



# Behaviour Handbook

**2024/25**

**'Kindness is the things we say, kindness in the way we play.**

**Respectful in the things we do, respectful when we talk to you'**

## ***Golden Rules***

*We listen to each other and speak politely*

*We are kind and helpful*

*We care about each other*

*We do our best and let others learn*

*We are honest*

*We care for school property*

# Behaviour Expectations



The following is a list of **minimum** expectations of children's behaviour in school. If behaviour is observed that does not meet these expectations the adult should challenge the behaviour and remind the child of the expectations (regardless of the year group or class that the child belongs to).

## **During lesson times**

Children should enter the classroom quietly.

Children should look at the teacher and sit still and silently when the teacher is talking.

Children should indicate that they wish to ask or answer a question by raising their hand (never call out)

Children should do their best in every task.

Children should follow all instructions by the teacher straight away.

Children should always use a quiet voice when working in pairs or groups.

Children should always speak politely to adults and other children.

Children should move around the classroom carefully.

Children should respect school resources and equipment.

Children should leave the classroom or working area tidy and organised.

Children should show the same respect to TAs as they do to teachers.

## **In shared areas (e.g. corridors, hall)**

A class moving along the corridor should walk quietly, keeping hands to themselves in single file.

Children should walk sensibly (never run) in all inside areas of the school.

Children should talk quietly (never shout) in all inside areas of the school.

## **During assembly**

Children should sit still, silently facing the front with crossed legs or at their desk

All children are expected to join in with responses

If humour is used in an assembly or there are high levels of excitement, it is expected that children are ready to listen again very quickly.

## **Entering school at the beginning of the school day**

Children should walk to their entrance quietly and sensibly.

Children should enter the school and hang up their bags and coats quietly.

When they have hung their bags and coats up, they should walk into class quietly.

## **Outdoor play times (including before school)**

Children should speak politely to all adults and other children.

Children should follow instructions by adults straight away.

Children should play appropriately (no play fighting or rough games).

Children should stick to the designated areas at play time.

If a child wishes to go inside during play time they should seek permission from an adult.

## **Entering the school after play time**

Children should line up quietly at their designated location.

When the teacher is present children should be calm before entering the school.

Children should walk into the school quietly

**Indoor play times (wet play)**

Children should speak politely to all adults and other children.

Children should engage in activities in which they can be seated.

Activities or games should not involve overly physical actions (e.g. movement around the classroom).

Children should follow all instructions by an adult straight away.

Children should talk at an appropriate volume (never shout).

**Lunch in classrooms or dining hall**

Children should speak politely to all adults and other children.

Children should talk at an appropriate volume (not shout).

Children should act sensibly at all times.

Children should eat their food sensibly.

**Reflections**

Children will be invited to talk about why they are in reflection.

Children will be asked to reflect on their behaviour.

Children will be asked to think about what they could do moving forward to address their behaviour.

**Cloakrooms**

Children should only touch or move their own clothes or belongings.

Children should make sure all their clothes are organised carefully.

Children should talk at an appropriate volume (never shout).

Children should speak politely to all other children.

Children should get changed quickly and avoid distraction.

Children should sit/ stand quietly when waiting for the P.E. lesson to begin.

# Rewards Framework



Name of the reward	Why is the reward given?	When is the reward given?	Who gives the reward?
<b>House points / Dojo</b>	Academic attainment or progress	During lessons or group work.  During assessment and marking.	Any member of staff involved in children's academic learning.
<b>Star of the week</b>	Behaviours related to the school values	Hot chocolate with a senior leader on a Friday.  Certificate given to child in celebration assembly	Chosen and given out by class teachers.
<b>Maths Wizard of the Week</b>	For maths progress or excellence	Certificate given to child in celebration assembly	Chosen and given out by class teachers.
<b>English Expert of the Week</b>	For English progress or excellence	Certificate given to child in celebration assembly	Chosen and given out by class teachers.
<b>Head teacher award</b>	For consistently good behaviour around the school	Certificate to be given to a child from each phase each half term. (EYFS/KS1 and KS2)	Headteacher in the end of half term assembly
<b>Individual class rewards</b> <b>E.g. Stickers, star of day</b>	Any of the above as decided by individual class teachers	Often at the end of the school day.  May be during the school day, as decided by individual class teachers.	Class teachers

Other Awards include:

- Awarding academic certificates – 99 club
- Giving praise, both verbal and written
- Attendance rewards
- Sharing and making an example of good behaviour
- Positive feedback to parents

## House Points / Dojo points



House points will be awarded for **academic achievement** through Dojo points. This may be for **attainment** or **progress** made in any subject in the curriculum. This may be for a piece of work that demonstrates good attainment/ progress or a good verbal contribution in class.

