

Longmeadow Primary School

Behaviour and *Positive Relationships* Policy

Next Review – Autumn 2023

Objectives: This document will enable us to do three key things:

- 1) Build a culture of respect and 'effective learning behaviour'
- 2) Promote good behaviour throughout the school
- 3) Deal with any 'less-than-good' behaviour positively

Aims and Expectations

Behaviour leadership and management are very much about setting the right positive culture and building strong relationships with all stakeholders, but especially pupils.

- At Long Meadow Primary School we have a responsibility to operate an effective policy that encompasses preventative strategies for tackling harmful behaviour and to ensure all staff feel that they can manage inappropriate behaviour and understand what challenging behaviours might be communicating.
- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, and secure.
- The school has several 'rules' including our very important '**Golden Rules**'. However, our behaviour policy is not primarily concerned with rule enforcement.
It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
We recognise the strong link between effective learning and positive behaviour, and we strive to always maximise learning. Through positive learning behaviours of Resilience, Readiness, Resourcefulness, Reflectiveness and Responsibility (The 5R's of Learning). The children are taught that striving and challenging themselves are part of a life-long learning process which will help them in their future aspirations/ achievements.
- We treat all children fairly and apply this behaviour policy in a consistent way throughout the school.

At Longmeadow, we subscribe to the Character Education approach of teaching values and virtues.

If values are the goal, virtues are the way to get there. A virtue is a characteristic of a person which supports individual moral excellence and collective wellbeing. In other words, values reflect what is acceptable in terms of culture, but virtues reflect individual human characteristics.

We have 3 core values for our community:

- Learning
- Passion
- Success

Acronyms

Education professionals use many acronyms which can be difficult for nonprofessionals to decode. Please see below for a guide to acronyms used in this policy:

SEN(D) – Special Educational Needs and Disabilities

SEN(D)Co – Special Needs Coordinator

SLT – Senior Leadership Team

MLT - Middle Leadership Team

EYFS - Early Years Foundation Stage

PSP – Pastoral Support Plan

APDR – Assess, Plan, Do, Review (process)

ARBOR – Child Protection On-line Management System

This policy should be read in conjunction with:

- SEN(D) Policy
- Equality Scheme Policy
- Physical Restraint Policy
- Preventing and Responding to Bullying

Hertfordshire Steps Principals

Hertfordshire Steps' ethos and recommendations can be found throughout this document and in practice throughout Long Meadow Primary School. Hertfordshire Steps describes a process of taking necessary steps to ensure that every child is given an equality of opportunity to develop socially, to learn and to enjoy community life. It does this through shared values and beliefs; consistent communication, diversion, and de-escalation strategies; shared risk management; shared reparation, reflection, and restoration. We support fully the following Hertfordshire Steps statement:

*Teachers have the right to teach, and pupils have the right to learn.
Children who break our school rules stop teachers from teaching and stop themselves and others from learning.*

Strategies developed by Hertfordshire Steps, and being used by Long Meadow Primary School, for dealing with behaviour before they have escalated include:

Using directed language, for example:

"Colin, stop banging the table, you are preventing others from learning. Thank You."

The key element of this is that the adult must give the child direction and be very specific as to what behaviour they must cease. This should not be a request, but a direction.

The use of 'thank you' is a deliberate strategy and conveys the message that cooperation is expected.

The adult, where appropriate, will walk away to give the child 'take up' time.

Non-confrontational stance:

- Adults will seek not to debate with children and will not be confrontational. Where an initial instruction to stop undesirable behaviour has been insufficient, a warning will be given which will be followed by a consequence if not followed. After this, if a child is not disturbing the learning of others and is not compromising theirs or others safety, a child will be ignored until they do comply. This may mean they need to catch up with their learning in their own time. Other consequences may be appropriate.
- Vital to this strategy is shared reparation, reflection, and restoration. Once order is restored and the child can listen and engage, adults will take enough time to talk through with the child (at a level appropriate to their age and stage) why they made poor choices, what they could have done differently and strategies they can employ in the future.
- The aim of these strategies is to ensure behavioral issues are dealt with quickly, robustly, and fairly. They allow children to learn from their mistakes, make apologies and repair relationships with others.

