

## A St. Michael's CE (VA) Junior School Policy



St. Michael's CE (VA) Junior School

### Our Vision

*At St Michael's, by God's love and through our Christian values of Love, Faith, Respect and Courage, we celebrate uniqueness and nurture curiosity, enabling each child to flourish on their own rich learning journey; whilst contributing to the wider community.*

*By God's love, we all flourish together*

## BEHAVIOUR & DISCIPLINE POLICY

|                                  |               |
|----------------------------------|---------------|
| Reviewed by Headteacher:         | December 2019 |
| Ratified by Full Governing Body: | January 2020  |
| To be reviewed:                  | December 2022 |

See also:

Managing Allegations against other Pupils Policy

### **Rationale:**

We believe that good behaviour and discipline are essential to successful teaching, learning and everyone's achievement and wellbeing. As a Church school, appropriate behaviour that follows the example and teaching of Christ, on which our values are based, is core to our mission and ethos. In addition, we believe that Christ's message of the forgiveness of others is a critical part of our restorative justice practise. Consequently, all curriculum documentation and other policies should pay due regard to the aims and objectives of the behaviour policy. It is important to have high expectations of behaviour from everyone in the school community. Parents are partners with staff in the establishment of good behaviour and discipline. Our management of behaviour is designed to preserve and enhance the self-esteem of our pupils and encourage everyone to take ownership and responsibility for his or her actions.

### **Aims & Objectives:**

The school has a positive approach to discipline that rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed primarily to promote good behaviour, rather than merely to deter unacceptable behaviour. As a school we reward good behaviours through specific praise and recognition and rewards e.g. house points, star of the week.

We believe that if children have clear expectations of acceptable behaviour, they will grow to understand the difference between right and wrong. The school promotes respect, for all people and their property, and every member of the school community is expected to behave in a considerate way towards others, modelling a good example.

We treat all children fairly and apply this behaviour policy in a consistent way. We believe that relentless consistency is required for good behaviour to prevail across the school.

### **Principles:**

At St Michael's, there are **three basic rights** for all adults and children:

- The right to feel and be safe.
- The right to learn.
- The right to be treated with respect.

As a UN Right's Respecting School, our basic right's also stem from the following articles:

Article 12 - the right to express their views, feelings and wishes in all matters affecting them and to have their views considered and taken seriously.

Article 13 – the right to express their thoughts and opinions if they are within the law.

Article 15 – the right to choose friends and groups of friends if this does not stop other people from enjoying their rights.

Article 19 – the right to be protected from hurt and mistreatment in body or mind.

Article 29 – the right to an education that helps you develop your talents and abilities. It should help you learn to live peacefully, protect the environment and respect other people

Article 37 - no one is allowed to punish you in a cruel or harmful way

All rules (whole school and those agreed by each class) are designed to protect these rights.

- Everyone has a responsibility to protect these rights through their own behaviour and actions. All paid members of staff are authorised to deal with behaviour issues.
- All adults remain calm and positive when correcting behaviour. They plan what they will say and are conscious of their own self-management.
- Adults are not distracted into arguments or debates with children. They concentrate on the primary misbehaviour and avoid being drawn into correcting the way a child is talking to them or their attitude. This can be dealt with later. Care is taken when dealing with children with Special Educational Needs.
- Severe consequences do not make children behave well. It is the certainty that they will be held to account for their actions that encourages personal responsibility.
- Consequences are planned and well thought out so that they are in proportion with the misbehaviour.

We believe that if conflict or harm does occur, to move on, the needs of both parties are similar. It is not about apportioning blame, as we recognise that it is not always possible to identify at the outset of an enquiry who is the harmed/harmer. We therefore ask staff dealing with a situation where harm or conflict has occurred to ask **both** parties the following questions (based on restorative justice principles):

- What happened? (Not 'Why')
- What were your *thoughts* at the time?
- What were your *feelings* at the time?
- Who has been *affected* and how?
- What are your *thoughts* now?
- What are your *feelings* now?
- What do *you* need to move on/feel better?

