



## Behaviour and Discipline Policy

Reviewed/September 2017

“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”

(Education Observed D.E.S)

### Introduction

#### 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 parents’ and school’s problem not an individual teacher’s problem.

#### Aims

- For all 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 an attractive 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 and appropriate behaviour.
- 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 sanctions systems.
- To encourage school/parental partnership, to promote children’s education and maintain standards of behaviour.

*“We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.”*

*(Discipline in Schools - Elton Report)*

Other relevant documentation : Anti Bullying Policy, Anti-Racism Policy, Lunchtime Policy, Special Needs Policy, Attendance Policy, Marking Policy, Positive Handling Policy, Home School Agreement.

#### Our purpose is:-

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour

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

Our policy relates to the following legislation:

**Education and Inspections Act 2006**

**School Standards and Framework Act 1998**

**Education Act 2002**

## **DISCIPLINE IN SCHOOLS – TEACHERS’ POWERS**

### **Key Points**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils’ property.

## **PUNISHING POOR BEHAVIOUR**

### What the law allows

13. Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

14. To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

15. A punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account

must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

16. The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

17. Corporal punishment is illegal in all circumstances.

18. Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy.

## **PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES – TEACHERS' POWERS**

### What the law allows:

19. Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

20. The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

21. Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

### **The Teacher's Role**

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. 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 means of motivation. They need to be taught to manage their own behaviour.

Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc.) will impact positively on general classroom behaviour.

## 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. 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 acceptable. 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 at Mablins Lane CP School is:

<u>Take Care of Yourself</u>	
Always	<ul style="list-style-type: none"><li>Tell someone if you are unhappy, being picked on or bullied.</li></ul>
Never	<ul style="list-style-type: none"><li>Do anything silly or dangerous where you might be hurt.</li><li>Stay in school at break times or leave school without permission.</li><li>Talk to strangers in school unless they have a school badge.</li></ul>
<u>Take Care of Others</u>	
Always	<ul style="list-style-type: none"><li>Be friendly to visitors, newcomers and other children.</li></ul>
Never	<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 cheeky or rude to adults.</li></ul>
<u>Take Care of your School</u>	
Always	<ul style="list-style-type: none"><li>Be proud of your school.</li></ul>
Never	<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>

These basic rules are simplified and displayed in all classrooms and corridors and they are regularly verbalised throughout the school by all adults connected with the school.

### 2. Our Listening Code

*When I am asked for my attention I:*

- Stop what I am doing
- Empty hands/show me five fingers
- 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 that relate to health, welfare and safety

##### a. Food and drink

Children may bring a healthy snack from home to eat at morning play (not crisps or chocolate!) They may also obtain a healthy snack from the snack trolley. 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 other than a water bottle. As part of the government's scheme to promote healthy eating all pupils in KS1 are offered a piece of fruit every afternoon.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. Drinks that are largely of the high sugar, fizzy, high additive variety have a detrimental effect on behaviour as well as on dental health.

Children have regular access to water and their water bottles. A choice of quality juice, milk or water is available during lunch for pupils choosing to eat a hot 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 allowed 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. Any articles removed should be stored safely by the child (in their tray) for the duration of the lesson.

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 which is;

Indoors:- black shorts, white T-shirt/vest and bare feet. No jewellery to be worn

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 extra clothing to compensate for heat loss.

Outdoors: - shorts, T-shirt and plimsols/trainers. (Tracksuit in certain conditions).  
No jewellery to be worn.

Reasons: Shoes not designed for sport provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles.

##### d. School Clothing

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: The overwhelming majority of parents, staff and children expressed their preference for a school uniform. 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 permission). Any money, such as dinner money, trip money etc., brought into school should be in a named envelope and handed in as soon as possible. It should never be left in trays, bags or coats. Snack money remains the responsibility of the child.

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. They present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

## **Behaviour Guidelines Procedures**

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 time out area, a senior staff member should be called.

