



Redcastle Family School: Behaviour Policy

Formally adopted by the Governing Body of:	Redcastle Family School
On:	
Signed by Chair of Governors:	<i>Mrs M Eade</i>
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“Good behaviour is a necessary condition for effective learning to take place.”

At Redcastle Family School we aim to :

- Enable every child to succeed as an independent, enthusiastic and confident learner
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self-discipline and respect for other
- To provide a safe and secure learning environment which enables children to continue to treat others with understanding & respect through a positive and consistently applied approach to behaviour

Through Redcastle Family School’s four core vision statements, we will achieve these aims:



These strands are key components in developing self-belief and unlocking the potential of every learner.

2. PURPOSES

Effective learning is supported by good relationships; an atmosphere in which everyone feels valued and an environment where children are encouraged to know their rights and take responsibility for their own behaviour. This policy and the procedures to implement it are 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, and pupils are helped to become positive, responsible and increasingly independent members of the school and wider community.

3. GUIDELINES



“Good behaviour is vital to help ensure the safeguarding of pupils and staff.”

This policy aims to promote good behaviour, work and attitude through praise and reward, rather than merely deter anti-social behaviour. However, where necessary, self-discipline is supported through fair and consistently applied sanctions.

In order to create a consistent approach to achieving these aims, the following documents set out in detail a full picture of how we expect staff and pupils to establish and manage behaviour across the whole school:

Standards of Behaviour (Appendix 1)

The children bring to school a wide variety of behaviour patterns, and we, as a school, must work with pupils and parents towards homogenous, high and consistent standards of behaviour. **RFS will use these expectations as the standard to monitor behaviour throughout the school and identify areas of strength and development accordingly.** These expectations directly link to the values attributes and attitudes in our school vision, and what attitudes/ actions we feel lower standards of behaviour.

Learning Behaviours (Appendix 2)

The learning behaviours link directly to our four core strands that Redcastle Family School believes are essential in achieving our vision. These learning behaviours are the basis of our reward system. Staff will reference the appropriate learning behaviour when reinforcing positive behaviours and will be rewarded through giving a house point to the individual. For example

“I’m giving you a house point James because you didn’t give up with your maths problems and kept going. You have aimed high and been resilient.”

Behaviour Category Descriptors (Appendix 3)

The creation of categories of behaviour allows us to monitor individual pupils and grade /judge them as to their general behaviour. This allows us to track the progress of behaviour as the pupils pass through the school, and to monitor the behaviour of whole classes. It also allows us to be more clear and concise when we report to parents about their child’s behaviour. These categories will also be involved in the establishment on individual action plans, EHCP and where appropriate risk assessments for specific children.

The Unacceptable Behaviour Grid (Appendix 4)

This is an attempt to make the sanctioning system clear to pupils, staff and parents. It makes clear what types/ levels of behaviour will lead to particular sanctions. It also makes clear what support will be offered to pupils who behave unacceptably. Sanctions and support will be applied/ offered fairly and consistently. The grid will regularly be communicated to parents. It is an implicit part of this document and should be referred to regularly if meeting with a parent to discuss their behaviour.



The school has 3 Golden Rules which are:

We always follow instructions

We take care of everyone and everything.

We show good manners all of the time.

Individual class contracts will be created with pupils at the start of each year to help define good behaviour and within these contexts, the responsibilities agreed by the pupils take the place of formal rules.

5. REWARD SYSTEM

We feel it is important to reward pupils who behave well. They should not be encouraged to behave simply for reward, but at the same time, consistent good behaviour and/or significant improvement in behaviour should be acknowledged, celebrated, and rewarded. This reward is rarely materialistic in nature, but should allow pupils to highlight, share, and where possible, model their success.

- **House Points** Children are praised verbally for any behaviour which supports the school learning behaviours and the child is rewarded with a house point. Points are counted weekly and the winning team is announced and praised in the Friday Celebration assembly and is awarded a trophy. This leads to a termly award for the winning team and an annual award of a school event. All staff, including MSAs, use the house points system to promote positive behaviour and good work.
- **Achievement Medals** Staff nominate one or two children from their class each week to receive a certificate linked to behaviour, effort and attitude. Medals and certificates are given out in Friday award assembly. They are awarded based on criteria linking directly to the school vision.
- **Verbal Praise** Staff make an effort to notice children ‘doing the right thing’. We aim to *Catch them being good*.
- **Headteacher Awards** Children are sent to Head teacher/ Deputy Head teacher/ Teacher of their choice with good work or report of their good behaviour. End of day conversations, telephone, email, notes and letters may be sent home to inform parents of consistent effort and/or improved behaviour.
- **End Of Year Awards** At the end of year Leavers’ Assembly, trophies /rewards (book tokens) are awarded to the pupils in Year 6 who have come closest to embodying our school vision. These trophies are highly regarded by pupils and parents.
- **Attendance Rewards** Each week the highest attending class in Junior and Infant will receive a certificate, the bear and ten pounds to their class pot. The class can decide through a vote when and how they choose to spend this money which be authorised by a member of SLT.

