

# Wardley CE Primary School Behaviour Policy



Name of Reviewer	Mark Foster
Date of Approval of Governing Body	October 2020
Signature of Chair	<i>John Storey</i>
Signature of Head	<i>Mark Foster</i>
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## **EQUALITY STATEMENT**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

## **1 Introduction**

### *1.1 Ethos*

Wardley CE Primary School aims to support staff and pupils to develop positive relationships which will lead to a secure learning environment for all. We believe teaching and learning can only take place in an atmosphere of calm purposefulness. This policy gives guidance to all staff to help them achieve this. It also aims to ensure there is a consistency of approach by all adults working in the school.

We aim to promote the following both in the classroom and on the playground:

- Good behaviours - (honesty, perseverance, respect, consideration, politeness, responsibility) both in class and on the playground
- Good manners
- Positive and pro-social values
- Self-esteem and confidence
- Positive and open attitudes
- A sense of responsibility
- An understanding of cause and consequence

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to engage with our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. We recognise some individuals sometimes need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour. Some of our children, for some or all of the time, will need more of our attention and support than others. All pupils have the right to be educated no matter how challenging their behaviour. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

## **2. Rights**

We believe that staff and children have rights.

- Teachers have the right to teach, pupils have the right to learn.
- Pupils and staff have the right to feel safe in school.
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.
- We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.
- Staff require support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour

## **3. Responsibilities**

### **3.1 Staff should:**

- Use the school expectations to promote desirable behaviour and attitudes
- notice and reinforce desirable behaviours and attitudes;
- promote, through example, key behaviours;
- consistently deal with behaviour;
- provide a caring and effective learning environment;
- use the school reward systems;
- emphasise the importance of being valued as an individual within the group;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all;
- show appreciation of the efforts and contribution of all;
- identify reasons and patterns of behaviour;
- accept own role in behaviour dynamics;
- form good relationships with parents so that all children can see that the key adults in their lives share a common aim.

### **3.2 Children should:**

- follow the school expectations;
- work to the best of their abilities, and allow others to do the same;
- keep teachers informed of incidents.

### **3.3 Parents should:**

- make children aware of appropriate behaviour in all situations;
- encourage independence and self-discipline;
- make sure that their children arrive on time, in appropriate clothing for the weather and make sure that they are collected on time;
- get their children to bed at a reasonable time so that they are fresh for school the next day;
- show an interest in all that their child does at school;
- foster good relationships with the school;
- support the school in the implementation of this policy;
- use the school's complaints policy and procedures to deal with issues;
- encourage their child to tell their teacher if they feel hurt in any way by someone else's behaviour.

### **3.4 Governors should:**

- support the partnership between home and school;
- follow (with the head teacher) the school's policy for dealing with exclusions;
- review, monitor and evaluate the implementation of the schools behaviour policy.

## **4. School Expectations**

All staff and pupils at Wardley CE Primary School follow the school expectations and the Safety code. The school expectations are based around our school vision and the five core values that are set out in our 'Wardley Way.'

### **4.1 School Expectations**

1. Friendship: Be a good friend.

2. Respect: Be respectful.
3. Trust: Trust one another.
4. Perseverance & courage: Have courage; persevere.

#### *4.2 Safety Code*

1. Never leave the school without permission.
2. Never run in the school building.
3. Ask permission before leaving the room.
4. Obey fire regulations.
5. Always tuck your chair in.
6. Never stay in a classroom at play or at lunchtime without an adult.
7. Use the toilets properly, and remember to wash your hands.

Children are not encouraged to go to the toilet during lesson times, but if needed they will be allowed to go.

### **5. Key principles for positive behaviour**

#### *5.1. Ethos*

Each teacher must create the climate for positive behaviour and recognise and reward the children for their everyday efforts in the classroom. Creating a climate for positive behaviour means:

- Good behaviour is linked to good teaching
- Be relentlessly positive with all children
- Use rewards in a specific and tangible way
- Provide concrete consequences; don't get angry. The school has a 'No shouting policy' which means that staff must deal with children in a positive, and when needed firm, way. However, shouting is not to be used. The only exception is if there is a clear and immediate threat to a child's safety which means a member of staff does need to shout to avert the problem.
- Answer the rudeness, not the point being made
- Strive for compliance, NOT agreement
- Non-negotiable: Health - Safety - Education – Politeness
- Don't arbitrate (sanction them both equally for the dispute)
- Use sanctions consistently and fairly
- See Appendix 1 'Behaviour Management Tips' which outlines a range of methods that we use to develop a positive classroom environment. This links into the whole staff training that was done with behaviour consultant Jason Bangbala.

We aim to foster the following qualities. These will be recognised on a daily basis in the classroom and playground and be acknowledged in reward assemblies.