Our 'Positive Handling Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Staff are trained in 'Team Teach' for safe handling and de-escalation techniques and these should be the adults used in these circumstances.

If a child should leave the premises without permission, 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 'There you are, you can walk 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 'Dojo'.

### **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.
- 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 (EYFS, 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 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 by 8:50am, when children are asked to arrive, and again after school to see them safely off the premises. One should be present on the yard as children are released; the other should help ensure the building is quickly vacated before joining his/her colleague. No hot drinks should be taken onto the playground unless in a suitable non-spill container.

When on duty, staff should circulate and take the opportunity to socialise with children from all 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.

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 dojo.

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 areas 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 may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs should be lightweight, no larger than 75% full size and should only be used on the orchard playground or the field in appropriate conditions at the discretion of the duty teachers. The main playground is a 'football free zone' although games such as netball/basketball may be played. Any misuse of playground equipment will lead to equipment being temporarily removed from the playground.

Any other inappropriate 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.

Any child needing medical attention at playtime will be dealt with by the identified duty member of staff who should call for staff with first aid training for more serious injuries.

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



**Behaviour Guidelines**  
(taken from the from the schools Behaviour & Discipline Policy)

**Rewards**

Reviewed September 2017

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 – Individual Class Rewards**

- 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, (see Assessment, Recording and Reporting Policy).
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.

- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school (see Display Policy).
- A visit to the Head teacher for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Buddies, School's Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

## 2) **Whole School Reward System: ClassDojo**

As well as the rewards listed above the school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of class Dojo's. This system will create a positive classroom culture. These can 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 towards others.
- Staying on task etc.

When awarding the Dojo the member of staff should reinforce the good behaviour e.g. 'You can have a Dojo for waiting so patiently'.

The key to this system working effectively is by keeping it 'simple and being consistent'.

**Once awarded a Dojo can never be deducted** (see Sanctions).

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 Dojo (recorded on classDojo system)
- **50 Dojos** Dojo certificate
- **100 Dojos** Small prize from class prize Dojo box
- **150 Dojos** Dojo BOOK stall – bigger prize, stall open on Friday playtimes, after Friday celebration assembly. Teachers will issue the child with a 150 Dojo gift voucher to redeem at the book stall.  
**(Once a child achieves 150 Dojos/prize then they need to go back to 0 on the system)**

If a child receives many blocks of 150 Dojo's throughout the year then at the class teachers discretion the child will receive a special treat at the end of the year - this may be an invite to a Dojo party, trip out etc.

Teachers will be given a budget to purchase prizes for the classrooms. Prizes may include pencils, rubbers, small toys, Lego figures, stickers, pencil sharpeners, friendship bracelets etc.....

A 'Dojo' 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.**

## 3) **House Points:**

**If a child receives 1 HP then a Dojo face can be put on the chart! To simplify it this year 1 HP is the same as 1 Dojo!**

There are 4 houses at Mabllins Lane School. Every child is assigned a house on entry to school; siblings are assigned the same house as older brothers and sisters. Each house has a House Captain from Year 6 and a Head of House from the staff, (all staff are allocated a house to support).

Beech – yellow

Elm– blue

Rowan – red

Oak – green

House Captains collect the number of house points each week and amend to total on the house point display. Each week the house with the most house points add a coloured ribbon to the House Trophy (displayed in the hall). The house point cup is awarded ½ termly – the winning team will receive extra playtime on a Friday before ½ term – 15 mins.

## Behaviour Guidelines

### Sanctions

Reviewed September 2017

### 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.

- If behaviour results in physical or verbal abuse towards a teacher/adult the incident must be reported to a member of SLT both verbally and in writing.
- If physical intervention of any kind is required then a 'Major Incident' record should be completed as soon as possible in the bound book located in the head teacher's office.

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 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 boy'.