The following is a breakdown of how house points may be awarded. Teachers upload through the online platform, Dojo. Teachers can use their discretion to award between 1 and 5 house points at a time.

<b>Examples of receiving house points include:</b>
Positive attitude Good effort Good progress made Showing respect to others Being kind to friends Showing perseverance Being a good friend Showing an achievement Contributing well in class discussions Showing resilience

Every Friday house points / dojo points are tallied up and a total is put onto the school website and newsletter fortnightly. The total number of house points for each house that week is shown in celebration assemblies, with a running total for each term.

# Golden Rewards



## Golden Beads

In each classroom there will be a lighthouse which will be become filled with golden beads over time. Children are awarded golden beads for good behaviour which relates to each of the school values (please see table below). A child may only be awarded one golden bead at a time. Any pot that is full at the end of the half term (KS1) term (KS2) children will receive a reward that the whole year group can enjoy together. Any adult in the school may award a golden bead to any child they come into contact with during any part of the school day. The table below shows example behaviours for being awarded golden beads.

<b>Kindness</b>	<ul style="list-style-type: none"> <li>Being supportive</li> <li>Helping a friend</li> <li>Showing understanding</li> <li>Considering the needs of other children</li> <li>Sharing considerately</li> <li>Being a good friend</li> </ul>
<b>Caring</b>	<ul style="list-style-type: none"> <li>Helping other children with their learning</li> <li>Kindness towards other children</li> <li>Having a thoughtful approach to school life</li> <li>Being thoughtful about our environment</li> <li>Being respectful of the school environment</li> <li>Supporting others</li> </ul>
<b>Responsible</b>	<ul style="list-style-type: none"> <li>Being honest and trustworthy</li> <li>Helping other children to behave</li> <li>Making the right decisions if a problem occurs</li> <li>Knowing right from wrong</li> <li>Being independent</li> <li>Being helpful with tasks that aid teaching</li> </ul>
<b>Perseverance</b>	<ul style="list-style-type: none"> <li>Challenging ourselves</li> <li>Trying new things</li> <li>Showing resilience</li> <li>Not giving up</li> </ul>
<b>Inspirational</b>	<ul style="list-style-type: none"> <li>Setting a good example to other children</li> <li>Stepping out of our comfort zones</li> <li>Being a good role model to younger children</li> <li>Giving our time to help others outside of school</li> <li>Reaching challenging goals</li> </ul>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>Showing good manners</li> </ul>

	<p>Good leadership qualities when working in a group – respecting all views</p> <p>Accepting that everyone makes mistakes</p> <p>Forgiving people when they do something wrong</p> <p>Showing care and appreciation to others</p> <p>Resolving situations</p> <p>Being mindful of others</p>
<b>Enthusiasm</b>	<p>Positive attitude to your learning</p> <p>Willingness to share ideas and explore possibilities</p> <p>Positive approach to school life</p> <p>Being grateful</p> <p>Enthusiasm towards learning</p> <p>Positive attitude to change</p> <p>Pro-active approach to learning</p>