Solving the problem is then handed over to the parties to agree using this question which encourages the pupil to identify the need for apology and forgiveness.

- What needs to happen now to put things right?

### **Behaviour Expectations**

We expect all children to behave well in school to safeguard the 'three rights' and in particular, the right to learn.

Positive Behaviour Management strategies are used consistently across the school (see appendix 1- Positive Behaviour Management Strategies). If the behaviour continues, the following are followed:

1. Early indications of disruptive/unacceptable behaviour – give a verbal warning and deal, if possible, with any underlying causes to give the child the best chance to succeed in their learning.
2. If unacceptable behaviour continues, give a second (and final) warning and record the child's name (Erase at the end of session). The child will need reminding of the appropriate, expected behaviour. This is usually sufficient to curb low-level disruption. The child may need the opportunity to work separately within the classroom.
3. If disruptive behaviour continues or is more serious: verbal or physical (e.g. swearing, interfering with other children or their belongings, disturbing other children's learning opportunities, threatening language, hitting or rudeness towards children and/or adults) the child must be removed from the class and sent initially to the partner classroom to have 'time out'. The purpose of 'Time Out' is to allow the child time to calm down and reflect on what behaviour needs to change. (See appendices 2 & 3 - Time Out Procedures and Time Out Slips.)
4. When he/she has calmed down, he/she can return and resume their work. There should be an expectation that the learning activity will be completed and, if it is not, the teacher will identify a time when the work should be finished. At the next appropriate time, the teacher will discuss the behaviour with the child and ensure they are clear of what is expected and decide if any further consequence is needed. The pupil will take their completed Time Out slip to Mrs Prigg/Mrs Cullen at the next break/lunchtime for the Time Out to be recorded.
5. If there is a repeat of the behaviour, the child should be sent to the Head teacher or the Pastoral Care Manager (with an LSA escort if possible). Usually, a lunchtime exclusion or internal exclusion will occur, therefore. The child's parents will be informed and if necessary, invited to a meeting to discuss the behaviour and ways all parties can support the child in improving their behaviour. The Head teacher may make the decision to exclude the child from school for a fixed period.

Children who have Special Educational Needs due to emotional and behavioural difficulties (SEMH) may need an adapted approach (e.g. supported 'time out' as determined by their behaviour management plan) although the behaviour principles remain the same to ensure equity.

The class teacher, with the involvement of the Pastoral Care Manager and Headteacher, follows up serious behaviour incidents. Where patterns of poor behaviour develop or there are sudden changes, parents/carers will be contacted to discuss the situation and establish possible ways forward.

### **Rewards**

We praise and reward our children for good behaviour in a variety of ways:

- All staff congratulate children using specific praise

- All staff may award house points when children ‘do the right thing’ – i.e. positive learning behaviours, good manners, taking positive initiative.
- All staff may award lunch points for positive behaviour specifically in the dining hall and playground.
- Children are encouraged to reflect on their learning behaviours. Children who show exemplary conduct in these areas are awarded ‘Star of the Week’ with a certificate, sticker and congratulations in assembly.
- As a school we acknowledge and celebrate the efforts and achievements of our children, both in and out of school in each class and especially via our Achievers’ assembly.

### **Bullying**

We consider bullying to be “the persistent, wilful, conscious desire to hurt or threaten or frighten someone else”. This can be physical, verbal or emotional. At St Michael’s we consider bullying to be ‘STOP’ (Several Times on Purpose).

