



KENNINGTON
PRIMARY SCHOOL

Behaviour Policy

<i>Reviewed by</i>	<i>Date</i>	<i>Signed</i>
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Kennington Primary School

Behaviour Policy

Respect-Teamwork-Resilience-Independence

1 Aims of the Policy

Kennington Primary School behaviour policy reflects our school values of Respect, Teamwork, Resilience and Independence which underpin how we promote good behaviour. Good behaviour is central to all we do at Kennington Primary School. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of school life. All members of staff will set high standards and children will be given clear guidance on what is expected of them. Positive behaviour will be modelled by staff and children will be taught how to behave appropriately in different situations. We will work in partnership with parents to ensure that the school's values become central to the lives of all the children. Home and School Agreements will promote this policy.

The primary aim of the behaviour policy is to promote positive relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considered way towards others and uphold our school values.

Children can expect to be treated fairly and have the behaviour policy applied in a consistent way.

Legal Framework

The Policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Education Act 1996

Education Act 2002

Equality Act 2010
Educations and Inspections Act 2006
Health Act 2006
The School Information Regulations 2008
DfE (2016) Behaviour and Discipline in Schools
DfE (2018) Sexual Violence harassment between children in schools and colleges
DfE (2018) Mental Health and behaviour in schools
DfE (2015) Special Education needs and disability code of practice: 0 to 25 years
DfE (2013) Use of Reasonable Force
Voyeurism (Offences) Act 2019

Policy aims:

This policy is designed to promote positive behaviour in line with our school values, rather than merely deter negative behaviour.

- **Respect**
To help children to grow in a safe and secure environment and to build a school community which values kindness and empathy for others.
- **Teamwork**
To use and model good behaviour to promote community cohesion and positive teamwork with others.
- **Resilience**
To help children build resilience and to understand that good citizenship is based upon good behaviour.
- **Independence**
To help children to become positive, responsible and increasingly independent members of the school community in preparation for the wider world.

The emphasis will be on promoting positive, trusting relationships and upholding our expectations for behaviour effectively, consistently and with transparency. A restorative approach will be taken by staff to restore positive behaviour and resolve behaviour issues. Children will be encouraged to repair relationships and to learn from their mistakes to work towards greater independence in making positive behaviour choices.

Staff are trained to take a trauma informed approach to behaviour with the key principle that all behaviour is communication. Staff will respond with respect and care in the management of behaviour and will use their professional judgement in consultation with our SENDCO and external agencies to adapt our behaviour management for children who have additional needs, including SEMH needs.

Respect-Teamwork-Resilience-Independence

Staff are to approach behaviour management calmly and aim at all times to de-escalate a situation. Children can expect to be treated respectfully and fairly in line with the behaviour policy.

We use a simple Behaviour Management model to try to look at ways of changing negative behaviour. The model is based on mutual respect from all staff and children in our school.

Behaviour Management Model

- ❖ State what you expect from your class in the classroom, routines and procedures
- ❖ Display the classroom expectations in the classroom in a prominent position
- ❖ Plan for good behaviour, high expectations and standards
- ❖ Notice and celebrate good behaviour for learning
- ❖ Use positive language, “Good active listening, well done”
- ❖ Use inclusive language, “Our/we”
- ❖ Identify the “triggers” to a particular behaviour in the classroom or with specific children before negative behaviour occurs and manage these triggers proactively
- ❖ Aim to praise in public and correct individual behaviour quietly without an audience
- ❖ Tell the child what the negative behaviour is that they are displaying
- ❖ Ask the child to tell you which of the classroom expectations they are not keeping
- ❖ Tell the child that you would like them to display positive behaviours that they have displayed in the past
- ❖ Move the child to the appropriate colour on the traffic light system if behaviour has not been modified after a warning
- ❖ Speak to the child at the end of the lesson/day about their behaviour

Reasonable Adjustments

It is recognised that children respond best to consistent, universal behaviour expectations. However, there will be occasions when children with additional needs require a tailored approach to behaviour management. When the need arises, staff will consult the SENDCO and external agencies may also be consulted in order to support individual children to manage their behaviour effectively.