## Consequences Framework

Stage	Behaviour	Consequence	Staff responsible for consequence
<b>1</b>	Negative attitude towards learning Distracting other children's learning Negative attitude towards staff Disrespect towards other children Disrespectful use of the school	Verbal warning	Class teacher Teaching assistant
<b>2</b>	Well below teacher expectations of quality or quantity of work. Disrespect towards staff requests Hurting another child's feelings Damage to school resources <b>PERSISTENT STAGE 1 BEHAVIOUR</b>	Miss one break time	Class teacher
<b>3</b>	Refusal to take part or follow staff instructions Being very rude to staff Using rude offensive language Causing another pupil physical harm Low level vandalism <b>PERSISTENT STAGE 2 BEHAVIOUR</b>	Miss three break times	Class teacher Assistant Headteacher
<b>4</b>	Leaving the classroom without permission and not returning. Repeated refusal to follow instructions of any member of staff Verbal abuse towards staff Using racist language Violence towards another pupil <b>PERSISTENT STAGE 3 BEHAVIOUR</b>	Internal suspension Miss three break times Parental meetings Referral to SLT	Senior leadership Team
<b>5</b>	Leaving the school grounds without permission Repeated offensive racist behaviour Physical, verbal or cyber bullying High level vandalism <b>PERSISTENT STAGE 4 BEHAVIOUR</b>	Fixed term suspension Parental meetings Behaviour plan	Senior leadership team





## Stage 1 (Verbal warning)

Behaviour	Examples
<b>Learning</b>	
Not actively engaging in lesson	Not looking at the teacher, lethargic body language, daydreaming.
Calling out	Answering or asking a question without putting hand up first Entering a teacher/child or teacher/adult conversation (butting in).
Late to learning	Spending too long at coat peg or toilet, dawdling in the corridor.
Distracting other pupils	Humming, fiddling, touching other pupils belongings, unnecessary movements, unnecessary communication with other pupils.
Not starting a task straight away	Fiddling, procrastinating rather than starting work.
Deliberately not following whole class instructions	Not sticking to teacher expectations of classroom volume, non-learning related talk, deliberately asking unnecessary questions.
<b>Attitude</b>	
Negative reaction to an instruction or question	Huffing, eye rolling, shrugging, negative body language.
Answering back thoughtlessly (no negative tone in voice)	Forgetting that they are in school and answering back (not rudely).
General negative body language	Slumped sitting, hands in pockets, careless lethargic approach.
<b>Social</b>	
Behaving unkindly towards another child	Laughing at a child misbehaving or their misfortune, using a 'silly' name to wind up a child (one off), making faces at other children, 'following' etc.
Inciting friendship problems ('stirring')	Saying something to another pupil to deliberately cause problems Using snide/mean faces.
<b>Whole school use</b>	
Being noisy in the corridor	Shouting, laughing, playing near working areas.
Unsafe movement in the corridor	Running, very fast walking, overtaking, trying to get to the front of the line.
Eating in the corridor (unless asked to by an adult)	Break time snacks, items from lunchboxes, tuck shop.
Leaving a mess/ not tidying up after them	After lunch, at the end of the lesson/day, after art/D.T. lessons, pencil sharpenings all over the floor.
Putting hands on walls or knocking displays	Trailing a hand along the corridor walls, fiddling with the border of a display.
Mis-using equipment	Bending whiteboards, careless damage to science equipment.
Swinging on chairs	During lessons, working in groups or lunchtimes.
Careless/accidental damaging of tables, chairs, carpet etc	Careless spillages due to thoughtlessness, stains on desk due to not using protective equipment.
Not wearing correct school uniform	Wrong shoes, pink laces, make up, jewellery etc.

### PERSISTENT STAGE 1 BEHAVIOUR SHOULD BE TREATED AS STAGE 2

#### Consequences

- 1) **Verbal warning** – State clearly why the child is getting a warning, what you expect, and what will happen if the behaviour carries on.  
E.g. You are getting a warning for \_\_\_\_\_. I expect you to \_\_\_\_\_. If you continue \_\_\_\_\_ then \_\_\_\_\_.
- 2) **Move the position of the child in the classroom** (if applicable). This should be to an isolation table or area that will help them improve their behaviour. State clearly what will happen next if the behaviour carries on.  
E.g. You are moving to this place because \_\_\_\_\_. I expect you to \_\_\_\_\_. If you continue \_\_\_\_\_ then \_\_\_\_\_.
- 3) **Move onto stage 2 – they miss one break time.** State clearly why the child is missing one break time.



