# Tattershall Primary School
## BEHAVIOUR POLICY

## Core Expectations
### Whole School Approach
We believe that good behavioural management and anti-bullying work relies on a whole school approach. Every member of staff must implement this policy into everyday practice. We apply systematic approaches to:

- Positive ethos
- Rewards
- Good organisation
- Good communication
- Role of line managers.
- Consequences and ensuring consequences

### Positive Ethos
Positive language focuses on identifying things that are going well, good choices that have been made, as well as tackling poor choices. We accept that ultimately the children are responsible for their own actions. This is reflected in our use of the language of choice. This fosters a move away from the idea that children are inherently 'bad' or 'good', they are however making bad or good choices.

Praise is used in a rich and focused way. We recognise the need to be clear what it is that we are praising, 'you have managed to learn how to spell *because*' is much more effective than well done. Positive language focuses on how much pupils have improved rather than expecting perfection.

Used appropriately these positive phrases can be effective:

- 'Thank you for making a good choice about....'
- 'Well done for doing the right thing....'
- 'What does making the right choice look like/ sound like / feel like?
- How could you make a better choice next time?
- 1-10 scale for children to judge their behaviour – highlighting children at 10/10

## See Appendix 1 for advice on how to avoid potential pitfalls

### Good Organisation of Lessons
### Classroom layouts
The classroom layout should encourage and facilitate all children to engage actively with learning, to behave appropriately and to feel safe and secure. Our classrooms demonstrate that:

- Learning walls are a central and active engagement tool.
- School rules on display and referred to appropriately
- Resources are accessible and fully labelled
- Children are seated to maximise their learning opportunities but minimise disruption opportunities.
- Classrooms are clutter free
- Furniture will be rearranged appropriately for the nature of the tasks
- Pupils and staff can move easily around.

*Prior to pupil arrival*

Equipment is easily accessible, and labelled.

Children know which equipment they can access themselves and which is centrally distributed.

Children know what they do the moment they enter a classroom, and teachers set up clear effective routines. This may include initial instructions on the board, or initial focus seated around learning walls – however there are many alternatives.

*Quality planning and preparation*

Learning walls provide clear focus for learning, and tracking of progress.

Classrooms are clutter free spaces

Resources are ready to hand. All staff respect the importance of learning and minimise disruptions, including by entering and leaving quietly.

Planning matches the learning and motivational needs of the learners and is appropriately differentiated. Over the course of a week children experience a range of learning styles. Good use is made of adult support. Interactive strategies, particularly talking partners and whiteboards are used to enable children to engage with learning rather than just receive it.

**See Appendix 2 for hints ands tips for settling children**

## Good General Organisation

*Supporting supply and cover teachers*

Supply and cover teachers should be supported by:

- All staff
- Lesson planning in an easy to follow format.
- Lessons that are reasonable for someone other than the class teacher to implement and manage.
- SEND list
- Target children list
- Password to laptop
- Deploying support staff to help children settle at the start of sessions where appropriate.
- Class teachers following up behavioural problems with parents when appropriate.
- Induction pack including:
    - List of daily routines
    - Summary of behavioural policy
    - Relevant medical information

*Around school*

Before we move children around school, we think about making the transition smooth, quiet and efficient. We make our expectations clear about how we will move around school. Staff should ensure they are in a position of effective leadership.

*Working with groups*

Working and learning spaces are clutter free, and sometimes a quiet location is preferable to aid concentration. Resources are ready to hand. All staff respect the importance of this learning time and minimise disruptions, including by entering and leaving quietly.

*Assembly*

We periodically remind children of the importance of assembly as a time to reflect on their lives and the lives of others. It is an essential part of a smooth start to the day.

Assembly entrance will be silent, with each class teacher ensuring that their class enters assembly silently, sits silently and waits silently. Music will normally be playing. Staff will also normally model this silent behaviour for children.

A member of staff is highly visible at the front of the hall, identifying and praising good behaviour in a variety of ways, including individual eye contact and acknowledgement.

Consequences may be given for poor choices made in assembly, but unless behaviour is significantly damaging the assembly experience this will normally be done discretely by staff at the end of assembly.

### Senior Leadership Team
Senior Leadership Team are responsible for supporting colleagues who are experiencing particularly challenging behaviour. This includes include coaching and working directly with children, parents, support staff, SENDCO and external agencies.