* Children may also be given special roles and responsibilities as rewards, such as Prefects, Play Leaders, Monitors, and School Council members.



Voice Levels

Each class must display the voice level chart. This should be used to identify which level children should be using for different activities and where this is not adhered to then the model of sanctions is followed accordingly. When appropriate, it is important to identify why the voice level has been given.

Learning Behaviour Focus

At times classes or cohorts may need to develop an appropriate learning behaviour as a whole. Each class must therefore have a class behaviour focus, which is reinforced as and when the issue arises. Where learning behaviour is consistently good then this learning behaviour could relate to an expectation relating to our four core strands. The learning behaviour should remain until the children are consistently following the expectation. Where this is not followed then the sanction of class minutes should be used to reinforce this.

Report Cards

Issued by a member of the safeguarding team/ SLT after discussion with class teacher. A child will be placed on a report card which requires a 1-3 score for each session of the day (1 being positive 3 being negative). The child must take this home every evening and get this signed by a parent who will be asked to discuss/ praise the scores given respectively. The progress will be monitored weekly by the behaviour team until the child is consistently following school expectations.

7. SANCTIONS

Individual Sanctions

The school employs a variety of sanctions to help promote positive behaviour. These sanctions are linked to the 5 stages of Unacceptable Behaviour outlined in Appendix 5. The following flow chart is expected to be followed by all members for all individual issues:

1. Verbal warning with a reminder of the rule broken/expectation of good behaviour.
2. Second verbal warning with clear explanation of the consequences, Name placed on Yellow Traffic light. (Teacher will discuss why at the end of the lesson with the child or at an appropriate time).
3. Third Instance child moved onto red. This will mean 5 minutes of lost free time. The teacher may also decide to manage the behaviour to stop the disruption off learning Eg. Child moved in class.
4. Further instances teacher adds a strike by name and this means an additional 5 minutes is lost.



Where this is assessed in having little or no impact.

5. Child sent to Phase leader OR DHT/ HT asked to come to classroom. (Do not send children to DHT & HT as they may not be available)

Where a child is moved to a red traffic light staff will speak to parents about any serious incident not satisfactorily resolved at the time or where it is felt that this will support.

Whole Class Sanctions

If the whole class behaviour is not meeting school expectations then the teacher may take minutes from the whole class. This would be done gradually and displayed clearly on the board each time some time was taken away. For example if the learning behaviour was to show good listening then Those not following expectation add a minute to class time break and lunch collectively. Instances of good listening take time off. **As children are kept in let out those who have you know have not been involved in general low level behaviour been so only those who have been disruptive, remain.**

8. MANAGING SERIOUS & PERSISTENT POOR BEHAVIOUR

Emergency Behaviour

In an emergency, a child will be sent to bring to the office with a red card. They will inform a member of the behaviour team.

If the behaviour being shown is potentially harmful to the rest of the class then the teacher must also remove the rest of the class if a child needs to be isolated. *

* Any incident of this will require a risk assessment to be completed with the class teacher, pastoral manager and DHT and then shared in a meeting with the parents.

Persistent Poor Behaviour

The following actions will be consistently followed when addressing a pupil/ pupils who persistently fall below the school behaviour expectations:

- Parents will be informed early on in order that we can work together to support any difficult pattern of behaviour.
- Persistent poor behaviour is likely to warrant exclusion. Parents will be warned, verbally where possible, and in writing, that this is a possibility if behaviour does not improve. The child will first be put on a report card to try and encourage consistent behaviour and regular reinforcement of issues and good choices at home.
- Discussions may be held with the SENDCo to ascertain whether any intervention is needed, and what steps should be taken.
- All records will be maintained to identify any patterns of behaviour.
- Persistent lateness will be reported to the Head Teacher to be followed up promptly.
- Pupils who struggle with behaviour when supply teachers take their class will receive additional sanctions if they do not maintain consistent behaviour. These sanctions, and any class specific minor variations, are explained to the children at the start of the year, with reminders when necessary.