### **Definition**

‘Bullying is any behaviour which is perceived by the targeted individual or any other person, as intending to hurt, intimidate, frighten, harm or exclude.’ (ECC Anti-bullying Steering Group 2008). It can therefore be explained as:

- Deliberate, hurtful behaviour
- It is repeated, often over a period; it is not random acts of aggression
- It is difficult for those being bullied to defend themselves

### **Forms of Bullying**

Bullying can take many forms, but the four main types are:

Non-verbal (Physical): Hitting, kicking, taking belongings, intimidation – invasion

of space, homophobic

Verbal: Name calling, insults, racist remarks, threats, taunting, homophobic

Indirect: Spreading rumours, exclusion from social groups

Cyber bullying: (see expanded section below)

Bullying can occur in any place at any time in places such as:

- playground
- classroom
- lunch arrangements
- toilets
- to/from school
- via cyber bullying

This form of behaviour is always considered extremely seriously. It will be dealt with firmly with due consideration to the victim and the perpetrator. Where necessary, parents will be fully involved.

Teachers cannot always detect levels of bullying outside the classroom, and it is therefore important that all adults and children alike inform staff where there is a suspicion of it.

It must be remembered that verbal abuse creates misery, as does physical abuse. This method of approach in dealing with behaviour must never be adopted by adult or child.

(See separate policy: "Anti-bullying Policy")

## **HARMFUL SEXUAL BEHAVIOUR**

Harmful sexual behaviour can manifest itself in many ways. This may include:

- inappropriate or unwanted sexual touching
- sexual violence and sexual harassment
- up skirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm.
- Pressurising, forcing, or coercing someone to share nude images (known as sexting or youth produced sexual imagery).
- Sharing sexual images of a person without their consent
- Bullying of a sexual nature online or offline, for example sexual or sexist name-calling

Our school also understands the different gender issues that can be prevalent when dealing with harmful sexual behaviour.

When a child tells a member of staff about harmful sexual behaviour they will

- i. Stay calm.
- ii. Do not communicate shock, anger, or embarrassment.
- iii. Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- iv. Never enter a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people to do this. State who this will be and why.
- v. Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- vi. Tell the child that it is not her/his fault.
- vii. Encourage the child to talk but do not ask "leading questions" or press for information.
- viii. Listen and remember.
- ix. Check that you have understood correctly what the child is trying to tell you.
- x. Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- xi. Do not tell the child that what s/he experienced is dirty, naughty, or bad.
- xii. It is inappropriate to make any comments about the alleged offender.
- xiii. Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- xiv. At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- xv. As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- xvi Report the incident to the Head Teacher or Pastoral Care Manager.

### **Use of Force to Control or Restrain**

All members of staff are aware of and follow our policy on the use of force to control or restrain and only trained staff intervene physically to prevent injury to a child or to prevent a child from hurting themselves, others, or school property.

(See separate Policy – “Guidelines on Use of Force to Control or Restrain Policy)

### **Searching with consent** :(*Linked to Government advice DFE-0056-2011*)

School teaching staff (including HLTAs) are permitted to search pupils with their consent for any item, which is banned by the school rules. Items banned are:

- 
- items prohibited by law (knives, weapons, alcohol, illegal items and stolen items)

In practice, this will mean staff asking pupils to turn out pockets, open their bags etc. Any items found will be confiscated, placed in a secure place and returned to the child/parent at the end of a school day. A prohibited item will be dealt with in accordance with government guidance (see below) if a child refuses to cooperate, detentions will be applied and the parents contacted.

### **Searching without consent**

The law allows searching without consent relates to the items listed below:

- Knives, weapons, alcohol, illegal drugs and stolen items

Such searches will take place where there are reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item.

Searching without consent is limited to the Headteacher, Deputy Headteacher, Upper School Leader and Pastoral Care Manager. The member of staff must be the same sex as the child and will be witnessed by a further member of staff (if possible, the same gender as the child)

The extent of searches is limited to clothes, possessions and personal storage places (e.g. trays)

The power to search without consent enables a personal search, involving the removal of outer clothing and searching of pockets. (Searches that are more extensive can only be carried out by the police.) Reasonable force is permitted in line with established government guidance.

A prohibited item will be dealt with in accordance with government guidance and where necessary, the police will be contacted.

Parents will be informed if a prohibited item is found unless it is judged inappropriate to do so.

### **Mobile Phones**

Mobile phones brought to school must be handed in to the HT's office for safe keeping and may be collected once the pupil has been dismissed by their

class teacher. Once collected at the end of the day, the phone must not be used until the child is off the school site.

