



The Federation of The Downs & Northbourne
Church of England Primary Schools



Behaviour for Learning Policy

School Mission Statement Federation of The Downs and Northbourne CEP Schools

Mission Statement

"...if you have faith as small as a mustard seed...nothing will be impossible."
(Matthew: 17 v20)

VISION STATEMENT:

Our vision for the Federation of The Downs and Northbourne CEP Schools is to put *God and Family* at the heart of all we do. As a *nurturing* community, we use the parable of The Mustard Seed *"...if you have faith as small as a mustard seed...nothing will be impossible."* (Matthew: 17 v20) This guides the way we value and treat all members of our school community. Through our pastoral care and our rich curriculum experiences we provide a safe and dynamic learning environment in which all can flourish.

To grow in: Faith, Love, Compassion, Kindness, Respect & Forgiveness

Our six Christian Values are at the heart of our vision. Every day we aspire to grow in **Faith, Love, Compassion, Kindness, Respect and Forgiveness**, so that our school family may experience the joy and hope of **"life in all its fullness"** (John: 10 v10)

Review every 2 years

Reviewed Nov 2018	Next Review 2020			
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BEHAVIOUR FOR LEARNING POLICY

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The establishment of a sound, positive, caring ethos based on our Christian values is an essential prerequisite for learning. It depends upon trusting relationships and a process of cooperative teamwork and the school welcomes and encourages the involvement of the governors, parents and carers and others in the community.

***It is every child's right to learn and every teacher's right to teach
But no child has the right to disrupt the learning of others.***

Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with this behaviour for learning policy
- The behaviour for learning policy is understood by pupils and staff
- Exclusions will only be used as a last resort
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Pupil Code of Conduct - Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

The core beliefs of The Federation of The Downs and Northbourne CEP Schools are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing.
- Using a positive system of rewards will increase children's' self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.
- Encourage children to reflect on their behaviour and make amends.

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Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school behavior for learning policy is on REWARD and PRAISE, which should be given whenever possible for both work and behavior.

The federation recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviours. This has both the impact of teaching and reinforcing expected behaviours and has a motivational role in helping students to realise that good behaviour is valued. Recognising and rewarding positive attitudes and learning behaviours are central to the promotion of good behaviour and good order.

Each class uses the sun, cloud, raincloud and rainbow system as a strategy to highlight both good and unacceptable behavior. The sun, clouds and rainbow system encourage positive behavior and reinforce the classroom rules throughout the school day. Every class follows the same class rules based on Jenny Mosley's Golden Rules:

We are gentle, We are kind and helpful, We listen, We are honest, We work hard and We look after property,

Each child starts on the sun and is only placed on the cloud for misbehavior or breaking classroom rules. A child will be placed on the rainbow for demonstrating outstanding behaviors for learning. This system encourages the children who misbehave to reflect on their behavior whilst providing them with the chance to redeem themselves and move back to the sun.

Rewards:

Good behavior and learning is firstly rewarded by immediate qualified praise from the teachers and other adults within school. A language of success and praise is evident throughout the federation. Children need to know WHY they are being praised otherwise praise becomes less meaningful. The sentence "Well done FOR . . ." or "I like the way you . . ." are good phrases to remember. These phrases are linked to the classroom, playtime and lunchtime rules and recognising that good choices have been made.

The Strategies used to Promote Positive Behaviour

- As well as the Golden Rules each class rules can create additional class rules at the beginning of each academic year (and in between where applicable). The rules are discussed with a focus on our Christian, School and British values.
- Individual class reward systems are applied by the class teacher: sunshine time, house points, marbles, star of the week, etc.
- All staff aim to be a good role model in all of their behaviour to pupils and staff alike.
- Staff meet and greet the children in order to welcome them in a positive way and are approachable in order to develop good working relationships.
- Staff notice good behaviour and use good role models within the class to guide the inappropriate behaviours.
- Reward assemblies are used to celebrate achievements and successes including adherence to the school and class rules.
- Staff aim to spot and predict possible situations and diffuse them prior to escalation.
- Tactical ignoring is used for low level behaviours and a nearby pupil is praised for their appropriate behaviour.
- A reminder is always given allowing the children time to modify their behaviour.
- All children are treated fairly and equally and any variations in the policy that have been agreed for specific individuals can be communicated to their peers if helpful.

The use of the Pastoral Care System to affect a change in behaviour.

