

BEHAVIOUR POLICY

Code of Conduct

Take care of yourself
Take care of others
Take care of our school

Sanctions procedure

Step 1 (Classroom teacher)

- All children are on 'green' in the school with the expectation that they will follow the agreed school code of conduct.
- If a child's behaviour needs to be addressed, the first step is to use a non-verbal gesture.
- Should the behaviour continue, the behaviour should be addressed verbally in a polite but firm tone.
- If poor behaviour continues, after 2 warnings, they will move to amber and miss 5 minutes of playtime/lunchtime.
- During the next lesson/session staff will monitor the pupil's behaviour with the expectation that the child will improve their behaviour and be returned to green as soon as possible.

Step 2 (Classroom teacher)

- If after a missed playtime the behaviour continues, use the agreed phrase, "This is your final warning."
- Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.
- If poor behaviour continues, the child will be moved to red and will miss a full playtime or part of lunchtime (teacher/TA's discretion).
- During or straight after the break, the teacher/TA will lead a restorative discussion with the child using the restorative questions attached.
- If behaviour improves the child will move back to amber, possibly to green.

If children persistently go to red (weekly), parents will be informed with a phone call home.

Step 3 (Phase Leader)

- If poor behaviour continues, the child will be sent to the phase leader for time out.
- The child will spend 5 to 10 minutes sitting quietly in order to reflect, calm down, complete work etc. without causing a disturbance to the class.
- After the given time, the child will return to class.
- The teacher will decide when it is appropriate for their name to move back to amber.

Y6 sent to Principal or Vice Principal
Y4 and Y5 sent to Y6
Y3 and Y1 sent to Y2
Y2, Reception and Nursery sent to Reception

***If behaviour improves return to lesson.
If not or if child refuses, move to step 4***

Step 4 (On report)

- If a child's behaviour becomes an issue in that there are regular incidences of poor behaviour, then the class teacher will speak to phase leader and then write behaviour targets (no more than three).
- Targets will be discussed with parents and the child and signed by the teacher, child and parent.
- Teacher to provide daily feedback to parents regarding behaviour progress and next steps.
- Teacher to monitor lesson by lesson for a period of two weeks and discusses progress with phase leader – the child must have a minimum of 20 out of 25 each week on green.
- The child will not have access to playtimes or lunchtimes during this period; they will also be unable to participate in extra-curricular activities or represent the school.
- Phase Leader to sign report card on a daily basis.
- Pastoral Manager to undertake a weekly check-in with pupil.
- Year 6 teacher will discuss any issues with the Principal or Vice Principal, Year 2 teacher will discuss any issues with EY Leader and the EY Leader will discuss any issues with the Year 6 teacher.

Step 5a (Principal/SENCO) Pastoral Support Programme (on Contract)

- Contract drawn up between the child and Principal, signed by Principal, child and parent. The contract must be shown to Principal or most senior teacher and parent every day.
- Clear specific rules are given which the child must uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Internal Exclusion may be given for non-compliance.
- Reviewed weekly.
- Parent informed directly if unacceptable behaviour is seen.

Step 5b (Individual Behaviour Plan) (IBP)

If behaviour continues to be a concern there is the recognition that the child needs regular support to control their behaviour, therefore the following process will be initiated:

- Teacher will write an IBP. This will be discussed with parents and signed by the teacher, child and parent.
- Class teacher initiates a discussion with Team Leader / SENCO. Consider School Support of the Code of Practice.
- Careful monitoring to identify areas of concern/possible causes/appropriate targets – discuss with Pastoral Manager.
- Complete a 'My Plan' if necessary.
- Parents will be informed by a phone call and a letter that behaviour is a cause for concern and are invited to attend a meeting to discuss behaviour plan.
- Referral to multi-agencies i.e. Behaviour support / Ed Psych etc. if appropriate.

Step 7 (Principal) Internal Exclusion

- Child works in an alternative classroom;
- Chair of Governors informed.

Step 8 (Principal) Exclusions - Refer to CDAT Exclusions Policy

Behaviour on the playground:

Step 1:

- If behaviour needs to be addressed on the playground, the first step is to use a non-verbal gesture.
- Should the behaviour continue, the behaviour should be addressed verbally in a polite but firm tone.
- If poor behaviour continues, after 2 warnings, the child will have time out by the wall for up to five minutes to reflect on behaviour or calm down etc.
- A restorative approach should be used and the child should be allowed to rejoin the activities.

Step 2:

- If the behaviour continues (red behaviour), the Midday Supervisor or Midday Assistant will send a Year 6 Ambassador or a responsible child to request that the child's teacher comes to the playground/dinner hall to collect the child.
- At an appropriate time, the class teacher will use a restorative approach to determine the cause of the incident.
- If the behaviour occurs in a sports session, the child will automatically miss the next sports session.

Step 3:

- If the child is sent to the class teacher on three occasions in one half term, the phase leader must be informed, next steps will be decided and Step 4 maybe implemented.
- A phone call to the parents will be made.