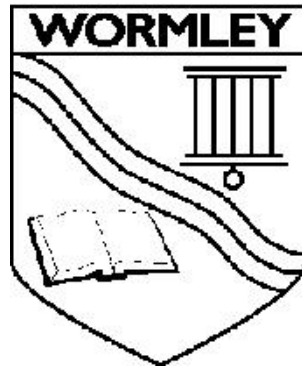


WORMLEY C of E PRIMARY SCHOOL (VC)

Have Faith, Show Respect, Take Responsibility and Achieve



Behaviour and Discipline Policy: Rights and Responsibilities

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Introduction

Purpose

The purpose of Wormley Primary School *Rights and Responsibilities* policy is to inform all stakeholders of how the school intends to ensure the children learn effectively and conduct themselves safely at school.

We have chosen to develop a *Rights and Responsibilities* policy because we want pupils to consider the consequences to their choices in the context of what is 'fair' and 'just': the children's *Rights*. The policy emphasises prevention, restoration and repair as well as implementing immediate and proportional sanctions where appropriate.

We understand that, where people are negatively affected by poor behaviour choices, appropriate behaviour needs to be taught and modelled to the children. As a church school we believe that we need to teach the children how to forgive and repair situations in a way that improves the children's confidence and self-esteem. All staff agree to the common behaviour management and discipline practices set out in this policy and take active responsibility for management and discipline.

The governing body accepts this principle and seeks to create an environment in the school which encourages and re-enforces good behaviour. Furthermore it accepts that society expects good behaviour as an important outcome of the educational process.

School mission statement

We encourage all children to develop as super learners since learning is life's most important skill. We want them:

- To have faith in God, themselves and others
- To have respect for themselves and others, and the world in which we live
- To take responsibility for themselves and in their learning
- To learn and achieve their potential by developing as resilient, resourceful and reflective beings

Aims

Wormley Church of England Primary School aims.

Within a broad Christian ethos, we intend to provide a welcoming, safe and stimulating learning environment that offers a rich, motivating curriculum to develop individuals and inspire life-long learning.

Aims of behaviour management and discipline

The aims of all behaviour management and discipline are to:

- enable the children to own and be accountable for their behaviour;
- respect everyone's mutual rights to ensure effective relationships with other children and their teachers.

Practitioners will consciously discipline within these aims in order that the primary business of the classroom, teaching and learning, can take place, and that children can feel safe within their school community.

Rights, Responsibilities and Routines

What are our rights?

Our rights are what every human being deserves, no matter whom they are or where they live, so that we can live in a world that is fair and just. Rights are a set of agreements a bit like a set of promises.

Everyone at Wormley has the right to:

- **be safe and healthy**
- **be respected**
- **play, learn and achieve**
- **be treated equally**

These rights need to be taught and given leadership protection by all teaching and support staff. Because these rights are for everybody, we all need to take a little responsibility too.

What is a responsibility?

A responsibility is something that is your job to do something about, or to think about. It is something that affects our lives and other people's lives.

If we have the right to be **safe and healthy** then *we also have a responsibility* not to bully or harm each other and make healthy choices.

If we have the right to **play, learn and achieve** *we also have the responsibility* to be ready to learn, do our very best and not to interrupt others' playing or learning.

If we have the right to be **respected** *we also have the responsibility* to be kind and accept one another's differences.

If we have the right to be **treated equally** *we also have the responsibility* to give everyone a chance to be happy and successful no matter whether they are a boy or girl, rich or poor, whatever their religion or belief, or the colour of their skin.

See Appendix 1&2 where you will find the responsibilities developed and agreed by the children and teachers of Wormley.

Preventative planning

Promoting positive behaviour

The school aims to prevent or minimise behaviour related incidents by providing the children with a positive memorable learning experience. We understand that all behaviour is a form of communication and about making choices. Children need to learn responsibility for their behaviour like they learn any other area of the curriculum. To help the children develop successfully we need to create a school climate that encourages responsibility and promotes positive behaviour choices.