In our federation we use a range of strategies:

- Use circle time/PSHE activities
Focus on improving relationships and interpersonal skills, reflect on strengths, recognise individual feelings, develop conflict resolution and problem solving, build tolerance and respect
- Use small group social skills and self-esteem programmes to develop confidence and social interaction skills
- Use an Anger Management Programme to support those with difficulties in managing their anger both verbally and physically at home and at school.
- Use of small group programmes/interventions to develop Emotional Literacy skills.
- Lunchtime club to develop social skills and support those who are insecure in their friendships. It is also for those who are having difficulties managing their behaviour on the playground.
- Buddy System, where Year 6 pupils help to support the younger pupils in Lower School on the playground at lunchtimes.

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- Peer Mediation and Mentoring – This is a strategy staff promote that enables children to problem solve and reflect on their own conduct towards their peers and also enables some simple mediation between pupils. The system gives children time to talk to each other using the structured approach.

MENDing Conversations;

- What has happened?
- What did you want to happen?
- How has this upset them?
- How has this upset you?
- What could you do to fix this?

Mediating Ends Negative Disagreements

- Circle of Friends is used to support individuals who are at risk of being excluded (or are socially isolated) from a social group because of their emotional needs or behaviour.
- 'Feelings' boxes to provide one-to-one pastoral support when requested by the child.
- Use support staff as role models to give pupils opportunities to help and take responsibility for jobs around the school and in the dinner hall
- We encourage pupils who have difficulties with behaviour to recognise their own 'triggers' and take 'time out' from the situation. These children are identified to midday supervisors and other staff.

Sanctions

Despite positive responses as a means to encouraging good behavior, it may be necessary to employ a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation.

When dealing with all forms of inappropriate behavior, staff should follow these three over-riding rules:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should "fit" the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours. This is where we might use the MENDing Conversations questions (appendix 1)

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start. Using a MENDing conversations approach, learning about our mistakes and moving forward is a key part of the process.

It is imperative that any sanction is applied fairly and the consequences fully discussed.

All staff should operate a stepped approach to sanctions (appendix 2, 3 and 4), which allow children to identify the next consequence. Children, for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

Dependent on pupil's age, the nature of the offence and the severity of the behaviour, the staff will use a range of strategies to correct pupil behaviour. These include:

In the classroom

All children have their names placed on the sunshine while they are making good choices. If however the rules are broken the following happens:

- All children start on the sun
- Outside cloud/grey cloud – miss 2 minutes of sunshine time
- On the cloud/rain cloud – miss 5 minutes sunshine time
- On the cloud/rain cloud – 3+ times in a week talk with Team leader and miss all of sunshine time – parents will be informed.
- On the rainbow – exemplary behavior - teacher to decide the reward

Children can earn their name being moved back to the sunshine by demonstrating the ability to follow the rule that was broken. Children have a fresh start every session.

In the playground

A verbal warning is given twice. If they break the rule again they are asked to sit down/stand for 5 minutes and watch the other children at play. This is an immediate consequence.

If an incident of a serious nature occurs it can be followed up by loss of playtime/lunchtime and the child will need to talk with the Team Leader or Deputy/ Headteacher.

Time Out (classroom or playtimes)

There may be occasions when a child will need time out of a situation in order to calm down. This involves temporarily removing a child from an environment where inappropriate behavior has occurred, thereby discouraging such behavior. When the child is sufficiently calm and able to manage his or her behavior appropriately, he/she will be encouraged positively, to join the class again.

Lunchtimes

Lunchtimes are supervised by our midday supervisors. They follow our playtime and lunchtime rules. If the rules are broken they will issue a verbal warning and give the child a chance to modify their own behavior. If the unacceptable behavior continues or if the child breaks the rule again they will be asked to sit down for 5 minutes and watch the other children at play. This is an immediate consequence. Any serious breaches of behavior will be referred to Team Leaders or Deputy/ Headteacher.

An Alternative Behaviour Programme

For pupils who require a more visual and immediate consequence for their actions or behaviours we use a daily report card which is signed by parents and a member of our senior leadership team. A pastoral support plan (appendix 8) or a behaviour strategy plan (appendix 9) following outside agency advice may be required. These actions are specific to the individual pupil.

Team Teach

On occasion we may have to use positive handling if a child has put themselves or other children in danger. For those children who have specific behaviour needs we complete risk assessments (appendix 11) alongside their behaviour strategy plan. Members of staff are trained in the Team Teach approach and de-escalation techniques. We have a positive approach to behaviour management.

