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## Holywell Primary School

### Behaviour Management Policy

<b>Status:</b>	Statutory
<b>Approval Body:</b>	Governing Body
<b>Review Frequency:</b>	1 Year
<b>Last Review:</b>	December 2023
<b>Next Review:</b>	Summer 2024

# Holywell Primary School

## Behaviour Management Policy

### 1. Aims and expectations

Our behaviour and discipline policy specifically aim to:

- Provide staff with a consistent approach towards behaviour and discipline.
- Empower children to grow into responsible adults.
- Provide parents with an understanding of the school's approach to managing behaviour and ensuring discipline.

We believe that the promotion of these aims makes an important contribution to the development of responsible citizenship. This reflects our commitment to Social Learning.



The policy has been developed in accordance with the following Behaviour Principles agreed by the school's Governing Body:

- The 6 Rs of the school charter sit at the heart of our behaviour systems; responsibility, resilience, resourcefulness, reasoning, reflection and respect
- Each member of the school community should take responsibility for his or her own conduct
- Each member of the school community is entitled to have his/her voice heard
- Each member of the school community is entitled to feel safe and secure
- There should be explicit rewards (Appendix 1) for good behaviour and specific sanctions for misconduct

At the heart of our policy is the aim to encourage all pupils to take and accept responsibility for themselves, to develop high standards of self-discipline, social awareness and consideration for others. We believe in providing a safe and positive learning environment within which we seek to develop a mutually supportive attitude where children can understand and express their feelings and respect those of others.

We encourage self-discipline through the children's involvement in the development of classroom rules and codes of conduct. Self-discipline can only come with trust. Our belief in the individual enables us to trust each other. We find time for each other and we provide time for the children during circle times and PSHE to talk about their feelings and their lives. We aim to make time to find out about poor behaviour, so that we do not excuse it but seek to find out the reasons behind it and strive to find ways forward.

We seek to value a range of behaviours, not just those linked with academic success. We seek to find out about our children and to set appropriate targets for them. We reward children for positive behaviour. We are especially careful to promote the self-esteem of those identified with special educational needs.

As a result of the above we expect:

1. Good behaviour and courtesy;
2. Helpfulness and cooperation;
3. Good language and the non-use of non-insulting names;
4. Respect for possessions and property of the school and others;
5. Caring for and conserving the environment around the school site.

## 2. Strategies

A wide range of strategies are used to help children resolve management behaviour issues including;

### Behaviour Ladder (Appendix 2)



All children start each morning and afternoon session with their name or photo on the rainbow. Good learning behaviour is rewarded by moving up the ladder. All children in the pot of gold by the end of the day will be rewarded. Children in the Foundation Stage and KS1 will have a postcard sent home celebrating their behaviour as well as gaining some house points. Children in KS2 get three house points. Good behaviour over the week earns pupils Star Learners of the week awards that are handed out on a Friday during assembly.

If a child displays inappropriate behaviour they will be told to change their behaviour. If they continue, they move down the ladder. If a child reaches the thundercloud, they have 10 minutes of time out in the next-door classroom. During this time pupils complete thinking about my behaviour sheet and work is also sent to be completed. Upon returning they are encouraged to change their behaviour and the adults should look for positive behaviour in order to move them back up the ladder as quickly as possible. Continuous misbehaviour will involve members from the Senior leadership team.

**Target cards (see Appendix 3) are used to:**

- set individual targets with regard to behaviour and learning
- systematically monitor children's behaviour during the day
- help the Headteacher monitor the situation
- inform parents

### The way we teach positive behaviours

At Holywell we teach positive behaviours through our 6 Rs:

Respect

Resilience

Resourcefulness

Reflection  
Responsibility  
Reasoning

### **Key elements in planning**

Herts Steps provides guidance in assessment and planning which must be followed in planning for individual learners. It is the responsibility of every member of staff to seek to understand the behaviour of the young person. The key elements to inform such understanding are: Think, Plan and Respond.

### **Conscious and Subconscious behaviours**

All staff need to understand that some behaviours are conscious (behaviours over which the person has a choice) and others are subconscious (behaviours over which the person does not have full control) and that assessments must identify whether a problem behaviour is conscious or subconscious as this will have an important bearing on planning and practice.

In order to assess conscious behaviours, the adult should consider:

- What is the expected outcome of the behaviour?
- What is the motivation to behave anti-socially?
- What is the motivation to behave pro-socially?
- What are the expected consequences?
- How can the adult impact on the young person's beliefs and values?