Below are examples of how we will do this:

- Acknowledge children for behaving responsibly and positively
- Build positive learning environments
- Provide quality learning opportunities through an engaging curriculum and thought-provoking lessons
- Provide regular encouragement and descriptive feedback
- Build positive and trusting relationships built on mutual respect
- Always greet the children pleasantly
- Build relationships with parents
- Take a genuine interest in the children and get to know them and their families
- Model respectful behaviour
- Listen carefully to the children and encourage them to share their thoughts, feeling and opinions
- Provide a safe and enjoyable physical environment
- Develop pupil leadership
- Circle time, News 'n' Views, PSHE, Philosophy for Children (P4C) and Collective Worship
- Implement Wormley's Social Learning Agenda

Social Learning Agenda

Our main approach to developing children's responsibility, well-being and personal development is our Social Learning Agenda. By planning together with the Centre of Excellence for Social Learning, governors, staff and children have redefined the school ethos and agreed what we want for the children of Wormley CofE school.

The aims of the Social Learning agenda are to:

- Allow children to **grow in awareness** of themselves and others
- Equip the children with the **knowledge and skills** so they can **successfully navigate** the social world they are a part of
- Maximise **learning potential** in school and increase children's **participation and engagement** in their families and communities

We work towards these aims in a wide variety of ways, providing a wide range opportunities for the children. The Social Learning Agenda is developed in school through our mission statement and our Learning Attributes. See our Social Learning policy for further information.

Preferred Practices:

Wormley has adopted the following preferred practices. They have been developed based on the work of Dr Bill Rogers and Angela Glyn. These are designed to increase the sense of shared professional consistency across the school. They might be thought of as a set of behaviour principles to refer to when considering specific strategies for managing children's behaviour. Teaching staff will find these practices developed in more detail in Appendix 3.

1. **Consistency:** have a clear and united approach to behaviour management
2. **Praise and reward:** promote positive behaviour
3. **Good role models:** invite, model and expect respect
4. **Guide the children:** use positive correction
5. **Avoid arguments:** focus on primary behaviour
6. **Time out:** apply a school-wide agreement for calming down and reflection
7. **Apply sanctions:** use related and reasonable consequences
8. **Clarity:** establish and revisit common rights, responsibilities and routines
9. **Assertiveness:** minimise unnecessary confrontation

Behaviour Charters for the Classroom and Playground

To help protect our rights and encourage responsibility the children are supported to develop ‘charters’ for the classroom or spaces around the school. They are a bit like a set of agreements or rules. Whenever we develop a behaviour charter with the children we should use the following framework to help protect the four agreed rights of everyone at Wormley School. The charters are created with the children and should be referred to whenever promoting positive behaviour or correcting bad behaviour choices. They will be on display in the playgrounds and in every classroom.

Framework for developing a behaviour charter

Rights	Responsibilities
We have the right to be safe and healthy	<ul style="list-style-type: none"> ○ Solving problems: How will we agree to solve problems between each other? ○ Safety: How will we agree to behave and use equipment? ○ Movement: How will we agree to enter, leave and remain in the classroom/playground?
We have the right to be respected	<ul style="list-style-type: none"> ○ Talking and Communication: How will we agree to communicate with others using positive and courteous language?
We have the right to play, learn and achieve	<ul style="list-style-type: none"> ○ Learning: How will we agree to learn and play in classrooms and outside?
We have the right to be treated equally	<ul style="list-style-type: none"> ○ Treatment Rules: How will we agree to interact and treat each other?

Classroom plans

The Establishment Phase of the Year

The first few weeks are crucial for developing a smooth running classroom where the children are safe and ready to learn. During these weeks teachers will clarify expectations about behaviour and learning, by establishing the class rules (classroom charter), consequences and routines. These should be developed with the children, modelled and explicitly taught. Although they will be embedded in the first few weeks of the year, they will have to be routinely revisited and re-established throughout the year.