9. FIXED TERM EXCLUSIONS

In applying exclusions (and, indeed, other sanctions), we will always consider any special circumstances which may be relevant e.g. the age and maturity of the child, past patterns of behaviour or particular pressures the child may be under at the time.

A fixed term exclusion helps to alert the parents to the seriousness of the situation, gives the child time to reflect on what they have done and gives the school/ class some respite from the unacceptable behaviour.

Fixed term exclusion may result from persistent Stage 3 behaviour, but is usually linked to Stage 4 and 5 behaviours (see Appendix 2). They vary in length from half a day up to a maximum of 10 days depending on the severity of the behaviour. If it is necessary to exclude for a repeat of the same Stage behaviour within a school year, then periods are likely to be longer.

Work will be set for the pupil to complete whilst excluded which the school will expect to be returned at the end of the period of exclusion. All fixed term exclusions are reported to the Governors.

It is the responsibility of the parents to attend a meeting with the Head/Deputy on the child's return to school to discuss how to avoid any repetition of the behaviour.

10. PERMANENT EXCLUSION

While Redcastle Family School will try everything it can to avoid permanent exclusion there are times when after every other avenue to correct or challenge the behaviour has been attempted that the school will need to take this course of action. A child's behaviour can adversely affect other children at school and staff involved can find it impossible to carry out their normal roles effectively because of the need to address the behaviour problems of that individual. Where the child's behaviour puts the safety of other pupils, staff or themselves in jeopardy, and/or consistently inhibits the quality of learning, it may mean that neither the school nor child is benefitting from their presence at Redcastle Family School. This, and single acts of extreme seriousness, may therefore lead to permanent exclusion.

A child can expect to be permanently excluded if one or more of the following circumstances apply:

- * A single very serious act of bad behaviour e.g. Serious assault on another child or member of staff, major vandalism, carrying weapons
- * An incident or series of incidents that make it very difficult for the child to return to the school e.g. As a result of the effect of the bad behaviour on other children, staff or other parents
- * When fixed term exclusions have reached 45 school days in a year. This would indicate that the efforts made by the school, with support from outside agencies where available, had failed to modify behaviour to an acceptable level.

Redcastle Family School and the board of Governors will adhere to the Norfolk Children's Services protocols for permanent exclusion and appeal at all times.



11. NORFOLK STEPS

Redcastle Family School fully promotes the philosophy of Norfolk STEPS approach to managing behaviour and use of dialogue when discussing behaviour and removals respectively. The information below is a summary of the principles that will be provided as CPD to all staff members to ensure the school consistently adheres to these measures:

Steps principles are all about understanding:-

- the importance of ethos and policy
- the importance of consistency
- internal and external discipline
- the importance of relationships
- conscious and subconscious behaviour
- the therapeutic approach - experiences, feelings and behaviour
- the language of de-escalation
- the need for planning
- punishment and consequence
- ‘Duty of Care’ around harm
- appropriate physical intervention strategies
- the importance of restorative approaches and conflict resolution

A therapeutic view (Appendix 5 Roots and Shoots)

Negative experiences can create negative feelings.

Negative feelings can create negative behaviour.

Positive experiences can create positive feelings.

Positive feelings can create positive behaviour.

Language – negative vs positive (Appendix 6 Scripts/phrases)

How do we *teach* behaviour?

- through building positive relationships
- through explicit teaching
- by positive role modelling
- through consistent practice
- by using scripts and positive phrasing
- through establishing routines
- by giving explicit specific praise

Norfolk STEPS Use of dialogue:

We avoid negative dialogue:-

- Negative phrasing
- No choice or open choice



- Empowering behaviour
- Escalating body language
- Punishments

<p>Negative phrasing:-</p> <ul style="list-style-type: none"> • stop being silly • don't throw the pen • stop running • don't talk to me like <u>that</u> • calm down • how many times do I have to tell you? • how old are you? • act your age • I might have expected it from you 	<p>No choice: (making demands)</p> <ul style="list-style-type: none"> • get in here now • get out • do as you are told • give it to me now 	<p>Open choice:</p> <ul style="list-style-type: none"> • What do you want to do? • Would you like to go inside? • Would you like to put your coat on? • Who would you like to sit next to?
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We encourage positive dialogue:-

- Positive phrasing
- Limited choice
- Disempowering the behaviour
- De-escalating body language
- Consequences