De-escalation Script:

A de-escalation script may be used to calm a child down if they are feeling anxious and/or showing negative behaviours. The teachers will use the script and it is very important that the child then complies...

- Learner's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and...

Golden Rules

Our **Golden Rules** are central to all we do at Long Meadow Primary School.

They are shared regularly with the children and parents and are displayed around the school site.

When children make poor choices, they are made aware of which 'Golden Rule' they have broken.

They were chosen because they are both meaningful and easy for children of all ages to remember.

**We let other children learn
We are kind
We look after property
We keep ourselves safe
We try our hardest**

Key Message - We focus deeply on, and ask the children to remember, the 'Golden Rules' above all else here.

SECTION 1: PROMOTING POSITIVE LEARNING BEHAVIOUR

"The fact is that people are good. Give people affection and security, and they will give affection and be secure in their feelings and their behavior."

Abraham Maslow - Born: April 1, 1908

Article 28 (right to education): Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

UN Convention on the Rights of the Child

- At Long Meadow we commit to **always looking towards the positives**
- At Long Meadow we pro-actively **seek to praise and/or reward the positives we see from our pupils**

Rewards

Verbal praise is our most important and effective reward.

Praise that is effective is whole-hearted, attentive, and genuinely enthusiastic. When a child genuinely 'feels' as though they and their efforts are valued, they will engage with their learning in a far more powerful and purposeful way.

We will endeavor to always look to the positives first and take every effort to verbally praise children who demonstrate the new school values.

Effective praise can reinforce positive work, positive attitudes, and positive behaviour.

Positive feedback can be simply given through nonverbal means (eye contact, broad smiles, facial expression, or gesture), verbal praise (positive comments and/or encouragement) or written (in children's books for example). It should make clear what is being praised.

It is our aim that children value this praise above all else and do not rely entirely on other (materialistic) rewards. As such, an emphasis is placed on children valuing their own efforts and developing intrinsic self-discipline.

Other rewards that we do use include the following:

- Acknowledgements for good progress and effort in children's work include feedback verbally but also written as part of marking, speaking to parents directly, sending notes home etc.

- Each week teachers nominate one child from their class to be 'Star of the Week'. This is generally related to their learning and/or progress. Each 'Star of the Week' receives a wrist band, certificate or sticker in our celebration assembly and their name is published on the school website.

- Team/House points are awarded for good behaviour, following the 'Golden rules' and demonstrating school values

When children show behaviour that is in line with our new school rules (see above) they will receive two 'House Points'. Teachers can award one 'House Point' when children show good behavior.

House points are counted weekly, and results communicated during our weekly Celebration assembly. There will be a house shield presented at the end of the year and interim prizes as the year progresses.

- Long Meadow Primary School acknowledges all the efforts and achievements of children, both in and out of school. In our Celebration Assembly, children are encouraged to bring awards and trophies from activities outside of school. These might include sporting achievements or rewards from Cubs or Brownies for example.
- Headteacher's medals (hand-made out of everyday classroom materials but with a sticker that acknowledges that the reward was given by the Head) will be given to children who are sent to the Head to show outstanding work or progress
- Teachers are also free to use a range of behaviour management language/strategies in their classrooms with rewards in line with this policy.

Alongside these additional rewards, we always remember that:

Verbal praise is our most important and effective reward.

This is a thread that runs right through all that we do. It is vital that everyone knows that verbal praise, which is specific and genuine, is the single most powerful behaviour leadership tool available to us.

SECTION 2: DEALING WITH 'LESS-THAN-GOOD' BEHAVIOUR POSITIVELY

Restorative Justice (*Sanctions and consequences*)

We have extremely high expectations of the children - both in terms of their learning and their behaviour.

We believe that if pupils are to learn, and progress at their best, then their behaviour must also be of the highest standard.

When the behaviour of our children falls below that high standard, the following will apply:

Step 1 - Early intervention: Non-verbal cue

(Shake of the head, frown, index finger to lips, 'teacher's look', belligerently pursed lips)

Step 2: First warning (*staff will use this language – i.e. 'First warning...'*)

Step 3: Second and final warning (*staff will use this language*)

Step 4: Restorative Justice (sanction) needed

When restorative justice is needed, this will be recorded on ARBOR by the class teacher.