Key behaviours – learning

- ✓ Curiosity
- ✓ Tolerance
- ✓ Collaboration
- ✓ Flexibility
- ✓ Resilience
- ✓ Respect
- ✓ Self-belief

Key behaviours – social

- ✓ Friendliness
- ✓ Sportsmanship
- ✓ Kindness
- ✓ Respect
- ✓ Tolerance
- ✓ Honesty
- ✓ Sharing

## 6. Rewards

Good behaviour rewards should be intrinsic as far as possible. Ultimately we want all members of our school community to follow the school expectations and display the desired behaviour attributes because they believe in them and support this policy – not because they will get a certificate or ticket. All rewards should be specifically related to the behaviour praised or noticed. Praise should always be related to the school expectations.

Key Phase Leaders will monitor the reward system to ensure there is an even spread across the class over the year.

### *Daily*

- Praise and modelling
- KS1/2 Good to be Green Stickers & book marks. These stickers are collected by the children on their Good to be Green book mark. When they have filled in their book mark they take it to the HT to receive a prize. They are then given a new book mark to fill. One side of the book mark is for behaviour that is in line with the school's expectations. The other side of the book mark is for behaviour that models the school's current learning focus – resilience.
- Golden tickets for behaviour that fits in with the school's expectations.

### *Weekly*

- Talking to parents & phone calls home linked to the school expectations.
- There are a range of rewards each week in the Friday morning Thanksgiving Assembly:
- Star Hand Writer. A child in each KS1 & KS2 will be chosen by their teacher to receive a handwriting star pen for their good handwriting.
- Jigsaw PSHE stars. Each week the school chooses one of the expectations as its focus. This is linked into the Jigsaw PSHE scheme. All the children who have been seen to excel against this expectation will stand up in the assembly and receive praise from their teacher.
- Expectation certificates. This is to recognise a special achievement against one of the school expectations by a child in each class that week. All the children who have been given an Expectation Certificate come to the front of the school and their achievements are celebrated. Their photo will also go on the school website and they will be mentioned in the weekly school newsletter.

- Golden Tickets – all children who have been spotted by members of staff making the right choices receive golden tickets. A winner from each class is drawn in the Friday thanksgiving assembly and they choose a prize from the school 'Treasure Chest'.

### **Half-Termly**

- Outstanding Pupil Certificates – sent to those pupils who have demonstrated consistent and outstanding behaviour over the half-term. Recorded on CPOMS by the SLT.

## **7. Sanctions**

### *7.1 Principles*

Rewards are the principal driving force in creating a positive and effective learning environment for all pupils and staff. We do, however, recognise that consequences should be issued when negative behaviours have been displayed.

### *7.2 Consequence chart*

At Wardley, children are aware of the boundaries and consequences placed on negative behaviour. These consequences and levels of behaviour are displayed in a consequence chart which is referred to by all staff and remains consistent across phases. See appendix 2 for details.

### *7.3 Level 1 Behaviour*

Low level inappropriate behaviour is dealt with in the classroom by the class teacher. If a child choose to make the wrong choices they are given a stop and think card. If the behaviour continues there is then a warning card. This is a tiered approach that is focused on making the child reflect on their choices.

### *7.4 Level 2 Behaviour*

If the inappropriate behaviour continues or the action in itself warrants it then the child is given a consequence card. The reason for this is briefly recorded on the card by the member of staff giving it. The child must then go to see a member of the SLT to discuss why they have been given the card. Level 2 behaviour is dealt with by a member of the senior leadership team (SLT) in consultation with the class teacher. Parents will be informed of the incident by the class teacher. All level 2 incidents are recorded on the school's behaviour record system (CPOMS) by a member of the SLT.

#### ➤ *Reflection Time*

If a child is given a consequence card they will have a reflection time. This will take place at the next playtime or a lunchtime with a member of the SLT. It will last for 15 minutes. If the child refuses to come to the reflection or displays anger and a negative response then the period of reflection is extended. The cause for the reflection is discussed and the children think about what actions they should have chosen. They complete a reflection sheet.

#### ➤ *Behaviour Review Meetings*

If a child receives three consequence cards then a behaviour review meeting will take place. This will involve the child, their parents/carers, the class teacher and a member of the SLT. The focus will be upon putting in place strategies to bring about an improvement in the child's behaviour. This will include going onto a school report that will have an initial time frame of a fortnight. Whilst the report is in place there will be conditions attached to it.

These conditions will be to help address the incidents that led up to the report being put in place.