<p>Positive Phrasing:-</p> <ul style="list-style-type: none"> • stand next to me • put the pen on the table • walk in the corridor • switch the computer off • walk with me to the library • stay seated in your chair • <i>please / thank you</i> 	<p>Limited choice:</p> <ul style="list-style-type: none"> • where shall we talk, here or in the library? • put the pen on the table or in the box • I am making a drink, orange or lemon? • are you going to sit on your own or with the group? • are you starting your work with the words or a picture? • are you starting with text or animation? 	<p>Disempowering the behaviour</p> <ul style="list-style-type: none"> • you can listen from there • come and find me when you come back • come back into the room when you are ready • that's an interesting idea, thank you for sharing • I can hear you are passionate about that
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12. ROLES & RESPONSIBILITIES

The creation of a caring, welcoming ethos, which provides a safe, secure and stable environment, is the responsibility of all at Redcastle Primary School. Everyone has the responsibility and opportunities to make positive contributions. Everyone should expect to give and receive respect from colleagues and pupils. The expectations of good behaviour should be consistent and universal.

All stakeholders contributed to the creation of our vision, and all should feel responsible for its realisation.

Teachers & All staff

All staff must make themselves familiar with this policy and the Appendices. The procedures should be followed as closely as possible at all times and rewards and sanctions fairly, objectively and consistently applied.

Class teachers should endeavour to ensure that their class behaves in a responsible manner at all times. The teacher should work with pupils at the start of the year to create and display a class contract to make pupil responsibilities clear. Circle time and PSHE sessions should be used to discuss issues concerning behaviour and reinforce expectations.

Class teachers must inform other people who may take their class of any pupils who may present behavioural problems and advise on how these could be managed.

Only staff who are Norfolk STEPS trained will intervene physically to restrain children and/or prevent injury to a child, or if a child is in danger of hurting themselves.

The Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to Governors on the effectiveness of the policy. The Headteacher supports the staff in the implementation of the policy.

The Headteacher must ensure that records of all incidents of serious behaviour at Stage 4 or above are kept, along with records of sanctions used.

The Headteacher (or Deputy Head in their absence) has the responsibility for giving fixed term and permanent exclusions, for notifying relevant bodies and completing the relevant paperwork in line with National Guidelines.

The Headteacher, along with Assessment Leader, is responsible for collecting the annual individual pupil behaviour grades from teachers, and ensuring the data is analysed and has impact.

Parents

An effective Behaviour Policy requires close co-operation between parents, teachers and children.



Parents should make themselves familiar with this policy and the appendices – the Behaviour Category Descriptors and Unacceptable Behaviour Grid

We expect parents to support their child’s learning, and to cooperate with the school, as set out in the Home School Agreement.

Parents should be given copies of class and whole school contracts (or have access to them). They should discuss them, and the behavioural expectations inherent within with their child/ren, emphasising their support for them.

If the school has to apply reasonable sanctions to discipline a child, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should approach the class teacher in the first instance – calmly and politely. If the concern remains, they should contact the SENDCo /Headteacher. If these discussions cannot resolve the problem, the School Complaints Procedure can be followed.

Parents should ensure they stay in regular contact with the school – through the website, Meet and Greet sessions, Parents’ Evenings, Formal/ Informal meetings, reading Newsletters etc.

Parents should work in partnership with the school to resolve behavioural issues as soon as possible.

Governors

The Governing Body has the responsibility for agreeing this policy, monitoring its success and for supporting the Headteacher in carrying it out.

Governors must set up appropriate committees with appropriate Terms of Reference to review exclusions in line with guidance issued by the DfE in September 2017.

13. MONITORING

All incidents of negative behaviour that require restorative work or sanctions must be recorded using Behaviour Watch on the schools SIMS.

SLT monitors the effectiveness of this policy on a regular basis, in conjunction with staff and parents, and reports to the Governing Body. The Head’s Report to Governors includes information on exclusions.

The school keeps a variety of records of incidents of misbehaviour. Any serious misbehaviour, racist incidents or bullying is recorded and reported as appropriate.

This policy is part of an overarching approach to the safeguarding of pupils and of access and inclusion and should be read in conjunction with our Safeguarding statements and policies on Special Educational Needs, Anti-Bullying and Equal Opportunities.



Appendix 1- RFS Behaviour Expectations

Label the behaviour- not the child.