### Children arriving
The senior leadership team will be outside from 10 minutes before the start of each school day. At 8.45 all class teachers will be on the playground to welcome pupils and parents. At 8.50 a whistle will be blown and the children will line up with their class teacher and walk into school quietly to prepare for learning.

### Morning play
As with lunchtimes, staff should disperse themselves strategically so they can observe and support positive play.
Football will be played on the pitch opposite class 3 and 4, weather permitting.
Normally pupils are expected to go to the toilet before morning break, and therefore should not need to go at break time, although this will be permitted.
Trim trail – four children allowed on each piece of apparatus at a time subject to ensuring constant safety of pupils.

### Lunch Time Play
Staff should place themselves around the playground so they can both watch and support children's playing. Staff promote positive play. The playground is zoned into different activity areas to support this.
Children must ask a midday lunchtime supervisor if they wish to come in for any reason. If a significant incident occurs, it is recorded in the behaviour log and the class teacher is informed. It is essential that if this pattern is repeated twice in a week that class teachers contact home and seek to get the problem behaviour resolved.

### Dinner Hall
Routines for where children are to sit are clearly established. Children are encouraged to talk quietly to the people immediately next to them.

### End of the school day
Sufficient time is left at the end of the day, to ensure that children are ready to leave in a calm and safe manner. If appropriate, children should be asked to fetch coats and to leave in small groups or individually. Our high expectations of good choices and polite manners continue until children are at least off school premises.

## Rewards

### Success Stars

Children are awarded success stars for individual achievement. 25 stars earns a bronze certificate, 50 stars earns a silver certificate, 75 a gold certificate and 10 stars earn a platinum certificate. These certificates are awarded in assembly.

**See Appendix 3 for examples of how and when success stars might be given.**

### Rewards – Achievements Assembly

On Friday Mornings we hold achievements assembly. There are several types of rewards that are shared here:

- Each class teacher chooses two children from their class to receive a Headteacher's Award. Parents receive a letter celebrating their child's achievement and explaining the specific reason for the award.
- Platinum, Gold, silver and bronze success certificates as described above.
- Attendance certificates will be awarded where appropriate.
- Additional certificates (for example for sporting achievements) may also be awarded, including those received outside of school.
- Attendance percentages for each class are announced and the winning class are awarded the SAM (School Attendance Matters) trophy for the week.

### Whole Class Rewards

Golden time is earned as a class using pebbles or the equivalent but will be a maximum of 30 minutes length per week. The first 20 pebbles need to be achieved for the class to earn their 20 minutes Golden Time. 5 additional bonus balls can be earned which are worth an additional 2 minutes each of Golden Time to the maximum of 30 minutes.

### Positive Calls

Teachers are encouraged to make positive calls to parents to share success and good news.

## Good Communication

### Proactive With Parents

Early communication is important because:

- Parents have a right to know and a duty to support school.
- Children often respond better to a unilateral approach.
- Parents may have additional information that will help us better understand the needs of a child.

Therefore we:

- Keep parents informed of progress and events – particularly for behavioural SEND children
- Support parents in having a consistent approach to managing behaviour at home, putting them in touch with outside agencies where appropriate.
- Keep parents informed when things are going well, particularly for those children who have additional needs and are making that extra effort.

### Meeting Pastoral Needs

The school ethos shows that we care greatly for our children. We want our children to feel valued, secure and have a sense of belonging. We use the SEAL project as part of our PSHE programme to meet the pastoral needs of our children. For those children whose pastoral needs are greater (these children may not be causing major behavioural problems), we will strive to support in small groups or individually. This can mean class teachers, support staff or senior staff taking particular interest. We

work to find common ground, to build relationships, to listen and to gain trust. If this is not sufficient we will strive to deploy additional resources.

## Supporting SEND Children
Careful exchange of information between year groups is essential, as is ensuring all children who have SEN are identified. When pupils have repeated difficulties that seem unusually challenging, staff work with the SENCO to get a child onto the SEN register. Staff MUST ensure gold forms are kept up to date. PIVATS can provide very small targets for children's target books. Records will be kept prior to children being placed on SEN register.

## Teachers and Support Staff
Teachers and support staff must agree who and how behaviour can and should be managed by the support member of staff within each classroom. All staff should apply the traffic lights system, ensuring as much consistency as possible is essential.
1:1 staff should contribute or in some cases lead the generation of IEP's and half termly targets of 1:1 children. 1:1 staff should track their child's behaviour carefully, keeping a diary of events, if appropriate. Any significant events or patterns should be recorded on the gold forms.
In accordance with children's IEP's the 1:1 staff work together with teachers to adjust the curriculum to the needs of the 1:1 child. This may include an additional level of differentiation, making things brighter, larger or more relevant to the child's experiences and interests.
1:1 staff, with agreement of the class teacher, and inclusion of strategies onto IEP's may deploy additional rewards, for example choosing time (maximum 10 minutes per half day), stickers etc. However we must do this in such a way that we minimise feelings of unfairness from other children.