Around school routines and plans

Before school

- The playgrounds are supervised from 8:45am. Children are advised not to arrive before this time.
- Children are not to play football or any other games which may hurt others on the playground such as very young siblings
- Children are to walk bikes or scooters to the bike shed. They are not to be ridden.
- Teachers on duty are to roam the playground ensuring they can monitor all areas for safety
- Children are not permitted on the trim trail or grassed areas
- The whistle is blown at 8:55am for the children to line up
- Teachers need to be on the playground promptly as the children line up
- Conversations with parents need to be brief before school to ensure that the children are well supervised and the children's learning can start promptly
- External doors are closed by the adults after checking that there are no children approaching
- Children arriving after the doors have been closed must report the office

Breaktime

- Children are supervised by at least two adults on duty. Rotas are developed by phase leaders
- Teaching staff are to roam the playground ensuring they can monitor all areas for safety. This is most efficient if teachers take responsibility for different zones.
- Teaching staff are to be proactive to identify possible disruptive events before they happen and engage with the children to prevent escalation of issues
- A rota for the trim trail and football is to be clearly displayed and enforced
- Whistle will go at 10:45am to end playtime. The children are encouraged to walk to their line
- Teaching staff need to be on the playground promptly as the children line up
- Doors are closed by the adults after checking that there are no children approaching
- If it is wet play, teachers and TAs will share supervising their classrooms

Lunchtime

- Reception and KS1 children are escorted to the lunch hall by teaching staff
- KS2 children follow a rota for lunch times.
- At 12pm KS2 children go out on to the playground where they are supervised by Midday Staff
- KS2 enter the dining hall a year group at a time.
- The year groups are escorted in to the dining hall by a designated Midday Supervisor and line up quietly in the corridor. This needs to be managed so the line for dinners is not too long.
- Midday Staff on duty have designated areas to supervise, interact and play with the children
- Support staff with lunchtime responsibilities will liaise with Lead MSA to coordinate support
- Lead MSA should be alerted to any children attending clubs or missing their play time
- Inclusion Leaders will coordinate additional support for children at lunchtime
- When correcting playground behaviour, Midday staff should follow the school's '*preferred practices*' (Appendix 3) and the agreed lunchtime procedures (Appendix 7)
- Lunchtime ends at 1pm with a whistle. The children will return equipment and line-up
- Teaching staff need to be on the playground or field promptly as the children line up
- Midday Staff will escort classes inside the building with the teaching staff
- If it is wet play, MSA's will supervise classrooms with the support of volunteering support staff

Playground Charter (Developed with the pupils)

★ **We have the right to be safe and healthy**

So we have the responsibility to:

KS2

- ✓ Play safely and care for equipment
- ✓ Move sensible and look where we are going
- ✓ Never bully

KS1 & Reception

- ✓ Play safely and care for equipment
- ✓ Move carefully
- ✓ Never bully

★ **We have the right to be respected**

So we have the responsibility to:

KS2

- ✓ Talk and listen kindly to others, including adults
- ✓ Act honestly and show forgiveness
- ✓ Apologise for our mistakes

KS1 & Reception

- ✓ Talk & listen kindly
- ✓ Tell the truth
- ✓ Say sorry and forgive

★ **We have the right to be treated equally**

So we have the responsibility to:

KS2

- ✓ Include others in our games
- ✓ Be fair
- ✓ Solve our problems peacefully by thinking Win-Win

KS1 & Reception

- ✓ Include others in our games
- ✓ Be fair
- ✓ Solve our problems peacefully

★ **We have the right to play**

So we have the responsibility to:

KS2

- ✓ Play sensibly
- ✓ Play by the rules
- ✓ Be a good winner and kind in defeat

KS1 & Reception

- ✓ Play nicely
- ✓ Play by the rules
- ✓ Be kind when we win or lose

Individual plans

Pupils identified as having difficulty making responsible choices or as having special educational needs will receive the support and provision that is required to help them achieve the best possible educational, social and emotional outcomes. Teachers should make the Inclusion Leaders (SENCo) aware of any children who need additional and specific support. It may be necessary for the child to have a specific plan or the support from outside agencies. This will be done in line with the school's Inclusion Policy.