Focus	Areas which require development	Redcastle Expectation	Excelling in practice	
Behaviour <i>(strategies for managing pupils behaviour)</i>	There are Groups of learners that lack engagement or show persistent low-level disruption	Low level disruption is uncommon <i>and</i> where disruption does occur learners are refocused with minimal disruption using the school behaviour policy.	Lesson proceeds without interruption.	
	Behaviour management strategies are applied generally although at times there may be examples of pupils not following expectations consistently which is left unchallenged.	Behaviour management strategies are applied consistently well therefore pupils respond very well to the teacher’s behaviour systems and work cooperatively with each other.	There is a systematic, consistently applied approach to behaviour management, which make a strong contribution to an exceptionally positive climate for learning.	
	Groups of learners are socially competent and are able to partake in independent and collaborative work successfully although Learners lack the social skills to participate in group or collaborative work successfully without mediation.	Nearly all learners are socially competent and are able to partake in independent and collaborative work successfully.	Pupils ‘make every effort’ to ensure that others learn and thrive in an atmosphere of respect and dignity.	
	Moving away from.... - Children not modelling manners when talking to the teacher or each other - Unfocussed chatter - Calling out - Fiddling when should be listening. - Behaviour which distracts learners - Actions which try to blame others - Actions which order others to do things without co-operation - Labelling children - Lack of respect to each other - Disrespectful actions to an adult - Physical or verbal unkindness - Making excuses for their actions	Strategies to facilitate this: -Voice Level display/ instruction - Placing ownership on the child E.g. What noise level should you use? - Call system/ focus -Provide opportunities for children to share how negative behaviours make them feel. - Using THRIVE principles within all teaching - Eye statements - “I it is not good when you” Challenge the behaviour, not the child - Reward systems to focus on extra effort or learning behaviours not expected standards of courtesy or behaviour.	- Clear expectations - Maintain consistency - Stick to boundaries which reinforce expectations - Use language of choice rather than language of control -Put codes of co-operation in a positive light. - reference how negative behaviour is unsafe behaviour - Monitor the whole room- regular checks to show you are vigilant at all times.	- Continually reinforce/ positive praise right choices - Make comments personal: “This was a challenge for you and you’ve done so well to reach this far” or “This isn’t you, you’re always so good at listening” - Use behaviour strategies plans which show the child behaviours will be communicated to parents. -Measure behaviour and challenge children to do the same: How would you rate you behaviour/ Why?/ How could you improve it
Attitudes to Learning.	Some groups of learners demonstrate the value of learning skills although most learners see skills as subject or task based.	Nearly all learners demonstrate the value of learning skills and can begin to relate this to their future lives	They place high regard that the skills they learn are valuable for their future lives.	
	Learners develop stable relationships but these do not always offer positive reinforcement in making progress.	Pupils are typically considerate, respectful and courteous; they consistently meet teacher’s expectations to learning/ progress.	Very high level of engagement, courtesy, collaboration and cooperation.	
	Pupils’ attitudes to learning are generally positive and at times show attributes of the core values of SMSC.	Pupils’ attitudes to learning are good and incorporate the majority of core values of SMSC.	Pupils’ attitudes to learning are exemplary and incorporate all of the core values of SMSC.	