## Dealing with complaints about behaviour or bullying
The normal route for complaints should follow the line management system. This means that for both parents and children, the class teacher should be the first port of call, followed by the deputy head and the Headteacher.

## Dealing with and reporting racist incidents
We define a racist incident as 'Any incident which is perceived to be racist by the victim or any other person'. If a racist incident is alleged, there are additional procedural and reporting requirements – all alleged incidents must be recorded on the Racist Incident Referral Form and in the Racist Incidents Log. JD/ CR have responsibility for supporting staff on following up racist incidents. This support may include form filling, contacting parents, procedures and support with investigations and decisions. The number of racist incidents will be reported to governors at least annually.

## Dealing with and reporting sexual abuse and discrimination
The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.
The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

## Supporting Lunchtime Staff
Lunch times are often the most enjoyable part of the school day particularly when lunchtime staff organise and lead good play activities. This proactive approach of creating and supporting play is the most effective way to ensure happy enjoyable lunchtimes for staff and pupils. It is important that we consistently demonstrate that lunchtime staff deserve the same high level of respect that other staff.

See Appendix 4 for line management structure for lunchtime.

Issues from lunchtime that need following up by class teachers will be highlighted to them by midday supervisors. Teachers are responsible for setting a good learning tone for the afternoon; however teaching staff are responsible for following up these incidents as appropriate and moving pupils on the traffic lights system as appropriate. This may mean contacting parents about poor behaviour (larger incidents are also written in the behaviour log for reference). Consequences for lunchtime misbehaviour follow the same route as other consequences.

## Consequences
The key tool that we use for ensuring consistency of consequences is the traffic lights system

### The Traffic Lights System
The traffic lights system and reward systems must be reminded to pupils at the start of each half term, including the fact that phone calls home really do happen. Children who are persistently good sometimes think this does not happen because no-one tells them about it – this can result in children who are persistently good feeling that things are unfair.
It is essential that teachers are rigorous and conscientious in applying the traffic lights system. Children can move up and down the system.

GREEN – Every child starts every new day here. Every classroom has a visual reminder of the traffic lights system.
AMBER – Formal warning to change behaviour. When child changes behaviour (spotted making a good choice) they are moved back to GREEN
RED – If a child on AMBER continues to make a wrong choice then they are moved to the RED traffic light. They will be encouraged to move back to AMBER and then progress back to GREEN by making the right choices.

If a child is on RED before break, lunchtime or at home time they will miss up to 10 minutes of their next playtime. For KS2 children this will involve the children being supervised in the hall during the following day's morning break. Staff will be timetabled to supervise this. Children will sit in the hall one behind the other for a maximum of 10 minutes. They will be allowed outside for 5 minutes if their choices in the hall are judged to be the right choices. KS1 children will be supervised in classrooms for 5 minutes.
If a child has been placed on RED for hurting another child, they must miss 5/10 minutes of their next breaktime, even if they have ended the day on AMBER or GREEN.
Missed playtimes will be recorded on post it notes with the reasons why the child was on the RED traffic light and placed in the playtime behaviour book.

If a child is reaching the RED traffic light more than once a week, normally for 3 weeks or more, Class teachers are responsible for meeting with SENDCO and putting in place a behaviour plan related to more immediate consequences and rewards.

For children with specific SEND behavioural needs, a behaviour plan, bespoke to child's needs will be used.
In addition, if the teacher feels a child may benefit from some reflection time, a 5 minute timer can be used to allow the child to refocus.
See appendix 5 for examples of how children are moved on the traffic lights system,

### Dealing with failure to engage in learning

It is appropriate to ensure pupils receive their full curriculum entitlement. Therefore if pupils (who are reasonably capable of doing a task) fail to do so to a satisfactory standard, staff should require pupils to use break times, lunchtimes and additional home learning to catch up.  Normally, pupils will be given five minutes after a catching up session to eat snack and go to the toilet and have a quick play before next sessions begin.  It is particularly important that all staff are empowered to do this and actively supported by class teachers and senior leaders.