To assess subconscious behaviours, the adult needs to consider:

- Are there medical issues?
- Is it a phenotype behaviour (relating to a genetic disorder)?
- What may be causing anxiety?
- What may be causing confusion?
- What is stimulating the young person?

### **A Therapeutic Approach**

At Holywell, we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs.

The Herts Steps programme provides an assessment/planning tool called "roots and fruits" to assist adults in this area. (Appendix 4).

### **Risk assessment**

When a young person repeats a behaviour(s) that may place themselves or others at risk of harm, the staff must undertake an Individual Child Risk Assessment plan, using the Herts Steps Planning Tools (Appendix 5).

### **3. Dealing with unacceptable behaviour**

At Holywell, unacceptable behaviour includes behaviour names in Appendix 8.

#### **When faced with a challenging behaviour**

Any adult seeking to support a young person whose behaviour is presenting a challenge need to de-escalate the behaviour. It is the responsibility of adults at Holywell to follow the guidance provided in the Herts Steps training to support the young person. The main aim of dealing with such behaviour is to de-escalate the situation or behaviour. This can be achieved through one of, or a combination of the following as appropriate:

Positive phrasing e.g.

- *“Stand next to me”*
- *“Put the toy on the table”*
- *“Walk beside me”*

Limited choice e.g.

- *“Put the pen on the table or in the box”*
- *“When we are inside, lego or drawing”*
- *Talk to me here or in the courtyard”*

Disempowering the behaviour e.g.

- *“You can listen from there”*
- *“Come and find me when you come back”*
- *Come down in your own time”*

Use of a De-Escalation Script e.g.

- *Use the person’s name – “John”*
- Acknowledge their right to their feelings – “I can see something is wrong”*
- Tell them why you are there – “I am here to help”*
- Offer help – “Talk to me and I will listen”*
- Offer a “get-out” (positive phrasing) – “Come with me and.....”*

#### **Recording, monitoring and analysis of incidents**

Holywell uses Sims to record incidents of misbehaviour that reaches Level 2. This also enables patterns of incidents to be identified which will inform support planning.

#### **Consequences**

At Holywell, adults have the responsibility to use consequences which have a relation to the problem behaviour and as a result help the young person learn and develop positive coping strategies/behaviour. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation. Consequences may include: completing a task, limiting access to play resources, being escorted when moving between classes, assisting with repairs and restorative meetings. The use of constructive consequences must inform planning and practice at Holywell.

There may be children who do not respond to the rewards, strategies and sanctions system outlined above. The teacher should ask the child’s parents to discuss the child’s behaviour in the

first instance. This discussion may lead to the desired change in behaviour. All members of staff are expected to deal with behaviour.

If progress is not made then the teacher needs to consult the SENDCo (Special Educational Needs & Disability Co-ordinator) for advice. This may result in a range of strategies being used such as:

- Special contracts
- 'Roots and Fruits'
- Individual risk assessment

If these interventions fail to result in a significant improvement in behaviour, then advice will be sought from outside agencies e.g. Educational Psychologist, Behaviour Support Team, health service, which could result in the child being added to the SEN register.

Noticing and taking action swiftly to pre-empt problems can often be far more effective than sanctions taken later. Prevention is better than punishment.

All staff understand that sanctions need to be used with discretion, reflecting the child and the situation; they need to be realistic as well as consistent. It is important not to use a more drastic sanction than necessary; always trying to keep the stakes low and avoiding confrontation. Remembering to listen to both sides, to discipline away from others and to label the action - not the child – is a key to our behaviour and discipline policy.

Throughout the process it is vitally important to discuss what has happened with the child, to be clear about why the behaviour is unacceptable and to offer the child opportunities to redeem her/himself. For example, it will be possible, in exceptional circumstances, to take a House Point from a child. This will be done with great reluctance and dismay which may be shared with others in class/ group.

As a final sanction, temporary or permanent exclusion may be considered for a child who has had several warnings. This is a complex process involving the School Governors. It is important that recording procedures have been followed. Parents have the right to appeal against exclusion.

