

# Behaviour and Discipline Policy



## Thorn Grove Primary School

**Approved by the Governing Body on:**

6th February 2023

*L. Vose*

Headteacher

*C. Alcock*

Chair of Governors

**Next review due by:**

February 2025

## Introduction

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

- Good behaviour is not automatically learnt but needs to be taught and supported by parents.
- Classroom behaviour can change and we as staff can assist children to manage their behaviour more effectively.
- A child who is experiencing behavioural instability is the school's responsibility not an individual teacher's responsibility.

## Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide a stimulating learning environment and quality resources.
- To track pupil progress, set challenging, though achievable, targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom, with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanction systems.
- To encourage the school/parent partnership to help promote children's education and maintain standards of behaviour.

### **Our purpose is:-**

- to maintain levels of appropriate behaviour
- to provide a consistent approach rewarding appropriate behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

## The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and leadership. At Thorn Grove we recognise that: positive high expectations, alongside praise and reward, are key to successful classroom management. In school, pupils will be encouraged to make good choices and will receive positive encouragement to help them develop this skill. Teachers will also develop pupils' ability to manage their own behaviour through direct teaching as well as modelling appropriate behaviours themselves. Teachers need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour and will be supported to continue to focus on these elements of their practice through training.

## Rules

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult to understand. They are all designed to develop courtesy, good manners and mutual respect. They also serve to protect children from injury, encourage them to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not accepted and it is essential that parents and teachers work together through discussion and actions to help with any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents may be asked to ensure that there is repayment of a reasonable proportion of the cost. Any action, however, will be subject to discussion with parents.

### 1. The Thorn Grove Code of Conduct is\*:

<b>1.</b>	<b>Take Care of Yourself</b>
<b>Never</b>	<ul style="list-style-type: none"><li>Do anything silly or dangerous where you might be hurt.</li><li>Stay in the school building at break times or leave school grounds without permission.</li><li>Talk to strangers in school unless they have the correct identification</li></ul>
<b>Always</b>	<ul style="list-style-type: none"><li>Tell someone if you are unhappy, being picked on or bullied.</li></ul>
<b>2.</b>	<b>Take Care of Others</b>
<b>Never</b>	<ul style="list-style-type: none"><li>Do anything to hurt others (such as hitting/name calling).</li><li>Distract others from working.</li><li>Be rude to pupils or adults.</li></ul>
<b>Always</b>	<ul style="list-style-type: none"><li>Be friendly to other pupils, staff and visitors.</li></ul>
<b>3.</b>	<b>Take Care of your School</b>
<b>Never</b>	<ul style="list-style-type: none"><li>Steal or deliberately damage school equipment.</li><li>Drop litter or deface the school building.</li><li>Give the school a bad name.</li></ul>
<b>Always</b>	<ul style="list-style-type: none"><li>Be proud of yourself and your school.</li></ul>

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalised throughout the school.

\*Additional codes of conduct (specific to certain situations) may be appropriate and used in the event of school closures or remote learning.

### 2. Our Listening Code

*When I am asked for my attention I:*

Stop what I am doing  
Empty hands  
Look at the teacher or speaker  
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 appropriate space  
Keep my hands and my feet to myself  
Stay silent and still  
Listen to instructions

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

##### a. Food and drink

Through the National Fruit Scheme, children at FS and KS1 will receive a healthy snack each morning. In KS2 children may bring a healthy snack from home to eat at morning play. Other than healthy snacks and packed lunches, no food of any kind should be brought into school (unless on medical grounds, or for organised special occasions) including sweets, biscuits and drinks.

Reasons:

- Many foods present obvious choking hazards
- Food and crumbs left around school would soon create a hazardous and unhygienic environment.
- Children have regular access to water
- A choice of juice 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 removed at home on the days the child does PE. Any articles removed should be handed to the teacher so they can be stored for the duration of the lesson.

Reasons:

- Rings, necklaces, bracelets present a risk of accidental injury if caught on apparatus or entangled in another child's clothing or hair.
- Although safer than other types, stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

The school does not promote the view that children should have their ears pierced during term time as this will mean they have to miss PE sessions as they are unable to remove the new studs for six weeks. The school suggests that the beginning of the summer holiday is the most appropriate time for ear piercing.