## Stage 2 (Miss one morning break)

Behaviour	Examples
<b>Learning</b>	
Not achieving enough quantity of work in the lesson	Very low quantity of work compared to their capability, often linked to low quality as well.
Not achieving good enough quality of work in a lesson	Very poor presentation, clear indication of very low effort, rushing to get enough done.
<b>Attitude</b>	
Answering back with a negative tone in their voice	In response to an instruction, in response to a statement about their behaviour. Common example – 'I didn't!' with negative tone.
Lying to avoid consequences	In discussion with teacher, a child's denial of behaviour is found to be untrue. This may be linked to other stages of behaviour.
Negative reaction to a verbal warning	Negative body language, answering back, huffing, eye rolling, shrugging.
Actions that suggest an instruction will be ignored	Deliberately not looking at the teacher, turning around, putting fingers in ears.
<b>Social</b>	
Deliberately ignoring or leaving out a child to hurt their feelings	Group activity where the group won't involve one child, paired activity where a child won't work with another child.
Low level vandalism to another child's property	Throwing another child's ball on the roof, drawing on another child's pencil case.
Calling another child a name to deliberately hurt their feelings	Saying something deliberately hurtful about a child's size, intelligence, clothes, hairstyle etc (not racial).
Winding up another child continually to annoy them	Repeated 'pestering' that is intended to make another child angry, hiding another child's belongings to make them angry.
Using inappropriate language	Swearing to self (making a mistake 'Oh_____!') within earshot of another child.
Unsafe physical actions	Hard pushing and shoving, stamping or tripping that causes an accidental or potential injury.
<b>Whole school use</b>	
Slamming doors or using doors unsafely	Unsafe actions with doors that could result in unintended damage to the door or to another child
Inappropriate use of displays and shared areas	Any behaviour which results in unintended damage to displays, resources, books etc.

### PERSISTENT STAGE 2 BEHAVIOUR SHOULD BE TREATED AS STAGE 3 BEHAVIOUR

#### Consequences

For all of the behaviours listed above (or for persistent stage 1 behaviour) children should **miss one morning break**.

Before any consequences are used for quality or quantity of work, adults should know the child's academic capabilities well.

Adults should use their judgement through discussion with children to decide the deliberate nature of an action.

Adults should be very clear with the child as to why they are missing one break time and refer to the behaviour stages if necessary.

#### Recording/Communicating

Record the child's name in the reflections folder, kept in the office.

Adult leading the reflection will send a parentmail to inform parents and include the reason why they were in reflection.

*Your child missed their break time today to reflect on their behaviour in School. XXX has...*

*Please could you discuss with your child this evening. If you require any further information, speak to your child's class teacher. Many Thanks*

## Stage 3 (Miss three morning break times)



Behaviour	Examples	Strategies
<b>Learning</b>		
Refusal to do, or participate in, the task or activity in a lesson	Arms crossed over the work, achieving no work in the lesson, sitting out of P.E. and not participating without good reason.	1) Give the child the opportunity to join in the lesson – state potential consequences. 2) If the child is not disturbing the lesson continue the lesson and discuss consequences with the child afterwards.
Significant attention seeking behaviour that disturbs a lesson	Rolling around on carpet with legs in the air, actions that involve furniture being moved.	1) Explain consequences of behaviour 2) Move to stage 4. Ask for a member of SLT to assist.
Throwing objects with force as projectiles in a lesson	Throwing pencils, board rubbers, resources with force that could cause injury.	Timeout in a different age classroom.
Deliberately leaving the classroom without permission	Walking out and going to an area near the classroom (If the child disappears up the corridor significantly away from the classroom, move to stage 4).	1) Be aware of where the child has gone. It may be an area close by. 2) If the child does not return very shortly move to stage 4 and inform SLT.
<b>Attitude</b>		
Deliberate and clear refusal to follow an instruction	Any instruction, any part of the school day, any member of staff. Their actions must clearly show that they intend to refuse.	Inform class teacher and/or phase leader. If instructions continue to be refused move to stage 4.
Answering back to staff very rudely	Any instruction, any part of the school day, any member of staff. The reaction from the child challenges authority, involves a raised voice, or a very rude tone.	Inform class teacher and/or phase leader.
Walking away deliberately when an adult is speaking to them	Any part of the school day, any member of staff. A child walks off during discussion or refuses to stop and talk to an adult.	Inform class teacher and/or phase leader. If the child continues not to co-operate move to stage 4 and inform SLT.
<b>Social</b>		
Swearing directed at another child	Any swear word which is clearly used to show verbal aggression towards another pupil.	Inform class teacher and/or phase leader. If on playground, child to be inside for rest of that break.
Hitting or kicking another child intentionally	A punch in the stomach or head, a slap round the face, a hard kick in the legs, back or stomach, using learned martial arts techniques in the playground aggressively, using equipment as weapons.	Inform class teacher and/or phase leader. If on playground, child to be inside for the rest of that break.
Spitting	Spitting directed at another child, spitting directed at school equipment, outdoor furniture etc.	Inform class teacher and/or phase leader. If on playground, child to be inside for the rest of that break.
Calling another child a very rude offensive name	Very rude, inappropriate, offensive language directed at another child	Inform class teacher and/or phase leader If on playground, child to be inside for the rest of that break.
Saying something very rude or offensive about another child	Saying something very rude and offensive about their family, where they live etc (non-racial)	Inform class teacher and/or phase leader If on playground, child to be inside for the rest of that break.
Deliberately offensive sexualised behaviour	Actions and language that make deliberate reference to sexual body parts.	Inform class teacher and/or phase leader If on playground, child to be inside for the rest of that break.
<b>Whole school use</b>		
Low level vandalism to school property	Breaking school resources, damaging displays.	Inform class teacher and/or phase leader.

