

Greenfields Federation

Littlehaven Infant School and Northolmes Junior School



Behaviour (Discipline) Policy

Review date: March 2016

Interim review: September 2018

Next review: September 2019

Aims of this policy

- To promote good behaviour, self discipline and respect;
- Prevent bullying (see also the Anti-bullying policy);
- To ensure that pupils complete assigned work; and
- To regulate the conduct of pupils.

Promoting good behaviour, self discipline and respect

All staff working at Littlehaven/Northolmes will:

- Have high expectations of children's behaviour;
- Help the children understand that good behaviour is based on respect for others;
- Encourage positive relationships between adults and children, children and children, and adult and adult;
- Ensure children feel valued, safe and cared for;
- Recognise the importance of self-esteem and success and make every effort to increase their esteem through praise and success;
- Follow our PSHCE programme that includes the SEAL materials ensuring that all aspects of developing positive relationships with others is taught in a systematic and age-appropriate way.
- Keep children central to our thinking and work.

Teaching staff will set up their classrooms for success. Strategies used will include:

- ◆ Creating a positive and purposeful environment.
- ◆ A well ordered classroom with appropriate resources stored well and easily accessible to the children.
- ◆ Clear communication of our expectations for behaviour and learning by all members of staff.
- ◆ Thinking carefully about the classroom environment in order that children's needs are met.
- ◆ A curriculum that is relevant, inspiring and challenging.
- ◆ Learning that is personalised to the individual, understanding and accepting the needs of all children.
- ◆ Showing that we value children's work through feedback and displays.
- ◆ Work in partnership with children, parents and other agencies.
- ◆ Capitalising on the fact that most children want to please. We will aim to "catch the children being good". [See Appendix 2]

Appropriate behaviour will be encouraged and will be rewarded by use of praise, positive reinforcement, certificates, stickers or golden time. [See Appendix 2 for more examples.]

Rules

School rules are simple and based on safety and respect for others and for property. They are applied consistently throughout the school and are reinforced by all members of staff – teaching and non-teaching. Children are aware that everyone at Littlehaven/Northolmes is actively involved in maintaining our expectations of acceptable behaviour.

To this end, pupils in each class will know that the following rules apply: -

- 1) Is your behaviour kind?
- 2) Is your behaviour safe?
- 3) Is your behaviour right?

The maintaining of these rules will be rewarded regularly and appropriately with praise, certificates, stickers or golden time.

Class and School rules

Each class teacher is to establish a set of class rules. These should be negotiated with the class and written in a positive way (what we **do**, not don't do). They should link to the school rules. The rules of each class should be permanently on display. Some rules will be consistent across teams (such as the Early Years/ Year 1 outside area). The principle of involving the children in the formulation of these rules still applies.

Sanctions

Where behaviour is unacceptable a graduated series of sanctions will be applied and used consistently across year groups. However, different circumstances, behaviours or children's needs may cause steps to be taken in a different order or initiated at a different point. It is important to consider special circumstances that may be influencing behaviour (e.g. have change in home circumstances, special educational needs or disabilities been considered?) See also Appendix 2.

The system of sanctions will be as follows:

- 1) First warning – child warned
- 2) Second warning – name noted [this may be visual for younger children or up to two minutes off playtime for older children].
- 3) Third warning – up to five minutes off playtime or access to outside area withdrawn for limited period (5 minutes), or removal from classroom/situation for 5 minutes, whichever is deemed appropriate. The child would normally be moved to another classroom in the year group team.

(Note that if the child's behaviour changes, this should be acknowledged or praised.)

Where behaviour sanctions 1 – 3 do not promote a change in the child's behaviour, then the following are used (and the action and reason for action is noted by the class teacher) :

- 4) Withdrawal to another class. The child would be moved to the Senior Teacher's class.
- 5) Informal discussion between Parents/Carers and class teacher
- 6) Child taken to Headteacher. (Headteacher decides whether parents/carers need to be informed on this occasion.)
- 7) If circumstances are severe a meeting with parents/carers would be initiated immediately. If circumstances are not severe, the Headteacher may choose to inform the

parents/carers by telephone or to wait. The telephone call or meeting will outline the behaviour, the action taken and explaining how parents/carers can support the school.

Positive reinforcements will also be used regularly and appropriately.