##### c. PE Kit

Appropriate clothing must be worn for all PE activity

Indoors:

- No jewellery to be worn.
- Children should wear footwear that is appropriate to the activity. E.g Dance and gymnastics – bare feet.
- Shorts,
- Tee shirt or vest

Reasons:

- Trainers in dance and gymnastics do not present the correct level of 'feel' to allow the pupil to act competently on the equipment

Outdoors:

- No jewellery to be worn.
- Children to wear suitable trainers (not slip on shoes)
- Shorts,
- Tee shirt
- (Tracksuit/ jogging bottoms and a warmer over-garment in certain conditions).

Reasons:

- Slip on shoes or laced shoes provide insufficient support and grip and this may lead to injury

##### d. School Clothing

The school has an agreed school uniform dress code. Uniform may be purchased directly from the suppliers. 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 of or damage to clothing or personal property. It is the parents' responsibility to ensure all items of clothing are securely and clearly labelled. Toys, games and sports equipment must not be brought to school (except on special occasions when the school gives 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 or internet enabled smart devices**

Mobile phones or internet enabled smart devices (including smart watches) 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 e.g. for the journey to and from school must express these reasons to the class teacher and headteacher. Such requests will be considered on an individual basis.

If permission is granted these devices must be handed in 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.
- They present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

## Behaviour Guidelines Procedures

The school operates a 'no shouting' policy 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 e.g. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the head teacher' 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 headteacher should be sent for. If unavailable, the deputy or most senior staff member available should be called. When children are on intervention away from the classroom it should be clear to the person leading the group how they will deal with unacceptable behaviour or emergencies. This could be in the form of additional resources or having access to a school phone.

Should physical intervention be required, it is vital that any such intervention be reported and recorded. Staff are trained in 'Team Teach' for de-escalation and safe handling techniques.

If a child should run out of school onto the school grounds, staff should not run after them. They may be placing a child in greater danger by doing so. The head teacher or deputy 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 use recognised strategies (which may be bespoke to an individual child) to support his/her return to school. Dependent on the current emotional state of the pupil a decision will be made to discuss the situation, or 'park' the discussion to a later stage.

If the child refuses to return to school, or leaves the site, parents should be informed immediately. The police may be alerted at this stage if appropriate and if parents and emergency contacts are unavailable the police must be informed directly.

Upon returning to school and at a time that supports constructive discussion and learning it must be made clear to the child that there is no justification for leaving the premises. At this point, alternative strategies will be explained and plans updated to support the child e.g. voluntary 'Time Out'. In addition to this, there will be investigation into the cause of the problem. However, both the child and parents must be made aware of the dangers they are exposing themselves to when leaving school or the site and that the school views this behaviour as extremely serious.

### Movement in and around School

All movement in and around school should be purposeful. Staff should ensure that all children are suitably supervised when moving around the school. Expectations of the behaviour of children leaving the classroom and travelling around the school should be clearly stated and frequently reinforced.

Children not behaving appropriately should be encouraged to do so. They should then be reminded of what is expected and informed that they may face sanctions if behaviour does not change. (see Sanctions).

Example: If observed running, a child may 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 'Much improved and sensible walking. Well done.'

If observed running again then sanctions may be imposed (see Sanctions). Concerning behaviour should be logged on CPOMS

Children observed behaving appropriately, politely and considerately, e.g. holding doors, lining up quietly etc, should be thanked and praised.

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

- Call the group together using a familiar phrase: Eg. '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.
- Use set points to walk to and wait e.g. 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 them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around e.g. stand at corners, foot of stairs etc.
- Encourage the concept of personal space. In due course, this should lead to sensible self-disciplined movement around school as the children mature.
- Sensible movement around school is the responsibility of all adults.

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

- Choose appropriate individuals to leave the classroom (one (KS2) or two (FS, KS1)).
- Make sure children know that they can enter any classroom, but must wait at the open doorway before entering.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the pupils 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 pupils for specific tasks to be equitable.

## **Playtime Supervision**

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

Staff on duty should be present on the playground when the school doors open, to ensure that children are appropriately supervised. At the end of the school day staff will escort their children to exit doors and ensure the building is quickly vacated. Hot drinks should only be taken onto the playground in lidded cups.

When on duty, staff should circulate, while maintaining an overview of the play area and observing all areas to identify potential problems before they escalate.