Learning Behaviours	Groups of learners find it difficult to maintain focus on suitable activities and need constant reinforcement.	Nearly all learners are able to maintain focus for suitable periods of time and while others complete varying activities which may differ to their own.	Focus is maintained during both planned and unplanned situations with learners able to articulate its role in successful learning.
	While some groups of learners are able to show ARE independent learning skills there are groups which are not able to and this is not being challenged to develop quickly.	The majority of learners demonstrate the ability to work and learn independently within ARE or are being challenged to do so and can explain why this is an important part of good learning.	Nearly all learners are able to demonstrate high levels of independence which enables frequent opportunities for child led learning.
	Generally children have a limited understanding of growth mind set for ARE and do not apply its principles when encountering challenge without continued support.	Most children understand the principles of having a growth mind set within ARE and have clear strategies to develop their ability to think positively about challenges.	Growth Mind-set has been fully embodied and allows more adventurous challenges and risk taking to be experienced ensuring children have the capacity to respond and progress accordingly.
	While some learners show good listening skills, activities or instruction are often hindered through groups of learners inability to listen effectively.	The majority of learners are able to listen to a range of different stimulus and respond to them accordingly to enhance their learning.	The ability of learners to listen in a range of different contexts and apply this autonomously is fully embedded.
	Learning is passive and does not always ensure knowledge or instructions are retained successfully.	Most learners are actively engaged and motivated to find out more , they retain and apply knowledge and skills and seek guidance when they are unsure how to do this.	The retention and active use of knowledge and skills allows the teacher consistently assume the role of facilitator as large portions of learning can be self-led.
	While some groups of learners are able to explain the meaning of the different learning powers they are still those who are not sure how you would see or use them while learning.	All learners are able to explain the meaning of learning and can explain how they would demonstrate this in their own learning.	Most learners ability have developed the ability to self-reflect upon the learning powers they are using and identify strategies to help further improve their learning.
<p>Moving away from...</p> <ul style="list-style-type: none"> - Giving up tasks easily - Not able to complete tasks independently - Negative viewpoints - Not showing respect to their own achievements - Lack of understanding about the importance of learning - Not taking pride or feeling positive about their efforts - Completing tasks without their full effort being given - Avoiding challenge - Looking for ways out of facing challenge/ completing tasks. 	<p>Strategies to facilitate this:</p> <ul style="list-style-type: none"> - Creative Learning Opportunities - Real life learning contexts - Systems for rewarding/ ownership learning powers - Collaborative learning tasks - Tasks designed to challenge specific behaviours. 	<ul style="list-style-type: none"> - Discrete Growth Mind-set lessons - Differentiated challenge that promotes resilience. - Referencing positive / negative learning behaviours while teaching as they occur. -Using resources of inspirational characters - Peers responsibility - Collaboration with other year groups 	<ul style="list-style-type: none"> -Creating learning linked with the community - Learning Behaviour Display - Encouraging appropriate self expression

Appendix 2- Learning Behaviours

The four core areas to achieve our vision are:



Aim High and Respond to Challenge

To ensure that our learners are always provided with the opportunities which challenge them to achieve their full potential and to develop the necessary skills, knowledge and strategies to embrace and enjoy facing challenges successfully, regardless of the outcome.

Be Resilient

Be Growth
Mindset

Be
Courageous

Love learning and Understand Life

To instil a love for acquiring new skills and knowledge by providing positive experiences, where learners identify how and why learning is invaluable to their own development and wellbeing. To relate the experiences they are exposed to within school to their wider importance as members of the community and be clear on how to succeed as individuals in a challenging and changing society.

Be
Inquisitive

Be Creative

Be
Considerate



To foster an understanding of the value in being independent. To ensure learners develop a measured veil of self-belief, that can be articulated through reflecting upon opportunities where their knowledge and skills have been applied within a range of contexts and their choices and actions have led to successful outcomes. To create a culture where everyone has a role in nurturing the confidence and ability a learner has to master their emotions, to trust in themselves and be proud of their accomplishments.

Be
Responsible

Be
Reflective

Be Mighty

Take Care- of Self and Others

To support learners in developing the ability to feel positive about themselves as individuals in both their strengths and weaknesses, as well as their interests and preferences. In addition, to foster an understanding of how tolerating and celebrating these virtues in other people contributes to their own security, and that supporting the needs of others is an essential characteristic of a positive approach to living.

