

Jennett's Park CE Primary

Behaviour Management Policy



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".....You've got to help me. You've got to hold out your hand - even when that's the last thing I seem to want and need. Each time you are kind and gentle and caring, each time you try to understand, because you really care, my heart begins to grow wings, very small wings, very feeble wings - but wings" Eikins 1976

Our work and our life is based on Gospel values as summed up in John 10:10 'Live life in all its fullness'

At Jennett's Park CE Primary School we share a caring Christian ethos and wish for all our pupils to make a positive contribution to the global community.

We promise as a staff and community to try to serve the common good with our work as part of the Church of England.

Educating for Wisdom, Knowledge and Skills	To help grow resourceful , resilient and reflective children who are equipped with the skills , knowledge and tenacity empower themselves, their learning throughout their lives.
Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

Aims of this policy

- Provide a consistent approach to behaviour management at Jennett's Park CE Primary School
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- To emphasise the encouragement of positive behaviour
- To promote consistency of expectation and implementation of behaviour management
- To reinforce the fundamental concepts of understanding rights, mutual respect and awareness and adoption of responsibilities that come with those rights

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish

a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

We aim to

- Educate children in a positive and stimulating environment
- Ensure every member of the school community feels valued and respected and that everyone is treated well and fairly
- Help children become confident and self-disciplined

- Ensure that children have a clear understanding of the place of our Christian values of community, kindness, respect, hope, independence, success and trust and the need for law, rules and order in their lives within the context of a democratic, multicultural society
- Provide a safe environment free from disruption, violence, bullying and any form of harassment

Our emphasis is very much on encouraging positive, constructive, supportive attitudes, rather than highlighting the negative and destructive. When the overall climate is friendly, but firm when necessary, when expectations are clear and routines are established and when the learning tasks are interesting and within the capabilities of the children disruptive behaviour is far less likely to occur.

High Expectations

Our expectations are very high because our learners deserve the very best. High expectations are flattering; they tell our students that we fully believe they have what it takes to achieve the things we want them to achieve. Low expectations convey the opposite: that they can't achieve, can't behave, and can't get along with each other. High or low, achievement and behaviour moves in the direction of the expectation.

We set three types of high teacher expectations: academic (attainment and progress), behavioural (learning behaviours and conduct) and social (how the students interact with staff and each other). If academic, emotional and physical being is high then there are fewer chances to have issues- this is wellbeing. We are trained to give our children the best and to provide learning opportunities and experiences that maximise learners' progress. Jennett's Park Church of England School acknowledges its legal duties under the Equality Act 2010 and in respect to pupils with special educational needs (SEN).

Our Vision and Ethos

Staff at Jennett's Park understand that the three central cords of excellent behaviour and high standards are to give *clarity* (in academic and behavioural success), *assure momentum through pace and challenge* and *model excellence* through their presence. We treat all children fairly and apply this policy in a consistent way.

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The school has an expectation that all children will behave appropriately in school and that all adults respond to children and other adults appropriately. Adults must demonstrate and model this expectation to all children.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Repeated breaches of the school rules • Any form of bullying • Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation • Vandalism • Theft • Fighting • Smoking • Racist, sexist, homophobic or discriminatory behaviour | <ul style="list-style-type: none"> • Possession of any prohibited items. These include: <ul style="list-style-type: none"> - Knives or weapons - Alcohol - Illegal drugs - Stolen items - Tobacco and cigarette papers - Fireworks - Pornographic images - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil) |
|--|---|

Promoting Good Work and Behaviour

Outstanding Owl and Rainbow Promise Learners

Our Rainbow Promise underpins everything we do at school. Just as the Rainbow was a sign of God's promise to Noah that from that moment God would enable Noah and the people of the earth to flourish and experience life in all its fullness. So as a school community we promise to do our best to enable all the pupils and adults of our school to flourish academically and professionally so that they might reach their potential.

The Rainbow is also a symbol of the diversity of our school community, but as a church school we recognise that we are all created and valued by God, and so as a school community we commit to care for and value each other.

The dove symbolises our need to persevere. In some aspects of life, as it is not always the first time that we find success. It was not the first time that Noah had tried to find dry land so we seek strength within ourselves and from God to achieve.