In accordance with current Team-Teach guidance, the following statement from the Director, George Matthews, is included in this policy with regard to working realities: "Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe."
www.teamteach.co.uk (May 2006)

Use of reasonable force:

"All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit."

"Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, reasonable force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances." *Use of Reasonable Force (DfE July 2013)*

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (This will be recorded on a Positive Handling Form - See Appendix 10)

Behaviour Intervention and Recording Systems

All inappropriate behaviour and consequent sanctions are logged

- MENDING conversations reflection sheet (appendix 1)
- Class sunshine, rainbow and cloud weekly record sheet (appendix 5)
- Playtime and Lunchtime behaviour logs (appendix 6)
- ABC forms (appendix 7)
- Positive handling and Intervention (appendix 10)

There are a number of stages (or actions) that we take and follow in order to support pupils who have repeated behaviour difficulties. These include:

Teacher Action:

- The pupil's needs are identified by the class teacher and the SENCo will arrange a meeting with parents. (Graduated Approach)
- The class teacher discusses the concerns with the child (if appropriate), parents and SENCo. Targets are agreed by both school and home and a review date set.
- Assessment of behaviour made by class teacher, SENCo and parents
- An Individual Behaviour Strategy Plan may be necessary. SEN and behaviour plans are discussed with parents at parent's evenings and are sent home three times a year.
- ABC records of behaviour and/or on and off task observation sheets may be kept - especially when Outside Agency advice may be sought

School Based SEN Support:

- An Individual SEN Support Plan (with targets) is drawn up by teacher and SENCo, with parent awareness and involvement.
- If no further improvement the pupil is referred (with parent permission) to Outside Agencies via the LIFT process.
- Further records and observations are made and a Pastoral Support Plan (PSP) may be necessary.

Pastoral Support Plan

Some pupils may require a Pastoral Support Plan (PSP) if they are at risk of exclusion due to their behaviour in school. An additional risk assessment may be necessary for support in school or on school trips. Pastoral Support Plans are discussed with parents.

Exclusions

If a child commits a serious offence then the child is sent to the Headteacher and the parent/s contacted. All children will be treated fairly and consistently so the applied punishments for unacceptable behavior make the distinction between serious/minor offences apparent.

Exclusion is seen as a last resort or as a consequence of a 'serious offence'. A child may be excluded from their own class for a set period of time. They remain in school (Internal Exclusion) but spend their time with the Headteacher or a Team Leader. They complete learning set by their own class teacher.

The use of fixed and permanent external exclusions will be used when all other strategies have not changed the pattern of behaviour. All pupils who have been excluded and those considered at risk of exclusion will be subject to a Pastoral Support Plan (PSP) agreed by the Headteacher, SENCo, child and parents. These will usually be reviewed each new term.

A decision to permanently exclude a child would only be taken in response to serious breaches of the school's Behaviour for Learning Policy and after a range of alternative strategies has been tried and been unsuccessful. Or, if allowing the child to remain in school would seriously harm the education or welfare of other members of the school community.

A return from exclusion meeting is always held on the first day back in school with parent, child and Senior Leader. Outside agencies may be contacted if appropriate. For any exclusion over five days an exclusion meeting must be held. This provides the opportunity for three governors to review the exclusion. The parents of the child have the right to attend this meeting and express their point of view.

The Head will follow the DES guidance on the reasons and purpose for exclusion, including informing the LEA. Governors are informed of all exclusions.

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Runaway children

Within any school community there is always the possibility that a child may become emotionally distressed and try to leave the school grounds. We therefore take as many precautions as possible to avoid this occurrence, these include:-

- A fenced perimeter around the playground
- Ensuring a reasonable ratio of staff to children is maintained at all times
- Discussions with classes through circle time, PSHE, Collective Worship, school and class councils about strategies to avoid confrontational behaviour
- Children who we know have a history of absconding or emotional difficulties which may lead to absconding will be given individual strategies of which their parent/carers will be informed.

If a child does leave the school site the following action will be taken:-

- The child will be called back and encouraged to return.
- If very young we will try to catch up to the child to restrain the child.
- Other children will not be pursued as this puts the child in greater danger of running into traffic.
- Parent/carers will be telephoned immediately. If in the vicinity they will be given the responsibility of locating the child. Police may be involved if parents/carers or school think appropriate.
- If parents are unavailable Police to be called – 999.

When the child has been found it will be necessary to discuss the cause of the incident with the child and parent/carers. Further action to be taken will depend on the nature of this discussion.