Be Mindful

Be Tolerant

Be Positive



Category	Description	Strategies - We may...
A	<p>Child is polite, well behaved, keen to please, eager and ready to learn.</p> <p>Works well on their own, in pairs and in groups.</p> <p>Takes responsibility and is completely reliable and trustworthy.</p> <p>Listens attentively and contributes positively in lessons and follows instructions first time.</p> <p>Always wears school uniform, has PE kit and reading book in school and hands in homework. A good role model.</p> <p>Child copes successfully in school, following rules and routines and responding to normal rewards and sanctions.</p> <p>Attends well and is generally happy.</p> <p>Would usually only need a gentle nudge to behave well.</p>	<ul style="list-style-type: none"> - Praise - Award house points - Give recognition (Certificates, Medal Awards) - Give special treats and rewards - Offer positions of responsibility - Give verbal reminders - Model their behaviour to peers
B	<p>Child can cause some low-level disruption usually in unstructured time.</p> <p>Normally responds well to normal sanctions and rewards.</p> <p>Generally works co-operatively or collaboratively with other children.</p> <p>Can take responsibility but is easily led astray.</p> <p>Can show remorse and understand consequences.</p> <p>Doesn't always have their own equipment/PE kit etc.</p>	<p>As above</p> <ul style="list-style-type: none"> - Use normal class sanctions of verbal warning, 2nd warning, time out, partner class etc. - Involve parents
C	<p>Child will cause low level disruption and be off task, distracting others and unable to focus or concentrate in a range of lessons.</p> <p>Some behaviour incidents recorded involving the Deputy Head/Headteacher.</p> <p>Not always responsive to normal sanctions, can lose temper or sulk or slam out of the room.</p> <p>Often requires 'time out'.</p> <p>Is likely to abuse positions of responsibility.</p> <p>Can answer back and argue with the teacher or other children.</p> <p>May find it difficult to work co-operatively or collaboratively with other children without support.</p> <p>Can misbehave more for supply teachers /unfamiliar teachers.</p> <p>Problems likely at break or lunchtimes.</p>	<ul style="list-style-type: none"> - Provide positive praise and recognition etc. - Clarify expectations - Keep them in at break times - Involve parents - Involve Senior staff - Set up individual Behaviour Charts/records
D	<p>Child is likely to have major incidents which bring teaching to a standstill on a regular basis and disrupt teaching with low level disruption across the majority of lessons.</p> <p>The child will often be defiant and refuse to comply with the teacher.</p> <p>Child needs to be sent out of the room to see the Head/Deputy Head</p> <p>Is unable to work co-operatively or collaboratively with other children without falling out, sulking or refusing to.</p> <p>Child is quick tempered with a short fuse.</p> <p>Child shows lack of respect to other adults.</p> <p>Child cannot cope with responsibility. Regular problems at break and lunchtimes.</p>	<ul style="list-style-type: none"> - Provide positive praise and recognition - Offer clear rewards and sanctions - Start internal exclusions - Compose clear Behaviour targets monitored daily - Personal Behavioural Plan. - Have regular involvement of parents - Have regular involvement of Senior Staff - Use short fixed term exclusions
E	<p>Child is likely to have major incidents every day or more frequently. Problems likely at break or lunchtimes</p> <p>Regularly refuse or are unable to do as they are told or follow rules or routines</p> <p>Maybe physically abusive to staff and pupils and require restraint</p> <p>Frequent temper tantrums</p> <p>On occasions considered beyond the control of the school.</p> <p>Child cannot cope if gets thing wrong or criticism</p>	<ul style="list-style-type: none"> - Involve outside agencies - Have Personal Behavioural Plan Targets - Have daily (at least weekly) involvement of <ul style="list-style-type: none"> o parents - Use Fixed term exclusions - Involvement of S2S

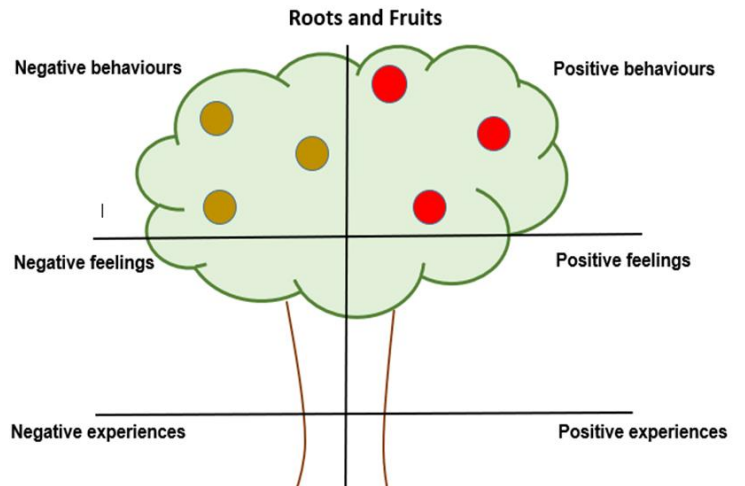
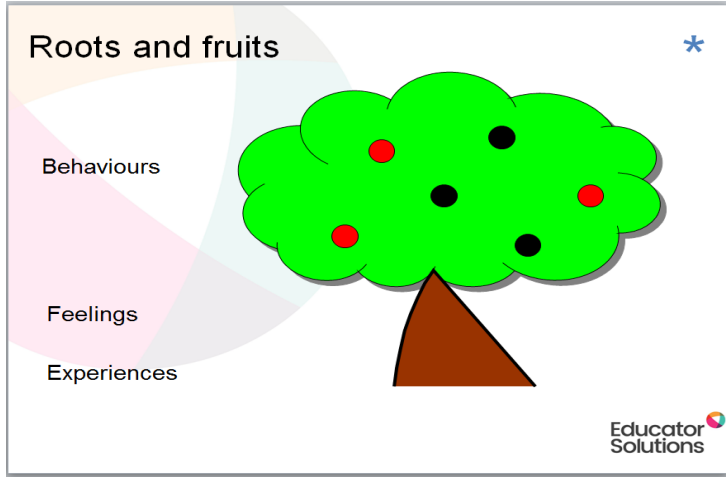