They are to record the incident as a behaviour 'entry' and then the action taken 'below the entry' – as an action.

Restorative Justice 'sanctions / consequences':

A child may require restorative justice during a lesson if their behaviour is immediately disruptive to others or stopping others from learning (Golden Rule).

However, more often than not, a child will receive a time out / 'learning consequence' (restorative justice) during a proportion of their playtime or lunchtime.

Where appropriate, the consequence will be a period of 'time-out'. This will be used for writing an apology letter (and reflecting on the behaviour seen) or the child will have an educational (learning) consequence directly linked to the behaviour.

E.g.

Offence – running with scissors and not stopping after warnings (listed above)

Golden Rule broken – We keep our selves safe

Restorative Justice – Practice walking safely for the time described below

Where behaviour has been disruptive to a group of pupils (e.g. the whole class), the teacher will address the rest of the group to reassure them they are safe, and the seen behaviour is not tolerated in school.

Timings

Note - Timings have now been amended to provide greater clarity and better consistency...

When a consequence/period of 'time-out' is required, the following will apply:

A minimum of... **one minute for the corresponding year group's starting age...**

Year six – 10 minutes (*minimum*)

Year five – 9 minutes (*minimum*)

Year four – 8 minutes (*minimum*)

Year three – 7 minutes (*minimum*)

Year two – 6 minutes (*minimum*)

Year one – 5 minutes (*minimum*)

Reception – 4 minutes (*minimum*)

Nursery – 3 minutes (*minimum*)

A timer to be used and will be visual to the child where possible. Once the consequence is complete, we start afresh with a 'clean slate' and a positive attitude is adopted.

The time spent by the pupil is to be in the child's free time i.e. break, whenever possible. If the child breaks multiple 'Golden Rules' within the same session, then they will be sent out to a suitable year group or to a member of the middle or senior leadership teams, to complete the restorative justice. This will then be re-enforced by the child also missing free time, in-line with the above timings.

Note: These timings are minimum timings, and more time may be added should children persistently break our Golden Rules.

Daily Routines

Staff discuss the Golden Rules with their class and reinforce them daily.

In addition to the Golden Rules, each class has its own classroom charter, which is agreed by the children and displayed on the wall of the classroom. This is in-line with the Unicef RRSA.

The school employs a number of other smaller 'sanctions/consequences' to enforce the Golden Rules, and to ensure a safe and positive learning environment. These are to maintain good order in the classroom.

We employ consequences appropriately to each individual situation, taking account of the child's age and stage of development.

More Serious Incidents and Sanctions

All staff but particularly senior and middle leaders will use the following as a guide as to handle more serious incidents.

However, decisions about individual children will be made on an individual basis - always with the best interests of the child at heart.

In all cases, the model of Hertfordshire Steps (Herts Steps) will be employed, ensuring behaviour is understood and discussed, apologies and reparations made.

However, consequences/sanctions remain an important aspect of behaviour management.

Examples of 'less-than-good' behaviour...

Level-One Behaviour:

- Child not on task
- Disrupting others
- Causing a distraction
- Answering back
- Not following instructions
- Telling lies
- Unsafe movement around the classroom or school
- Careless minor damage
- Calling out
- Swinging on a chair
- Poor state of uniform
- Refusal to address an adult when spoken to

Above process of warnings is followed and a sanction/consequence will occur if a correction is not made in time.

Straight to consequence (restorative justice) behaviour
(Level-two-behaviour):

Unfortunately, from time-to-time, there may be behaviour that will supersede the set out 'four-step' process and will be serious enough to require a consequence straight away.