It is important to remember that no school can or should have the security measures of a prison. As with all issues regarding behaviour and conformity, co-operation is required on the behalf of the child. Children who break the rules – including absconding from the school site – are choosing to do so. If a child absconds they are choosing to put themselves in a potentially very dangerous situation. We will work closely with the child and their family to aim to prevent a repeat.

Screening, Searching & Confiscation

The school follows Government advice when confiscating items from pupils which is outlined in their document “Screening, Searching & Confiscation – Advice for Head Teachers, School Staff and Governing Bodies” February 2014.

Heads of School and authorised staff can search for any item disallowed by the school rules which has been identified in the rules as an item which may be searched for.

The following are items which are not allowed in class time

- Mobile phones (provision for safe keeping during school is in place)
- IPODs or similar electronic items
- Jewellery not in accordance with the school uniform policy
- Toys, including swap cards, and sweets

The school will confiscate any electronic items being used on the premises such as mobile phones.

Pupils wearing any accessories or jewellery which do not follow the school uniform policy can be expected to be asked to remove these. These items will be returned to the child at the end of the school day and contact will be made with the parent.

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APPENDIX ONE

MENDing Conversations – REFLECTION SHEET

Names/Classes of children involved: _____

Name/Class of child completing sheet: _____

Brief description of what occurred – time/location/event (*completed by adult*)

CHILD TO COMPLETE:

What happened?

What did you want to happen?

How has this upset them?

How has this upset you?

What could you do to fix this?

What will you do differently next time?

Mediating **E**nds **N**egative **D**isagreements

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APPENDIX TWO – Sanctions Overview**

	LEVEL ONE <i>Low level disruptive behaviour</i>	LEVEL TWO <i>Repetitive level one + more challenging behaviour</i>	LEVEL THREE <i>Repetitive level two +serious one off incidences</i>
Possible behaviours	<p>Low level non compliance Calling out Talking at the wrong time Inappropriate noises Prolonged time to get ready/not being prepared Interrupting / calling out Not using/respecting equipment (furniture) appropriately Disrupting learning of others Spoiling own or others work General lack of concern for normal discipline and class rules Moving around class without permission Play fighting</p>	<p>Leaving class without permission Damaging other people’s property Intimidating other pupils (physically or emotionally) Disrespect to staff Defiant behaviour to staff Physical – pushing, slapping, punching, kicking, pinching, spitting, biting Throwing objects</p>	<p>Stealing (from staff or pupils) Bringing “weapons” dangerous objects in to school Using a dangerous weapon against another person Offensive language (including racist) towards other children / swearing Causing another pupil serious physical harm/injury Causing another child serious emotional abuse / bullying Hitting out at a teacher Inappropriate sexual/intimate behaviour Damaging school property / Vandalism Leaving the school site without permission/Truancy Bringing illegal substances into school</p>
Possible strategies	<p>Low key, indirect corrective action such as a look or physical proximity. Positive reinforcement of appropriate behaviour elsewhere. Verbal reminder to pupil of desired behaviour Pupil receives a warning that they outside of cloud if they continue to display this behaviour.</p> <p><i>To support change in behaviour:</i></p> <p><i>Move seat in class</i> <i>Move to specific place in class</i> <i>Move to place outside the class (monitored)</i></p>	<p>Verbal reminder- use child’s name, remind child of desired behaviour, remind child of consequence of behaviour De-escalation strategies Time out</p> <p>In the event of severely disruptive behaviour that is impacting on other children’s right to learn, staff should send for a member of SLT to come to class immediately (SOS card).</p> <p><i>To support change in behaviour:</i></p> <p><i>Move to place outside the class (monitored)</i> <i>Removal from class by SLT</i> <i>Work outside office</i></p>	<p>In the event of severely disruptive behaviour that endangers pupils or staff, staff should send for a member of SLT to come to class immediately (SOS card)</p>
Possible consequences of not changing behaviour	<p>Name on outside of cloud – miss 2 minutes sunshine time Name on cloud – miss 5 minutes sunshine time Miss part of breaktime as appropriate</p>	<p>Internal exclusion (play/lunch/class) Staged intervention started Pastoral Support Plan Report card (2 weeks)</p>	<p>Internal exclusion (play/lunch/class) Possible exclusion from offsite activity Possible fixed term exclusion Possible permanent exclusion</p>
Recording	<p>Sunshine/Cloud record sheet</p> <p>Informal contact with parents to inform of the days behaviour and where got to on chart – this includes celebrating if behaviour turned around</p> <ul style="list-style-type: none"> • <i>3 times on cloud in one week – child sent to team leader followed up with meeting with parent</i> • <i>A further three times in same term (for similar behaviour) – sent to Deputy/Headteacher and letter home</i> • <i>Any further mentions in same term = report card (2 weeks) and parents informed</i> 	<p>MENDING conversation reflection sheet ABC Sheet</p> <p>Phone call to parents followed by a meeting with class teacher / team leader / SENco / Deputy or Headteacher (as appropriate)</p> <p><i>Positive handling forms</i> <i>Racist log completed</i></p>	<p>MENDING conversation reflection sheet ABC sheet</p> <p>Phone call to parents followed by formal letter to parents Exclusion paperwork Reintegration meeting</p> <p><i>Positive handling forms</i> <i>Racist log completed</i></p> <p><i>Pattern of systematic bullying move to anti bullying policy and record keeping</i> <i>Bullying log completed</i></p>