2. Rewards and Consequences

Rewards

❖ Headteacher Award

This is awarded each Friday in our Awards Assembly. Each teacher, in recognition of promoting the school ethos, showing the school values, following our assembly themes and setting a good example with regards to behaviour and positive choices, nominates a child from their class.

The children are awarded a certificate and a sticker from the Headteacher in front of the whole school. The names of the children are also published in the fortnightly newsletter.

Also, in this assembly children can show certificates, medals, etc that they have gained out of school to allow the whole school to celebrate their achievements.

❖ Class Dojo Points

Positive points are distributed in the form of Class Dojo points and encourage behaviour in line with our school values. This is a web-based points system and used throughout the school (Reception from the Summer Term). Children are awarded points for good behaviour and good work. The individual points also go towards the children's school team, Emeralds, Diamonds, Rubies and Sapphires. The team points will be collected each Friday and the winning team announced in the assembly on Friday. The results will be recorded on the Team point board in the main corridor and the winning team each term receives a treat event.

All children can earn Dojo team points for good work and good behaviour. Once a child has been allocated a Dojo team point it **cannot be taken away**.

❖ Individual Recognition

Staff will recognise individual successes in a variety of ways. These include awarding a place on the traffic lights 'Gold Star' and awarding Dojos, adding a smiley face on the child's work, a special comment from the teacher, a sticker, being invited to take work to show another teacher or Headteacher, a message sent home to parents, postcards home, speaking to parents at home time.

Excellent pieces of work may be shared or displayed in class, in the corridor, or awarded 'Star Writer' award in the Headteacher's assembly.

Consequences

All our sanctions should be based on a positive behaviour approach, reflecting and reinforcing the school values: **Respect-Teamwork-Resilience -Independence**.

The class teacher discusses the classroom expectations with their class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of inappropriate behaviour the class teacher discusses these with the child individually. Classroom expectations and consequences for being on Red on the traffic lights are displayed in classrooms.

The discipline of the school is built upon a positive approach towards the children. A high priority is placed on the development of self-discipline and self-control. All staff in school have high expectation of pupils' behaviour. We encourage respect and empathy. We praise and

reinforce good behaviour and children share their successes with each other, for example in our Friday Awards Assemblies.

If children do not follow our expectations for behaviour, we explain why their behaviour is considered inappropriate and some withdrawals from privileges may be necessary as a consequence. If children persistently cause problems through their behaviour, we will always contact the parents.

In managing behaviour in their own classes, the following consequences should be considered appropriate by class teachers:

Traffic Light System

- All children start the day on Green.
- Move to the 'Gold Star' if behaviour is exemplary.
- Warned about moving to Amber if behaviour is not meeting expectations.
- Move to Amber if behaviour persists.
- Children are encouraged to self-regulate to earn their place back on Green. This may be achieved by a variety of appropriate strategies such as reflection time, move to another seat in class or time out in another class to complete work without distracting self and others.
- If negative behaviour persists, placed on Red. Child spoken to individually.
- Logged on the Arbor system as a Negative Level 1 Incident.
- Email sent to parent. Headteacher notified.
- Parents informed at home time.
- Children may earn their way back from Red if their behaviour for learning shows a very positive change and teachers feel that this change in behaviour should be recognised. This may be particularly important for children who would otherwise remain demotivated for the rest of the day. Children who are moved to Red for behaviour that has harmed another child will not be given the opportunity to move back from Red. In either case, the Red incident will be logged and parents informed.
- Further misbehaviour – time out in another class appropriate to the circumstances.
- Further misbehaviour – sent to Key Stage Leader for rest of session.
- Further misbehaviour – sent to Headteacher issue recorded as an Incident on Arbor and parent informed.
- All staff can sanction a move (staff are to use own judgment and discretion to help children make positive choices and move back to Green from Amber rather than a move to Red).
- Serious behaviour incidents reported to SLT immediately. Behaviour logged on the Arbor system as a Negative Level 2 Incident. No return from Red during the school day for these incidents.
- Children who have been moved to Red will be expected to complete the work they have missed due to not meeting the classroom expectations. This is a natural consequence of the behaviour choices the child has made rather than a sanction.

- Children return to Green at the start of new day.

Playtimes and lunchtimes.