<b>Level</b>	<b>Who deals with behaviour</b>	<b>How</b>
1	Class teacher	Behaviour ladder – inform parent once a child is sent to another class or sits out for 10min during a playtime. No recurring incidents expected once the parents has been met.
2	Phase leader	Inform parent via meeting with parent. No recurring incidents expected once the parent has been met. Phase leaders go and observe in class. What else are we doing here?
3	Deputy headteacher	Behaviours card introduced for 2 weeks; support put in place. No recurring incident expected once the parent has been met. Deputy headteacher go and observes in class.
4	Headteacher	Internal and external exclusion, reintegration close monitoring on daily basis for two weeks, support put in place.

When informing parents and meeting them: staff will state the issue, give examples, reiterate school policy expectations, agree monitoring period of one week and expected behaviours.

#### **4. Recording procedures**

- The teacher involved must keep a brief record of any significant incidents that happen in the classroom (Level 1 on form (Appendix 6). This should include the date, an explanation and any action taken.
- The member of staff on duty in the playground must note any significant incidents. The class teacher and/or Head/DH must be informed
- All incidents involving racism or bullying must be reported to the Head (or DH in the Head's absence) and the appropriate form completed.
- The Headteacher and Deputy Headteacher will check daily SIMS (School Information Management System) records to ensure that incidents of behaviour have been resolved.
- Following an incident involving physical restraint, the member of staff concerned must provide a signed and dated report. Staff will receive training on the correct procedures to follow in the unlikely event that they need to use physical restraint.

#### **5. The role of the Headteacher**

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

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

#### **6. Monitoring and review**

Evaluation of the effectiveness of the policy will be continuous and made through regular observations by staff of general behaviour, and by regular review of reports and records.

The Governing Body will review this policy every two years. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

## Appendix 1:

<b>Holywell Primary Rewards</b>		
<b>Positive House Points</b>	Positive work, effort /contribution in class	At any time by class teachers Recognition for outstanding classes and individuals in assembly
<b>Star Learner of the Day</b>	Positive work, effort / contribution in class	At any time by teachers in recognition of participation in clubs or special events
<b>Excellence Letters</b>	Consistently positive work, effort / contribution in lessons	Weekly nominations. One student per class receives a letter from the office of the Headteacher.
<b>Star of the Week</b>	Positive work, effort / contribution in lessons	Weekly nominations. Certificate given in assembly.
<b>Charter Certificates</b>	Showing consistent effort in following the school charter	Weekly nominations. Certificate given in assembly.
<b>Learner of the Year</b>	Consistent work and effort all year	Certificate and gift voucher at end of year End of year assembly
<b>Attendance</b>	100% attendance and punctuality	Bronze, silver and gold awards each term in assembly
<b>Spirit to succeed medals</b>	Consistent work and effort all term	Medal at end of each half term in assembly and published in newsletter
<b>Termly Headteacher's Lunch</b>	Treat with Headteacher for students with 0 minuspoints and excellent attendance and punctuality throughout year	End of term

Appendix 2:



## Holywell Primary School Behaviour Plan

For disruptive behaviour (chatting, turning round, calling out, out of seat etc.)

**LEVEL 1 BEHAVIOUR**

1) **Reminder** - if possible non-verbal. (hand signal, look, call name etc.)

2) **Warning** - Try to keep it positive and simple. Be clear about what you want them to do. (listen, sit down, look, turn around - possibly with a warning - 'Or you will be moved').



3) **Move** - Sit on carpet or time out area, away from other pupils, but as far as possible still able to benefit from learning and teaching in class. Give a 5 min sand timer.



4) **Time Out** - Move to partner class (as discussed in key stage) Stay for at least 10 mins and fill out a time out sheet for discussion with the class teacher in the next break. (This should be filed in class behaviour file)

**LEVEL 2 BEHAVIOUR**

5) **Sent to Phase leader** - Pupils to be sent to the Phase Leader linked to that year group. Pupil to stay away from class for at least the rest of that lesson. (Class teacher/TA to record on SIMS)

**LEVEL 3 BEHAVIOUR**

5) **Sent to the Deputy Headteacher** - Pupils to be sent to Deputy Headteacher as agreed between the Phase Leader and Deputy Headteacher. When possible follow up with a note explaining reason and some work. Pupil to stay away from class for the rest of the lesson. (Class teacher / TA to record on SIMS)

**LEVEL 4 BEHAVIOUR**

6) **Sent to HT** - Parents called and letter home. HT to decide whether they stay in school for rest of day, possibly FTE (Full Time Exclusion). Pupil stays away from class for rest of day.