APPENDIX THREE - OUR PLAYGROUND AGREEMENT

Toy Boxes – Winter Playground Playtime

- Adults only to OPEN and CLOSE (make sure area clear before doing so)
- All equipment to be used sensibly and safely
- No kicking of balls
- Throwing and Catching in a reasonable space (not lobbed the length of playground)
- Return all equipment in good condition to the assigned boxes for LS MS and US

Adventure Playground – *only to be used if there is an adult to supervise*

- The area is to be used for the sole purpose of using the equipment – games of chase should be on the playground
- No jumping from height off any of the equipment
- No climbing on the top ropes or top of monkey bars
- No hanging upside down from monkey bars – hands only
- No throwing people off the climbing frame
- Any equipment that cannot be reached by the child themselves should not be used (no lifting)
- No pushing or playing tag on tyres
- Ensure bottom of fireman pole clear before leaving platform
- No more than four children on the fireman pole platform
- Exit from the base of fireman pole should be in opposite direction

Fitness Equipment - *only to be used if there is an adult to supervise*

- Follow the instructions on the equipment for correct use
- Children should wait their turn by the edge of astro-turf – safe distance
- When busy ensure everyone gets a turn by reducing the time on each piece
- No pushing people off the equipment
- No running in and around the equipment

End of break time – playground/field

On the first whistle (long blow) – stand still

On the second whistle (long blow) – WALK to your line up space

End of break time – Adventure playground/fitness equipment

When the whistle goes the children should be encouraged to climb straight down, wait for second whistle and then walk around the equipment to line up (not running through)

If you need to get a child's/group of children's attention quickly, during play, a short sharp blow on whistle

In addition to specific equipment behaviours listed above, other types of behaviours that are inappropriate are listed below:

- Rough play
- Play fighting
- Grabbing people by their clothing and swinging them around
- Shouting angrily
- Not listening to the adults in the playground or answering back
- Hitting or kicking anyone with your hands or feet
- Swearing and/or inappropriate language
- Bullying
- Name calling
- Kicking in puddles purposely
- Taking other people's things without asking
- Entering the school building during break time without permission from an adult
- Running on pathways and inside building

All games to be played sensibly, safely and with respect.

APPENDIX THREE - OUR PLAYGROUND AGREEMENT - SANCTIONS

Ultimately:

The adult supervising has the final say

If they consider a child's use of any of the play equipment is unsafe then they

- Give a warning to encourage safer use (follow the behaviour steps below if unsafe use continues)

OR

- Stop the activity

SANCTIONS - Steps to follow:

- Positive reinforcement of appropriate behaviour elsewhere.
- Verbal reminder to pupil of desired behaviour
- Pupil receives a warning that they will a) have to leave the equipment or b) time out if behaviour does not change (as appropriate)

- Time out on the playground (5 minutes)
- If behaviour resumes in same session then child is sent in to stand outside the office and misses next morning break – parents informed by class teacher
- If behaviour is persistent in same week then child is sent to SLT and misses rest of weeks morning break and parents informed of the reason by letter from SLT

- If a child is being significantly aggressive/defiant/rude this child is immediately sent into SLT/or SLT are sent for and child will miss any playtimes that day/week (as deemed appropriate) with parents informed