Our **Rainbow Values** are: Love, Honesty Respect, Peace, Forgiveness, Joy, Patience, Support and Kindness

Our **Owl Learning behaviours** are:

- C - Collaboration
- O - Optimism
- P - Perseverance
- P - Pride
- I - Independence
- C - Challenge
- MD - Managing Distractions



These lead us to our Code of Conduct (which are displayed around the school) are:

1. We are quiet when others are talking
2. We follow directions right away
3. We let others get on with their work
4. We respect each other

From the beginning we aim to develop a moral code of conduct and a sense of conscience in each child. Good relationships throughout the school are promoted in an atmosphere of harmony and co-operation where each child's point of view is valued. It is the school's aim to create a positive climate placing the greatest emphasis on praise and reward with less on sanctions.

Routines:

An effective routine is a behaviour that has been standardised by the teacher and is carried out by the students so it is habitual and effective and on cue. Anything students do regularly should be made into a routine (see appendix 7). We spend a long time establishing routines in Jennett's Park to minimise low level disruption.

Pupil Voice

See the child friendly version written by our School council and shared to classes in the Appendices

- . Pupils are polite to all members of our school community.
- Pupils listen to everyone.
- Pupils will carry out an instruction, first time, every time.
- Pupil show kindness to others above everything else.
- Pupils are honest and know that everyone makes mistakes.
- Pupils are forgiving of others' mistakes.
- Pupils mutually respect staff.
- Pupils will travel safely within the school grounds and speak quietly in the school building.

- Pupils will try their upmost not to leave anyone out.
- Pupils show empathy, remembering that everyone's journey is different.
- Pupils will learn when to ignore and not react when they know it is wrong.
- Pupils will strive to 'be the good kid' and to become a pot of gold at the end of our rainbow.
- Pupils will persevere to become the best version of yourself.

Communication

Communication between all members of the school community is vital in the implementation of this policy.

Communication with Parents and carers

We encourage and rely on the sharing of information about children and their ever-changing situations, relationships and home life.

Communication between staff

The staff at Jennett's Park CE School work as a team, supporting and advising each other in the management of behaviour.

As concerns arise about children, they are shared between relevant members of staff. Confidentiality is respected at all times.

Parents meetings are set for November and February each year. In between these times it may be necessary for the school to contact parents or vice versa.

Teachers and staff are available to meet and children and you each day. At the start of day sometimes a quick message is good to pass on. But sometimes a longer meeting or a confidential space away from children is needed. To arrange an additional meeting with your class teacher, Family Support Worker, SENDCO / Inclusion Lead or the Phase Leader, we ask parents to arrange an appointment via the school office.

If parents require an appointment with a member of the senior team they also see the office. The office will ask for the reason for the appointment and if necessary direct them to another staff member if they this is more appropriately handled at a different level.

Roles and Responsibility

The Governing Board

The Jennett's Park CE Primary Local Governing board is responsible for reviewing and approving the written statement of behaviour principles. The Jennett's Park CE Primary Local Governing board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

Headteacher

Ultimately, the Headteacher will be responsible for ensuring the implementation and day-to-day management of the policy. The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Jennett's Park CE Primary Local Governing board, giving due consideration to the school's statement of behaviour principles. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

We believe that a good home/school relationship is pivotal in ensuring that our Positive Behaviour Policy works well for the benefit of all our children. We will inform parents when their child is behaving well and we will inform parents when their child is continually breaking school rules. We always welcome parents' comments, suggestions and support.

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

The School Rules and Policy are shared with all parents as part of the Induction Process and it is our expectation that all parents support the school fully in its implementation of this policy.

If the school has to use reasonable sanctions to punish a child, parental support is expected. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher.

We understand that parents may find their child's behaviour worrying and that they might feel upset or defensive of their child. It is our hope that parents will understand that the school is working to support children in the very best way they can and that we can do this in partnership, in a calm and reasonable manner. In the rare situation where parents respond with verbal or physical aggression to staff or other members of the school community, this will be reported immediately to the Head Teacher who will take appropriate action.

Staff

All school staff have a responsibility to uphold the behaviour policy. Staff are responsible for attending to the lessons and anticipating problems using interventions strategically. They should have a good combination of dominance and cooperation in that they have: clarity of purpose, offer strong guidance, have high expectations but show concern and interest for others and teach in an inclusive manner.