_Overcoming Bullying_
At Tattershall Primary all pupils are encouraged to report incidents so that even if the victim is too frightened to say anything, the bully will know he/she cannot get away with abusive behaviour.

Our school ethos and the key role of SEAL means that we have a zero tolerance approach to bullying.

Bullying is complex, so to overcome it we need to recognise and deal with the different types of bullying.  These types of bullying overlap, so for example a child may be suffering from manipulation, harassment, and domination bullying.

## See Appendix 6 for guidance on recognising and acting against bullying

_What happens when it is bullying?_
The traffic lights system is applied.  Additional sanctions are given if this is becoming persistent (i.e. 3 or more times in any half term period). Pastoral and proactive support may also be needed for the victim.  We will keep parents appropriately informed.  All incidents are recorded in the Behaviour log.

_Alternative Consequences_
There are times when the traffic lights system is simply not enough, is not working, or is not appropriate.   When this is the case, the class teacher is responsible for identifying alternative consequences.

It is essential to work closely with parents, pupils and relevant colleagues.
Parental engagement is key to many pupils that are struggling to make good choices, and although this is not always easy to obtain or maintain, must be a key priority for the class teacher.  When a pupil has a 1:1, the 1:1 should be involved at each and every stage.
The purpose of these alternatives is to improve pupil behaviour longer term, avoiding the need for exclusion, whilst minimising opportunities for poor choices short term.

## See Appendix 7 for examples of alternative consequences

## Support in Managing Behaviour

| Support type | Description | Supported by |
|---|---|---|
| Good organisation | Clear structure and effective organisation whenever possible – fuller details in this policy | Being prepared |
| Standard rewards | Positive language and reinforcement – fuller details in this policy | Being positive |
| Extra rewards | Positive telephone calls to parents to congratulate the successes. Possibility of reward charts. | Being positive |
| Standard sanctions and application of behaviour policy | When pupils make poor choices, sanctions are applied consistently and fairly – fuller details in this policy | Adult being firm, fair, clear & consistent |
| Talking it through with child | Discussing with pupil the nature of their choices. | Adult to child |
| Talking it through with expert | Talking through the wrong choices that the child is making and the effect that it is having on others. | SENCO, HT, LSS, EP |
| Identifying pupil as SEN for behaviour | Pupils presenting with persistent challenging behaviour – e.g. reaching red more than once a week, normally for 3 weeks or more may have SEN needs. If this is thought to be appropriate, this involves meeting with parents and starting 'gold forms' paperwork.  Parents have a legal choice about whether there child can be formally identified as having special needs, however we have a legal and moral duty to ensure that all pupils receive support appropriate to there needs. | Engaging more of the school team<br>Parents<br>Evidencing |
| Longer term structured pastoral support programme | Learning how to deal with emotions longer term<br><ul><li>Teaching assistant</li><li>Pyramid</li><li>Transactional training</li><li>Pupil counselling</li></ul> | Support staff<br>SENCO |
| Engagement of external agencies | EBSS<br>Educational Psychologist | SENCO |
| Support for parents | Parenting in modern times can be challenging, and it is not unusual for parents to benefit from some extra support. | PSA |
| Instant 1:1 support | If a pupil is having a 'blow up', the nearest available member of support staff needs to be deployed.  Normally for 1 hour or less. | Nearest adult |
| Emergency 1:1 support | This is paid for through emergency funding routes and requires involvement of the SENCO.  This is normally for periods of either 6 or 12 weeks.  THIS CAN ONLY EVER BE ACCESSED WITH VERY STRONG EVIDENCE. | SENCO |
| Statemented 1:1 support | This is through the statementing process.  THIS IS ACCESSED PURELY ON THE BASIS OF EVIDENCE. | SENCO |
| Emergency annual review of statement | As above, but can only apply to statemented pupils | Class teacher<br>1:1<br>SENCO<br>Parent<br>External agency (where available) |
| Emergency meeting with all or part of Senior Leadership Team | For pupils who are displaying unacceptable and progressively deteriorating behaviour for whom we believe exclusion may be an excessively negative experience.  During this meeting, the discussion will consider all available options and seek to identify any new as yet untried bespoke options.  Depending on the level of urgency and previous impact of parental engagement, this option may be tried with or without parental representation. | Headteacher<br>Class teacher<br>SENCO<br>Parent? |

It is essential that there is frequent communication between all staff working with a child to present a unified response.  Thorough documentation must be maintained for SEN pupils.  Where a child has a 1:1 they should be involved at every stage where practical.