At the end of playtime a signal will be given to the children to line up and staff should be ready to receive children back into the classrooms.

Upon hearing the signal, children should stop what they are doing and walk to designated class lines, joining at the back of the line. Staff are to send children in a class at a time, ensuring there is no running or congestion. Good behaviour while entering school should be reinforced with praise.

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. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that classes are never left unsupervised.

### **Playground procedures**

In order to influence positive behaviour when dismissing children at playtime, lunchtime and home time, teachers should supervise their class in the corridor, putting on coats etc. Children should be informed by their teachers that they are to wait for a suitable time to collect their coat. Children are not allowed back into school during playtimes unless they have asked for permission to go to the toilets. Children are not allowed to remain in the building unsupervised.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Any misuse of playground equipment will lead to the removal of the equipment, or the pupil(s) being withdrawn from that activity.

Any other inappropriate or unacceptable behaviour at playtime should be dealt with by the teachers on duty, or reported to the class teacher. If it is deemed necessary, according to severity or frequency of the incident, a senior member of staff should also be made aware.

Any child needing medical attention at playtime will be dealt with by a member of staff and additional advice will be sought when necessary from a trained first aider. All medical interactions that require first aid are to be recorded on Medical Tracker.



## Behaviour Guidelines: Rewards

It is very important that praise and reward should be used to support appropriate behaviour. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure to meet expectations

**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

- Praise and encouragement inside and outside of lessons will be used as much as possible.
- Positive comments are to be entered on pupil's pieces of work, (see Marking Policy).
- Written School Reports are to comment favourably on good work, behaviour, involvement in and general attitude to school life.
- Recognition is given to a wider range of achievements via assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work is displayed as much as possible both in the classroom and corridors of the school.
- Visits to the Headteacher and other teachers to share excellent work and actions are encouraged.
- Specific roles, activities and gestures are awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Children given the opportunity for greater responsibility in school e.g. Play Leaders, Monitors and School's Council etc.

### Certificates

Our celebration assembly includes praise and recognition for children who exhibited noteworthy Attainment, Achievement or Attitude in the previous week. Parents may be personally invited to attend and witness the presentation of Star of the week / Pupil of the week certificates.

## Behaviour Guidelines Sanctions

### Sanctions

The use of sanctions should be fair, reasonable and considered. There will be a distinction in which sanctions will be used and the speed at which sanctions can be employed, dependent on the nature of the behaviour.

Sanctions are to be applied consistently by all staff, but the school recognises that there must be the provision for flexibility to take account of individual circumstances.

- If physical intervention of any kind is required then a record of the incident should be completed as soon as possible, logged on CPOMS and reported to the Headteacher.
- Any other incident deemed 'serious' or resulting in injury should be recorded on the appropriate forms, placed on CPOMS and reported to the Headteacher.
- For any incident resulting in a hospital visit the incident report will be forwarded to the Local Authority.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to other pupils and staff in relation to 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, SENDCO 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**. As Thorn Grove is a 'Restorative' School all staff are encouraged to act restoratively; use restorative conversations to settle dispute and conflict; and support pupils to act restoratively as well.

### SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they are unable to alter the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction for the behaviour being displayed. There may be occasions where incidents require acceleration or deceleration along the sanction pathway and these decisions will be made by staff after consultation with their line managers (phase leaders) or senior leadership team.

**Depending on the nature of the offence this may include immediate, permanent exclusion.**

However, as a general rule for minor misjudgements in behaviour s, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

*If unacceptable behaviour occurs:*

**(Classroom teacher) Use normal strategies:**

Polite but firm requests/ warnings

1<sup>st</sup> Request/ Warning

E.g. You are talking, please stop, if it happens again you will.... (mention sanctions)

2<sup>nd</sup> Request/Warning

E.g. You are still talking and disrupting others, if you continue then...(mention move to step 1)

**Step 1 (Classroom teacher) Give a final warning:**

Use the agreed phrase, 'This is your final warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences (E.g time out within class) of continuing with the behaviour.

**FROM THIS POINT ON THERE ARE NO MORE WARNINGS. TAKE ACTION****Step 2 (Classroom teacher) Time Out (A)**

- Child sent to designated chair/area of the classroom where they will be required to work quietly.
- 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.