If poor behaviour persists

If the behaviour is violent, intentionally intended to hurt others (emotionally or physically) or is dangerous, skip steps and make a clear record in behaviour book / file.



## Holywell Primary School Playground Behaviour Plan

For inappropriate playground behaviour

### LEVEL 1 BEHAVIOUR

1. **Warning** - Try to keep it positive and simple. Be clear about what you want them to do. Carried out by playground MSAs.

2. **Thinking time**- Sit/stand in time out area - removed from the immediate situation - for 5 mins. Carried out by playground MSAs.

3. **Sent to SMSA** -Behaviour to be recorded in SIMs and class teacher informed - for 10 mins Carried out by playground SMSAs.

### LEVEL 2 BEHAVIOUR

4. **Sent to Phase Leader** - Miss remaining playtime. Behaviour to be recorded in SIMs and class teacher informed. Fill out managing behaviour in a positive way sheet. Carried out by playground Phase Leader

### LEVEL 3 BEHAVIOUR

5) **Sent to DHT**  
Miss remaining playtime and next playtime. Behaviour to be recorded in SIMs and class teacher informed. Fill out managing behaviour in a positive way sheet. Parents informed by DHT

### LEVEL 4 BEHAVIOUR

6) **Sent to HT** - more than 3 fighting occurrences in one half term - parents called in and exclusion option considered.

If poor behaviour persists

If the behaviour is violent, intentionally intended to hurt others (emotionally or physically) or is dangerous, skip steps and make a clear record in SIMs and parents informed.

## Appendix 3 - Target Cards

Friday	
Session 1	1 2 3 4 5 6 7 8 9 10
Break	1 2 3 4 5 6 7 8 9 10
Session 2	1 2 3 4 5 6 7 8 9 10
Lunch	1 2 3 4 5 6 7 8 9 10
Session 3	1 2 3 4 5 6 7 8 9 10
Other comments	



**Target Card**

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

Targets

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Signature \_\_\_\_\_



# Rewards & Consequences



If I achieve 20 stars each week, I can \_\_\_\_\_ at the end of the week.

What happens if I am not trying my hardest and do not do as I am asked the first time by an adult?:

1. Reminder from the adult (1<sup>st</sup> warning)
2. Asked to move to a quiet space in the classroom (5 minutes)
3. Sent to a neighbouring class (2<sup>nd</sup> warning - 10 minutes)
4. Sent to Deputy  
Sent to Headteacher

Individual Reward Chart!

Am I trying my hardest?

Am I listening to the adult the first time?

	Monday before break	Monday after break	Monday Lunch	Monday PM	
	Wednesday before break	Tuesday PM	Tuesday lunch	Tuesday after break	Tuesday before break
	Wednesday after break	Wednesday Lunch	Wednesday PM	Thursday before break	Thursday after break
Friday PM	Friday lunch	Friday after break	Friday before break	Thursday PM	Thursday lunch



**Week Commencing:**

\_\_\_\_\_ - **Behaviour card**

This chart is to help \_\_\_\_\_ to reflect on his/her behaviour in school and to help him/her make better choices.

		<b>8:55 – 10:30</b>	<b>10:45</b>	<b>11:00- 12:30</b>	<b>12:30</b>	<b>1:30- 3:15</b>	Notes from contact with Parent/Carer
<b>Mon</b>	<b>Registration</b>						
<b>Tues</b>							
<b>Wed</b>							
<b>Thurs</b>							
<b>Fri</b>							

Each day has 5 sessions. \_\_\_\_\_ will receive a star for achieving his/her targets in each session, where relevant.

**TARGETS:**

- **Be respectful towards other children**
- **Be respectful towards adults**
- **Complete work set in class**

If \_\_\_\_\_ achieves 5 stars each day, he/she will be given the extra responsibility of carrying out jobs at lunch time.

If \_\_\_\_\_ does not achieve 5 stars he/she will not be given extra responsibility.

If \_\_\_\_\_ does not respect others, or fails to complete work set in class, the school behaviour policy will be followed.