Some Examples of 'less-than-good' behaviour that needs an immediate response and action:

Level-Two Behaviour:

Extreme persistence of level one behaviour (without a correct response to multiple warning and instructions overtime)
Deliberate (through aggressively rude and defiant behaviour) incomplete tasks
Disrespectful (through aggressively rude and defiant behaviour) refusal to work
Open defiance and/or unacceptable rudeness to adults
Deliberate and hurtful destruction of another child's work or property
Deliberate vandalism
Stealing (with intent)
Verbal abuse (minor to moderate cases)
Deliberate threatening behaviour
Isolated acts of singular violence (singular hitting, kicking, hurting *that did not mark*)
Persistent name calling and/or potential bullying-type behaviour

The idea of the 'straight to consequence' section is to build a **zero-tolerance culture regarding cases of rudeness and hurtfulness**, (in the main).

More extreme behaviour - Straight to 'internal exclusion/seclusion away from peers' behaviour

(Level Three Behaviour):

Unfortunately, there may be occurrences where children show behaviour that is extremely unsafe and unwelcome here at our school. This type of behaviour is described as 'Level Three Behaviour' and will incur an instant more serious consequence.

Some Examples of 'less-than-good' behaviour that needs **immediate and more serious action** to restore the justice within the school:

Level Three Behaviour:

Persistence of level two behaviour (without a correct response to multiple cues and sanctions)
Bullying (investigated and proven *over-time*)
Complete disruption of a class activity (dangerous and extreme)
Serious verbal abuse
Fighting (multiple acts of hitting/kicking/biting/hurting in a 'fight-situation')
Spitting at someone deliberately
Leaving the school premises without consent (dangerous)

In this situation the child is to be **internally excluded/secluded away** from their peers, for a fixed period.

The first time this consequence is needed the child is to be internally excluded/secluded within another classroom (ensuring children in that class have not been affected by the original incident).

If further incidents occur, then the child will be internally excluded/secluded again but to a different location (typically SENDCO's office) followed by the possibility of an external exclusion (judgement of the Headteacher only).

Typical Courses of Action

Level	Course of Action
	<ul style="list-style-type: none"> • Staff members positively reinforce good behaviour with appropriate praise and specific feedback • EYFS may use stickers for children who find them motivational. Their use in KS1 and 2 would only be for exceptional reasons for selected children • Children may be given a certificate to take home
Level 1	<ul style="list-style-type: none"> • The behaviour is quickly and efficiently managed to ensure the smooth running of the classroom • Consequences for an occasional lapse of behaviour may not be felt necessary if the child is quickly compliant and remorseful • We would expect to see increasingly less of this behaviour as the children get older and learn about expectations at Long Meadow Primary School
	<ul style="list-style-type: none"> • Child moved to another area of the classroom with timer • Child moved to another classroom with timer • A loss of privileges that relates to the rule that is broken e.g. catching up on lost learning time during break time. • Child moved to the school office for a longer period • Consequences will reflect the child's behaviour, age and stage. Repeated level 2 behaviour will be recorded on ARBOR and parents will be informed
Level 2	<ul style="list-style-type: none"> • Consequences may include those at level 2 but also being banned from school functions, withdrawals of privileges, daily behaviour report, loss of free time • Learning outside of the classroom will be considered for appropriate lengths of time • The aim is for the child to have the consequence on the same day but it may continue for a longer period • Teachers are highly likely to consult with other staff, SLT, SENDCo and possibly the support of agencies outside school • Behaviour will be recorded in behaviour log • A PSP may be indicated • Parents will be informed so that school and parents can work in unison
Level 3	<ul style="list-style-type: none"> • Parents will always be informed • Internal exclusion/seclusion away from peers will be considered • Behaviour will be recorded on ARBOR • For very serious breaches of the Golden Rules, the child may be temporarily (fixed-term) or permanently excluded

Additional 'Restorative Justice' Consequences:

Long Meadow Report Card (Appendix A)

A report card will be issued to a child if the above process has not been effective in improving the child's behaviour over time.

To set up a report card three targets need to be decided upon and then the child is 'held to account' for their behaviour and their progress towards meeting their targets for every part of the school day. Each lesson is scored, and the scores are reported back to the class teacher and SLT.

A meeting between the class teacher and the child's parents will take place to communicate why this step has been taken and what the expectations are going forward.

A child can only be 'taken-off' a report card when they have achieved the minimum scores required for five consecutive days.

