents informed by letter that behaviour is a cause for concern (Headteacher).</li> <li>• Parents discuss concerns agree targets/support with Headteacher and SENCo/Class teacher</li> <li>• Access to extra-curricular/enrichment activity linked to improvement.</li> </ul>
<p><b>Stage 4 (Assistant Headteacher)</b></p>	<p><b>Time Out (C) working in isolation.</b></p> <ul style="list-style-type: none"> <li>• Child sent/escorted to Assistant Headteacher.</li> <li>• 1 session to half a day working alone without causing disturbance.</li> <li>• Loss of break-time during isolation</li> <li>• Loss of 3 class points</li> <li>• Record who, when, why on individual Time-out C record (Classteacher)</li> <li>• Parents informed of isolation by letter (Headteacher).</li> </ul> <p align="center"><i>If behaviour improves return to class. If not or if child refuses, move to <b>Stage 5</b></i></p>	<ul style="list-style-type: none"> <li>• Class teacher complete a 'Behaviour Assessment Profile' and identify appropriate targets for sharing at meetings.</li> <li>• Learning mentor referral (class teacher).</li> <li>• Class teacher initiate closer monitoring i.e. frequency monitoring, time sampling etc</li> <li>• Discussion with Key Stage Leader / Head/ SENCO/Learning Mentor. consider the need for SEN cycle provision</li> <li>• Parents informed by letter that</li> </ul>

		<p>child's behaviour is causing serious concern (Headteacher).</p> <ul style="list-style-type: none"> <li>• Meeting with parents (Headteacher and SENCo) to investigate possible causes/alternative strategies e.g referral to multi agencies i.e. Behaviour Support/Ed Psych etc; Early help referral to support parents;</li> <li>• Access to extra-curricular / enrichment activities dependent on progress.</li> </ul>
<b>Stage 5 (SENCO)</b>	<p><b>Pastoral Support Programme (PSP) (On Report) – SENCo lead with Headteacher support</b></p> <ul style="list-style-type: none"> <li>• Teacher completes a Behaviour Assessment Profile.</li> <li>• Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.</li> <li>• Family CAF opened if appropriate.</li> <li>• PSP Meeting with parents/child.</li> <li>• Clear/realistic targets for behaviour agreed (maximum of three).</li> <li>• Clear rewards/consequences identified for success/failure (including possible exclusion).</li> <li>• Daily feedback to child (x 5 SENCo/Headteacher), weekly feedback to parents (SENCo/Headteacher).</li> <li>• PSP to last a minimum of 2 weeks/a maximum of 16 weeks, and reviewed fortnightly</li> </ul> <p style="text-align: center;"><i>If targets are achieved remove from PSP. If PSP failed, move to <b>Step 6</b>.</i></p>	
<b>Stage 6 (Headteacher)</b>	<p><b>Behaviour Contract -</b></p> <ul style="list-style-type: none"> <li>• Clear specific rules which the child <b>must</b> uphold in order to remain in school.</li> <li>• Reviewed weekly (Headteacher)</li> <li>• Contract Meeting with parents/child.</li> <li>• Parents informed at meeting and through follow up letter (Headteacher).</li> <li>• Complete a CAF (SENCo/Learning Mentor).</li> </ul> <p style="text-align: center;"><i>If targets are achieved return to PSP <b>Stage 5</b>. If Contract failed, move to <b>Stage 7</b>.</i></p>	
<b>Stage 7 (Headteacher)</b>	<p><b>Fixed term/permanent exclusion (See ELT Exclusions Policy)</b></p> <ul style="list-style-type: none"> <li>• Parents, ELT (and LA as appropriate) informed of exclusion, its period and reason for it (Headteacher)</li> <li>• Upon return to school, child stays on Contract then PSP for a minimum of: <ul style="list-style-type: none"> <li>• 4 weeks following fixed term exclusion totaling up to 5 days in any one term.</li> <li>• 8 weeks following fixed term exclusion bringing total to more than 5 days' exclusion in any one term.</li> <li>• 16 weeks following reinstatement after permanent exclusion.</li> </ul> </li> <li>• If behaviour improves remove from PSP</li> <li>• Discuss managed move with parents for repeat offenders/children at risk of permanent exclusion.</li> </ul>	

## SANCTIONS PROCEDURE: PLAYGROUND

If unacceptable behaviour occurs:

Stage	Sanctions	Action/support for repeat offenders
<b>Step 1</b>	<p><b>Normal strategies:</b></p> <ul style="list-style-type: none"> <li>Polite but firm request/warning (no more than 3), discussion, separation etc</li> </ul> <p><b>Give a final warning</b></p> <ul style="list-style-type: none"> <li>Use the agreed phrase, <i>'This is your final warning thank-you. Do you understand?'</i> Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Lunchtime staff to monitor when behaviour occurs and put things in place to prevent/reduce occurrence</li> <li>Make class teacher aware of repeat offenders</li> <li>Class teacher discussion with parent to make aware of lunchtime behaviour and what school doing to support improvement and how parents can help.</li> </ul>
<b>FROM NOW ON NO MORE WARNINGS. TAKE ACTION</b>		
<b>Step 2</b>	<p><b>Time Out (A)</b></p> <ul style="list-style-type: none"> <li>Stand for no longer than 5 minutes in a designated area, (facing wall) to reflect and calm down.</li> <li>Child loses a class point.</li> <li>Record name and reason on Playground Book slip and pass to class teacher for inclusion in class behavior log.</li> </ul> <p><i>If behaviour improves return to playground/table. If not or if child refuses, move to <b>Step 3</b></i></p>	<ul style="list-style-type: none"> <li>Class teacher monitor playground slips for repeat offenders.</li> <li>Removal of playtime/treats etc.</li> <li>Discussion with Key Stage Leader and/or SENCO : consider Behaviour Intervention.</li> <li>Class teacher and Key stage leader discussion with parent to make aware of behaviour and what school doing to support improvement. Record date and outcome on CPOMs.</li> </ul>
<b>Step 3</b>	<p><b>Time out (B)- removal from playground</b></p> <ul style="list-style-type: none"> <li>Member of SLT sent for and takes over responsibility.</li> <li>Child removed from playground/lunch hall.</li> <li>Child stays in isolation for remainder of playtime/lunchtime.</li> <li>Child loses 2 class points.</li> <li>Class teacher informed and name /reason recorded in class behaviour book</li> <li>Possible loss of next playtime e.g. if behaviour occurred at end of play.</li> </ul> <p><i>If child refuses or if behaviour is more serious move to <b>Step 4</b></i></p>	<ul style="list-style-type: none"> <li>Discussion with Key Stage Leader and/or SENCO: Consider Learning Mentor support.</li> <li>Begin monitoring to identify areas of concern / possible causes/ appropriate targets.</li> <li>Inform parents of concerns in writing (Headteacher).</li> <li>Consider alternative strategies e.g. access to lunchtime club, isolation from playground (step 4)</li> </ul>
<b>Step 4</b>	<p><b>Time out C – lunchtime detention (SLT)</b> For more serious incidents including violent behaviour:</p> <ul style="list-style-type: none"> <li>Detention for up to five consecutive days.</li> <li>Child loses 3-5 class points.</li> </ul>	<ul style="list-style-type: none"> <li>Complete a 'Behaviour Assessment Profile' (classteacher).</li> <li>Parents informed by letter that behaviour is a major cause for</li> </ul>

	<ul style="list-style-type: none"> <li>Record who, when, why in detention book.</li> <li>Parents informed of detention by letter (Headteacher)</li> <li>Children on detention report to detention room at the start of playtime/lunchtime.</li> </ul> <p><i>If child refuses or if behaviour is more serious move to <b>Step 5</b></i></p>	<p>concern and putting child at risk of exclusion from lunchtime (Headteacher).</p> <ul style="list-style-type: none"> <li>Meeting with parents to investigate possible causes/alternative strategies (SENCo/Headteacher)</li> <li>Access to extra-curricular activities dependent on progress.</li> <li>Access to lunchtime club</li> </ul>
<b>Step 5 SENCo with HT support</b>	<p><b>Pastoral Support Plan (PSP) (SENCO lead with Learning Mentor &amp; Headteacher support)</b> For those getting regular lunchtime detention or committing serious incidents:</p> <ul style="list-style-type: none"> <li>Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.</li> <li>Access to lunchtime club</li> <li>PSP Meeting with parents/child.</li> <li>Clear/realistic targets for behaviour agreed (maximum of three).</li> <li>Clear rewards/consequences identified for success/failure (including possible exclusion).</li> <li>Daily feedback to child, weekly feedback to parents</li> <li>PSP to last a minimum of two weeks/a maximum of 16 weeks, and reviewed fortnightly</li> </ul> <p><i>If targets are achieved remove from PSP. If PSP failed, move to <b>Step 6</b>.</i></p>	
<b>Step 6 Headteacher</b>	<p><b>Behaviour Contract</b> A last step before lunchtime exclusion.</p> <ul style="list-style-type: none"> <li>Clear specific rules which the child <b>must</b> uphold in order to remain in school.</li> <li>Exclusion an immediate consequence of breaking the contract.</li> <li>Reviewed fortnightly.</li> </ul> <p><i>If behaviour improves return to PSP. If not move to <b>Step 7</b>.</i></p> <ul style="list-style-type: none"> <li></li> </ul>	
<b>Step 7 Headteacher</b>	<p><b>Lunchtime exclusion</b></p> <ul style="list-style-type: none"> <li>Upon return to school, child stays on Contract then PSP for a minimum of 4 weeks</li> </ul>	

## Exceptional circumstances

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for EHC plans and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion.

## The use of reasonable force

In some circumstances a member or members of staff may need to use 'reasonable force' to control or restrain a pupil for their own or others' safety. The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- remove disruptive children from the classroom (or other area of school) 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.

School staff follow the guidance from the DfE (July 2013) on the use of reasonable force and accept that this is an element of our duty of care to all pupils. In order to use reasonable force safely, we invest in 'Team Teach' training (positive handling) for our teaching and midday staff and any incidents are recorded by staff involved. The decision on whether or not to physically intervene is down to the professional judgement of the staff member(s) concerned and should always depend on the individual circumstances.

## Appendix A

### **GOOD PRACTICE**

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

#### **Always:**

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

**Remember** that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

#### **Remember to:**

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child