## Exclusions

Exclusions can only be made by the Headteacher, or in the absence of the Headteacher, the most senior member of staff available.  The Headteacher will (where practical) not be the person collecting the initial investigation if an exclusion is likely.  Findings from the investigation will be reported to

the Headteacher who will ensure that sufficient evidence is collected, review the evidence and ask for further evidence where required. The Headteacher will also meet with the child who is under the threat of exclusion to give them a personal chance to explain events. This will ensure that the Headteacher is in the best possible position to judge from the evidence presented provided if exclusion the right response.

Exclusions are a serious matter, and must always be given due diligence. This means that investigations may be completed in one day, or in exceptional circumstances this may take longer. If a child has to be temporarily excluded prior to a decision about permanent exclusion, parents must be informed that the exclusion can become permanent. If it is judged that exclusion *may be* appropriate, the Headteacher should use the serious incidents checklist. It should be remembered that any appeal against exclusion will review the evidence collected and the thoroughness of the process. Therefore it is vital that the Serious Incidents Checklist is completed.

Additional guidance can be obtained through Lincolnshire County Council Pupil Reintegration team (01522 553584). This guidance cannot be about whether to exclude or not, merely to reflect what other schools have done in similar situations, and may help with any procedural concerns.

Exclusions may be for a build up of unmanageable and unacceptable behaviour, but may also be for a one off incident (the list below is indicative and not exhaustive)

| Permanent exclusion will be considered for: |
| --- |
| Any assault on a member of staff that causes substantial harm (either physical or mental), the pupil will be permanently excluded. |
| Brought an offensive weapon into school (e.g. any sort of knife) |
| Bringing any illegal substance into school will be a permanent exclusion. |
| Took part in or led a smear campaign against any past or present member of staff, school governors or the school itself (e.g. internet site, Facebook, twitter, internet chatrooms, leaflets, posters etc) even if this was perpetrated entirely outside of the school building. |

### See Appendix 8 for further guidance on exclusions

Signed ……………………………………………

Date  4/1/2021

Review Date …………………………………..

# Appendix 1

## Avoiding Potential Pitfalls

Managing behaviour effectively requires a long term perspective.  Some approaches from adults that may work in other schools will quickly break down here and result in poor behaviour.

| Actions | Potential Pitfalls | Correct Approach |
|---|---|---|
| Pupils are having an off day and are simply more demanding than normal | Complaining too frequently and too long about pupil behaviour. | Apply the behaviour policy, including:<br><br>1. Ensure that there is still appropriate praise and positive ethos<br><br>2. Application of the traffic lights system.<br><br>3. Use of the appropriate rewards & sanctions |
| Pupils are 'testing boundaries' | Shouting too often. | |
| Adult does not want to sanction pupils or<br>Adult is annoyed by pupil behaviour | Pupil sent to stand outside office. (Bad for image of school, normally bad for pupils' behaviour). Threatening things that are not followed through. | |
| One or two pupils make it difficult to make progress in learning | Giving all of your time and energy to these pupils. | |
| Treating children unfairly in order to dominate children in the short term. | Stress, upset & loss of judgement | |
| Adult starts off session by complaining about poor previous behaviour. | Sets some pupils into a negative spiral. | |
| Adult does not give clear instructions, rather has implicit expectations. | 'Sit on the carpet'<br>'You should be working' | 'Sit quietly on the carpet, with your arms and legs neatly folded and face this way'<br>'For this work you should be silent….' or 'For this work you are allowed to talk to your partner…'<br>Anything implicit must be built up over a period of time |
| Teacher does not want to talk to parents | Not appropriately implementing the behaviour policy. | • Support from senior leader (JD, CR) for difficult conversations with parents |
| Pupil does not understand how to make the right choice | Continual sanctions for pupils who do not understand what the right choices are. | • Talking things through quietly with pupils |
| A pupil is determined to undermine the adult | Trying to deal with this on your own | As above, and:<br>• engaging other parts of the school team<br>• identifying SEN.<br>• starting longer term systems |
| Adult believes that a particular pupil has such challenging behaviour that it cannot be adequately managed. | Giving up and allowing pupil to display unacceptable behaviour. | |
| Longer term pupil or several pupils are  showing deteriorating behaviour | Dealing with this on a day to day basis. | |
| Adult does not expect respect or<br>Pupil does not show respect | Many of our pupils do not have an automatic respect or even trust of adults We must expect respect. | As above<br><br>Earning respect by being consistent. |
| Pupils lively at the end of the day or the end of the session | Lowering expectations for pupil leaving school/ classrooms. | Calm children before exiting, this makes it much easier at the start and end of the next day/session |