*When behaviour improves, return to the lesson.*

*If not, or if child refuses, move to **Step 3***

**For more regular instances:**

- Record on CPOMS
- Possible removal of activities/ playtime etc.
- Discussion with Phase Leader and/or SENCO: consider behaviour intervention.

**Step 3 (Teacher colleague) Time Out (B)**

- Child escorted to designated colleague.
- Up to 1 hour/session working alone without causing disturbance.
- Possible removal of activities / playtime.
- Teacher to inform parents and explain the time out and sanctions provided
- Record in CPOMS

*If behaviour improves return to class.*

*If not or if child refuses, move to **Step 4***

**For more regular instances:**

- Discussion with Phase Leader if behaviour repeated over numerous weeks. Phase Leader to alert Head teacher of escalating behaviour.
- Liaise with SENCO re: possible behaviour support strategies and/or external agencies.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- **Complete a 'Behaviour Assessment Profile' if necessary.**
- Parents informed that behaviour is a cause for concern.
- Parents discuss concerns and agree targets/support.
- Consider alternative strategies, inform other agencies.
- **Monitor and input information on CPOMS**

**Step 4 (Phase Leader/ Deputy Head) Time Out (C) – Internal Isolation**

- Child escorted to Phase Leader/ Deputy Head or Headteacher.
- Up to 2 days working alone without causing disturbance.
- Record in CPOMS
- Parents informed of isolation by letter.
- No access to playground, possible reduction in extra-curricular entitlements if appropriate

*If behaviour improves return to class.*

*If not or if child refuses, move to **Step 5***

**For more regular instances:**

- Discussion with Phase Leader / Head/ SENDCO: consider the need for behaviour support from external agencies and possible monitoring for registration on SEND register.
- Liaise with SENDCO re: writing of behaviour plan.
- Initiate closer monitoring e.g. frequency monitoring, time sampling etc.
- **Complete a 'Behaviour Assessment Profile' at this stage**
- Parents informed that their child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies e.g. parents working alongside child, reduced school day etc.
- Discuss with parents and SENCO; possible referral to multi agencies e.g. Behaviour Support, safeguarding procedures.
- Monitor behaviour regularly

- Clear/realistic targets for behaviour agreed (maximum of three). These targets to form the basis of a behaviour contract if necessary (see step 5)
- Clear rewards/consequences identified for success/failure (including possible suspension).
- Daily feedback to child (x 5), weekly feedback to parents.

#### **As soon as possible continual problem identified (Head /SENCO) Pastoral Support Programme**

- Teacher/agencies reviews Information to identify areas of strength and concern
- An individual Behaviour Plan (IBP) is created
- 'My Plan' may be created
- Meeting with parents/child to agree the way forward and share plans
- Consider assessment and ECHP Pathway
- IBP to be reviewed regularly

*If targets are achieved remove from IBP.*

*If IBP failed, move to **Step 5***

#### **Step 5 (Headteacher)**

#### **Behaviour Contract**

A last step before suspension. A contract is to be put in place if behaviour is consistently poor and current sanctions/plans are not having the desired effect. The behaviour contract will be based on achievable targets and is to be agreed by all parties (Parents, Head teacher, SENDCO, Teacher, Pupil)

- Clear specific rules which the child **must** uphold in order to remain in class/school
- Further sanctions and immediate consequence of breaking the contract.
- Reviewed weekly.
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed.

*If behaviour improves return to IBP*

*If not move to **Step 6***

*The school aims to be able to work with pupils, families and agencies to avoid suspension where it possibly can, but also recognises that in some cases the following steps will need to be followed to try to modify consistent and serious inappropriate behaviour*

#### **Step 6 (Headteacher)**

#### **Internal Suspension (up to 5 days in a term)**

- Child has no contact with their own class or classmates.
- No access to playground or extra-curricular activities
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed by letter.
- Length of internal exclusion to be determined by the Headteacher based on the seriousness of the incident.
- LA informed of the likelihood of external suspension at this stage.

*If behaviour improves return to class on a Behaviour Contract or IBP.*

*If not move to **Step 7***

Following latest government guidance

#### **Step 7 (Headteacher)**

#### **Fixed Short Term Suspension (up to 5 days per term)**

- Parents, Chair of Pupil Discipline Committee, LA Officer informed by letter.
- Parents may make representations to the Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, the child stays on Behaviour Contract for a minimum of 2 weeks.