NOTE: Usually, the application of behaviour sanctions starts afresh each day. The child knows that each day has a 'new start'. However if the child has a target card this may not be appropriate.

See also behaviour sheet for alternative and whole class/school sanctions.

Severe clause

In cases of gross misbehaviour the severe clause will be implemented immediately. Emergency cards will be sent to other members of staff where necessary.

The severe clause means the immediate removal of the child from the classroom, playground or other area to the school or Headteacher's office. The most senior member of staff in school that day will be responsible for dealing with the situation. She/He will contact the parents/carers and ask that they come into school immediately.

The parents/carers will be informed of the behaviour. The parents/carers may be asked to remove the child for the remainder of the day or longer.

Exclusions will be made in accordance with WSCC policy and DfE guidance.

Behaviour which is unacceptable in school

- Physical assault
- Fighting
- Verbal assault
- Rudeness/insolence
- Bullying (see Anti-bullying policy)
- Harrassment
- Racism and other discriminatory behaviour
- Wilful damage
- Stealing
- Truancy
- Anti-social behaviour
- Other behaviour outside the law, e.g. drug related

Persistent unacceptable behaviour lasting more than three weeks

Where the behaviour record shows a child has persistently offended over a period of three weeks a meeting will be initiated between the headteacher and/or deputy headteacher and class teacher. Clear short-term targets will be set and reviewed promptly. Further sanctions will be considered.¹

Continued poor behaviour must always be discussed with the headteacher. Parents/Carers will be informed and there will be possible referral to other agencies.

Pupils' conduct and behaviour outside the school premises

Incidents of non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school will

¹ DfE 'Exclusion from maintained schools, Academies and pupil referral units in England A guide for those with legal responsibilities in relation to exclusion' 2012 extract: Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation schools should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.

be investigated and dealt with, with the involvement of the parent/carer. These incidents may occur when the child is:

- Taking part in any school-organised or school related activity;
- travelling to/from school;
- when a child is wearing a school uniform; or
- is identifiable as a pupil at this school.

In addition the school will investigate and deal with incidents of 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.

We will, where necessary, impose sanctions on pupils where this behaviour has fallen below an expected level.

Special Educational Needs, disability and the circumstances of other vulnerable pupils

We will take account of SEN, disability and the circumstances of other vulnerable pupils in implementing any aspect of the behaviour policy. Where appropriate, Individual Behaviour Plans will be drawn up by the SENCO, class teacher, parent/carer and relevant Inclusion Team representative. Individual Behaviour Plans will be shared with all staff. If appropriate, an internal referral to the school's Learning Mentor will be made to support the implementation of any Behaviour Plans or if barriers to learning are having an impact on a child's behaviour.

Parental involvement

Positive links with parents/carers are a feature of the school. Where a serious behaviour problem occurs, the headteacher and class teacher will consult with parents/carers to discuss how poor behaviour is affecting their child's capacity to learn. This consultation will usually take the form of a 'Structured conversation'. A course of action will be determined. This will always be followed up and future meetings arranged. Support may be provided internally if available, for example a referral to the school's Learning Mentor.

Record keeping

The following information may be kept for a child, if appropriate, and reviewed regularly.

Special needs information

Behaviour logs

Written notes of meetings with parents/carers

NOTE: All information must be dated and signed.

All information kept in the child's file will be passed to the next school. Wherever possible, written information will be substantiated by discussion. Receiving schools will be informed of children with a behaviour disorder, of the agencies supporting the child, and of strategies used with the child.

Other:

The law allows:

- Teachers have a statutory power to discipline pupils, in some circumstances, for misbehaviour outside of the school premises. [See 'Behaviour and Discipline in Schools' DfE Jan 2016]
- Any member of staff can screen pupils. [See 'Screening, Searching and Confiscation. Advice for headteachers, staff and governing bodies.' DfE Feb 2014]

- School staff can search pupils with their consent for any item which is banned by the school. [See 'Screening, Searching and Confiscation. Advice for headteachers, staff and governing bodies.' DfE 2014]
- The power to use reasonable force or make other physical contact (see Positive Handling policy and DfE Jan 2016).

Agencies involved with the school:

Governors

The Governors are extremely supportive and take a keen interest in promoting the pleasant atmosphere of the school. The Governors have informed parents/carers that they may be asked to contribute to the cost of repairs resulting from wilful damage.