If phones are found on the child, during the day, they will be confiscated and parents contacted. The phones will remain at school until the parents can collect them. Mobile phones can only be brought in by year 5 and 6 pupils.

### **Roles & Responsibilities:**

#### **i) The role of the Class Teacher (or other members of staff leading learning)**

It is the responsibility and statutory authority of the class teacher to ensure that the school rules are upheld in their class, that the pupils discuss and agree appropriate rules for their classroom and that the pupils in their class always behave in a responsible manner. (All rules are designed to ensure that the 3 Rights are met). The authority to discipline students also extends to locations outside the school premises.

The class teachers in our school have high expectations of all children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Where children fail to work hard, teachers will make a judgement as to whether a lunchtime 'time out' for 'catch up' is required.

The class teacher treats each child fairly and enforces the class/school rules consistently. The teacher treats all children in their class with respect, dignity and understanding and models forgiveness for poor choices.

Agreed Positive Behaviour Management procedures are followed consistently to create high expectations for children. Children are recognised and rewarded for making good choices.

The class teacher liaises with the Headteacher/Deputy Headteacher/Pastoral Care Manager/SENCO as appropriate regarding behaviour concerns; this may also involve contact with external agencies, to support and guide the progress of each child. Children with specific behavioural needs have individual management plans to assist with this process.

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. This should be done proactively and supportively, with a problem-solving approach.

#### **ii) The role of the Headteacher (or Deputy Headteacher)**

It is the responsibility of the Headteacher (or Deputy Headteacher in the Headteacher's absence), under the School Standards 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 head teacher 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 is also responsible for arranging any necessary training to enable the staff to fulfil the behaviour policy.

The Headteacher and Pastoral Care Manager oversee the record keeping of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusion to individual children for serious acts of misbehaviour including anti-social behaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are taken before the school governors have been notified. The Chair of Governors is notified immediately after the parents have been informed, by letter.

### iii) **The role of Support Staff and Midday Staff**

It is the role of support staff to ensure school rules are upheld and that the children in their care behave responsibly in school and on the playground in line with the behaviour policy (see appendix- Positive Behaviour Management Strategies)

The support staff in our school are expected to treat each child fairly, with respect and understanding and to follow the school policy on behaviour and discipline.

The same is expected of mid-day staff. (see appendix 4– MDA Positive Management Strategies)

Midday time out slips must be completed and handed to the class teacher. At the next break/lunchtime the pupil will take the slip to Mrs Prigg/Mrs Cullen for the timeout to be recorded.

### iv) **The role of the Pupils**

Each pupil in our school is expected to always follow rules of the school/class so that the 'three rights' can be upheld.

Therefore, each pupil in our school should always behave responsibly and show respect for adults and other pupils.

### v) **The role of the Parents**

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

The school Behaviour and Discipline Policy is available to all parents on the school website, or a hard copy can be obtained at the school office. This is reinforced in the Parent and Pupil Handbook and in the Home/School Agreement, which is sent home to parents at the beginning of each school year.

We expect parents to support their child's learning and to co-operate with school. We try to build a supportive dialogue between the home and the school and we inform the parents immediately if we have concerns about their child's welfare or behaviour as well as being proactive about reporting significant achievements.

If the school must use reasonable sanctions with a child, parents should support the actions of the school. If parents have any concern about the way

their child has been treated, they should initially contact the class teacher. If the concerns remain, they should contact the Headteacher. If they still have concerns, they should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

vi) **The role of the Governors**

The Governing Body has the responsibility, in conjunction with the Headteacher, of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has delegated management of the day-to-day implementation of the school behaviour and discipline policy, but governors may be called upon to give advice. The Head teacher must consider this when making decisions about matters of behaviour.

**Fixed term and permanent exclusions.**

Only the Head teacher (or Deputy Head teacher in the Head teacher's absence) has the power to exclude a pupil from school. They may do so for one or more fixed periods, for up to 45 days in one school year. The Headteacher may also exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Head teacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. This is followed up in writing giving details of the conditions of the exclusions and appeals process.