## Appendix 2

## Hints Ands Tips For Settling Children

Get into a routine where your expectations are high, clear and met, some quick techniques you may find useful are:

- Congratulating and counting those children who are making right choices
- Copy me routines including:
  - Give me 5
  - Clapping games
  - Singing games
  - Long word games
- Peer support, where peers politely encourage others to be ready.
- First table ready
- Wait
- Adjust volume and intonation.  Generally a quiet interesting voice is more effective than an insistent loud voice.

## Appendix 3

### Examples of how and when success stars might be given

| School Rule | Success stars may be rewarded for: |
|---|---|
| 1. Walk around school quietly. | All staff, particularly lunch staff may wish to give out success stars for this occasionally to reinforce especially good and quiet walking. |
| 2. Be polite and respectful. | All staff, particularly lunchtime and support staff may wish to give out success stars for this occasionally to reinforce especially polite and respectful behaviour.<br>Lunch staff may also wish to award success stars for good eating, good table manners and good playing. |
| 3. Treat others with care. | Not appropriate to use success stars. All pupils must always meet this expectation. |
| 4. Use equipment sensibly and safely. | Not appropriate to use success stars. All pupils must always meet this expectation. |
| 5. Have a good attitude to learning. | Completion of homework – including that evidenced by pupils needing to change their reading books.<br>All staff, particularly cover and supply teachers should use of house points for especially good listening and hard work.<br>Showing excellent readiness at the start of assembly. |

Success Stars may also be awarded for extra achievements, actions and choices for example:

- Doing a job of responsibility (e.g. tidying up, running small errands messages etc).
- Exceeding our expectations.
- Always trying your best
- Good playing at playtimes and lunchtimes
- This is not a complete list – there are other valid reasons to award success stars.

**Line Management Structure for Lunchtime**

# All Lunch Staff
Promote positive play and deal with minor incidents

⬇

# Class teachers
Support lunch staff in dealing with larger incidents

⬇

# Miss Mottram or Mr Hoodless
Support staff in dealing with serious incidents

⬇

# Mrs Richardson
Support staff by reviewing evidence about possible exclusions - should not do initial investigation

⬇

# Governors
Legal requirement to review exclusions data and appeals

**Examples of How Children Are Moved on the Traffic Lights System**

| School Rule | Infringements (One or two warnings are given before names are moved up to AMBER) | Infraction AMBER | Incident RED MUST be recorded for SEN Pupils |
|---|---|---|---|
| Walk around school quietly.<br><br>(Anti-bullying and good behaviour)) | • Talking on way to or from assembly.<br>• Being too loud when changing.<br>• Creating disturbance when moving around school.<br>• Blocking another pupil's path.<br>• Running from or to playground at lunch | • Causing disturbance in school washrooms during lesson time.<br>• Shouting in corridor<br>• Disrupting learning by persistently calling out. | • Disturbing learning in several classes.<br>• Leaving school without permission (parents, police and HT must be notified) |
| Be polite and respectful.<br><br>(Anti-bullying and good behaviour)<br><br>Notes<br>Leaving people out simply because you want to do your own thing is not bullying!<br><br>'Looking at someone' may not be nice but is not bullying. | • Name calling.<br>• 'Winding up' another pupil.<br>• Goading.<br>• Deliberately isolating a peer.<br>• Not wearing uniform (please contact parents).<br>• Unkind comments that upset.<br>• 'Grunting', groaning, 'huffing' or 'tutting' when asked to do something by a member of staff.<br>• Laughing or sniggering <u>at</u> a member of staff.<br>• Walking away from an adult who is trying to discuss an issue. | • Shouting at an adult.<br>• Swearing at another student.<br>• Calling someone's family names.<br>• Intimidating another pupil.<br>• Threatening to hit or hurt a pupil.<br>• Spitting<br>• Any homophobic comments or actions<br>• Telling lies to get someone else into trouble or to avoid consequences of wrong choices.<br>• Throwing food at lunchtime. | • Aggressive and intimidating swearing at another pupil.<br>• Any form of swearing at staff.<br>• Prolonged, aggressive shouting that damages learning for all children in class.<br>• Any racist comments or actions (this must be added to racist incidents records available in office.<br>• Spitting on someone.<br>• Spitting on food. |
| Treat others with care.<br><br>(Anti-bullying and good behaviour) | | • Pushing or tripping<br>• Grabbing and shoving people.<br>• Pulling or stretching peoples clothes | • Physical violence resulting in physical damage.<br>• Hitting or kicking<br>• Fighting.<br>• <u>Any</u> inappropriate physical contact with staff (<u>Parents and senior staff must be notified</u>)<br>• Pulling hair. |
| Use equipment sensibly and safely. | • Rocking on chairs.<br>• Hitting tables. | • Writing or drawing on someone's book, uniform or possession. | • Throwing anything in an aggressive and dangerous fashion likely to cause |