**PERSISTENT STAGE 3 BEHAVIOUR SHOULD BE TREATED AS STAGE 4 BEHAVIOUR**

### Consequences

For all of the behaviours above the child should **miss three morning break times**. Their reflections will take place in the library.

**Recording/Communicating** A description to be written in the reflection folder, on CPOMS, alert SLT and parents to be informed. A description of the phone call to be logged on CPOMS.

Adult leading the reflection will send a parentmail to inform parents

*Your child will be missing 3 of their break times, starting today, to reflect on their behaviour in School. XXX has ...*

*Please could you discuss with your child this evening. If you require any further information, speak to your child's class teacher. Many Thanks*



## Stage 4

### (Internal Suspension, involvement of SLT, miss three morning break times)

Behaviour	Examples	Strategies
<b>Learning</b>		
Deliberately leaving the classroom, going to another area of the school and not returning	Child walks/runs out of the classroom, down the corridor and stays in the toilets, hall, dining hall etc.	Ask nearest available member of staff (possibility T.A.) to ensure the whereabouts of the child. Inform SLT.
<b>Attitude</b>		
Verbal abuse towards staff	Inappropriate language deliberately directed at staff, angry outbursts involving bad language directed at staff, swearing at staff.	Inform SLT. Child to be immediately internally excluded.
Repeated refusal to follow instructions	Refusal of instructions from initial member of staff, then refusal to phase leader, then refusal to SLT and/or Headteacher.	Involvement of SLT. Child to go with adult to avoid disruption to other children.
<b>Social</b>		
Violence towards another child	Choking, hard biting, repeated hitting, prolonged fighting, hard scratching, with intent to hurt.	Inform SLT. Child to be immediately internally excluded.
Racist language directed at another child	The child deliberately chooses to refer to skin colour or religion as a way of deliberately hurting another child's feelings. May involve family rituals.	Inform SLT. Child to be immediately internally excluded. Follow up discussion about language used.
Deliberately homophobic language directed at another child	The child understands that their choice of language is homophobic, and uses it as a form of abuse.	Inform SLT. Child to be internally excluded Follow up discussion about language used.
Theft	Deliberate theft of another child's belongings with intent to keep it. Putting another child's belongings in their own bag to take home.	Inform SLT
<b>Whole school use</b>		
Mid-level vandalism	Graffiti, such as scratching a rude word into a toilet door, deliberate blockages in toilets causing flooding.	Inform SLT

### PERSISTENT STAGE 4 BEHAVIOUR SHOULD BE TREATED AS STAGE 5

#### Consequences

For all of the behaviours above the child should **miss three morning break times + involvement of SLT + internal suspension.**

**Parents** should be informed of the child's behaviour and a **meeting** may need to be arranged.

If staff believe the behaviour is likely to be repeated a **risk assessment/behaviour plan** and **behaviour contract** could be set up.