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APPENDIX FOUR - OUR LUNCHTIME AGREEMENT - SANCTIONS**

Lunch hall

- We enter and leave the hall walking quietly
- We find somewhere to sit without a fuss and settle quickly
- If we are school dinners, we line up quietly ready to listen to those who are serving our lunch
- When eating, we put our plate or packed lunch box in front of us
- We face our plate or bag and eat over them
- We talk quietly to the children sitting next to us or opposite us but not to other tables or children far away
- We only speak when we are not eating, and we do so quietly
- We clear all our rubbish to the bins provided taking care that we don't miss
- If we spill anything at our table or by the bins we either pick it up or ask for an adult to help
- We take our cups to the collection trolley
- Before leaving the hall we make sure our table is clear ready for the next sitting or for the tables to be put away
- We are polite to each other and the adults at all times

Refer also to OUR PLAYGROUND AGREEMENT for outside play rules and expectations

THE ROLE OF THE LUNCHTIME SUPERVISOR- Additional advice

In the dining hall your role is to ensure that the children eat their lunches in a sociable way, with efficient movement around the hall when collecting and returning their plates. The task is to maintain an orderly atmosphere allowing conversation (but not across tables which will raise the volume too high).

When on duty outside, a proactive approach will lessen the chances of disruptive behaviour. Distributing equipment, joining in games and keeping a close eye on possible difficult situations will go a long way towards ensuring a trouble free lunchtime.

Wet Lunchtimes

Class teachers will have identified what the children may have out during wet play. The children should move around the classroom sensibly (no running or chasing games) and should engage in quiet activities at the desks or on the carpet. Five minutes before the end of break that the children need to clear away everything and be reading a book by the time the class teacher returns.

When trouble arises – Please do respond to children who come to you complaining of unfair play or worse. There are always two sides to a story but do investigate.

Lunchtime Sanctions - Steps to follow:

- Positive reinforcement of appropriate behaviour elsewhere.
- Verbal reminder to pupil of desired behaviour

The following sanctions to be logged in the lunchtime behaviour log so that persistent rule breaking can be monitored

- Pupil receives a warning that they will move seat / leave the equipment / time out if behaviour does not change (as appropriate for location)
- Move seat / leave equipment / time out (5 minutes)
- Other possible actions include mediation / walk around with MDS / leave the hall last
- Always inform class teacher at the end of lunch play (giving them the slip from your MDS book)

- If a child is being significantly aggressive/defiant/rude this child is immediately sent to SLT/or SLT are sent for - child will miss any playtimes that day/week (as appropriate) with parents informed

All lunchtime behaviour incidences are recorded in individual midday books and then transferred to the appropriate team behaviour log folder daily (appendix 6). The following sanctions will then apply:

- 3 mentions in the lunchtime behaviour log – warning from SLT
- 4 mentions in the lunchtime behaviour log – missed lunch play (lunchtime club)
- 5 mentions in the lunchtime behaviour log – letter home / two missed lunch play (lunchtime club)
- 6 mentions in the lunchtime behaviour log – letter / one week missed lunch play (lunchtime club/or outside office)
- 7 mentions in the lunchtime behaviour log – letter home / report card (2 weeks)

Each term is a fresh start and a line is drawn under the previous term

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APPENDIX FIVE - Class Sunshine, Rainbow and Cloud Weekly Record Sheet

Term: _____


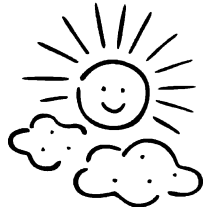


Week : _____

Date: _____

If my name goes on the cloud it will be noted in this table:

Outside cloud/grey cloud = miss 2 minutes of sunshine time; on the cloud/rain cloud = miss 5 minutes sunshine time; Rain cloud 3+ times in a week = talk with Team leader and miss all of sunshine time/parents will be informed; Rainbow – exemplary behavior = teacher to decide the reward/inform parents

I understand that I will only go on the cloud as a result of my own actions.

	Monday	Tuesday	Wednesday	Thursday	Friday
Rainbow 					
Sun 	Names of all Our children here!				
Outside the Cloud 					
On the Cloud 					

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APPENDIX SIX – Lunchtime Behaviour Log

Please start a new sheet each week

Date	Name of staff member	Name of Child	Class	Description of behaviour	Action taken in accordance with playtime/lunchtime sanctions			
					<i>Verbal warning</i>	<i>Time out</i>	<i>Class teacher</i>	<i>SLT</i>



APPENDIX SEVEN - Incident Sheet – ABC Form

Date Time	Antecedent What happened before situation?	Behaviour What happened? Who was there?	Consequences What happened after? What action was taken and by whom?