Education Welfare Officer

The EWO will visit the school by request, and follow up any long-term issues where school action has not helped to improve attendance. Urgent problems are dealt with as quickly as possible. The EWO is available by telephone at any time during the working day. Parents/Carers are informed that it is their responsibility to ensure that their children attend school regularly. All absences must be reported. The headteacher always informs parents/carers if there is a concern about unreported or regular absence. In certain circumstances, the headteacher, or EWO, will collect a school refuser from home.

Educational Psychologist

The education psychologist is a valued resource. He/She is available by telephone to provide advice for any concern that we express.

Police Liaison Officer

The local Police Liaison Officer is available to provide support where needed.

Child and Adolescent Mental Health Service

A child may be referred to this service at any time but this must be done by the child's GP or through the School Nurse and will require consent by the parents.

Exclusion Procedure

Please see Appendix 1.

Monitoring and evaluation

The governing body will evaluate the impact of this policy using the following data received from the headteacher or school staff:

- Number of fixed term and permanent exclusions
- Instances of bullying reported and action taken
- Racist incidents reported and action taken

Next review date: September 2019*

*Annual checks will be needed to ensure telephone numbers and web-site links are correct.

APPENDIX 1

EXCLUSION PROCEDURE

The decision to exclude is not taken lightly. It must be based on clear evidence linked to criteria set out below. It must be lawful, reasonable and fair. Referral to the latest DfE guidance available should be made before embarking on the exclusion procedure.

- a) Ensure that a thorough investigation has been carried out.
- b) Consider all the evidence available to support the allegations, taking account of the school's behaviour and equal opportunities policies, and, where applicable, the Equality Act (2010).
- c) Allow the pupil to give his or her version of events.
- d) Check whether the incident may have been provoked, for example by bullying, including homophobic bullying, or by racial or sexual harassment.
- e) If necessary, consult others, but not anyone who may later have a role in reviewing the headteacher's decision, for example a member of the governing body.

Alternatives to exclusions

Exclusion should not be used if there are possible alternative solutions available. Examples of alternatives to exclusion may be considered below:-

- a) Using a restorative justice process, which enables an offender to redress the harm that has been done to a 'victim', and enables all parties with a stake in the outcome to participate fully in the process. This has been used successfully to resolve situations that could otherwise lead to exclusion.
- b) Internal seclusion, which can be used to diffuse situations that occur in school that require a pupil to be removed from class but may not require exclusion from the school premises. The exclusion could be to a designated area within the school, with appropriate support, or to another class on a temporary basis, and may continue during break periods.

A managed move. If a school feels that it can no longer manage the behaviour of a particular pupil, the school may ask another school to take over his or her education. This should only be done with the full knowledge and co-operation of all parties involved, including the parents and the LEA, and in circumstances where it is in the best interests of the pupil concerned. Parents should never be pressured into removing their child from school under threat of a permanent exclusion, nor should pupils be deleted from the school roll to encourage them to find another school place. Section 9 of the Education (Pupil Registration) Regulations 1995 details the only lawful grounds for deleting a pupil's name from the school roll.

Responsibility

It is the headteacher's decision to exclude. In absence of the headteacher or deputy headteacher, the most senior teacher who is acting in that role can exclude a pupil.

Procedures to be followed

- Latest guidance should be sought (see contact details below).
- Ensure that a thorough investigation has been carried out.

- Pupil has given his or her version of events.
- Check whether the incident may have been provoked (see guidance).
- If necessary consult others, but not anyone who may later have a role in reviewing the headteacher's decision, for example a member of the governing body.
- Consider all the evidence available to support the allegations, taking account of the school's behaviour and equal opportunities policies, and, where applicable, the Equality Act (2010).