Rewards

At Wormley we believe that by providing encouragement and specific feedback to the pupils about their effort is the most effective way to develop positive behaviour. In addition there are a range of incentives which we use to encourage and celebrate pupils' good behaviour. Although there is no definitive list, below are the most commonly used rewards.

- **Verbal acknowledgement** e.g. feedback and praise
- **Visual acknowledgement** e.g. thumbs up, move forward on behaviour chart
- **Public recognition** e.g. share success with another class or teachers; Star of the week; HT Award
- **Class agreed reward** e.g. raffle ticket, monster points, personalised reward, table points
- **Inform parents** e.g. praise pad certificate, conversation at the door, phone call

- **Special privileges** e.g. allowed to play in special part of the playground, specific responsibility
- **Extraordinary privilege** e.g. chosen to attend special event

Consequence, Sanction then Repair

At Wormley School we believe it is best to do things *with people*. We always aim to use a fair process and our responses to challenging behaviour should involve building relationships and repairing harm.

Although we teach the children that there are natural consequences to behaviour, we also make it clear that enforced sanctions are a necessary part of discipline and behaviour management. When pupils do not respond to our positive correction, teaching staff will apply sanctions. Less severe sanctions might be deferred whilst more serious sanctions are non-negotiable and are immediate. Teaching staff, including the leadership team, will use their professional judgement when deciding on the most appropriate sanction. The decision of the school will be final.

When establishing behaviour sanctions we try to ensure a relatedness between the disruptive behaviour and the consequential outcome. Where appropriate we should ask each of the children involved to reflect and give their view of the incident. Then we can consider what they should do to address the behaviour in question. *Appendix 6* is an example of the sorts of questions that we ask. They are presented within the framework of De Bono’s Thinking Hats which the children are very familiar with. These questions can be used in 1:1 conversations or planned group discussions (conferences). It is important that those harmed and the perpetrators have an opportunity to individually put their views forward before agreeing a way forward together.

Below are range of sanctions applied by the school. Not every sanction nor misdemeanour is listed.

Low level disruption or incident	
Examples of behaviour	Possible sanctions
<ul style="list-style-type: none"> • Low level disruption • Calling out • Cheeky remarks • Talking in assembly • Preventing others for engaging fully in tasks • Refusal to engage in learning • Moving unsafely around the school • Mild verbal abuse • Swearing • Minor Pushing/jostling • Name calling/teasing 	<ul style="list-style-type: none"> • Verbal warning • 1:1 or group conference (Class Teacher) • Move learning space • Time out • Loss of a chance • Move on behaviour chart (EY/KS1) • Miss break time • Small restorative project • Loss of Golden Time • Contact parents • Yellow Card

Persistent disruption or incident	
Examples of behaviour	Possible sanctions
<ul style="list-style-type: none"> • Persistent low level • Constant calling out • Not heeding warnings • Regularly preventing others from learning • Regularly incomplete learning tasks • Regular minor playground incidents • Missing golden time repeatedly 	<ul style="list-style-type: none"> • Learning in isolation • Individual conference (DHT/HT) • Class-based behaviour plan • Loss of privileges • Miss break times • Yellow card • Restorative project • Meeting with parents • Red Card & behaviour report card

Major concern or incident	
Examples of behaviour	Possible sanctions
<ul style="list-style-type: none"> • Persistent low level disruption or negative behaviour for an extended period of time • Damage to property • Intentionally offensive comments about gender, sexuality, ethnicity or ability • Strong verbal abuse towards others • Leaving school premises • Bullying • Fighting • Physical assault • Threatens safety of others 	<ul style="list-style-type: none"> • Loss of privileges • Restorative project • 1:1/group conference (DHT/HT) • Meeting with parents • Miss several break times • Isolated learning • Red Card & behaviour report card • Behaviour Report • Fixed period exclusion • Permanent exclusion

Exclusions

In extreme or severe incidents of inappropriate behaviour, the headteacher may exclude pupils permanently or a fixed period. The deputy headteacher may exclude in the absence of the head teacher or on the head teacher's behalf. This is done in accordance with the DfE guidance.