- **The lunchtime and playtime expectations are displayed and should be followed.**
- Move to the 'Gold Star' if behaviour is exemplary.
- Staff are encouraged to notice and celebrate positive behaviour in line with our values and children can be awarded dojos/ stickers in recognition.
- Children not following expectations will be warned about moving to Amber.
- Move to Amber.
- If behaviour persists, children will be moved to Red.
- The children will start the next day back on Green.
- Welfare staff will inform the class teacher about lunchtime behaviour.

Other Consequences:

- Lose playtime/playtime during lunchtime
- Work outside the classroom
- Not allowed to represent the school as a member of the school team
- Not allowed to attend After School Clubs

In cases of extreme behaviour children will be suspended for a fixed term.

We treat all children fairly and apply this system in a consistent way.

It is not acceptable to:

- Hit or smack a child
- Stand children outside the classroom door
- Keep children behind after school
- Leave children unsupervised
- Use curriculum subjects as a sanction such as writing lines

❖ Logging a Behaviour Incident

- Each class teacher should log incidents when a child is moved onto Red on the traffic light system via Arbor which should be recorded as an **Incident**. These can be seen by senior leaders and also parents via an email and the Parent Portal on Arbor.
- For a Level 2 incident it will be necessary for the class teacher to speak to the parents to discuss the behaviour. This must be done straight after school, face to face or by a telephone conversation.
- Level 1 and 2 incidents can be logged by any staff member.
- The email template for a Negative Level two behaviour asks parents to seek out the class teacher at home time or contact school the same day if they are not collecting.
- Contact must be made within 24 hours of the incident.

- If an incident has happened on a Friday and parents have not been spoken to, staff must aim to make contact before 5pm, not wait until the following Monday.
- SLT will monitor logged behaviour incidents daily. Those children who appear on Red will be spoken to by a member of the SLT and reminded about behaviour expectations.
- Children who appear on Red on three occasions in half a term will be placed on a 'Good News' behaviour report card for the following week and a meeting arranged with parents via a member of SLT to discuss how the child can be supported in school and at home. The 'Good News' behaviour report card is for staff across school to notice and reinforce positive behaviour choices and for the child to show that they are following the expectations in line with our school values.

If a child persistently demonstrates negative or disruptive behaviour then it may be appropriate for the child to have a Behaviour Management Plan/IEP. The class teacher, SENCO/Head, parents and child will meet to discuss the issue and to draw up the plan/IEP together. It also may be necessary to consider placing the child on the Special Needs List at School Action/School Action Plus if this has not already occurred. Advice and assessment from outside agencies could also support the plan.

See Appendix 1 for a list of negative behaviour types, levels of behaviours and their definitions and the email template for Level 1 and Level 2 incidents.

Dealing with incidents

We believe it is important that all children have a voice and all children's concerns are listened to.

Our aim is to use a restorative approach to dealing with behaviour management. Staff dealing with behaviour incidents may find a restorative conversation allows all children involved to have a voice and to help them to resolve the conflict. Staff may ask children:

- What happened?
- What needs to happen to put this right?
- What would you do differently next time?

With more serious incidents, children will also be invited to have a longer conversation about the impact of their choices with a member of SLT about who was affected by their choices of behaviour.

When a child approaches a member of staff with a complaint or concern about the actions of another child, staff must make sure that the matters are looked into. This may mean speaking to the other child/ren involved and trying to resolve the situation fairly. The phrases "Just ignore them" or "don't play near them" are not acceptable to use. Once a situation has been resolved, all parties should be asked if they feel that the situation has been resolved fairly. This

is to avoid children going home and reporting to parents, “I told my teacher but they didn’t do anything”.

If a member of staff feels unable to resolve a situation, they must pass it on to a more senior member of staff to deal with.

Any incidents that do not fit the criteria for the Arbor behaviour system should be logged on CPOMS under ‘Behaviour Related Log’. This helps to build a picture of repeated behaviours that may need further support in consultation with our SENDCO and external agencies.

Bullying

Bullying is a behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally. At Kennington Primary School we aim to prevent bullying by teaching the importance of our school value Respect during lessons and assemblies. Children are actively encouraged to empathise with others, talk about problems and worries and staff will always listen carefully to all involved.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. See Anti-Bullying Policy.