The decision to exclude

- The standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the pupil did what he or she is alleged to have done, the headteacher may exclude the pupil.
- In response to serious breaches of the school's behaviour policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- A decision to exclude a child **permanently** is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.
- Where the decision to exclude a child for a fixed period of more than one day, work should be set and marked. Where the decision to exclude a child for a fixed period of more than 5 days, contact should be made with Leechpool Primary School, Horsham as both schools have a reciprocal agreement for provision from day 6 of an exclusion.
- The school's obligation to provide education continues while the pupil is on the roll, and must be met during a fixed term exclusion. In all cases of more than a day's exclusion, work should be set and marked. A headteacher considering whether to exclude a pupil for a longer fixed period, for example for more than 15 school days, should plan:
 - How the pupil's education will continue during the period of exclusion.
 - How the time might be used to address the pupil's problems
 - Together with the school's maintaining LEA, what educational arrangements will best help with the pupil's reintegration into the school at the end of the exclusion. The school will usually be expected to meet some of the costs for this but the exact arrangements will need to be agreed with the LEA.

Procedures for review and appeal

Governing Bodies must establish arrangements to review promptly all permanent exclusions from their school, and all fixed term exclusions which would lead to a pupil being excluded for over 15 days in a school term, or missing a public examination.

Governing Bodies must also establish arrangements to review fixed term exclusions which would lead to a pupil being excluded for over 5 days but not over 15 days in a school term where the parent has expressed a wish to make representations. They must decide whether or not to reinstate the pupil if appropriate or whether the headteacher's decision to exclude the pupil was justified. This role must currently be discharged by a Discipline Committee.

Following a fixed period

The headteacher should arrange a reintegration meeting with parents following the expiry of a fixed period exclusion. This should be an opportunity to discuss how best the pupil can return to school and can be a useful forum to consider with parents the possibility of a parenting contract. However, a fixed period exclusion should not be extended if such a meeting cannot be arranged in time or the parents do not attend, as such a meeting is not a statutory requirement.

Latest guidance available from:-

DfE at <https://www.gov.uk/government/publications/school-exclusion>

West Sussex Access and Exclusion Team

033022 28537

Documentation

All relevant documentation must be completed. Contact Access and Exclusion Team for latest copies of model letters and forms to be completed.

Promoting positive behaviour

Behaviour we will encourage in our pupils (linked to our Core Values)

[Please note, this section will be developed further as our Curriculum plan is developed.]

Respect:

- Good manners and politeness
- Awareness of self and others
- Tolerance
- Awareness of the environment they are in (classroom, playground, school grounds)
- Ability to take responsibility for the property of others (other children, other adults, the school)
- Kindness
- Friendliness
- Respond appropriately to other people's opinions

Independent:

- Ability to take responsibility (for own belongings, for school belongings, for own actions)
- Be independent thinkers
- Try new activities with confidence
- Learn to manage failure and learn from their mistakes

Perseverance:

- Having the confidence to take risks
- Self motivated
- Showing resilience

Work together:

- Awareness of self
- Awareness of others
- Co-operating with others (adults and children)
- Sharing
- Adaptable

Be reflective:

- Thinking about and taking ownership for the decisions they have made
- Awareness of self-control in their own behaviour
- Awareness of honesty
- Ability to evaluate their work and suggest improvements

What we are doing to encourage good behaviour:

- Provide good role models
- Use positive body language and eye contact
- Provide clear and achievable expectations within classrooms, around school and out of doors
- Provided consistent approach with opportunities for negotiation and ownership
- Show clear trust in children and allow them to prove themselves
- 'Catch' good behaviour and actively ignore some inappropriate behaviour
- Reward system (consistent within school)
 - ❖ Praise and stickers
 - ❖ Pupil recognition
 - ❖ Certificates
 - ❖ Headteacher's awards/stickers
 - ❖ Golden time

Consequences

The majority of behaviours are limited to Stage 1. It is imperative that all staff maintain the behaviour recordkeeping system for persistent behaviours within stage 1 or any behaviours within Stage 2.