*If behaviour improves remove from Contract to IBP.*

*If not move to **Step 8***

#### **Step 8 (Headteacher)**

#### **Fixed Long Term Suspension (up to 45 days per year).**

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Behaviour Contract or IBP for a term

*If behaviour improves remove from Contract to IBP.*

*If not move to **Step 9***

**Step 9 (Pupil Discipline Committee) Permanent Exclusion**

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or IBP for an agreed duration
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

## Troubled children

The school acknowledges that a small minority of children may, for whatever reason, lack the maturity or self discipline or emotional literacy 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, special educational needs and those in care. For these children, normal rewards or sanction procedures may not be sufficient to support them, or protect other children from their actions.

In these exceptional circumstances, the school will make every effort to avoid suspension. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Home school behaviour records (for KS1 and less mature KS2 children).
- Behaviour Reports (for KS2).

Both use the school rewards systems for showing when targets are achieved over short periods (individual sessions/playtimes etc.) and any reason why they were not achieved.

### Behaviour Targets

- Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour e.g.  
"To stay on task at all times" is not a realistic target for the best behaved child let alone a troubled child.
- If clear targets cannot be identified - monitor (see appendix)
- Should provide clear consequences for breaking the agreement e.g. exclusion.

If in doubt, consult a senior teacher.

Daily feedback on progress should be given and targets reviewed fortnightly either:

- to make targets more difficult as behaviour improves,
- to set new areas to tackle or
- to remove completely from report.

## 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. Children should know where materials/equipment are and how to treat them with respect. Teachers must model this concept and that includes ensuring their desks and other work surfaces are tidy and clutter free.
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:** When children are learning and testing the boundaries of acceptable behaviour they may perform inappropriate behaviours

#### Always:

- 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

As teachers, we do have a choice in how we behave: we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to erode their self-esteem, or, we can give them a positive experience which will build their self-esteem.

#### Never:-

- |                          |   |                                |
|--------------------------|---|--------------------------------|
| • Humiliate              | - | it breeds resentment           |
| • Shout                  | - | it is disrespectful            |
| • Over react             | - | it may increase the issue      |
| • Use blanket punishment | - | it is not fair or equitable    |
| • Over punish            | - | It is not fair and appropriate |

### CHILDREN HAVE THE RIGHT:

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- To be talked to with respect
- To feel as important as anyone else
- To not be smacked or shaken
- To not be bullied
- To not to hear swear words

## Appendix B

### RECORDING ISOLATION: Notes

#### Time Out A:

It is not essential or even desirable that all isolations are always recorded but do on record on CPOMS if:

- Monitoring individuals
- Patterns in behaviour emerge
- An individual is frequently being isolated

#### Time Out B:

All should be recorded and stored on CPOMS:

- To check on frequency of isolation
- Identify any patterns in behaviour
- Facilitate target setting and parent discussion
- To help with possible IEPs

#### Time Out C:

More detailed recording required. What happened, and why.

Communication sent to parents

All should be recorded and stored in the CPOMS:

**Statements/Comments** should be brief but succinct, clear, unambiguous e.g.

‘disturbing class’, ‘being a nuisance’                      meaningless and open to misinterpretation

rather : ‘tore up Anthony Brown’s work’, ‘thumped Rebecca Smith in the back’,    ‘refused to sit for story etc



Example of possible formal communication to parents:

**Thorn Grove Primary School**  
Woodstock Avenue  
Cheadle Hulme  
Cheshire SK8 7LD  
0161 4851177  
Headteacher: Miss L Vose  
E-Mail: headteacher@tgps.uk

**RE: TIME OUT C**

Dear Parent/Guardian

I regret to inform you that attitude and behaviour today has been concerning and well below that expected by the school.

Having refused many opportunities to correct his/her own behaviour he/she was removed from class so that classmates could be allowed to continue with their work. Even then his/her poor behaviour continued and he/she had to be removed again.

He/She will be allowed to rejoin the class as normal tomorrow and this letter is for information only at this stage. However, if there is any repeat of this behaviour in the near future it may be necessary to take further action.

If you wish to know more about this incident or discover anything you feel I should know about I would be happy to arrange a meeting.

Yours sincerely