In this way they should:

- Implement the behaviour policy consistently
- Model positive behaviour
- Nip situations in the bud- by anticipating issues
- Differentiate activities to allow for range of needs
- Establish clear and repeatable routines to minimise disruption
- Keep themselves up to date with child development
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Record behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Staff at Jennett's Park CE School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting. They are aware that good classroom organisation and development of routines are key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

SMSAs – School Meals Supervisory Adults

During lunchtimes, SMSAs will follow the same codes of behaviour as teachers. They, with the rest of the school community, will also be involved in the reward systems. Lunchtime Supervisors are in close touch with the class teachers and communicate regularly with them about incidents of unacceptable behaviour at lunchtime. Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Rewards and Sanctions

Rewards

Positive behaviour will be rewarded with:

- Praise
- Letters or phone calls home to parents
- Marvellous Me messages home
- Whole class rewards
- Special responsibilities/privileges
- Recognition within Rainbow moment or Owl Learner
- Earning STAR Ambassadors or Pots of Gold

Sanctions:

The sanctions applied will reflect the seriousness of the behaviour and the following may be used in addition to these:

- Reminder of expected behaviour
- Quiet warning
- Working apart from other children or having time out up to 15 mins
- Sending to the Phase leader or Partner class
- Close monitoring and supervision at lunchtimes and playtimes.
- Prevention from attending school events, off-site activities, extra-curricular activities e.g. football or netball tournaments.

The Headteacher may be involved at any stage. Parents may also be contacted at the teacher or Headteacher's discretion. If a child consistently behaves inappropriately, the following steps may be taken:

- *Placed on the Special Needs Register and an Individual Behaviour Plan/ or Behaviour Change Plan set up.*
- *A home school diary started.*
- *Regular contact with parents.*
- *Support from named staff.*
- *Temporary internal or external exclusions from the classroom or playground.*

Internal exclusions are where children work away from classes, possibly in isolation with an adult for a set period of time. External exclusions are outside of school grounds. Both are decided only at discretion of Headteacher or in their absence the person stepping in to fill their role

Parents will definitely be involved if any of the above take place

In extreme circumstances the child may be:

- *Referred to Bracknell Forest Behaviour Support Team.*
- *Have a Personal Support Plan in place.*
- *Be excluded for a fixed term , such as a lunchtime exclusion or for a fixed number of days*
- *Be excluded permanently*

The Chair of Governors will be informed if a child is subject to an exclusion and it will be recorded in the Headteacher's report to Governors. Exclusions follow the Bracknell agreed policy.

School Trips

Please note that if a child's behaviour is considered a Health and Safety risk then they could be excluded from being taken on school trips/journeys. Under some circumstances, participation on a school trip can only be dependent upon a parent accompanying the pupil (at their own expense).

Physical restraint (See Use of Reasonable Force Policy)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Behaviour beyond the school gates

The school is committed to ensuring our pupils act as positive ambassadors for us.

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the schools reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil within our
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the schools

Behaviour Management – Recording and reporting

Be calm – children must be dealt with respect at all times and staff must remain calm, and be specific regarding the behaviour which has caused concern.

Logical consequences – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that a fresh start is possible. Forgiveness is a core value in our school.

To establish that a child understands unacceptable behaviour, it is important that in discussion we try to:

- Check that the child understands why they are in trouble
- Establish that they know why the behaviour was unacceptable
- Explore the effect that the behaviour has on others
- Examine strategies for avoiding the same situation in the future
- Ensure the child accepts the sanction and moves on.

Teachers can send contact to parents via Squid using appendix 1, 2, 3, 4. These provide an overview of template letters and standard words to contact the parents in the event of incidents at school.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- Teachers will be kept informed
- Parents will be kept informed of repeated incidences of bullying and they will be expected to play a key role in supporting their child
- Punitive measures will be used as appropriate and in consultation with all parties concerned
- All racist incidences will be reported in line with BBC policy and parents informed.

For more detail see Antibullying Policy

For any of the more serious behaviours listed below, an incident form should be completed and given to the Head Teacher who, in consultation with the class teacher, will decide on the appropriate sanction and will inform the parents /carers. A clear account of the incident will be recorded in writing and given to the head teacher. The head teacher or member of the senior team will interview all concerned and will record the incident in writing.