	Behaviour	Intervention	Consequence
Positive praise 1	The child is showing active involvement in lessons and/or role modelling good behaviour	Reward exemplary behaviour and/or learning	Golden mentions Music mentions Certificates Green slip Headteacher's awards/stickers
Positive praise 2	The child is doing as expected in class	Catch them Being Good – praise – happy ace Pre-empting the situation Reminder of class rules agreed by all Using LOOK, hand gestures, catch child's eye Role model good behaviour Use positive body language and eye contact Provide clear and achievable expectations within classrooms, around school and out of doors Provided consistent approach with opportunities for negotiation and ownership Show clear trust in children and allow them to prove themselves 'Catch' good behaviour and actively ignore some inappropriate behaviour	Praise and stickers
Behaviour system Stage 1	AGGRAVATIONS eg Calling out Interrupting when the teacher is talking <i>Ignoring minor instructions</i> Tipping back on chair Making noises / pulling Velcro <i>Minor challenges to authority (answer back...)</i> Pushing in line Annoying other children Time wasting /avoidance tactics/day dreaming Not keeping hands to themselves Fiddling with objects eg drinks bottles, Cheek, offhand comments	Talk to children -Restorative conversations Speaking to child individually Ask child to apologise to class/individual Move child (seating/carpet) giving reason Expectation set eg time limit Removal of temptation Give 'fiddlers' something to hold Child to stay next to adult Request not to repeat behaviour – sad face	Child moved in class Child's name under 'sad' face Member of staff having a restorative conversation with the child or children about behaviour/learning where the child decides what they can do to make it better (Other staff informed as necessary.)
Behaviour system Stage 2	SERIOUS eg Continued time wasting Petty theft Persistent disruptive behaviour Deliberately creating a disturbance Leaving class without permission General refusal to do anything Offensive language Continual use of cheek, offhand comments Verbal assault and or harassment Rudeness/insolence Bullying (see Anti-bullying policy) Racism (or other discriminatory behaviour) Wilful damage Stealing Anti-social behaviour Other behaviour outside law, e.g. drug related	Remove from group (giving explanation) Record incidents/log (ensure child is aware) Give choice/expectation with timescale or complete task in break Use visual timer – away from activity Time out (maintain visual contact) Consider Additional Needs Intervention School based community service incl. removing graffiti	Class teacher to talk to parent / child. (HT/DHT informed of action. Other staff informed to ensure a consistent approach to manage behaviours.) Lose up to 5 mins break – escalating to 10 mins max Remove to other class Loss of privileges incl representing the school, playing football at break for fixed time periods that increase in severity.
Behaviour system Stage 3	VERY SERIOUS eg Serious challenge to authority Bullying – physical, verbal and emotional Deliberately damaging school/pupil's property Repeated refusal to do tasks Harmful, offensive name calling Continuing to leave the class without permission Fighting and intentional physical harm Continued rudeness / swearing Malicious Allegations against staff Truancy	Put ILP/IBP in place with advice from outside agencies if appropriate Use red card to summon assistance Involve parents in weekly monitoring of report cards Internal seclusion– remove from classroom, playtime and/or lunchtime for fixed period. It may also then be necessary to have a plan of re-integration.	Parents to meet with CT and Head or Deputy Report card / Behaviour book – logged and signed Internal seclusion After school detention (Year 6 only after consultation with parents)
Behaviour system Stage 4	EXTREMELY SERIOUS eg Continued running out of school building Deliberately throwing objects with the intention of breaking them or harming someone Repeated challenge to authority Persistent bullying Verbal or physical abuse to any staff Extreme danger of violence Leaving school boundaries	Lunchtime exclusion Involvement of outside agencies PSP set up Fixed term exclusion Permanent exclusion	Parents to meet with Head or Deputy The child would be having fixed term exclusions or may be permanently excluded.
<p>In all disciplinary actions, it is essential for the child to understand that it is the behaviour that is unacceptable, and not the child as a person. Group punishment should be avoided.</p> <p>The decision to exclude is taken in response to:</p> <ul style="list-style-type: none"> a serious breach, or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. 			

Behaviour Management

What you will see

What it means

Your child is showing active involvement in lessons and/or role modelling good behaviour



Your child is receiving praise and recognition for working hard and behaving in an exemplary way.

Your child is doing as expected in class



Your child is following the school and class rules and is completing their work in class.

Behaviour system Stage 1



Your child's name may be put under the 'sad face' in class because they needed to be reminded about their behaviour.

Your child will tell you how they had to talk to a member of staff about their behaviour; deciding what they would do to make it better.

Behaviour system Stage 2



A teacher/parent conversation

Attending a meeting with your child's teacher may mean that individualised sanctions need to be agreed so school and home can work together to stop disruptive or unsuitable behaviour.

Behaviour system Stage 3



You would be meeting regularly with your child's teacher or senior leadership to review your child's targets.

Your child may have had an internal seclusion.