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APPENDIX EIGHT – Pastoral Support Plan (PSP)

PASTORAL SUPPORT PLAN

SCHOOL: The Federation of The Downs and Northbourne CEP Schools

NAME: **D.O.B.**

START DATE: **END DATE:**

ATTENDANCE CONCERNS: **SEN LEVEL:**

Key members:

External Agencies	Contact

BACKGROUND:

OBJECTIVES:

PUPIL INVOLVEMENT:

PARENTAL INVOLVEMENT:

SCHOOL INVOLVEMENT:

SUMMARY:

AGREEMENT SIGNED BY:

Pupil:

Parents:

Staff:

REVIEW DATE:

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APPENDIX NINE - Behaviour Support Strategies

Name:	DOB:	Year group	Academic Year
Precedents/Triggers: <ul style="list-style-type: none"> ▪ ASD ▪ Attachment disorder ▪ ODD ▪ Frustration- expressive and receptive communication problems ▪ Seeking sensory stimulation eg: from small objects etc ▪ Hearing- unable to hear, or too noisy causing disorientation ▪ Illness/Tiredness/hunger 			
Green Proactive Calm and relaxed	Amber-Active Starting to feel anxious or stressed	Red: Reactive Challenging behaviour occurring	Blue: Post Reactive Recovery- calm and relaxed again
BEHAVIOUR: <ul style="list-style-type: none"> ▪ Sits down and focuses on an activity eg: favourite items such as flap books, toys, art activities, computer ▪ Walking with exaggerated steps smiling SUPPORT STRATEGIES <ul style="list-style-type: none"> ▪ Constant access to communication systems- Makaton/PECS/Objects of reference ▪ Routine/Structure/Visual support- eg timetable ▪ Opportunities to access favoured activities eg: choice board, busy box 	BEHAVIOUR <ul style="list-style-type: none"> ▪ Pulling/pushing adults somewhere, pointing ▪ Growling ▪ Disengaged and agitated, moving around constantly ▪ Intense eye contact ▪ Loudly vocalising ▪ Searches for food ▪ Blocking ▪ Assuming control SUPPORT STRATEGIES <ul style="list-style-type: none"> ▪ Ascertain what s/he wants/needs ▪ Distract him/her 	BEHAVIOUR <ul style="list-style-type: none"> ▪ Self-harm: head slapping ▪ Crying ▪ Hitting/ kicking ▪ Throwing furniture ▪ Charging ▪ Darting off SUPPORT STRATEGIES <ul style="list-style-type: none"> ▪ Keep calm/Quiet voice ▪ Use his/her name first ▪ Use positive clear and concise language- tell him/her what to do instead of what not to do 'I know you will make the right choice and go to your calm down space because I trust you' ▪ Positive handling/Restraint 	BEHAVIOUR <ul style="list-style-type: none"> ▪ Sporadic crying ▪ Growling/ sounds ▪ Playing again ▪ Eating / drinking ▪ Lies down- cover self over SUPPORT STRATEGIES <ul style="list-style-type: none"> ▪ Ensure s/he has access to favoured items ▪ Ensure s/he is physically comfortable eg: had enough to eat and drink

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APPENDIX TEN - Positive Handling and Intervention Report

Name:		Class:	
Date:	Time:	Time Span(mins):	
Location:		Activity:	
Report By:		Position:	
Names of staff involved			

Reasons for intervention		
Immediate danger of personal injury to pupil	Immediate danger of injury to other pupil(s)	Immediate danger to a member of staff
Severe disruption to other pupils	To avoid property damage	Other

Antecedents

Behaviour				
Intimidation	Verbal abuse	Fighting	Slapping	Kicking
Defiance	Destruction of Property	Damaging property	Interfering with others	Wandering

De-escalation techniques used			
Verbal advice & support	Reassurance	Calm script /talking	Persuasion
Distraction	Appropriate Humour	Choices given	Take up time
Time Out offered	Time out directed	Tactical Ignoring	Negotiation
Changed staff	Success reminder	Praise	Consequence reminder
Other			

Team Teach strategy used				
Strategy	Duration	No. of staff	Stand/sit	Effectiveness
Verbal				
Single Elbow				
Double Elbow				
Fig. 4				
Wrap				
Escort				

Medical Intervention	
Breathing / circulation checked:	Checked for bruising
Injury to child	Referred to Doctor
Injury to staff	Referred to Doctor
Injury to others	Referred to Doctor

Pupil Views

Monitoring			
Parents Informed	Name:	Time:	Date:
Parent comments:			
Further Action:			
Other Agencies Informed			