The forms will be filed in an Incident File in the Head Teacher's office/Child's Cumulative File and electronically on SIMS.

Involvement of other agencies

Agencies who may be contacted include: police, Social Services, Educational Psychology, and Behaviour Support Teams. This is not an exhaustive list. Information shared should follow the schools data protection policy.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

Links to other policies

Anti-bullying, SEND, Whistleblowing, Wellbeing Use of Reasonable Force

Appendix: letters to parents about pupil behaviour – templates

Contact to parents sent via Squid			
Name of child	Class	Class teacher	Date and time of Incident

A. Category (Tick)	
Assault adult	
Assault pupil	
Bullying	
Damage to property	
Defiance	
Disruptive behaviour	
Fighting	
Inappropriate behaviour	
Inappropriate language	
Inadequate work	
Insolence	
Lying	
Misuse of school property	
Physical behaviour	
Racist Incident	
Swearing/Bad Language	
Theft	
Verbal abuse - adult	
Verbal abuse - pupil	

B. Location (Tick)	
Classroom	
Dining Hall	
Outside School Grounds (Trips)	
Playground	
Sports Hall	
To/From School	
Toilets	
Other describe	

C. Activity (Tick)	
Afterschool & Breakfast Clubs	
In class - lessons	
Playtime/Lunchtime	
School Trips	
Other- describe	

E. SLT use only - Action agreed following Parent meeting	
Actions agreed with parent written on meeting notes form	
Internal Support – FSW	
Internal Support ELSA	
Internal Support – other (name)	
Educational Psychologist	
ABC Tick & Dot Sheet	
ABC – comments sheet	
Internal exclusion - Date	
Lunchtime exclusion - Date	
Fixed Period Exclusion- Date	
Permanent Exclusion	

D. Further action required (Tick)	
Parent to meet teacher	
Parent to meet phase leader	
Parents to meet FSW	
Parents to meet SENDCO	
Parent to meet DHT	

F. Exact message to be sent by text (Please be mindful of the wording)

G. Further comments regarding this incident if required	
Teacher's Name sending (block letters)	
Text sent initials, date & time	

GUIDANCE

Teacher to complete the form sections: A,B,C,D,F and G. Admin to send text to parents - input initial, date, time on the form. If further action is required indicate the relevant action by parent on the text message i.e. contact office make appointment to Class Teacher, Phase Leader, SENDCO, AHT,DHT, HT. Admin to keep document on file - give to member of Leadership for the meeting with the parent. After Class teacher or Member of leadership meeting with parent completes section E and returns to Admin . Admin updates SIMS with the actions and files the document

Appendix 2 First behaviour letter

Dear INSERT NAMES,

Recently, your child, _____, has not been behaving as well in school as they could. It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____ Date: _____

Second behaviour letter

Dear INSERT NAMES,

Following my previous letter dated XXXX regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

1. We are quiet when the teacher is talking
2. We follow directions right away
3. We let others get on with their work
4. We respect each other

I would appreciate it if you could arrange to meet me so we can discuss a way forward. Please make an appointment to meet with me via the school office as soon as is mutually convenient to avoid the possibility of an internal exclusion from Jennett's Park. .

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____ Date: _____

Third behaviour letter

Dear INSERT NAMES ,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave. _____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Phase leader /Deputy Head/the special educational needs co-ordinator (AGREE WITH Phase leader level of support) and myself, to discuss how we can best support your child in improving their behaviour.

Please make an appointment to meet with via the school office as soon as is mutually convenient to avoid the possibility of an internal exclusion from Jennett's Park. .

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____ Date: _____

Appendix 3 Child Friendly flow chart

You should strive to 'be the good kid' and to become a pot of gold at the end of our rainbow.

You should persevere to become the best version of yourself.

Rights of the Pupil

- Right to feel respected and listened to.
- Right to request and explain why you want to change tables or spaces as part of a discussion.
- Success and positive behaviour will be recognised.

Extreme Behaviour

Some behaviour is very serious so the Head teacher or Deputy will get involved immediately and will contact the pupil's parents. These behaviours include; bullying, hurting another child or adult very badly, prejudicial abuse to children or staff or carrying a weapon or drugs into the school grounds. Pupils know the Jennett's Park behavioural expectations, so will have one chance to be honest, apologise and consider ways that they can improve or 'make right' the situation.