## Appendix 4 – Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous  
Behaviours

Pro- social behaviours

DEFAULT

Anti-social / negative feelings

Pro-social / positive feelings

Anti-social / negative Experiences

Pro-social / positive  
experiences

## Anxiety Mapping



Time of day, days of the week, supporting staff, location, activity, learning style, peers, etc

### Anxiety Mapping Analysis and Evidence of Differentiation

	Score	Staff/Location/Activity/Peer/Time <b>Predict it</b>	Evidence of action <b>Prevent it</b>
<b>Raised Anxiety</b>	<b>+2</b> - <b>+5</b>	<b>These items overwhelm the pupil</b> 1. 2. 3. 4. 5.	<b>Planned Differentiation required to reduce anxiety</b> 1. 2. 3. 4. 5.
	<b>+2</b>	<b>These items run the risk of overwhelming the pupil</b> 6. 7. 8.	<b>Monitoring needed</b> 6. 7. 8.
	<b>0</b>		
<b>Increased dependency</b>	<b>-2</b>	<b>These areas run the risk of developing an over reliant</b> 9. 10. 11.	<b>Monitoring needed</b> 9. 10. 11.
	<b>-2</b> - <b>-5</b>	<b>These areas have developed an over reliance</b> 12. 13. 14.	<b>Differentiation needed to reduce this over reliance</b> 12. 13. 14.

### Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced	Conscious Sub-conscious	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

<b>Seriousness</b>	
<b>1</b>	Foreseeable outcome is upset or disruption
<b>2</b>	Foreseeable outcome is harm requiring first aid, distress or minor damage
<b>3</b>	Foreseeable outcome is hospitalisation, significant distress, extensive damage
<b>4</b>	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
<b>Probability</b>	
<b>1</b>	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
<b>2</b>	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
<b>3</b>	The risk of harm is more likely than not to occur again
<b>4</b>	The risk of harm is persistent and constant

*Risks which score 6 or more (probability x seriousness) should have strategies listed on next page*

## Appendix 5 – Herts Steps Planning Tools

### Individual Risk Management Plan (Doc 1)

Name	DOB	Date	Review Date
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<b>Photo</b>	Risk reduction measures and differentiated measures (to respond to triggers)
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<b>Pro social / positive behaviour</b>	<b>Strategies to respond</b>
<b>Anxiety / DIFFICULT behaviours</b>	<b>Strategies to respond</b>
<b>Crisis / DANGEROUS behaviours</b>	<b>Strategies to respond</b>
<b>Post incident recovery and debrief measures</b>	

**Signature of Plan Co-ordinator..... Date .....**

**Signature of Parent / Carer..... Date .....**

**Signature of Young Person.....Date.....**

**Appendix 6:**

**Date:**

**Lesson:**

**Time:**

**Name:**

**Class teacher's name:**

**Managing behaviour in a positive way in the classroom**

**Managing classroom behaviour in a positive way: our responsibility.**

What happened? Why did it happen (both sides of the story)?
Why was your decision wrong? What negatives, dangers and/or risks were there?
How did that make you and/or the other person feel?
What are the positives? What is good?
What ideas have you got that could have been a better way of dealing with the problem?
What are you going to do now and in the future?

**Action taken:**

**Date:**

**Lesson:**

**Time:**

**Name:**

**Class teacher's name:**

**Managing behaviour in a positive way in the playground**

**Managing behaviour in a positive way: our responsibility.**

What happened? Listen to both sides of the story, why did it happen?
Why was your decision wrong? What dangers and risks were there?
How did that make you and the other person feel?
What would you like playtime to be like?
What ideas have you got that could have been a better way of dealing with the problem?
What are you going to do now and in the future?

**Action taken:**

## Appendix 7:

**The Silent signals Ruth Miskin Training are used by class teachers across the school.**

### **The Silent Signals**

We need children's minds to be free to learn to read and write. This means practising routines until they become second nature to both teachers and children. When everyone uses the same routines effectively, behaviour management will be transformed across your school. Children will be in no doubt of the expectations when they move into new groups each half term, and teachers won't waste time in establishing a new set of routines. New staff will then be able to slip into the same routines quickly.

### **Silent signals**

Praise children for routines they do quickly and quietly. However, once children know the routines, acknowledge their co-operation with a nod, a smile or a thank you.

### **Turn to your partner (TYP) signal**

Partner work should be used consistently in all lessons.

Hold both hands pointing forward as if they are two open gates. Close the gates as soon as you have finished asking the question. Show children how they should turn their heads towards their partners, not their whole body or chair.

Practise this signal until children immediately turn to their partners to answer a question.

Once children do this automatically, you will no longer need to say the words 'turn to your partner'.

### **Perfect Partner signal**

Run one hand down the outside of your opposite arm, to remind children to sit up straight beside their partner, ready to turn and talk.