### SANCTIONS PROCEDURE -

#### TRAFFIC LIGHT SYSTEM – September 2017:



Children should be familiar with our procedures/class rules and know what will happen next if they continue with unacceptable behaviour.

**All classes to display traffic light system in their classroom.**

**All children will start the day on GREEN!**



Children's names to be placed on the green traffic light.

First WARNING – Please Stop!

Second WARNING - if a child has continued with unacceptable behaviour, then move the child's name to AMBER



Consequence of being on AMBER – 5 minutes off the next playtime.

The class teacher must take the child to the teacher on playground duty – child must stand with a teacher on duty for the duration of the 5 minutes. As soon as they have completed their 5 minutes they can then have a playtime and snack.

If a child has been moved to AMBER



twice in the same day then they MUST miss 10 minutes off their next playtime.

Consequence of being on AMBER TWICE in the same day – 10 minutes off the next playtime.

Third WARNING - if a child has continued with unacceptable behavior whilst being on AMBER, then move the child's name to RED

1. RED Traffic light - all playtime missed



Children can be moved back to green – by showing good/ improved behaviour!

5 x GREEN days (raffle ticket draw on a Friday)

KS Red playtime/lunchtime books will record any playtime/lunchtimes behaviours.  
SLT will monitor these books.

### **NEW for September 2017:**

**Gold Traffic light**



***For children who have stayed on green all week they can move to the gold light on a Friday – they will receive a raffle ticket for a raffle prize in Friday celebration assembly.***

### **BLUE BEHAVIOUR INCIDENT FORMS:**

For behaviour beyond a red light. More detailed recording required on these incident forms.

All should be recorded in detail and stored in the HT Office/blue form file.

A BLUE FORM WILL TRIGGER LUNCHTIME INTERNAL EXCLUSION/LUNCHTIME REFLECTION.

This will be recorded in the Green Book located outside the HT Room.

- **Statements/Comments** should be brief but succinct, clear, unambiguous.
- The incident must be investigated and recorded using the blue form.
- Parents must be informed if a blue form has been completed.
- They must be signed by the person completing the form and a member of SLT must also counter sign the form.

- The actions/consequences section must also be completed.

**5 x BLUE FORMS – SLT will contact parents for a meeting**

**8 x BLUE FORMS – trigger for FT Exclusions**

***The School will follow East Cheshire's Policy on Exclusions.***

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

**PLEASE SEE: National Standard List of Reasons for Exclusions – copy attached.**

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 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 Education, Health and Care 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. 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 diaries.

### **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 use an ABC chart, (Antecedent, Behaviour, Consequence) system of recording and analyzing behavior incidents. (SENCo can provide further information)
- 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 challenging 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 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

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 destroy their self-esteem. Or, we can give them a positive experience which will build their self-esteem.

### Never:-

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

## CHILDREN'S RIGHTS

- 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
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear words

**BLUE FORMS:**

More detailed recording required. What happened, and why.  
All should be recorded in detail and stored in the HT Office.

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***5 x BLUE FORMS – SLT will contact parents for a meeting***

***8 x BLUE FORMS – trigger for FT Exclusions***

***The School will follow East Cheshire's Policy on Exclusions.***

**Review date: - SEPTEMBER 2018**

**Approved by School Governors – on 18th October 2017**



## MABLINS LANE PRIMARY SCHOOL INCIDENT REPORT

Date of Incident:

Time of Incident:

Incident / Concern reported by:

Names of pupil/pupils concerned: (incl. Year Gp)

Type of Incident:

Racial:

Child Protection Concern:

Attendance / Welfare:

Bullying:

Health Concerns:

Behaviour/Discipline:

Place of Incident:

Parents informed YES/NO

Signed by person reporting the incident:

Signed by SLT:

Actions/consequences taken:

**Description of Incident / Concern:** (incl. equipment, what was said & by whom)

**PLEASE SIGN AND DATE:** \_\_\_\_\_