Behaviour Steps

1. One chance to stop the behaviour-reminded to calm down and what will happen next if do not stop behaviour.
2. Move places for a few minutes, come back when ready (in class).
Talk to an adult, explain, apologise and start afresh. If not –
3. If behaviour hasn't improved or not showing that you are truly sorry for your behaviour, send to other class in year group. Following calm down time,
Talk to an adult, whether in own or parallel class, explain, apologise and start afresh. If not –
4. Pupil to be offered a calming space and given paper if feel they cannot talk to an adult.
(Pupil will take home letter if behavioural escalation has been used to this level.)
5. If the pupil is not responding appropriately, send to Phase Leader. For a chance to talk to an adult, explain, apologies and start afresh after an appropriate time to calm and return to class. However, if sent to Phase Lead 3 times already that half term, fast-tracked to Deputy.
6. A chance to talk, explain and apologise. If sent to Deputy, then missing break and some of lunchtime, before returning to classroom, afresh. If pupil is not willing to engage, to explain and apologise then a parent will be telephoned to encourage child to seek forgiveness and to explain the situation. Then Deputy to decide when appropriate to send back to class. However, if behaviour is extreme or forgiveness not sought-
7. Send to Head teacher. Parents invited to talk that day about the situation and the steps the child has ignored. Head teacher to decide if the child should go home or appropriate action to be taken.

Appendix 4 Red triangles in class**Dealing with situations**

Most situations should be diverted by teacher awareness of their class's needs and habits. Good routines and differentiated activities will in most cases support to reduce low level incidents. A teacher should always try to 'nip it in the bud' i.e. not let a situation happen in the first place. However, following up on incidents is important, even if the consequence is delayed. A normal route for dealing with behaviour is:

- Teacher sets up routines
- Teacher arranges their space to 'nip it in the bud'
- Non-verbal warning (look/gesture) to indicate change needed
- Verbal warning (XXX I need you to XXX Thankyou)
- Reminder of Rules
- Diversion/Choice or Consequence offered
- Child directed to move to sit out for amount of time (this made up at their next break)
- Sent to Partner Class (message sent by sQuid)
- Spoken to by Class teacher at next break
- Phase Leader speaks to child
- Deputy/SENDCo speaks to child (if same as Phase leader change so different adult)
- Headteacher contacted

At each stage there is an opportunity for children to allow themselves dignity of calming down and choosing a better choice to fulfil the ability to follow Rainbow Promise. If a situation escalates red triangle sent

Every classroom has a red triangle that has the class name on and it is stuck by the doorway.

This is to be used in an emergency situation where another adult is needed (such as a serious accident or injury, a lone adult requiring support to deal with a situation, a dangerous situation is occurring or imminent)

The triangle is given to 2 sensible children who rush to find the nearest adult. A sense of urgency is vital.

It is important that you go through this safeguarding procedure with the children, as you would with a fire drill or lockdown so that everyone is aware of its purpose.

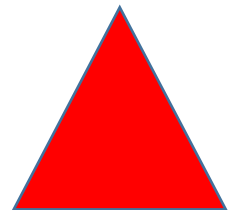
You could decide on 2 sensible 'red triangle' children.

But please tell all children (in case the 'red triangle' children are not available) that they walk quickly to the nearest adult and that they do not need to wait politely as they usually would, as this is an emergency situation.

If you receive a red triangle, please stop what you are doing and go straight to that classroom to assist.

Appendix 5 Lanyard Questions:

Have you made your behaviour expectations clear?
 Have you given enough time for the behaviour to change?
 Have you clearly explained to the child the behaviour causing concerns?
 Have you built the appropriate environment with the child?
 "I really like it when you make the choice to do"
 Have you given a warning and stated the consequences?
 "Why do you think the choice might not be appropriate?"
 Have you implemented the classroom/playground consequences?
 Have you given the time for the child to show you their behaviour has changed?
 Have you listened to the child's thoughts?
 Have you shared the behaviour changes that you need to see?
 Children repeat the behaviour that gets the biggest reaction.
 What behaviour are you shining the light on?