Outside agencies may also be involved at this stage.

Behaviour system Stage 4

Exclusion

You would have met with the Headteacher to discuss your child's behaviour.

Your child would be having fixed term exclusions or may be permanently excluded.

APPENDIX 3

Checklist for your own practice

Have you:

- Made appropriate behaviour your priority?
- Established clear, predictable routines?
- Taught 'responsibility'? Do the children know what they are responsible for?
- Modelled the behaviour and attitude you want to see?
- Kept basic respect intact, even when behaviour is unacceptable?
- Focused on working towards successful outcomes?
- Ensured that the pupil(s) understand the behaviour language you are using?

To 'catch' them being good:

- Give regular, descriptive and positive feedback (language appropriate to the age of the child you are dealing with)
- Expect children to follow your instructions
- Consciously use body language that conveys authority and confidence
- Use non-confrontational practices
- Give clear choices to encourage ownership of behaviour
- Avoid over-dwelling on behaviours
- Use the least intrusive strategies that are appropriate
- Protect the pupil's/pupils' self esteem
- Separate the behaviour from the person

Factors that can influence behaviour

A child's behaviour is influenced by many factors. To some extent we can control many of these influential factors in the school environment and therefore try to modify and improve behaviour in school. However, there is a multitude of external factors over which we have very little control. These need to be taken into consideration when trying to understand and deal with certain behaviours in our children.

LITTLEHAVEN INFANT SCHOOL OUR BEHAVIOUR STANDARD

Behaviour is the responsibility of us all. Each of us plays a part in maintaining our standard. If we don't *all* follow this, then behaviour will slip quickly.

Consistency is the key! Don't ever give up, even when you are tired. Back each other up.

If behaviour starts to slip, tighten up on the procedures but remember to **PRAISE** good behaviours.

Everyone needs to be aware of the exceptions (SEN with behaviour difficulties) and the strategies to be used for these children.

In school children will:

Line up quietly before going out to play

Line up quietly before going into PE/hall

Walk into assembly quietly

Sit quietly in assembly without disturbing others

Be polite to adults

Be polite to each other

If not then:

Wait until they are quiet

Wait until they are quiet or sit back on carpet & start again.

Send them back to the class to do it again

Send them back to class to sit on the carpet doing nothing

Remind them! Ask them to repeat their query politely (Remember we have to model this behaviour)

Remind them as above

In the playground children will:

Stop when the hand goes up within 5 secs

Walk sensibly (or hop, skip) on stepping stones (NO running)

Read, sit, talk, play clapping games etc in quiet area (NO running, climbing, chasing)

Play sensible games

If not then:

Repeat. If not then practise at next playtime.

Send out of wildlife area.

Send out of quiet area.

One adult initiate some games for children to play. Intervene where games are not appropriate.

NORTHOLMES JUNIOR SCHOOL OUR BEHAVIOUR STANDARD

Behaviour is the responsibility of us all. Each of us plays a part in maintaining our standard. If we don't *all* follow this, then behaviour will slip quickly.

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If behaviour starts to slip, tighten up on the procedures but remember to **PRAISE** good behaviours.

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Be polite to each other

If not then:

Wait until they are quiet

Wait until they are quiet or sit back on carpet & start again.

Send them back to the class to do it again

Send them back to class to sit on the carpet doing nothing

Remind them! Ask them to repeat their query politely (Remember we have to model this behaviour)

Remind them as above

In the playground children will:

Stop when the bell rings and crouch down.

Walk sensibly in.
(NO running)

Play sensible games

If not then:

Repeat. If not then practise at next playtime.

Stop child, remind and then child to walk.

One adult initiate some games for children to play. Intervene where games are not appropriate.

APPENDIX 5

Banned items

In order that the staff can maintain an environment conducive to learning, and one which safeguards the right of other pupils to be educated in a safe environment, the following items should not be brought to school:

- An item that poses a threat to others, e.g. penknife, matches, lighter
- An item that poses a health and safety threat, e.g. large or hooped earrings
- An item that poses a threat to good order for learning, e.g. use of personal music player, hand held electronic games, mobile phones

Note: At Northolmes mobile phones can be given to the Office if children need them when walking to and from school.

- An item which is against the ethos of the school (expressed in the school aims and values), e.g. racist or pornographic material