The Head teacher informs the governing body and the LEA about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The Chair of Governors receives a copy of the parent's notification of any exclusion.

The Governing Body has a discipline committee, which is made up of between three and five members, which considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances, in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupils should be re-instated. If re-instatement is agreed, the Headteacher must comply with this ruling.

The Headteacher and Senior Leaders monitor the effectiveness of this policy on a regular basis. The Headteacher reports on this to the governing body and if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour.

- Time out slips are passed on to the Head teacher/Deputy Head teacher/Pastoral Care Manager (including Lunchtime Time Out Slips) slips to monitor behaviour who will log the time out.
- More serious incidents of behaviour will be noted on CPOM's.
- A log is kept of children who have had a lunchtime or classroom time out or exclusion
- The Headteacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded.
- It is the responsibility of the Governing Body to monitor the rates of exclusions and to ensure that the school policy is administered fairly and consistently.

### **Policy Statement:**

At St Michael's CE Junior School our approach to behaviour and discipline is summed up through the three rights and these inter-related policies: -

- Behaviour & Discipline policy
- Positive Handling including Restraint Policy
- Anti-bullying policy

The rationale and the aims and objectives of all these policies are related and as such, the policies are not applied in exclusion. Each of these policies also link to **DFE Guidance Use of Reasonable Force July 2013**

### **Other documents taken into consideration:**

"Getting the Simple Things Right: Charlie Taylor's behaviour checklist" (DfE 2011)

"Behaviour & Discipline in School" – DfE Advice 00058-2011

"Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing Bodies" – DfE Advice 00062-2011

These policies have been drawn up following discussion between all members of staff, the Governing Body and members of the LA Behaviour Support Team. Parents have been consulted. Members of staff have also taken part in a training session on the use of positive handling strategies for children with severe behaviour difficulties. All staff are familiar with the policy and adhere to it, frequent reviews take place, amendments are made as, and when required to ensure the needs of all are fully met.

The Governing Body reviews this policy every two years. They may, however, review it earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

### **Appendices**

1. Positive Behaviour Management Strategies
2. Time Out Procedures
3. Time Out Slips
4. MDA Positive Behaviour Management Strategies

## Appendix 1. Positive Behaviour Management Strategies

| Levels of behaviour | Examples  | Strategies  | Examples of language/signs  |
|---------------------|---|---|---|
| Low                 | <p>Calling out<br/>Distracting others<br/>Making noises<br/>Wandering around the classroom<br/>Fiddling<br/>Talking over adult or peer<br/>Not on task/Chatting</p>   | <p>Tactically ignore (TI) (with proximity praise)</p> <p>Non verbal signals for appropriate behaviour</p> <p>Non verbal signals to stop inappropriate behaviour</p> <p>Positive rule reminder</p> <p>Proximity praise of children around displaying positive behaviour</p> <p>Praise when child back on track</p> <p>Positive intervention with children not doing what you want.</p> <p>Use questions that make a child take responsibility for his/her behaviour</p> <p>Offer choice and give take up time</p> <p>Agreed compliance</p> <p>Give first verbal warning at your discretion</p> | <p>It is good to see your hand up Bill</p> <p>Thumbs up</p> <p>Finger to the lips/miming writing</p> <p>Can someone remind me of the rule about calling out?</p> <p>Sarah, you have lined up quietly and sensibly- well done/ it is good to see you working so hard Joe.</p> <p>Well done, Jane- I can see you really concentrating.</p> <p>How are you getting on with this? /See if you can get that question finished in two minutes and I will be over.</p> <p>Where should you be working Ben/what should you be doing/How should we move through the hall Sam?</p> <p>Finish your work now or at break time Adam.</p> <p>Jack, face the front thank you.</p> <p>Jack you are still turning around – first warning</p> |
| Medium              | <p>Repeating the above<br/>Hurting another child e.g. barging past / knocking with chair</p> <p>Scribbling on/ screwing up their own work</p> <p>Refusing to work</p> | <p>Move child within classroom</p> <p>Verbal reminder of what behaviour is expected</p> <p>First warning verbal</p> <p>Second warning- initials recorded</p>  | <p>I have asked you to sit down and finish your work.</p> <p>Anne you are still talking- first warning</p> <p>Anne you are still talking- (initial on board)</p> <p>Anne –take a Time Out slip and go to ____ class</p>   |