The **behaviour support plan** which involves up to 3 behaviour targets is for staff use only.

The **behaviour contract** is an agreement of expected behaviours signed and understood by the child.

#### Recording/Communicating

SLT to be informed of any behaviour in stage 4.

A description to be written on CPOMS and parents to be informed and if necessary a meeting to be arranged. A description of the phone call to be logged.

The behaviour contract should be signed by the pupil, parents and a member of SLT, who each keep a copy of the contract.



## Stage 5

### (Fixed term suspension, parental meetings, behaviour plan)

Behaviour	Examples
<b>Attitude</b>	
Violence towards staff	Deliberately hitting, biting, or kicking any member of staff. Throwing objects aggressively at staff intended to hurt.
Complete refusal to follow any instructions that endangers themselves or other pupils	
<b>Social</b>	
Physical, verbal and cyber bullying	Persistent targeted physical and/or verbal abuse of a child by another child or group of children.
Repeated offensive racist or homophobic behaviour	Calculated, targeted and persistent racist or homophobic language and behaviour.
Severe violence towards another child	Repeated, out of control, hitting, punching or kicking intended to cause damage.
<b>Whole school use</b>	
High level vandalism	Smashing up a computer, large scale graffiti, smashing windows.
Leaving the premises without permission	Walking/running out of the school grounds.

### Consequences

SLT to decide level of suspension / exclusion

Parental meetings arranged

All adults involved with the child to have input into a **behaviour support plan** and **behaviour contract** (see stage 4) that could help the child improve their behaviour on return to school. All staff involved and parents to have a copy of the behaviour targets.

On return to school there will be a reintegration meeting, in which expectations of the child's future behaviour will be discussed and agreed.

If necessary a **full risk assessment/behaviour plan** will be set up.



## Playtime Behaviour Stages and Consequences

The following table shows the system for dealing with each type of behaviour that may occur during break/lunch time. For challenging pupils, who may refuse adult instructions, please see separate sheet.

Behaviour Stage	Example Behaviours	Adult Actions	Adult communication	Likely consequences	Follow up
1	Behaving unkindly towards another child. Play fighting Mis-using equipment	Investigate what actually happened. Children to apologise as necessary. Give the child a verbal warning. 'If you do it again you will have timeout' <i>If necessary, the child has 5 mins timeout next to the supervisor.</i>	Ensure other supervising staff are aware of the negative behaviour.	N.A.	Monitor behaviour of the child when they continue their break after timeout.
2	Using rude language towards other children. Hurting another child. Speaking rudely to staff	Thoroughly investigate what actually happened. Children to apologise as necessary. Explain that you will be reporting the incident to the class teacher. <i>Child has 5 mins timeout next to the supervisor</i>	Must be reported to the class teacher, who will then decide on an appropriate reflection.	Miss one morning break the next day or miss 15 mins lunchtime break.	Class teacher to give the child reminders about play time expectations. Supervise child carefully during playtimes.
3	Hard kicking Punching Spitting Swearing aggressively Using very rude/offensive language Refusal to follow instructions.	If the behaviour occurs during morning break, the child must stay with the supervising adult. If it occurs during lunchtime break the child must go to the Heads or SLT office. When the child is inside investigate the cause of the problem.	Class teacher to be informed immediately. They will then decide whether to involve SLT and explain consequences to child when calm.	Miss 3 morning break times.	Class teacher to give the child reminders about play time expectations. Supervise child carefully during playtimes.
4	Violence towards another child Aggression and/or verbal abuse towards adults.	If the behaviour occurs during morning break the child must stay with the supervising adult. If it occurs during lunchtime break the child must go to a member of SLT When the child is inside investigate the cause of the problem.	Class teacher to be informed immediately, who then will discuss the behaviour with SLT.	Miss 3 morning breaks, involvement of SLT and Internal exclusion.	Behaviour plan put in place. Supervise child carefully during playtimes.

Each day, there will be a member of staff on duty for lunchtime reflection if needed.



## Guidelines for Play time Supervision

- Teachers are responsible for collecting pupils promptly at the end of break.
- Supervising staff should always wear the coloured jackets provided for supervision, to enable high visibility of their location to the children and adults.
- Supervising staff should be stood individually (not in twos or groups)
- Conversations between supervising staff should be limited to brief professional conversations about the children they are supervising.
- Lengthy conversations relating to the general well-being of children should be reserved for non-supervising occasions.
- Supervising staff should be positioned to give the best view of children they are responsible for.
- Vulnerable/challenging pupils should be closely observed during play times, with a member of support staff responsible for the supervision of vulnerable/challenging pupils.
- When dealing with the behaviour of vulnerable/challenging pupils, supervising staff should refer to this handbook.
- Supervising staff should be especially vigilant at the end of break time and lunch time as this can often be when problems occur, particularly with the vulnerable/challenging pupils.
- If a member of staff requires the support of another member of staff they should blow a long blow on the whistle or use the school phone to call for help. In this event **one other** member of staff should join them for support.
- Supervising staff can initiate games for children, particularly children who are withdrawn or find playing difficult. However, the game should be able to be played independently by the children and not rely on the involvement of the supervising staff.
- Supervising staff should be flexible to enable at least minimum supervision. This may require supervising different areas or moving between supervision zones.
- Supervising staff should ensure they are ready before the children enter the playground/field.
- Supervising adults will ensure all appropriate equipment is available for children's use.
- If a child requires first aid, supervising staff should ensure they receive first aid, the accident book is filled out and the class teacher is informed.
- For more serious injuries the child may need to be accompanied indoors.

# Additional Guidance on Applying Consequences



Adults should use their judgement to decide whether an action was **deliberate** or not. This will affect the level of consequence. Self-defence is acceptable, but retaliation is not.

Adults should consider how aware the child is about the language they are using. E.g. Some younger children may use inappropriate, racist or homophobic language without understanding the full implications of what they are saying.

Adults should consider the impact on other children when assessing the behaviour stage.

All loss of break times should be during morning break times.

A member of staff may use their judgement to impose a 2 break time reflection. This will normally be stage 2 behaviour that is more serious, or stage 3 behaviour that is less serious. It should be made very clear to the child why they are receiving a 2 break time reflection.

It is sometimes appropriate for a child to have a 'fresh start' on Monday. For example if their behaviour was stage three (miss 3 break times) on Wednesday afternoon, they may miss Thursday and Friday break time, with a 'fresh start' on Monday. This should be based on the needs of the individual and the context.

In the case of formal internal suspensions, the child is internally suspended during lunchtime as well.

Children should not be asked to complete work in the reflection room as a consequence of not finishing.

## **Reflection duty**

Children who have lost break time on any given day should carry out this reflection in the library. The following is a list of procedures to carry out on reflection duty.

- 1) Collect the reflection folder and children who are on the list
- 2) Check that each child recorded is present and put a tick against their name. If any children are not present, this information should be passed on to the class teacher at the end of break time.
- 3) Ask each child why they are missing their break time. Explain that they should learn from their mistakes and not repeat the same behaviour again. The conversation should be about how the pupil could make the right choice in the future.
- 4) Children should sit in silence, not looking at each other to avoid any negative behaviour.
- 5) If a child does not meet the expectations during their reflection, the class teacher must be informed.
- 6) At the end of break children return to their class





# Supporting Staff with Extreme Behaviour

All children who present extreme behaviour that is likely to be repeated should have a risk assessment/behaviour plan. This should be read, understood and followed by all members of staff working with that child.

## Hierarchy of support

Headteacher

Assistant Headteacher for Key Stage

SENCo

Class teachers

Teaching assistants and support staff

## Concerns about repeated/ongoing behaviour in lessons

When class teachers are concerned about behaviour of challenging pupils in their class they should discuss it with the Key stage AHT or SENCo for SEN need. Decisions can then be made about ways forward to improve the behaviour of that child, with alterations made to risk assessment/behaviour plan if necessary.

## Specific incidents during lesson time

A **red card** can be used if an adult requires the assistance of a member of SLT immediately. This usually means the child is very unsafe or has completely refused to follow any instructions despite the use of a range of strategies from adults concerned. This card is to be taken to the office by 2 children who will then alert SLT.

A **yellow card** can be used if an adult requires assistance from a member of SLT but it does not need to be immediate. This card is to be taken to the office by 2 children who will then alert SLT.

The member of SLT that deals with the red card incident will follow recommendations made on the child's risk assessment/behaviour plan. If the particular child does not have a risk assessment/behaviour plan the member of SLT will use professional judgement in dealing with the situation.

## For extreme behaviour from challenging pupils at play time staff should apply the following steps:

- 1) Give clear, calm instructions to the child concerned (twice if necessary).
- 2) If the child is clearly refusing to comply, the class teacher is to be found through use of the following script 'Can we please have (teacher) to support with (name of child)' Ideally the misbehaving child is not aware of this.
- 3) There is no need for any negotiation between supervising staff and the misbehaving child, no mention of consequences and no raised voices.
- 4) On arrival, the class teacher takes responsibility for the child, allowing the member of staff to return to supervision of the other children.
- 5) After de-escalation, the child may then be left under the care of a member of SLT or TIS support, allowing the class teacher to continue their break. Any necessary consequences for the child's behaviour will be explained by the class teacher or member of SLT when the child is calm.
- 6) If a child is to return after de-escalation, the class teacher should tell supervising staff.



## **Appendix 1 - Strategies to deal with unwanted behaviour**

(Before using the consequences framework)

### **During lesson times**

Reminders

Pause and look

Quietly remove an item if they're fiddling

Scaffold learning

Praise those displaying good behaviour

Impersonal approach (e.g. "Someone is tapping their board and I expect them to be looking this way, ready to learn")

Peer pressure (e.g. "Your good behaviour will allow others to learn")

Reiteration of expectations

Clear choices

Spots to sit on

Use whole school language (At St Just it is expected that.....)

Be consistent in the way you deal with unwanted behaviour

### **Indoor shared areas**

Quick reminder of expectations

Ask a child to go back and walk properly

Ask 'What should you be doing?'

### **Playground/field**

Quick reminders of expectations and consequences

Be very explicit of the exact behaviour you do/do not want to see

Give clear choices

Explain reasons why certain behaviours are not acceptable

Maintain close supervision of any problem areas or issues that have arisen

## Appendix 2 - The language of behaviour management



### General points

All language used for behaviour management should be positively worded. E.g. 'Sit quietly' rather than 'stop talking'

Adults should never 'shout' at children. If an adult decides to use a louder volume in their voice to make a point, it must be done using a 'controlled raised voice'. Shouting will indicate to a child that the adult has lost control and the behaviour is likely to get worse.

Using a 'controlled raised voice' can sometimes be very effective for behaviour management, but will only remain effective if it is used **sparingly**.

It is advisable to get to know what works well with the children you are teaching or supervising, especially those with behaviour or emotional issues. E.g. Many children respond better when a flat, even tone of voice is used and expectations and consequences are explained calmly.

### Examples of language to use

#### Reminding of expectations

'I expect you to....'

'You should be...'

'You should be setting an example to younger children'

'What should you be doing?'

'At this school it is expected that.....'

#### Attending to misbehaviour in a lesson or group

'Sit up' 'sit still' 'face the front' (*quick instructions without drawing too much attention to the behaviour*)

'You can behave much better than that'

'Show me how much better you can behave'

'I don't want to have to give a warning'

#### Understanding behaviour

'Explain to me in a calm voice what happened'

'I want to give you the chance to explain it from your point of view'

'I understand the reasons for your behaviour but that doesn't make it acceptable'

'The other person involved has been very honest and I expect the same from you'

#### Explaining consequences

'You have been given a consequence so you learn that the behaviour is not acceptable'

'The consequences would be the same for any child in the school'

'If it happens again in the next week/this half term, the consequences will be more serious'

'You have made a mistake, accept the consequences and you can move on'

'Do you think what I have said is fair?'

#### Moving on

'Now you have to prove that you can behave well'

'Make other pupils see that you are someone who can behave really well'

'In the next hour/lesson I expect you to.....'