Appendix 6 **TOP 10 TIPS**

1	Be emotionally neutral	It is the behaviour and not the child that we talk about. Remain neutral and respectful, if needed deploy another adult and walk away for a breather.
2.	Instil a GROWTH mind set	Help children to realise that intelligence is not fixed and that as we practice and exercise our brain, we raise our intelligence, just as we get bigger muscles going to the gym.
3.	Talk to children about how FAIL is your FIRST ATTEMPT IN LEARNING	Mistakes are how we learn, Model this and learn together.
4.	Always keep children's learning in the stretch zone	They will want the easy way out- the comfort zone –but that does not move their learning on. Guide them to the stretch zone at all times and praise the effort. Avoid the panic zone where possible.
5.	Say no	I am saying no because.... I care about you. I am saying no.... because I want the best for you. I am saying no... because it is not safe.
6.	Direct their attention to learning	Always bring it back to the learning –you are missing out on the learning... in 5 minutes we will go back to the learning. Are you ready to learn?
7.	Praise the effort not the attainment	Praise in detail, praise the progress, praise the process, and try not to praise the intelligence.
8.	Dominance	Clarity of purpose. Strong guidance both academic and behaviour. High expectations. Body language and space used in a positive way so that the child can relax as you are in charge. Give 2 choices and firm, timed boundaries of what will happen with expectations of the behaviour you expect.
9.	Co -operation	Concerned for them. Taking an interest in the students as people as well as learners. Does that child know that you like him/her?
10.	Tenacity	Let that child realise that you will never, ever give up on them. Be consistent, calm –be that 'teacher' or 'adult' they will never forget.

Appendix 7 Routines to establish and check regularly

student punctuality the way students enter my classroom the way that students settle down where students sit (seating plan) the noise level in my classroom the way students follow my instructions the way students ask for help / my attention the way students move from one task to another the way students move around the classroom the way students move to a specialist area (e.g. library) the way students respond to visitors	the way work is distributed the way work is collected in the way students work individually the way students work in pairs the way students work in groups the level of student effort / on-task behaviour the way students treat / speak to me the way students treat / speak to each other the amount / quality of homework completed the degree to which students keep to deadlines the way students leave my classroom
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Appendix 8

Behaviour Change Card

Date

Dear

Nameof class
.....has been given this card for the reasons ticked

- 1) Further monitoring after incidents last week
- 2) Being impolite / inconsiderate of others
- 3) Not following instructions given by a member of staff
- 4) Inappropriate talking in class
- 5) Disruptive behaviour class
- 6) Not completing enough work/ Not completing Homework
- 7) Being late for lesson
- 8) Other

Our code of conduct is

1. I am quiet when another person is talking
2. I follow directions right away
3. I let others get on with their work
4. I respect others

Your child will be monitored on the timetable overleaf. The numbers refer to the above list of reasons. S means satisfactory.

If you wish to discuss the reasons why your child has received this card please make an appointment with your child's class teacher via the school office. You are invited to make a comment in the box below

Please sign and comment

Action

- No improvement
- Some improvement
- Good week

Signed (member of staff)

Agreed targets

1)

2)

Monday	Date			Break		Lunch		
Tuesday	Date			Break		Lunch		
Wednesday	Date			Break		Lunch		
Thursday	Date			Break		Lunch		
Friday	Date			Break		Lunch		

Appendix 9 behaviour management tips - a blog post from Robin Launder (The Behaviour Buddy)

The five tips.

1. Clarity

You need to be crystal clear. Do not assume that what you are telling the students is obvious. My niece is a primary school teacher. She recently asked one of her pupils whether he had cleaned his hands after going to the toilet. He said, “Yes, Miss.” My niece asked how. He replied, “I licked all of my fingers and thumbs.”

The clearer you are, the clearer your students will be about what they need to do; the less clear, the more likely they are to make missteps.

Clarity is achieved through precise and concise language, delivered with a strong, deliberate and certain voice. If needed, the message can be chunked so as not to overwhelm students’ working memories.