|      |   |   |  |
|------|---|---|--|
|      |   | At third time of unacceptable behaviour Time Out in partner class.  | NB If a child has had Time Out at the next break time the adult responsible needs to talk through the behaviour with the child and allow them to identify other choices they could have made. If the adult's decision is that the child did not complete enough work, they may <u>also</u> get the child to work for part of their next break time. Retain slips for record.   |
| High | <p>Deliberately hurting another child e.g. hitting/kicking</p> <p>Answering back / rudeness to teacher</p> <p>Defacing someone else's work</p> <p>Provoking another child to becoming angry/upset</p> <p>Throwing/ Breaking small items of equipment</p> <p>Bullying (as defined by the anti-bullying policy)</p> | <p>Immediate Time Out in partner class</p> <p>Internal Exclusion</p> <p>Fixed Term Exclusion</p> <p>NB. always the adult responsible for the class needs to use their professional judgement as to whether the behaviour warrants an immediate Time Out or a warning.</p> | <p>That is unacceptable behaviour Joe – take a Time Out slip and go to _____ class.</p> <p>NB If a child has had Time Out at the next break time the adult responsible needs to talk through the behaviour with the child and allow them to identify other choices they could have made. If the adult's decision is that the child did not complete enough work, they may <u>also</u> get the child to work for part of their next break time.</p> <p>If the child refuses to leave the class, then a sensible child should be sent to ask Mrs Prigg/ Mrs Dines/Mrs Cullen to come to class.</p> |
| High | <p>Repetition of above including persistent incidents over several days or weeks.</p> <p>Deliberate destruction of school property. Destroying displays of children's work.</p> <p>Injury to a child or adult.</p>  | Internal Exclusion, Fixed term Exclusion, Permanent Exclusion.  | SLT or Mrs Cullen alerted immediately.   |

## **Appendix 2 - Time Out Procedures – Updated February 2022**

All staff are responsible for addressing pupil's poor behaviour as per the school Behaviour and Discipline Policy. Please find below clarification of the Time Out Procedures.

There will be occasions when children will be asked by an adult to take 'Time Out' after two warnings (one verbal and one name on board). The children should be made aware what the warning is for (each time) for them to try to change that behaviour. The name on board will last for one session (for PPA – each lesson is a session. Any other day – before break, before lunch and the afternoon are the sessions). Occasionally a child may need an immediate time out as decided by the class teacher (guidelines in behaviour policy). The following procedures still apply.

'Time Out' is to be used to give the child a chance to calm down and reflect on how they have been behaving and identify what they need to do differently once back in class. It is the class teacher's responsibility to ensure all children know that the following procedures should be followed.

- The adult (following the Behaviour Policy) will ask the child to take 'Time Out'.
- The child will take a 'Time Out' slip and go to their partner class (see below).
- In the exceptional circumstance that a child refuses to leave class please alert Mrs Prigg/Mrs Dines/Mrs Watts or Mrs Cullen immediately.
- The receiving class will give the child a place to complete their slip and after 5 mins will ask the child to go back to class. They may ask the child why they have been sent for time out, but please do this discreetly, not in front of your own class.
- At the next break/lunch time the adult will talk through the slip with the child and decide whether a further consequence is needed (this could be if the adult feels more work needs to be completed or the behaviour displayed warrants it.) The adult will write on the back of the time out slip any further information, including further consequences, that the adults recording the Time Out need to be aware of.
- The adult MUST sign the Time Out Slip.
- At break time/lunchtime the child will be asked to take the slip to Mrs Prigg/Mrs Dines/Mrs Watts or Mrs Cullen so the time out can be logged into the behaviour book and any further consequence can be completed. The child must go to Mrs Prigg's or Mrs Cullen's office to find them. If both offices are empty the child must knock on the staffroom door to be seen.
- On a day that the class teacher is not there e.g.PPA day, the adult taking the class must ensure the Time Out slip is fully completed. The slip can then be left on the teacher's desk for them to give to the pupil the next day. The covering adult must have spoken to the child about the Time Out.