Teachers will let all staff who encounter children on report cards know who they are and what their targets are.

Sometimes variations to the 'scoring system' will be made, depending on the age and stage of development of the child.

Fixed-term (suspensions) and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary.

The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions

Only the Headteacher (or the Head of School / Deputy Head when acting as Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LEA and the governing body about any permanent exclusions and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body will form a discipline committee, which is to be made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Bullying

Long Meadow Primary School does not tolerate bullying of any kind.

Bullying, including cyber bullying, is defined as persistent (often targeted) negative behaviour which is unwanted and/or aggressive, that involves a real or perceived power imbalance and is repeated over time.

If the school finds that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to totally eradicate bullying, we do everything in our power to ensure that all children attend school safely and free from fear.

For more serious behaviours (Level 3, 4 or 5) such as a child threatens, hurts or bullies another child, the class teacher records the incident, and the issue is addressed:

Step 1. The child breaking the Golden Rules is spoken to at length by staff, who ensure the child understands why their behaviour is totally unacceptable.

Step 2. An apology is made and, if appropriate, both children are brought together so that the hurt child (victim) can be reassured that action will be taken to prevent the behaviour from recurring.

Step 3. A serious consequence is then given in line with the above processes (in the most serious of incidents, fixed-term or permanent exclusion may be considered by the Headteacher)

Step 4. Both sets of parents/carers are informed.

Step 5. The behaviour is recorded on Arbor and external agencies may be consulted with.

Step 6. The children involved are then monitored closely.

SECTION 3: BUILDING A CULTURE OF MUTUAL RESPECT

School uniform

One vital aspect in building a culture of respect, high achievement and good quality behaviour that enables better learning is our school uniform. Please make sure you are fully secure in what the expectations are for the children's uniform. Please take time to extensively and publically praise those children showing the correct school uniform. Please remind any child who has the incorrect uniform that they must address the issue. If the child can fix it straight-away, they must do so and staff are expected to enforce this. If the child needs to correct their uniform over-night and show the proper dress the next day, then staff must see that this is enforced. If it is not, then a verbal, followed by an official warning and then consequence can be put into place. This may happen over several days. We will remember to use praise and non-verbal cues before issuing verbal warnings if possible.

Saying 'Good morning' to all children and children saying 'Good morning' back - Respect:

When first greeting children in the morning all staff are positive and approachable. We pro-actively encourage all children to say 'Good morning' back to all members of staff and to ask how people are or to wish them a good day. We strongly encourage this of all visitors too.

Children with additional needs (Those on the school's SEND register)

All parents / carers who chose to educate their child at Long Meadow must adhere to the home / school non-negotiables.

Therefore, ALL children who attend our school must follow our school rules and will be a part of our reward / sanction program.

If a child is on our gifted and talented and/or SEN register or has any additional needs of any kind, then professional judgement will be used by our teachers to ensure that the children can be successful within our school and behave appropriately under this behaviour leadership process.





All staff have been given guidance and further training to help them do this with positive outcomes for all of our pupils.

Possible reasonable adjustments may be taken to help children with additional needs:

- Regular further explanation of the behaviour leadership process (repeated over time)
- To ensure the child has a full understanding of their behaviour and what is expected of them
- Elongation of the 'non-verbal cue' stage to correcting minor less-than-good behaviour
- Elongation of the 'verbal warning' stage to correcting minor less-than-good behaviour (possibly to include multiple adults to help with the consistent application of the process)
- Personalised reward / sticker charts (this could be for any child at school)
- Fast-track to a Headteacher's report card if this is the most effective sanction (must have approval of the SLT)

- Asking the child to spend time discussing their behaviour with the SENDCO and/or learning mentors
- Asking the child to spend time discussing their behaviour with a member of the MLT
- Reduce the amount of time the child is required to sit in silence (as a consequence)
- Establishing a 'safe-place' that the child can go to when feeling angry or scared

The use of 'Zones of regulation' language can be used by staff to help support pupils to better understand and manage their own emotions and behaviour. See chart below...

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

The Role of the Teacher

It is the responsibility of teachers to build positive relationships with all pupils.