Physical Intervention

In rare circumstances teachers may have to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder (see Physical Intervention Policy). This is done in accordance with the DfE guidance.

Equality Impact assessment

Protected characteristics	Does this policy impact on any of these characteristics?	How would you describe the level of impact?
• <i>age (for staff only)</i>	N/A	N/A
• <i>disability</i>	Yes	Medium
• <i>ethnicity and race</i>	Yes	Medium
• <i>gender (sex)</i>	Yes	Medium
• <i>gender identity and reassignment</i>	Yes	Medium
• <i>pregnancy, maternity and breast feeding</i>	N/A	N/A
• <i>religion and belief</i>	Yes	Medium
• <i>sexual orientation</i>	Yes	Medium

Signed and agreed by:

Governor Representative: _____ date _____

Leadership Representative: _____ date _____

Appendix 1: Agreed responsibilities of the Children

If we have the right to be *safe and healthy* then we also have a responsibility to:

Early Years

- Not open the doors or gates
- Walk indoors
- Have kind hands and feet
- Feel happy and be active

Lower Key Stage 2

- Tidy up after ourselves
- Be nice to each other
- Walk in the classroom
- Eat healthily

Key Stage 1

- Follow the rules to keep safe
- Look after our bodies
- Know how to be safe inside and outside of our classroom

Upper Key Stage 2

- Eat a balanced diet and keep a positive mindset
- Exercise regularly and have a good night's sleep
- Tuck chairs under the desk and don't rock on them

If we have the right to be *respected* we also have the responsibility:

Early Years

- Use kind words and listen to each other
- Look after ours and other's equipment
- Take turns and share

Lower Key Stage 2

- Be polite
- Be kind and help others
- Let others join our games

Key Stage 1

- Have good manners
- Respect ourselves, peers and adults
- Look after property

Upper Key Stage 2

- Be fair and listen to others' opinions
- Be polite and take turns
- Make eye contact

If we have the right to *learn and achieve* we also have the responsibility:

Early Years

- Concentrate and challenge ourselves
- Use good sitting and listening
- Try something new

Lower Key Stage 2

- Listen carefully to the speaker
- Have confidence and believe in ourselves
- Try our hardest and persevere when learning gets tricky

Key Stage 1

- Be resilient and try our best
- Take responsibility for our own learning and celebrate our achievements
- Know our next steps to improve

Upper Key Stage 2

- Persevere, believe in ourselves and be proud of our success
- Contribute ideas and encourage our peers
- Take risks and have a 'can do' attitude

If we have the right to be *treated equally* we also have the responsibility to:

Early Years

- Play with each other
- Make our own choices and be kind
- Let everyone join in

Lower Key Stage 2

- Use kind words and be friendly
- Make things fair and share with everyone
- Take turns when speaking

Key Stage 1

- Treat others as we want to be treated
- Be kind and fair
- Listen to other people's ideas and opinions

Upper Key Stage 2

- Not judge or bully others
- Treat others the way we would like to be treated
- Treat all of Earth's created equally

Appendix 2: Agreed responsibilities of the teachers

If children have the right to be *safe and healthy* then we also have a responsibility to:

- Assess risk to the children
- Have clear expectations
- Promote hygiene and healthy food choices
- Teach children how to be safe with equipment such as scissors
- Encourage the children to take measured risks
- Create a positive and happy environment
- Provide the children with positive feedback
- Follow the schools safeguarding procedures
- Create class rules with the children and ensure they are followed
- Promote sensible games

If children have the right to be *respected* we also have the responsibility to:

- Recognise and celebrate differences
- Lead by example
- Value children's learning and attempts and tasks
- Listen to the children's ideas
- Include all in the lessons
- Use a calm and sometimes assertive voice- never aggressive
- Be courteous and model good manners
- Ensure that feedback to children is sensitive and well-considered

If children have the right to *learn and achieve* we also have the responsibility to:

- Understand how learning happens
- Model the behaviours of a good learner
- Provide engaging activities
- Use a variety of teaching styles
- To promote a 'growth mindset'
- Meet the needs of all the learners
- Encourage the children to persevere
- Plan to challenge the children
- Encourage the children to learn from their mistakes
- Have appropriately high expectations
- Model the learning we want to develop
- Ask thoughtful and sometimes probing questions

If children have the right to be *treated equally* we also have the responsibility to:

- Give all the children opportunities to learn and achieve
- Make the school accessible to all
- Aspire that all groups of children will make good progress
- Provide individual plans for children with significant needs who may need additional support to achieve their goals
- Promote the success of people in the community that come from cultural groups that are sometimes stereotypically represented in a negative way
- Teach children about their right to a happy and successful life

Appendix 3: Wormley's preferred practices for behaviour management

1. Consistency: have a clear and united approach to behaviour management

It is important that teaching staff develop and use the well-evidenced approaches outlined in this policy to ensure the children are provided with a consistent approach and to prevent individual teachers feeling structurally or emotionally isolated. Teaching staff need to also be consistent with themselves by always remaining calm and clear.

2. Praise and reward: promote positive behaviour

It is more effective to praise and reinforce positive behaviour than it is to correct negative behaviour. Teaching staff should look for opportunities to give the children feedback when they are responding in the right way: catch them being good. This is more likely when the learning environment is positive and the adults are optimistic. Teachers should provide a wide range of experiences in the curriculum that interest the children and make them want to be engaged. If they are excited by their learning they are far less likely to try and make their own entertainment! Arguably the most effective reward for a child is the pleasure of knowing that they are making the right choices and are positively affecting those around them. This is best achieved through descriptive feedback that is honest and specific.

3. Good role models: invite, model and expect respect

Respect involves:

- manners
- separate behaviour from child
- allow consequences to do the teaching
- use private reprimands
- re-establish relationship after correction

All teachers actively promote positive behaviours with all children through appropriate encouragement and relationships. Children are rewarded using agreed classroom incentives and school-wide rewards that focus on descriptive and specific praise about choices and not the child e.g. '*Name. You are really listening to your learning partner by giving good eye contact*' rather than '*Good boy/girl*', which may imply that they are a bad boy/girl when the opposite is true.

4. Guide the children: use positive correction

When developing and utilising corrective discipline we:

- Plan the 'Language of Discipline' giving some thought to words and meaning of what we are saying. In some cases we may use rehearsed 'scripts' to help the child and assisting adults e.g. '*[Child's name] I can see you are upset. I'm here to help. Shall we talk by the seat or the tree?*'
- Balance 'Language of Discipline' with 'Language of Encouragement',
- Use a least-to-most severe intervention approach when managing and disciplining individuals and groups. This means becoming appropriately assertive where necessary
- Use non-verbal cues
- Use a pleasant yet expectant tone
- Use descriptive reminder '*David. (Pause) You are calling out.'*... '*A number of children are calling out.'*

- Use directional language (Direct: *'Lucy...please walk in the corridor'*) (Conditional directive: *'When you are sitting quietly, then I will call the lunch register.'*)

5. Avoid arguments: focus on primary behaviour

In addressing distracting and disruptive behaviours we seek to keep the focus of our discipline on the 'primary behaviour' or 'primary issue'; avoid arguing or debating 'secondary behaviours' (the sigh, the pout, the frown, the eyes-to-ceiling ...) or 'side issues' and 'last word' ... (wherever possible).

Where necessary we direct the student aside from their peers and in a heated conflict situation we always allow cool-off time (this includes formal time-out for the student).

Some behaviour consequences will need to be deferred until after 'cool-off' time.

Focus on the behaviour, not the child e.g. *'Name...You are calling out. The agreement on our charter says that we wait our turn to speak'*, not *'Name you are such a disruptive child'*.