Signatures			
Staff:		Headteacher	
Pupil:		Parents /Carers	

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**Appendix 11
Behaviour Risk Assessment – ****

Childs Name:	Class	Date completed:	Date to review:
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	What is the Risk?	Who is at Risk?	What is being done to mitigate risk?	Risk Assessment
1.	** will be disruptive and non-compliant	<p style="text-align: center;">Other pupils (disruption to learning)</p> <p style="text-align: center;">** (disruption to learning)</p>	<ol style="list-style-type: none"> 1. ** has Behaviour Strategy Plan (BSP) containing short term measures and longer term strategies to manage behaviour. 2. ** has an individual Risk Assessment for trips out of school premises. 3. Assembly has been identified as a trigger for ** and there is the option to sit out of assembly to prevent disruptive behaviour. 4. Contingency for pupils to be removed from **'s presence. 5. Review of any incidents by SLT to consider any appropriate sanctions. 	<p>HIGH (due to frequency)</p> <p>MEDIUM (frequency)</p>
2.	** will attempt to hide, run away and leave site	<p style="text-align: center;">**</p> <p style="text-align: center;">The School (reputational risk)</p>	<ol style="list-style-type: none"> 1. Behaviour Strategy Plan (BSP) has strategies in place to reduce/mitigate this risk 2. ** has an individual Risk Assessment for trips out of school premises. 3. Class Staff are aware of **'s hiding places on site and will check in first instance if ** goes missing. 4. Contingency plan to contact police/parents if ** goes off site or can't be located. 5. Review of any incidents by SLT to consider any appropriate sanctions 	<p>HIGH</p> <p>HIGH</p>
3.	** is disruptive at lunch time and will throw food and run out the hall.	<p style="text-align: center;">Other Pupils</p> <p style="text-align: center;">**</p>	<ol style="list-style-type: none"> 1. Midday lunch hall supervisors aware and ** has a designated seat to make observation easier. 2. ** can be removed from hall if behaviour disruptive 3. Class Staff are aware of **'s hiding places on site and will check in first instance if ** goes missing. 	<p>LOW</p> <p>MEDIUM</p>
4.	** will use bad language towards other children/adults	<p style="text-align: center;">Other pupils</p> <p style="text-align: center;">Staff</p> <p style="text-align: center;">Visiting Guests</p>	<ol style="list-style-type: none"> 1. Behaviour Strategy Plan has short term strategies to deal with behaviour as it presents. 2. Strategy in place that provides a 'safe place' for ** to be taken to on site. 3. Staff aware and unlikely to be offended by ** 4. Contingency for pupils/guests to be removed from **'s presence. 5. Review of any incidents by SLT to consider any appropriate sanctions. 	<p>LOW</p> <p>LOW</p> <p>LOW</p>

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5.	Risk that ** will injure a pupil or staff or be injured due to his behaviour	<p style="text-align: center;">**</p> <p style="text-align: center;">Other pupils</p> <p style="text-align: center;">Staff</p> <p style="text-align: center;">Visitors</p>	<ol style="list-style-type: none"> 1. Class Teacher(s) aware of the risk of **’s mood changing rapidly. 2. Strategies to cope with aggression exist in the Behaviour Strategy Plan to manage behaviour from calm/relaxed through challenging behaviour to post reactive recovery period. 3. All staff to dynamically risk assess the dangers posed to pupils/staff before attempting any intervention against the likely outcome of the intervention (risk v result) and consider viable alternatives. 4. Contingency for pupils/visitors to be removed from **’s presence. 5. Review of any incidents by SLT to consider any appropriate sanctions. 	<p style="text-align: center;">MEDIUM</p> <p style="text-align: center;">MEDIUM</p> <p style="text-align: center;">MEDIUM</p> <p style="text-align: center;">LOW</p>
6.	Other parents will complain about **’s behaviour and remove/threaten to remove their children from school	<p style="text-align: center;">Other Pupils (disruption to learning)</p> <p style="text-align: center;">The School (reputational risk)</p>	<ol style="list-style-type: none"> 1. Questions/complaints to be referred to and dealt with by SLT. 2. SLT reviewing any incidents to consider appropriate sanctions. 	<p style="text-align: center;">LOW</p> <p style="text-align: center;">MEDIUM</p>
7.	Disruption to learning and school routines	<p style="text-align: center;">Whole School</p>	<ol style="list-style-type: none"> 1. Mitigated by all actions as above. 	<p style="text-align: center;">MEDIUM</p>