Use of Reasonable Force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in ‘Use of reasonable force Advice’ for headteachers, staff and governing bodies July 2013, relating to section 550A of the Education Act 1996; *The Use of Force to Control or Restrain Pupils*. Under this all members of school staff have the legal power to use reasonable force.

Staff will only intervene physically to restrain children or to prevent injury to a child or if a child is in danger of hurt. It can never be used as a form of punishment. Staff in our school do not hit, push or slap children.

The decision to use reasonable force will always depend on the individual circumstances and the professional judgement of staff. Any use of reasonable force will be immediately reported to SLT. If a problem occurs and there is time to consider an appropriate response rather than act in an emergency, assistance must be sought from a senior member of staff.

The actions that we take are in line with government guidelines on the restraint of children. A copy is included with this policy.

3. The Role of the Child

Children will know what the expectations for behaviour are in the classroom, playground and at lunchtime. Children will be encouraged to follow our school values of Respect-Teamwork-Resilience-Independence.

Respect-Teamwork-Resilience-Independence

Our aim is to allow children to become increasingly aware that the choices they make have particular consequences and that positive behaviour, in line with our school values, helps everyone, including themselves, to be happy and successful at school. Our aim is that children will also become increasingly able to recognise that negative behaviour has consequences beyond sanctions and that their choices have an impact on the wider school community.

4. The Role of the Class Teacher and Teaching Assistants

It is the responsibility of the teacher to ensure that the school rules are enforced in their classroom, and that their class behaves in a responsible manner during lesson time. Teaching Assistants will support teachers in the classroom to achieve effective classroom management of behaviour as appropriate to their role.

All the teachers and teaching assistants in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability. Class teachers and teaching assistants treat each child fairly and enforce the classroom expectations consistently. Staff treat all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents using the “Traffic Light” system. However, if misbehaviour continues, the class teacher seeks help and advice from the Senior Management Team and ultimately the Headteacher.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. However, the class teacher must contact a parent if there are concerns about the behaviour or welfare of a child.

5. The Role of Welfare Staff

The welfare staff are responsible for the well-being of children over the lunchtime period and will help children to follow the lunchtime and playtime expectations in line with the school policy. Welfare staff will communicate any concerns about behaviour to class-based staff (see Appendix 2).

6. The Role of the Headteacher

It is the responsibility of the Headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. The Headteacher reports each term to the Full Governing Body any incidents recorded in the Behaviour Incidents on the Arbor system. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher will involve parents at an early stage where a learner is experiencing problems with behaviour. When there is a serious problem with a child's behaviour, the headteacher will, where appropriate, involve outside agencies.

The Headteacher keeps records of all reported serious incidents of misbehaviour on the Arbor Behaviour Incident section.

In extreme cases, a child's inappropriate behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the Headteacher in accordance with the Local Authority Children's Service Exclusion and Suspension Guidelines.

The Headteacher has the responsibility for given fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

7. The Role of Parents/Carers

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the expectations in the school prospectus and we expect parents to read these and support them.

We expect parents to support their child's learning and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences with a child to reinforce positive behaviour choices, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented as laid out in the Complaints Procedure Policy.

8. The Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of behaviour and the consequences of negative behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour policy but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

9. Fixed-term Suspensions and Permanent Exclusions

Only the Headteacher (or the Acting Headteacher) has the power to suspend or exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher suspends a pupil, parents must be informed immediately, giving reasons for the suspension. Also the parent must be informed that it is their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed suspension. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

From 2007 schools are required to arrange full-time education (off site) from and including the sixth day of any period of fixed suspension of six days and longer. The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspension beyond five days in any one term.

The Governing Body itself cannot either suspend or exclude a pupil or extend the suspension period made by the Headteacher.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any suspension or exclusion appeals on behalf of the governors.

When an appeals panel meets to consider a suspension or exclusion, they consider the circumstances in which the pupil was suspended or excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated.

If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

10. Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The overall effectiveness of this policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and rules of conduct. It will be used to promote community cohesion and support and reinforce other related policies and practices within school.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspension and exclusions and to ensure that the school policy is administered fairly and consistently.