| | | | |
|---|---|---|---|
| (Anti-bullying and good behaviour) | • Throwing a small object (e.g. a pencil, eraser etc).<br>• Moving property inappropriately.<br>• Minor damage to own clothes | • Throwing a small object at someone.<br>• Minor damage to clothes (e.g. ink spots)<br>• Throwing several small objects or one larger object.<br>• Banging tables. | harm.<br>• Deliberate, permanent and substantial damage to property.<br>• Theft.<br>• Any weapon brought into school is almost always a permanent exclusion |
| Show good listening and hard work.<br><br>Note that lack of work can result in pupils missing break and lunch play to catch up even if pupil is not on a stage. | • Leaving seat at inappropriate times.<br>• Clear lack of effort in school work.<br>• Delaying tactics.<br>• Refusal to work with a partner.<br>• Interrupting teacher.<br>• Talking while teacher is talking.<br>• Calling out answers inappropriately.<br>• 'Unintentional' swearing that causes insignificant disturbance.<br>• Failure to do homework.<br>• Failure to arrive promptly after break or lunch.<br>• Fidgeting that inhibits good listening and learning. | • Refusal to do any work/learning activity that is appropriate to a child's learning needs.<br>• Leaving classroom without permission.<br>• Refusing time out.<br>• A student shouting inappropriately and creating a deliberate disturbance.<br>• Sitting under tables and refusing to work. | • Leaving the classroom without permission and creating a substantial disturbance on way. |

# Appendix 6

## Guidance on Recognising and Acting Against Bullying
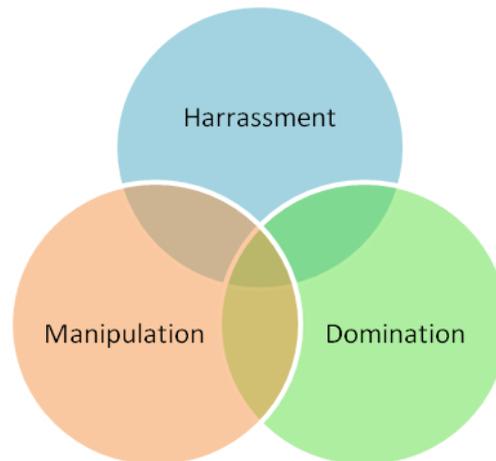


### *Harassment Bullying*
When a child is being deliberately wound up.
(For example a child being singled out, to make them cry, explode or get into trouble, often several times on purpose, but can also be over a longer period of time or sometimes a one off incident)

### *Manipulation Bullying*
When a weaker, less popular, less able or more vulnerable child being made to do something they do not wish to do.
(For example break a school rule, isolate another child or deliberately get into trouble, perhaps the threat is 'if you don't do ... I won't be friends with you, or simply 'I'll get you" often several times on purpose, but can also be a one off incident)

### *Domination Bullying*
When a child is dominating one or several other children to feel powerful, important or strong.
(For example by using their physical size, intelligence, popularity or fear of violence in order to treat someone badly often several times on purpose, but can also be a one off incident)

# Appendix 7

## Examples of alternative consequences

**(Note these alternative consequences are only used when the traffic lights system has not been successful in addressing behaviour issues.  Children requiring additional support of this nature will usually have this as part of an IEP**