### **My Turn, Your Turn (MTYT) signal**

Use this silent signal when you want the children to repeat something after you.

Explain to the children that this signal is yours and not theirs! They do not need to join in.

My turn: gesture towards yourself with one or two hands.

Your turn: gesture towards the children with one or two open palms.

### **Magnet eyes**

When you want to be sure the children are listening, point to your eyes with two fingers. This indicates that their eyes should be on yours and their bodies still.

### **1, 2, 3 signal**

Move the children silently from carpet to table in under 15 seconds.

- Hold up one finger: children stand.
- Hold up two fingers: children walk and stand behind their chairs.
- Hold up three fingers: children sit down and prepare to read or write.

And in reverse, move the children from table to carpet in under 15 seconds.

- Hold up one finger: children stand behind their chairs.
- Hold up two fingers: children walk to carpet.
- Hold up three fingers: children sit down beside their partners.

### **Silent handwriting signal**

Once children are sitting at their tables, hold up a pencil – real or imaginary – in a pencil grip with the non-writing hand flat – holding imaginary paper.

This signal indicates how children should sit.

- Their feet flat should be flat on the floor and bottom at the back of the chair.
- Their body should be one fist away from the table and their shoulders down and relaxed.
- Their left or right hand should hold the page while their left/right hand holds a pencil - ready in tripod grip.

## Appendix 8

Pro-social behaviours					
Behaviour points earned	1	2	3	5	10
					
<b>Behaviours</b>	<ul style="list-style-type: none"> <li>- Listen to instructions and advice from all adults Speak with respect to adults and pupils</li> <li>- Be willing to turn a negative situation around with a positive response</li> <li>- To perform an act of kindness for adults or pupils</li> <li>- Showing a positive attitude to learning and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>- Show an increasing independence during learning</li> <li>- Following instructions and advice calmly during a difficult situation</li> <li>- Demonstrate a persistently positive attitude to learning</li> <li>- Demonstrate persistent thoughtfulness to others</li> <li>- Show an increasing understanding of how demonstrating respect leads to respect</li> <li>- Turning a negative situation into a positive outcome</li> </ul>	<ul style="list-style-type: none"> <li>- Show leadership or a willingness to assist others</li> <li>- Encourage kindness in others and lead by example</li> <li>- Taking a leading role in promoting respect</li> <li>- Representing the school in a positive manner</li> <li>- Be truthful about situations when others are encouraging to lie</li> </ul>	<ul style="list-style-type: none"> <li>- Show an exceptional attitude to learning with an outstanding piece of work</li> <li>- Take a leading role in encouraging listening skills in others</li> <li>- Encourages a positive attitude in others</li> <li>- Perform an act of kindness</li> <li>- Demonstrates respect on a consistent basis</li> </ul>	<ul style="list-style-type: none"> <li>- A persistent attitude to improving learning</li> <li>- To demonstrate exceptional listening skills in a related task or piece of work</li> <li>- A pupil who shows spirit to benefit others</li> <li>- Perform acts of kindness Manners and acts lead to recognised respect from the local community</li> <li>- Takes a leadership role among pupils to develop school spirit</li> </ul>
<b>Awards</b>	<b>House points</b>	<b>House points</b>	<b>Visit to the headteacher</b>  <b>House points</b>	<b>Certificate in assembly</b>	<b>Certificate in assembly</b>