It is the responsibility of teachers to ensure the Golden Rules are enforced in their class and to manage challenging behaviour.

If a child misbehaves repeatedly, the class teacher keeps a record of all such incidents via ARBOR.

In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from a member of either the middle or senior leadership teams.

The class teacher treats each child fairly and enforces the 'Golden Rules' consistently. The teachers treat all children in their classes with respect and understanding.

Class discussion (or circle time) is used in every classroom to discuss behaviour and conduct issues relevant to that class, as needed.

It is the responsibility of the class teacher to liaise with SLT, SENCO, agencies and/or parents/carers to elicit the support a child needs. Whilst the Golden Rules apply to all children, for some, the conventional approaches to dealing with behaviour may not be as effective as alternative methods, particularly where there is ASD or other factors raising anxiety for particular children. Teachers are responsible for discussing this with SENCO and whether diagnostic tools would be helpful.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Links with parents are vital and teachers will take time to liaise with parents to not only inform them about their child's behaviour but to take advice and listen.

The role of the Executive Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety, and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. This role is delegated to the Deputy Head in the Headteacher's absence. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The Role of Parents and Carers

The school collaborates actively with parents/carers, so that children receive consistent messages about how to behave at home and at school.

We explain the Golden Rules and share them with parents at regular intervals in the child's time at Long Meadow Primary School.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's wellbeing or behaviour.

If the school must use consequences for poor behaviour, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should come to the school office to make an appointment with either the Deputy Headteacher or the Headteacher, as appropriate.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give guidance to the Headteacher about disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

Other Considerations:

Activities during playtime and lunchtime

- invasion games, such as football, is a summer sport only (for on the field). Other playground activities, to include class equipment bag, will be provided to the children instead.

When coming in off the playground - children are to be queued to line up in a non-verbal way. There may be a reasonable adjustment for those pupils who find it difficult to transition in off the playground i.e. can come in a moment earlier to prevent 'fuss' in the cloakroom.

Daily Mile (being active – walking or running a mile)

Teachers will consider the practicalities of their class participating in the 'Daily Mile' regularly but all classes are to participate at least once over a week, where the weather allows. This activity will be for a maximum of ten minutes each time so as not to impact upon the curriculum. Classrooms are to be tidied before the children go outside and good conduct is to be maintained. All children are to be fully encouraged to take part. If bad weather, teachers will consider a different physical activity in the classroom e.g. brain gym.

Three Bs Before the Boss

To help encourage independence in learning, we have introduced a process called – 'Three Bs Before the Boss

Children are to 'look at the board' / 'look in their book' / 'ask a buddy' before asking their teacher for help in lessons.

The Three Ss of Lining Up

From time-to-time, children will be asked to line up to enter or exit certain rooms and/or areas of the school site.

When doing so, children will typically be asked to line up in register order.

We ask the children to be 'single' (not next to a friend), 'silent' and 'straight' – the three Ss of lining up.

Drug and Alcohol Related Incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be subject to a fixed-term exclusion or permanent exclusion. The police and Children's Services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. The police and Children's Services will be informed.

Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher and/or SLT records incidents beyond Level 2.

Final thoughts

Behaviour leadership is very much about setting the right positive culture and building strong relationships with all stakeholders, especially pupils.

Behaviour management is very much about knowing pupils well and then applying sound guidance (and policy) with consistency.

We are positive, smile and say good morning to the children each day; we do this because we will catch more flies with honey than we ever would with vinegar.

Appendix A

Name:	
Year Group:	
Target one:	
Target two:	
Target three:	

Reward on completion:	
Sanction(s):	<ul style="list-style-type: none"> • Regular classroom practice • Discussion of events during 'own time' each Friday • Repeat of card



w/c...	Before play	After play	Afternoon	Total out of 15
Monday	/5	/5	/5	/15
Tuesday	/5	/5	/5	/15
Wednesday	/5	/5	/5	/15
Thursday	/5	/5	/5	/15
Friday	/5	/5	/5	/15

Target set at 12 or more points per day - 60 points across one week

Signed...

Student:

Teacher:

Headteacher:

