



POSITIVE BEHAVIOUR AND MANAGEMENT POLICY

Principle Aims of the Behaviour Policy

At Green Crescent Primary School our aim is to strive to provide the best education for all pupils in a safe and secure environment through the application of the Quran and the Sunnah.

The key to helping young people learn to behave appropriately in school lies in having a very consistent and fair approach. This policy sets out to define a code for appropriate behaviour at Green Crescent Primary School. The policy is based on the school's vision of a safe, caring, thinking school and applies to every individual.

Positive behaviour is an essential part of effective teaching and learning. At Green Crescent Primary School we believe that everybody has the right to work in an environment that is safe, friendly, peaceful and fair. All teachers, children and parents are expected to be committed to ensuring positive Islamic Akhlaaq and Adaab (etiquettes) at all times within the school.

In accordance with Islamic tradition we insist that the adults respect young ones and in return the young ones respect the adults.

The Prophet (peace and blessings be upon him) said, "He is not of us who does not have mercy on young children, nor honour the elderly" (Al-Tirmidhi).

Positive behaviour must be carefully developed and supported. High self-esteem promotes positive behaviour along with effective learning and positive relationships. It is important to reward success and potential and give descriptive praise for effort and achievement, rather than focusing on shortcomings and failure. Encouraging

and developing responsibility for own behaviour is also an important element of effective teaching and learning.

The primary aim of Green Crescent Primary School is to build the personality of the children in accordance with Islam. The behaviour of the children in school should therefore reflect the Islamic personality.

All staff agrees to accentuate the positive, and though we expect good Islamic behaviour as norm, we should be seen to value and encourage it. Children will be encouraged to take responsibility for their own actions. This will build an understanding of accountability to Allah once the children reach adulthood. It is important that we all understand what acceptable and unacceptable behaviour is. The consequences of unacceptable behaviour must also be clearly stated.

The general standard of behaviour is the collective responsibility of the whole staff. These aims are best achieved in a busy, pleasant atmosphere in which pupils are able to give of their best, both in and out of the classroom. This demands a positive policy of encouraging acceptable behaviour and high standards of learning, recognizing success wherever possible and the constant setting of good examples by staff and parents.

Praise and encouragement should be used so behaviour management can take the form of rewarding rather than punishing. We aim to emphasise the positive rather than criticise.

When we do have to criticise we attempt to be constructive by giving advice on how to improve. Our school rules encourage children to think and make the right decisions. They make our high expectations simple to understand.

The majority of pupils will respond to encouragement. A good reward system is essential to ensure progress rather than perfection. It is our aim, that by promoting positive behaviour and good learning, we will set the standards that we all wish to see throughout the school.

The Behaviour Policy refers policies on:

- Anti-Bullying Policy
- Positive Handling and Restraint
- Exclusion

Implementation

The Role of the Headteacher

The HT has the responsibility of setting down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.

HT will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

The Headteacher consider what the school's response will be to:
any unacceptable behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

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 the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour in the form of an Incident Pro-forma and also keeps record of reflection sheets completed by children during class sanctions.

The headteacher/deputy headteacher liaise with parents regarding serious incidents of misbehaviour.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, fairly and consistently and that their class behaves in a responsible manner during lesson time.

The class teacher discusses the classroom rules and pupil code of conduct at the beginning of the school year with each class and reinforces these each term. These points are updated on the Class Dojo and reviewed termly in this way, every child knows the standard of behaviour that we expect in our school and their class. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

The school expects all class teachers to have high expectations of the children in terms of behaviour, and to ensure that all children work to the best of their ability.

The class teacher maintains a record on behaviour log (on School Kompanion), to record any inappropriate behaviour, concerns or home communications involving individual children.

The teacher keeps a record of all behaviour incidents in class. 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 the deputy head teacher. Behaviour is recorded, and parents informed.

The class teacher liaises with pastoral teacher, external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the SEND leader.

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.

All conversations about behaviour need to be centred on the Pupil code of conduct.

To stop children, an adult should raise their arm. The children should mirror this, stop what they are doing and face the adult. This must be enforced through nonverbal means. Do not start verbally reminding the children. Individually deal with non-compliance once everyone has conformed.

Instructions should be clear and where appropriate, numbered, so that the children can follow them silently and in small steps. This can then be monitored.

No other personal methods of getting children to listen or give you their attention should be used.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rights and responsibilities in newsletters and the school prospectus and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. A copy of the home-school agreement is sent out each year and a copy signed and returned by parents.

We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. Parents can also keep track of their child's behaviour via the Class Dojo app.

We expect parents to support the school in its use of reasonable sanctions a child, following the misbehaviour of a child. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the deputy headteacher. If these discussions cannot resolve the issue, the matter should be brought to the attention of the Headteacher

Whole School Behaviour Policy

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour and recognise this in a highly engaging and motivating way.

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who consistently follow the rules are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all staff

- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines
- Seamless inclusion of parents in their child's school behaviour.

Rewarding positive behaviour

Class Dojo

Class Dojo points are allocated based on agreed positive behaviours. Each class agrees key responsibilities from the Rights and Responsibilities documents and creates their on-line class reward platform (Class Dojo).

Points are awarded by adults in school to acknowledge examples of children upholding the school rights. This can be done on an individual, group and class basis. Points are awarded through the on-line platform via the website or IPAD app. The use of mobile technology will allow for ease of use and use outside the classroom. E.g. Trips, P.E and playtime. Personalised behaviours will be targeted by each class individually, but points can be awarded by any member of staff for any behaviours related to the school.

Rewarding good work

Children will be nominated and acknowledged during Friday's celebration assembly. Stickers and stamps are awarded to children based on an ad hoc basis to boost self esteem in all areas of school life.

In-class Consequences

Teachers use least intrusive skills to redirect behaviour as an on-going element of each lesson and wider daily life. This should be followed by a verbal warning if not initially successful. This warning should outline the behaviour in need of correction and clear instructions as to how the child can change this direction. This should be firmly linked to the school rules/code and in particular the agreed class areas of focus. The word choice should always be used to ensure children recognise their role within the change in behaviour.

If child/ren fail to correct their behaviour, teacher will discuss ways to improve behaviour and discuss their poor choices.

Staff look for opportunities to award a positive Dojo point as soon as possible, celebrating the choices made to change negative behaviour to positive.

If a child continues to make poor choices, they should be removed from the class and sent to office. The child should complete a behaviour reflection sheet, which should be returned to their teacher along with completed work. It is essential that the children have work to complete when in isolation or removed from class so that they can begin the process of making positive choices and provided a starting point for restorative conversations. A child removed from class should also be sent to the head / deputy head either at play time, lunchtime or before home time to present their reflection sheet. This will allow additional monitoring of behaviour across the school.

Disruptive Behaviour

Disruptive behaviour involves affecting the learning environments so that others are distracted examples are:

- Not following instructions (which have been clearly given and understood)
- Not sitting on chairs
- Fidgeting repeatedly
- Disturbing / distracting others from their work
- Crying for no reason (this may need to be investigated first).

Disruptive behaviour should be dealt with by sitting the child at a separate table to complete their work. This isolation will mean others are not distracted. This child should be encouraged to complete a reasonable amount of work before they are invited back to join the others.

All staff will always avoid:

- Humiliating – it breeds resentment
- Shouting – it diminishes you
- Overreacting – the problems grow
- Blanket punishments – the innocent will resent them
- Over punishment – never punish what you can't prove
- Sarcasm
- Leaving pupils outside room
- Taking stickers back.

All staff will always:

- Keep calm
- Listen
- Be positive
- Build relationships
- Carry out any sanctions consistently

- Be consistent and fair
- Follow up problems to their conclusion
- Be clear that when a problem is resolved we forgive and move on

Pupil behaviour will be discussed the pupil with a view to one of three outcomes.

A. Reflection time with SLT (using restorative conversation)

Pupil thinks of strategies to repair situation and reports back to the head at the end of the day. Pupil returns to class to aim to correct their behaviour and earn positive Dojo points.

B. Phone call or letter home or message sent on class dojo

Parents/carers are informed of situation, steps required for improvement and next steps if there is no improvement in pupil behaviour.

C. Parent / Carer meeting

This may include reviewing and developing pupil targets or developing an Individual Behaviour Plan with the support of all staff working with the child. Children will be placed on behaviour log book if necessary.

For unacceptable behaviour such as fighting and racism, the child should be sent straight to the head or deputy.

Whilst the school aims for a consistent approach in delivering consequences the intention, context and severity of the incident will be taken into account when delivering further consequences.

Sharing information with parents

Regular, timely communication is critical to establishing positive behaviour within the classroom. Positive and negative incidents should be shared with parents in equal measure. A heavy emphasis should be placed on the family unit in supporting a child's behaviour at school through additional rewards and consequences.

Parents will be invited to share the Class Dojo APP, where they can view their child's performance. Half termly report print outs will be provided to report on the behaviour of all children.

Fixed-term and Permanent Exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a student for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a student permanently in relation to school-parent contract.

Green Crescent Primary School has a right to terminate contract if school feels;

- Lack of parental support from home
- School cannot support child's needs
- Any form of abuse or threatening behaviour from child or parents
- If behaviour endangers safety of the child, other children and staff members (relate to safeguarding policy)
- Damage to children's or school property

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

The Headteacher informs the EDUCATION WELFARE TEAM about any permanent exclusion/termination, and about any fixed-term exclusions beyond five days in any one term.

Multi Agencies and External Advice

Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils:

- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school
- Individual behaviour plans (IBPs)
- Support from the SENCo (Special Educational Needs Co-ordinator), identified teaching assistants, teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour

- Alternative curriculum provision
- Reduced timetable
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists etc.

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Physical restraint

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 (see appendix 3 for a behaviour log)

CONFISCATION

Any prohibited items (listed APPENDIX 4 PROHIBITED ITEMS) found in pupils' possession will be confiscated.

These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline.

These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

The Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted.

The Governing Body have taken account of advice provided by the DfE - Use of reasonable force: advice for head teachers, staff and governing bodies and the school's public-sector equality duty set out in section 149 of the Equality Act 2010. Force is generally used for two different purposes, either to control pupils or to restrain them.

Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Headteacher has temporarily put in charge of pupils

such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere. Force will never be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

Action as a result of Self-defence or in an Emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.

- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- In order to prevent a pupil from attacking a member of staff or another pupil
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object

Recording an Incident

A contemporaneous record (i.e. written as soon as possible and no longer than 2 hours after the incident's occurrence) should be made by the staff member involved in the incident and a copy given to a senior member of staff and parent/carer. Similarly, contemporaneous notes will also be made by all other members of staff involved (i.e. as witnesses or additional providers of support). The notes will be sealed and dated.

The record will contain the following information:

1. the name(s) and the job title(s) of the member(s) of staff who used reasonable force;
 2. the name(s) of the child(ren) involved;
 3. when and where the incident took place;
 4. names of staff and child(ren) who witnessed the incident
 5. the reason that force was necessary;
 6. behaviour of the child(ren) which led up to the incident;
 7. any attempts to resolve the situation;
 8. the degree of force used;
 9. how it was applied;
 10. how long it was used for;
 11. the child's/children's response and the eventual outcome;
 12. details of any injuries suffered by either staff or child(ren);
 13. details of any damage to property;
 14. details of any medical treatment required (an accident form will be completed where medical treatment is needed);
 15. details of follow-up including contact with the parents/carers of the child(ren) involved;
 16. details of follow up involvement of other agencies, police, social services.
- Child witnesses may also be asked to provide a written account if appropriate
A copy of this entry will be kept on the child's file.

Debriefing Arrangements

The child/young person and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained. The child or young person will be given time to become calm while staff continue to supervise him/her. When the child regains complete composure, a senior member of staff (or his/her nominee) will discuss the incident with the child and try to ascertain the reason for its occurrence.

The child will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the child and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the child returns to school.

All members of staff involved should be allowed a period of debrief and recovery from the incident. A senior member of staff (or his/her nominee) will provide support to member(s) of staff involved.

The headteacher will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Headteacher (or his/her nominee) will initiate the recording process if not already under way and review each incident to ensure that any necessary lessons are learned.

All parents will be informed after an incident where positive handling is used with a child. Parents will need to be notified sensitively and to be made aware of the full circumstances

The Law

Green Crescent Primary School endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that "encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils" (Education and Inspections Act 2006, section 89). The schools will exercise their legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable. Schools are required to comply with the new equality duty „The Equality Act 2010“. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by law;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

Reporting and Recording Incidents of Bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the pupil's class teacher to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures. Incidents may then be referred to the Headteacher. There are official forms that must be completed when an allegation of bullying is received. Pupil voice is important at our schools and pupils are encouraged through various means to report any incidents of bullying behaviour, which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHCE and during class/circle time.

The Whole School Behaviour Policy also reinforces the school's expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying. There are set investigation forms to be used when allegations/ incidents of bullying occur.

PLEASE SEE ANTI BULIYING POLICY

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our [**safeguarding policy/Allegations against staff and volunteers**] for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. All staff have CPD access to Edu-base where courses and online training will be completed and tracked.

All staff will be briefed on physical restraint policy and CPD course.

Behaviour management will also form part of continuing professional development.

Appendix 1:

Written statement of 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 the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- 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

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

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
- Please refer to home-school agreement

Appendix TWO

Strategies to help children avoid sanctions

It is important that teacher recognise that they can play an important role in supporting children to not lose Dojo points and maintain positive behaviour rather than focus on the negative aspects. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

Tactical ignoring - For short period of time.

Tactical pausing - Pause, emphasises attention and focus.

Non-verbal cueing - A clear, discussed cue that gives message.

Name reminder - Integrate name into teacher talk.

Proximity praise - Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.

Behavioural direction - Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.

Responsibility reminder - Could ask a question 'What is our responsibility to maintain the right to'

When.....then..... - Keeps focus on the desired outcome whilst allowing pupil to see the next steps.

Partial agreement - Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think..... but I would like you to.....

Stuck record - I would like you to..... The rule is.....

Direct questions - 'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.

Directed choices - Within known rules or routines- refer back to rights roles and responsibilities.

Assertive comment / direction / command

Appendix 3: behaviour log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	

What actions were taken, including any sanctions?

Is any follow-up action needed? If so, give details

People informed of the incident (staff, governors, parents, police):

Appendix 4

Definitions of Misbehaviour/poor choices

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism

- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Different Kinds of Behaviour

We have divided children's conduct into three behaviour categories:

- 1) Childish
- 2) Disruptive
- 3) Unacceptable

Childish Behaviour

Childish behaviour is those things we would not expect of adults and are trying to modify in the children, it includes the following:

- Putting things in mouths
- Making innocent fun of others
- Being silly or cheeky
- Talking about irrelevant issues
- Not concentrating
- Picking nose
- Eating hair
- Licking furniture
- Biting nails
- Pulling out plants in the garden
- Hurting insects or animals
-

This type of behaviour should be dealt with by firstly giving the child a look letting them know that you have seen what they are doing, if this fails then ask the child to stop what they are doing, if this fails ask the child what they are doing wrong and ask them to stop it, if the child persists then take them aside and give them a good talking to telling them what they have done wrong and the consequences of them continuing this bad behaviour.

Disruptive Behaviour

Disruptive behaviour involves affecting the learning environments so that others are distracted examples are:

- Not following instructions (which have been clearly given and understood)
- Not sitting on chairs
- Fidgeting repeatedly
- Disturbing / distracting others from their work
- Crying for no reason (this may need to be investigated first).

Disruptive behaviour should be dealt with by sitting the child at a separate table to complete their work. This isolation will mean others are not distracted. This child should be encouraged to complete a reasonable amount of work before they are invited back to join the others.

Extreme & unacceptable behaviour

Unacceptable behaviour involves an attitude of disobedience and disregard for the teacher and other students.

This may include:

- Refusing completely to do the work
- Fighting
- Swearing
- Whining continuously
- Being uncooperative with the teacher
- Being malicious to other children
- For children over the age of four lying with the intention to deceive.

This behaviour should be dealt with by sitting the child at a separate desk and also not allowing the child to play at play time, rather they must sit on their chair for a few minutes of the play time during which the teacher should discuss with them about their behaviour.

In some situations, parents should be informed at the end of the day. Examples are:

- Violent Fighting
- Stealing
- Bullying
- Cheating

Appendix 5:

letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

-

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school, so we can discuss a way forward.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs coordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Detention letter

Dear parent,

I am writing to inform you that _____, has been given a detention on this date _____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

-

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____