11. Review

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Appendix 1

Behaviour	Level	Explanation
Fighting	2	Any act of deliberate physical aggression between two or more pupils that involves punching, kicking, slapping etc by both parties and may have to be separated by a member of staff.
Hurting Others	2	Deliberately hitting, pushing, kicking another child as either the instigator or in retaliation to another child's actions.
Leaving the Premises	2	Climbing over the perimeter fence or locked gate or letting themselves out of the security door.
Physically Abusive Towards Staff Member	2	Deliberately hitting, punching, scratching, biting, pinching a member of staff in an act of aggression or defiance.
Refusing to complete work	2	Deliberately saying 'No' when asked to complete a piece of work. This may be accompanied by throwing equipment on the floor or pushing work away from them.
Stealing	2	Intentionally and knowingly taking another person's property without permission.
Swearing	2	Any use of foul language towards another pupil or adult.
Using Racist, Sexist or Homophobic Language	2	The use of any language towards a child or a member of staff that is of a racist, sexist or homophobic nature causing offence or upset.
Verbally Abusive Towards Staff Member	2	Using offensive, or aggressive language towards a member of staff where the intention is to threaten, upset or intimidate.
Violent Threat Towards Another Child	2	Using offensive, or aggressive language towards a child where the intention is to threaten, upset or intimidate.
Being rude and bad mannered	1	Showing a lack of courtesy and manners towards other members of the school community.
Continually not following instructions	1	Not doing what the teacher or another adult has asked over a number of occasions.
Continually shouting out	1	Calling out on a regular basis without following the teacher set rule for offering answers in whole class or group discussion.
Not completing work due to distracting/distraction	1	Over the course of a lesson the set task has not been completed satisfactorily as a result of a child engaging in other activities such as chatting, playing with equipment or allowing themselves to join in with distraction rather than informing the teacher.
Not doing homework set	1	Homework has not been completed and brought in on the set day for submission and no reasonable explanation has been given.
Not letting others learn	1	Continually distracting other children around them.
Not staying in seat	1	Continually getting up from their seat for no reason other than to wander round the class talking to others and avoiding doing work.
Persistent Talking	1	Continually talking whilst the teacher is teaching or while children are trying to work. This would be talk unconnected with the work going on in class.

Saying hurtful things to others	1	Deliberately upsetting a child with unkind words or actions including the written word or facial expressions.
Wilfully damaging property.	1	Deliberately damaging or breaking school or personal property.

Negative Behaviour Types, Level and Definitions

Email Notification Messages

Negative Level 1 Behaviours

We are sorry to say that your child received a Negative Behaviour Point today. Please will you speak to them about it. Should you wish to discuss the matter further, please speak to their class teacher at home time. You can keep track of their behaviour points by visiting their page on the Parent Portal <https://kennington.uk.arbor.sc/>

Negative Level 2 Behaviours

Please could you speak to your child's teacher at home time to discuss their behaviour today. They have been involved in an incident of negative behaviour that we need to discuss with you to make sure it does not happen again. If you are not collecting your child in person, or have received this email after picking up and the class teacher has not spoken to you, please call school between 3pm-5pm. Thank you.

Appendix 2

Lunchtime Communication System

- The first thing to remember is that lunchtime staff should be vigilant at all times in order to be able to intervene BEFORE an issue arises.
- Sometimes issues arise spontaneously and so should be dealt with immediately following the school's behaviour policy.
- Should information be needed to be passed on to the staff from a class, welfare should liaise with the teaching assistant in the class of the child or children there has been an issue with. If the class teaching assistant is unavailable, information should be passed on to Mrs Nuttall.
- On the rare occasion that Mrs Nuttall is not available either, the welfare assistant should speak to a TA in a neighbouring class.
- If an issue that has arisen needs to be dealt with, the teaching assistant will be responsible for trying to bring the issue to a satisfactory resolution by speaking to those children involved immediately, allowing the class teacher to begin the teaching in the afternoon.
- Whilst dealing with the issue, it must be made clear to the child that the issue will be resolved and the class teacher will be informed.
- The teaching assistant should inform the class teacher about the issue and the resolution reached before the end of the day.
- The class teacher should try and speak to parents at the end of the day to ensure that they are fully informed of what the issues were and what the resolution was if they feel it is serious enough.
- If it is a behaviour issue, it should be logged on Arbor as an Incident. This can be done by the class teacher or the teaching assistant.