Partner classes:

|        |               |
|--------|---------------|
| 3W     | 4M            |
| 3J     | 4R            |
| 4M     | 5L            |
| 4R     | 5O            |
| 5L     | 6S            |
| 5O     | 6D            |
| Year 6 | To each other |

### Lunchtime Behaviour Slips

The midday team will complete a 'Behaviour Slip' if necessary and hand it to the class teacher at the end of lunchtime. The slip will indicate if the situation is resolved, or the class teacher needs to take further action. At the next break time/lunchtime, the child will take the slip to the Headteacher/Deputy Headteacher/Pastoral Care Manager for it to be recorded in the behaviour book.

### Appendix 3. MDA Positive Behaviour Management Strategies

| Levels | Examples   | Strategies   | Examples of Language  |
|--------|--|--|---|
| Low    | <p>Being noisy in dining hall</p> <p>Pushing in line</p> <p>Using gym trails on wrong day</p> <p>Using equipment incorrectly</p> <p>Rough Play</p>   | <p>Non verbal signals for appropriate behaviour</p> <p>Non verbal signals to stop inappropriate behaviour</p> <p>Proximity praise of child displaying positive behaviour</p> <p>Positive rule reminder</p> <p>Praise when child back on track</p>                        | <p>Thumbs up<br/>Finger to lips</p> <p>Well done, Bill- you are eating sensibly and quietly (give lunch point) Mike – you're lining sensibly (give lunch point)</p> <p>Sally- what's the rule about voices used in the dining hall? Dan- How should we join the line? Whose day is it on the gym trail John? What should that skipping rope be used for Clive? What games should we be playing Joe?</p> |
| Medium | <p>Repeating the above</p> <p>Hurting another child e.g. barging past/hitting with a ball or other equipment accidentally/barging in line</p> <p>Refusing to do as asked</p> <p>Being rude to a peer/adult</p> | <p>Verbal reminder of what behaviour is expected</p> <p>Find out what happened- accident- apology deliberate – apology &amp; 5mins online NB use your judgement if incident warrants child being sent inside to Mrs Prigg/Mrs Dines/Mrs Cullen</p> <p>Verbal Warning</p> | <p>Dan- I've asked you to move to the back of the line- Thank you (agreed compliance) Joe- that's not an appropriate game, choose something else.</p>   |

|      |  |  |   |
|------|--|--|---|
|      |  | <p>Find out what happened— apology &amp; 5mins on line NB use your judgement if incident warrants child being sent inside to Mrs Prigg/Mrs Dines/Mrs Cullen</p> <p>NB If a child has 5 minutes on the line this needs to be recorded and the class teacher informed.</p> | <p>Bill, I've asked you to come off the gym trail- if you choose not to you will need to see Mrs Prigg/Mrs Dines/Mrs Cullen</p> |
| High | <p>Further repetition of above</p> <p>Targeted swearing/Extreme bad language</p> <p>Fighting</p> <p>Deliberate/targeted hurting of another child</p> <p>Extreme rudeness to an adult (shouting at an adult, mickey taking)</p> | <p>Send child/children into Mrs Prigg/Mrs Dines/Mrs Cullen</p> <p>NB If a child refuses to come into the school to Mrs/Prigg/Mrs Cullen then a sensible child should be sent to ask them to come to the playground.</p>  |   |

NB. Appendices are useful to teaching staff, support staff and MDAs to ensure consistency of approach.