Where low level behaviour is taking place, consider tactically ignoring rather than being drawn in to attention seeking actions. One way to do this is by focussing on those making the right choices e.g. *'Thank you Child B for starting so quickly.'* Another is to engage the child without mentioning the negative behaviour e.g. Child A is trying to engage children across the room instead of starting the learning task. *'Child A [pause]. You made a great start to the task yesterday. Would you like some help starting today?'*

Sometimes just a quick rule reminder or direction will work e.g. *'Name [pause]. The class has agreed that we will focus on our learning because everyone has the right to learn. Please start your task or use our checklist of what to do if you are stuck.'*

At times pupils want to engage in arguments so, as the adult, teachers need to avoid this unnecessary confrontation by partially agreeing and moving on.

Student: "I wasn't talking, I was doing my task"

Teacher: "Ok, maybe you were but now I want you to press on to finish the task".

Another useful strategy for avoiding confrontation is to allow take-up time. This avoids the teacher domineering or creating a win-lose scenario.

'Name ... (pause to gain attention) ... come up here a sec please'. Then deliberately look away ... talk to someone else or move to a quiet area. The child will come in their own time and not lose face. You can then have a quiet word about the behaviour without the show-down.

6. Time out: apply a school-wide agreement for calming down and reflection

All teachers work together to establish appropriate year level, and school wide, processes for exit and time-out. Teachers should agree a suitable area inside and outside the classroom for pupils to have time to cool-off. At times, children will need to go to another class to have time out. This class should be agreed in advance so that teachers share the responsibility and support for one another. Time out must be used as part of the classroom routines and sanctions agreed during the establishment phase of the year. Children whose behaviour has necessitated time out from the classroom should be followed up and any harm repaired. Teachers need to agree with the children how long the time out will last and ensure that the children are appropriately ready learn before being permitted to re-join the class. Where children are persistently in time out, teachers will need to reflect on the triggers and be ready to adjust their approach. If this continues the child will need to be referred to senior leaders.

7. Apply sanctions: use related and reasonable sanctions

When applying behaviour sanctions we emphasise the fair, and reasonable, *certainty* of the sanctions rather than merely their severity; we remember to always keep fundamental respect intact when applying the sanctions.

Although we teach the children that there are natural consequences to behaviour such as feeling unhappy or the loss of trust, we also make it clear that enforced sanctions are a necessary part of discipline and behaviour management. When pupils do not respond to our positive correction, teaching staff will apply sanctions. Less severe sanctions might be deferred whilst more serious sanctions are non-negotiable and are immediate.

When establishing behaviour sanctions we try to ensure a **relatedness** between the disruptive behaviour and the consequential outcome. Where appropriate we should ask each of the children involved to reflect and give their view of the incident. Then we can consider what they should do to address the behaviour in question. *Appendix 6* is an example of the sorts of questions that we ask. They are presented within the framework of De Bono's Thinking Hats which the children are very familiar with. These questions can be used in 1:1 conversations or planned group discussions (conferences). It is important that those harmed and the perpetrators have an opportunity to individually put their views forward before agreeing a way forward together.

8. Clarity: establish and revisit common rights, responsibilities and routines

Each teacher will establish and clarify classroom rules, responsibilities and sanctions considering the school's *Rights*. These will be developed with the children in the 'establishment phase' (beginning) of the year.

The teacher will also establish and teach the **core routines** necessary for the smooth running of classroom learning.

9. Assertiveness: minimise unnecessary confrontation

When correcting or disciplining children, teachers must minimise *any* unnecessary confrontation i.e., unnecessary criticism, sarcasm, ridicule, embarrassment or public shaming. Any unintended, hurtful communication by a teacher should *always* entail an apology.

Being assertive means communicating clearly, confidently and calmly. It is about looking for a win-win solution: a positive outcome for you; a positive outcome for the child and a positive outcome for any affected peers.

Acting appropriately assertive involves a firm, decisive tone that addresses the behaviour without being personal to the child. This is fundamental to positive behaviour management (Rogers, 2007).