## Appendix 9

### Anti-social behaviours

Behaviour level		1	1	2	3	4
						
BEHAVIOUR DESCRIPTOR	Behaviours	<ul style="list-style-type: none"> <li>◆ Wandering around classroom</li> <li>◆ Ignoring adult requests</li> <li>◆ Disturbing learning</li> <li>◆ Calling out</li> <li>◆ Throwing or flicking small items</li> <li>◆ Interfering with the property of others</li> <li>◆ Distracting others</li> <li>◆ Fiddling with things</li> <li>◆ Unwanted physical contact: jostling, small pushes or shoves, poking, invading personal space.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Choosing not to change behaviour</li> <li>◆ Initial refusal to follow an instruction</li> <li>◆ Refusing to do work/avoiding work</li> <li>◆ Not handing in homework</li> <li>◆ Answering back</li> <li>◆ Repeated ignoring of adult requests</li> <li>◆ Unkind or rude comments</li> <li>◆ Insulting others</li> <li>◆ Denial of inappropriate behaviour</li> <li>◆ Defacing own or others work</li> <li>◆ Accidental damage to school or personal property</li> <li>◆ Encouraging others to misbehave by laughing at or encouraging their poor behaviour choice</li> <li>◆ Intentionally preventing others from learning</li> <li>◆ Play-fighting</li> <li>◆ Screaming</li> <li>◆ Excluding others from games, conversations or activities</li> </ul>	<ul style="list-style-type: none"> <li>◆ Persistent Level 1 behaviour</li> <li>◆ Not following uniform policy</li> <li>◆ Persistently not handing in homework</li> <li>◆ Unwillingness to reflect on an incident or behaviour</li> <li>◆ Saying unkind things to others</li> <li>◆ Lying or rumour spreading</li> <li>◆ Minor deliberate damage to property</li> <li>◆ Disrupting the class so that learning is affected</li> <li>◆ Manipulating others to make a poor behaviour choice</li> <li>◆ Repetition of negative behaviour</li> <li>◆ Minor physical assault: Deliberately hurting someone else including hitting, pinching, pushing</li> <li>◆ Spitting on things</li> <li>◆ Regular incidents of unkindness to different individuals.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Persistent Level 2 behaviour</li> <li>◆ Leaving the classroom without permission</li> <li>◆ Refusing to follow any instruction from any member of staff</li> <li>◆ Swearing</li> <li>◆ Lying to get a child or adult in trouble</li> <li>◆ Insulting others</li> <li>◆ Proven stealing of school or personal property</li> <li>◆ Graffiti</li> <li>◆ Persistent, significant disruption to learning</li> <li>◆ Using threats to force others to make poor behaviour choices</li> <li>◆ Threatened violence</li> <li>◆ Fighting</li> <li>◆ Deliberately hurting another child including emotionally</li> <li>◆ Regular incidents of unkindness to the same individual.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Persistent Level 3 behaviour</li> <li>◆ Leaving the school site without permission</li> <li>◆ Swearing directly to intentionally hurt or abuse someone</li> <li>◆ Racist, religious, sexist and homophobic abuse, taunting or harassment</li> <li>◆ Threatening remarks</li> <li>◆ Arson</li> <li>◆ Serious deliberate damage to school or personal property</li> <li>◆ Disruption to learning through physical, verbal or emotional abuse of pupils or adults</li> <li>◆ Trying to deliberately hurt someone else</li> <li>◆ Possession of an object that could be used intentionally to harm someone</li> <li>◆ Serious fighting</li> <li>◆ Serious physical assault: including hitting, strangling, punching, pinching, kicking</li> <li>◆ Spitting at someone</li> <li>◆ Serious wounding</li> <li>◆ Causing injury by biting</li> <li>◆ Sexual misconduct</li> <li>◆ Proven and persistent bullying.</li> <li>◆ Continued repetition of negative behaviours despite being addressed previously.</li> </ul>
	Consequences	<ul style="list-style-type: none"> <li>- <b>Reminder</b> – if possible non-verbal. (hand signal, look, call name etc.)</li> <li>- <b>Positive Reinforcement</b></li> </ul>	<ul style="list-style-type: none"> <li>- Try to keep it positive and simple.</li> <li>- Be clear about what you want them to do. (listen, sit down, look, turn around – possibly with a warning – ‘Or you will be moved’).</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Sent to Phase leader</b> – Pupils to be sent to the Phase Leader linked to that year group. Pupil to stay away from class for at least the rest of that lesson. (Class teacher/TA to record on SIMS)</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Sent to the Deputy Headteacher</b> – Pupils to be sent to Deputy Headteacher as agreed between the Phase Leader and Deputy Headteacher. When possible follow up with a note explaining reason and some work. Pupil to stay away from class for the rest of the lesson. (Class teacher / TA to record on SIMS)</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Sent to HT</b> – Parents called and letter home. HT to decide whether they stay in school for rest of day, possibly FTE (Full Time Exclusion). Pupil stays away from class for rest of day.</li> </ul>
	Pla yH me com	<b>Reminder of rules by staff</b> Children asked to walk with an adult to reflect on their behaviour	Children asked to have a ‘time out’	<b>Loss of part of break / lunch</b> Teacher informed	<b>Loss of rest of break / lunch</b> Parents will be contacted	<b>Internal or external exclusion</b> Meeting with parents and a possible action plan drawn up