Appendix 4- Unacceptable Behaviour Grid

	Examples of Behaviour	Sanctions – We may use 1 or more
Stage 1	<p>Wandering about Name calling (other than racist/homophobic) Calling out/ interrupting Teasing/making fun of others or their work Distracting others Poor behaviour in lunch hall Ignoring minor instructions Pushing in line Not fulfilling responsibilities Not adhering to class charter Poor work ethic Running inside school/ Running or jumping on stairs Messing around in cloakrooms or toilets</p>	<p>Verbal challenge/warning Seating change Team points taken away Repeat task properly Class specific sanction</p>
Stage 2	<p>Persistent Stage 1 behaviour Deliberately winding up others Deliberately creating distraction/ disruption Leaving the room without permission Damage through carelessness Repetitively annoying others Interfering with other peoples'/ school property Reluctant/ slow to complete work Accidentally causing harm through poor behaviour Refusal to adhere to Around the School Charter Sliding down stair banisters Littering Telling lies</p>	<p>USING THE TIME THEY HAVE LOST: Removal from class (outside door or in another room) Complete work at playtimes Miss play Letter of apology Separation from rest of class Class specific sanction Lunchtime Time Out Phone call/letter home if appropriate Yellow/ red cards (linked to missing Golden Time) Removal from Golden time (a session on Friday afternoon used to reward those who have behaved well in the week)</p>
Stage 3	<p>Persistent Stage 2 behaviour Deliberate refusal to follow instructions Deliberately causing (minor) physical harm Deliberate damage to property Leaving class without permission Repeated refusal to adhere to Around the School Charter Fighting - wrestling Insolence/ defiance Threatening/ intimidating actions Swearing as part of conversation</p>	<p>Long term removal from class (1/2 to 1 day) Letter home/ meeting with parents/carers Sent to Head/ Deputy Head Teacher Long term removal from playground (1 to 5 days) Removal of responsibilities Lunchtime Time Out (1 to 5 days) - A letter will be sent home if a child incurs a time out longer than 1 day. Red card Instant, possibly prolonged removal from Golden Time Behaviour report/diary</p>
Stage 4	<p>Persistent Stage 3 behaviour Use of sexually explicit language Fighting - involving punching/ kicking etc Leaving school grounds Vandalism to buildings/ infrastructure Minor theft Deliberately endangering others Abuse based on race, gender or sexuality Spitting Verbal confrontation/ challenge to staff Swearing at someone or something Deliberate acts of potential danger - eg</p>	<p>Immediate involvement of Head/ Deputy Head teacher Immediate (where possible) involvement of parents/ carers Prolonged Lunchtime Time Out (5 to 10 days) Long term removal from playground (5 to 10 days) Long term exclusion from class (1 to 5 days) Lunchtime exclusion Short term (up to 2 day) fixed term exclusion</p>
Stage 5	<p>Persistent Stage 4 behaviour Bullying - repeated and persistent threatening, intimidating and harming behaviour Swearing at staff Inappropriate touching Violence towards staff/adults Deliberately, when unprovoked, causing (major) physical harm Acts of extreme danger Very serious challenge to authority Major or repeated theft Carrying potential weapons Making potentially serious false allegations</p>	<p>Immediate involvement of Head/ Deputy Head teacher Immediate involvement of parents/ carers Long term removal from playground (up to 20 days) Long term exclusion from class (up to 20 days) Lunchtime exclusion Exclusion of 1 - 45 days (depending on extremity of behaviour and number of recent exclusions) Possible permanent exclusion</p>

Appendix 5

Roots and Shoots



<p>Negative behaviour: Shouting out Swearing Hitting Running away</p>	<p>Positive behaviour: Sharing with others Following instructions Staying in a lesson</p>
<p>Negative feelings: Labelled Blamed Shamed Ignored Humiliated Targeted Rejected Unimportant</p>	<p>Positive feelings: Comfortable Respected Included Safe Motivated Involved Consulted Rewarded Needed Inspired Liked Appreciated</p>
<p>Negative experiences: Bullied Bereaved Abused Poverty Inconsistency Not a learner</p>	<p>Positive experiences: Success as a learner Safe place Listened to Given responsibility Making a friend</p>