Appendix 4: Yellow Card Letter

Today _____ received a yellow card for:

<input type="radio"/> Persistent low level disruption	<input type="radio"/> Regularly not completing learning tasks	<input type="radio"/> Verbal abuse of pupils
<input type="radio"/> Not taking note of warnings	<input type="radio"/> Moving unsafely around the school	<input type="radio"/> Verbal abuse of adults
<input type="radio"/> Regularly preventing others for engaging fully in tasks	<input type="radio"/> Refusal to engage in learning	<input type="radio"/> Minor Pushing/jostling
<input type="radio"/> Missing golden time repeatedly	<input type="radio"/> Swearing	<input type="radio"/> Name calling/teasing
		<input type="radio"/> Persistently minor playground incidents
		<input type="radio"/> Other _____

As a result your child will receive the following sanction:

- Lose _____ playtimes
- Miss Golden Time
- Complete a restorative project
- Carry-out small jobs around the school

A *Yellow Card* is awarded for **minor or persistent behaviour** that does not uphold our school's *Rights and Responsibilities*. It is considered a serious warning and is recorded on the school's information system. Further incidents may lead to a *Red Card* and a formal meeting with the Headteacher or Deputy. It is hoped that this warning will help your child to reflect on their unacceptable behaviour and ensure they make positive choices in the future.

Please sign and return this form to show that you have been made aware of this incident and have spoken to your child about their behaviour.

Many thanks for your support.

Mr Emmett

Deputy Headteacher

Signed _____ Date _____

Parents comments:

Appendix 5: Red Card Letter

Today your child received a Red Card for:

<input type="radio"/> Persistent low level disruption for an extended period of time <input type="radio"/> Strong verbal abuse towards others	<input type="radio"/> Damage to property <input type="radio"/> Intentionally offensive comments about gender, sexuality, ethnicity or ability	<input type="radio"/> Leaving school premises <input type="radio"/> Bullying <input type="radio"/> Fighting <input type="radio"/> Physical assault <input type="radio"/> Other _____
--	--	--

As a result your child will receive the following sanction:

<input type="radio"/> Lose _____ playtimes <input type="radio"/> Isolated learning <input type="radio"/> Behaviour Report	<input type="radio"/> Loss of privileges <input type="radio"/> Restorative project <input type="radio"/> Other _____
---	--

A *Red Card* is awarded for **major or persistent behaviour** that does not uphold our school's *Rights and Responsibilities*. It is considered very serious and is recorded on the school's information system. Further incidents may lead to a *Fixed-Term Exclusion* and a meeting with the integration officer from the Local Authority. It is hoped that the meeting with a member of the Leadership team and severe sanction will help your child to reflect on their unacceptable behaviour and ensure they make positive choices in the future.

To support your child we have agreed to:

<input type="radio"/> Involve the Inclusion leaders <input type="radio"/> Make a referral to _____ <input type="radio"/> Meet with class teacher on _____	<input type="radio"/> Continue with detailed plans already in place <input type="radio"/> Other _____
---	--

Please sign and return this form to show that you have been made aware of this incident and have spoken to your child about their behaviour.

Many thanks for your support.

Mrs Gaiteri/Mr Emmett

Headteacher/Deputy Headteacher

Signed _____ Date _____

Parents comments:

Appendix 6: Solving a behavioural incident using the '6 Thinking Hats'

Child/ren:

Adult:

Date:



Who was involved and what happened?



How did/do you feel about what happened? How do you think....was and is feeling?

What were you thinking when....? What was going through your mind?



What would you have liked to happen; what would you have preferred?



What 'barriers or obstacles or difficulties' got in the way and have to be overcome?



What ideas can we come up with to put this situation right?



What can we agree to do to ensure that the 'preferred future' can happen next time?

What sanctions need to be part of this plan?

Appendix 7: Managing, investigating and communicating behaviour at lunchtime

Preventative strategies

- Move throughout the designated area
- Engage with children before incidents occur
- Use non-verbal strategies
- Make equipment available
- Increase opportunities for children to participate in playground activities and games
- Use the 'preferred practices'
- Interact with the children in the playground
- Use positive incentives
- Introduce new equipment from time to time
- Refer to the playground charters which are clearly displayed

When an incident occurs at lunchtime