Make sure, too, that when you are speaking to the class, regardless of where you are in the classroom, all students are looking at you. If they’re looking, there’s a greater chance that they’re listening. Also, they’ll be more likely to pick up on your non-verbal communications, your nods, gestures, facial expressions and so on. Not only that, if they’re looking at you, then they are not looking at other students, and that reduces the likelihood of misbehaviour. If a student isn’t looking at you, you must immediately stop talking, communicate that their eyes need to be on you (e.g. say ‘track me’ or use a taught gesture), and then crisply carry on with what you were saying.

Clarity can also be enhanced through visual aids. Key words and instructions on a white board can also help.

2. Teach the behaviour

Teaching is teaching. It doesn’t matter whether it’s how to do a sum, bake a cake, write a descriptive paragraph, or deliver a backhand serve in badminton, teaching takes the same staged approach (more or less). And it’s an approach that can also be used to teach the behaviour you want in your classroom. In fact, you should think of behaviour management as an extra subject in your classroom curriculum.

Here’s the approach I take to teach classroom routines.

Step 1: Explain to the students what you want them to do. Use the skills detailed in tip 1.

Step 2: Model what you want them to do. It’s back to clarity again – there is nothing clearer than being shown how to do something. Give a running commentary of what you are doing. As always, use precise and concise language.

Step 3: Check for understanding. Don’t ask the students if they understand, but test that they do. Ask questions. Drill down. Get some of the students to explain the whys and hows of the routine. Play Devil’s advocate or feign confusion to prompt them to be explicit and clear.

Step 4: Get one or two students to safely model the routine for the rest of the class. Give those students sensitive, honest and detailed feedback.

Step 5: Get all students to safely practice the routine. Make sure that they are completely under your control at this point. Give further sensitive, honest and detailed feedback. Your aim is for all students to be able to perform the routine orderly, efficiently and safely. If some haven’t quite got to that point, give extra support.

Step 6: Discuss hazards and possible missteps, and what to do if things go wrong (e.g. a student accidentally touches a door handle).

3. Be pro-active

Every time you want students to do something, whatever it might be, tell the students in detail how to do it. You can't leave it to chance. You can't assume that just because they did it perfectly last time, they'll do it perfectly again.

This is true, too, of routines. Sure, your students might tell you that they know what to do, but it doesn't mean that they do. This doesn't mean they're fibbing. It might be that they want to please you, tell you things they think you want to hear. Or it might be simply that they don't know that they don't know.

Reminding is pro-active. It jogs memories, reduces intentional mucking around, and overwrites any pre-lockdown routines that the students still carry around with them. Conversely, telling your students that they performed the routine incorrectly after they've done it, is reactive. It's also not that helpful. You want your students to experience success, not failure. You need to be in front of the routine, ensuring that is done exactly as you want it done, not behind it, admonishing missteps.

4. Catch it quick

If you see misbehaviour, whether it's accidental or intentional, catch it quickly – aka right away, without delay, instantly, pronto. If you catch it quickly, you catch it small, which means that it's easier to deal with. Not only that, your speedy response tells your students that you will definitely not accept any behaviour that is anything other than top-notch. But if you are slow to respond, the students will conclude that their behaviour is kind of more or less okay-ish.

Your 'catch it quick' intervention will be either a correction or a consequence (a sanction). You use the former for unthinking, low-level or one-off misbehaviour; you use the latter for intentional, more severe or chronic misbehaviour. Of course, you can combine the two.

A correction can be either verbal ("I'm waiting for two people to put their pens down") or non-verbal (e.g. a look, a gesture or pointing to a class rule). Either way, use the least amount of power/intrusion/oomph to correct the behaviour. If, for instance, you can correct it with a look, use a look.

There is one form of verbal correction that is no longer possible, that is the whispered private chat. The 2m rule no longer makes this possible.

5. Be dominant/co-operational

Dominant/co-operational (sorry for the jargon) means being the boss, but a boss that's kind, warm, approachable, empathic, fair, inclusive – you get the idea.

If you are dominant without being co-operational, the students won't warm to you; if you're co-operational without being dominant, they won't follow you – in fact, they may walk all over you. So you need to be both. And if you are both, in about equal measure, the behaviour and routines that you want in your classroom are more likely to happen.

Postscript

One last thing. You have to use all of the above five tips on day one, day two, day three ... and every day that follows. Keep your expectations consistently high. Behaviour moves in the direction of the expectation, so the higher the better.