| Alternative | Description | Consult with |
|---|---|---|
| Reflection | Applied through the traffic lights system.  For most pupils who need consequences, this consequence is enough. | N/A |
| Time Out | Does not need consultation.  Time out can be used if pupil's behaviour is spiralling.  When pupils have been sent for time out it is in a shared area which forms part of the classroom and where they are still under the supervision of the class teacher.  Pupils are expected to complete all planned learning, otherwise missed learning must be completed at home. | N/A
However if used frequently (e.g. more than twice a week), alternatives should be considered. |
| Identification of SEN | Through meeting with parents, and initiating gold forms. | SENCO |
| Classroom based isolation | Can be very short term (e.g. a day or less), which requires no consultation, but when longer requires consultation. | Year group leader or SENCO
Parent |
| Removal to another class | This is pre-planned move that normally has a pre-planned review date. The choice of class is very important and is carefully thought through.  Pupils are expected to complete all planned learning and responsibility for this remains with the class teacher. | Year group leader
Receiving teacher
Parent |
| Restricted play | For example play within 5 metres of nominated member of lunch staff.  Normally for a fixed period (e.g. 5 days or less) before reviewing. | Midday Supervisor
Senior Leader |
| Removal of priviledge | For a fixed period of time pupil may no longer<br>• Represent the school (e.g. sports, arts etc)<br>• Use ICT equipment<br>• Go to school clubs<br>• Go on a school visit | SLT
Club leader
Parent when this impacts on after school activities |
| Safe place to be during breaks | Longer term arrangements made for pupils at break time or lunchtime to give them 'a safe place to be' where they are unlikely to make poor choices.  This is particularly for pupils who find the freedoms of break time or lunchtime difficult.  Arrangements for supervision and location will then be agreed.  During the time a child is in the 'safe place to be' specific work may be set that may be related to SEAL.

For most pupils who need a safe place to be, the entrance area to the school is unsuitable because pupil supervision is too low and distractions are too high.

If parents request to take their child home for lunch to help, we will normally allow them to do so, however we cannot require parents to take pupils home for lunch without a lunch time exclusion. | Pupil
Parent
SLT
SENCO |
| Isolation out of class | This is when a pupil does not enter the classroom and works on their own away from all other pupils.
Note that staffing needs to be agreed.  Normally for a fixed period (e.g. 5 days or less) before reviewing. | Normally with consultation with Headteacher and SENCO
Parent |

# Appendix 8

## Further guidance on exclusions

### *Exclusions – Making a Decision*

Exclusions are rare, and require a good deal of thought.  For persistent disruptive behaviour, the Headteacher will always seek to identify 'Have we ensured at least reasonable provision to avoid this exclusion?'  If the answer to this is no, and if there were clear warning signs, we do not have grounds for an exclusion.  See the Serious Incidents Investigation Checklist for a more comprehensive check on the requirements for exclusion.  The decisions framework for exclusions is based on consideration of the possible impact on pupil and the possible impact on school community.

Serious Incidents Investigation Checklist


Pupil ……………………..………. Date……………………

### *Investigation Checklist*
- o  Have notes been signed and dated?
- o  Have sufficient witnesses been interviewed?
- o  Has any physical evidence been verified?
- o  If practical, has the pupil been given sufficient chance to explain what they did?  Note if this is not fully practical, this MUST be done at a later date.
- o  If practical has the pupil been given sufficient chance to explain why? Note if this is not fully practical, this MUST be done at a later date.
- o  Is there sufficient evidence and cause to consider exclusion?
- o  Will not excluding have adverse impact on pupil behaviour?
- o  Was appropriate provision in place to support this child with these needs?
- o  Any additional evidence needed before a decision can be made?
- o  If temporary exclusion, has the child had opportunity for explaining their actions to the Headteacher.
- o  If possibly a permanent exclusion the Headteacher or most senior member of staff will then interview the accused, where available with the accused parents in school to provide them with additional opportunities for natural justice and evidence.
- o  If a permanent exclusion is possible the Headteacher is absent, the initial exclusion should be temporary if the Headteacher is expected to return within sufficient days to review the exclusion.  This will place the responsibility on the final decision with the Headteacher.

Unless the incident is a 'one off incident' the Headteacher or most senior member of staff must also consider:
- o  What sanctions have been in place so far to support this pupil?
- o  What support has been put in place to support this pupil?

Following an exclusion decision
- ☐  Notify office staff of length and reason for exclusion who will send out formal letter and notify LCC
- ☐  Notify parents verbally
- ☐  Notify class teacher of length of exclusion
- ☐  Write exclusion on SEN forms
- ☐  If an appeal happens, all notes must be retained, but typed up and made anonymous so no other pupil is named

Notes

- If there are child protection concerns, notify the child protection officer.  If the child has a social worker they should be notified as a priority.
- If there are welfare concerns notify the Educational Welfare Officer
- Retain all records relating to the investigation into the exclusion in their original format.
- Further legal, technical and comparative advice can be obtained from Sue Gorton or her department at LCC .