### *6.5 Level 3 Behaviour*

Level 3 behaviour is dealt with by a member of the senior leadership team (SLT). Parents will be informed immediately by a member of the SLT. A meeting will be arranged to take place in school to address the issues. All behaviour dealt with at this level is recorded on the school's behaviour record system (CPOMS) by a member of the SLT. The consequence will depend upon the nature of the incident. They include:

- 'Time-out' sessions. 'Time out' is a strategy available to staff & includes a short period when a child is excluded from an activity, this could be followed by a short period of 'time out' in another classroom for more persistent or serious behaviour. In consultation with the Head teacher and parents, a pupil may be excluded from the classroom for longer periods of time and asked to work in another class this is called 'internal exclusion'. Pupils may also be excluded from lunchtimes/playgrounds. No pupil should be excluded and left unsupervised at any time. No pupil should be excluded from their curriculum entitlement, e.g. banned from a trip due to behaviour, unless there is a significant health and safety risk in the pupil attending the activity. All such decisions must be taken by the SLT and parents/carers be consulted.
- Seven steps – for bullying (see point 7.7)
- Monitoring behaviour by report system with parental involvement
- Exclusion – only used in exceptional circumstances\*

\* Thankfully fixed term exclusions are very rare and permanent exclusions are even rarer and are seen by the school as an absolute last resort. Exclusion is only used in exceptional circumstances, where there has been an extremely serious incident or where there has been a long series of misdemeanors. It is only considered when there is a threat to the provision of efficient education, or the safety and welfare of the majority of children, where the school rules have been persistently broken or where physical or verbal abuse is offered to staff and all behaviour strategies have been exhausted.

Exclusions are handled by the Senior Leadership Team, in line with the Local Authorities 'Exclusion Guidelines'. All occasions where pupils are excluded, for disciplinary reasons, from regular school arrangements are subject to regulations and should be recorded and dealt with systematically.

On return to school after a period of 'fixed term' exclusion parents, pupils and staff will meet to discuss the behaviour, set targets for future behaviour and set systems in place for supporting the pupil in meeting those targets. The school relies on the support of parents during this process and a behaviour contract may be drawn up which includes this support.

If appropriate a managed move would be considered to meet the needs of a pupil for whom the school placement at Wardley CE Primary School had broken down and who would benefit from the fresh start that a transfer to a new primary school would give. This is a positive strategy and would be given full consideration prior to a permanent exclusion. The school has adopted the Salford City Council primary managed moves protocol and it would work in consultation with the Complex Case Officer if this line of action was taken.

### *7.6 Responding to Developing Concerns*

From time to time particular aspects of behaviour might become a concern. The SLT meet to discuss the concerns and develop a suitable response. School actions are underpinned by appropriate policies – such as our Equality Policy & SEND Policy. This could include:

- A meeting with pupil or parents,
- A letter home
- A temporary time limited adjustment to a particular procedure
- A report card focused on a particular behaviour and linked to a particular reward
- Individual behaviour plans
- A RAMP sheet to detail strategies that can be used by the child and school to address the concerning behaviour.

If it is deemed that a pupil is displaying extreme behaviours that may affect the safety of themselves or others, staff will use appropriate measures to ensure their safety in line with LA guidelines and school policy (see Use of Reasonable Force Policy). This could also include the decision to remove a child from a trip or event. The SLT review the school's behaviour record on a regular basis to look for trends and to ensure that key pupils receive appropriate support.

### *7.7 Vulnerable Pupil*

Most children, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils. The behaviour tracking sheets from class teachers and SLT will be collated to provide the SLT with an overview of pupil progress. If a pattern of worrying behaviour begins to emerge, staff will begin a series of interventions. Parents will be contacted to inform them that we have concerns about their child's behaviour, if we notice that there has been a high number of re behaviours recorded. The SLT/SENCo will discuss with parent's strategies to further support their child's behaviour. These may include:

- Individual Education/Behaviour Plans
- Pastoral Support Programmes

### *7.8 Multi Agencies and External Advice*

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

- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school
- Individual behaviour plans (IBPs) or Pastoral Support Plans (PSPs)
- Support from the SENCo (Special Educational Needs Co-ordinator), identified teaching assistants, teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Counselling provision
- Alternative curriculum provision
- Reduced timetable
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists

### 7.9 Bullying

As a staff we aim to keep the issue of bullying on the open and see the following steps to be essential if we are to deal with bullying in a positive way:

- Be available – we are aware that bullying goes on and that we are always ready to listen to any concerns that pupils have.
- Investigate – each incident is investigated as soon as possible and all parties are asked to give their views, discretion is always used.
- Record – The 7 steps system is used to deal with and record all bullying incidents.
- Respond – The 7 steps system is used to respond to all bullying incidents.
- Follow-up – As part of the 7 steps system all cases of bullying are followed up so the pupils know they are being supported.

When responding to issues of cyberbullying, these procedures apply. Pupils are taught how to collect evidence through the use of new technologies and how to report or block people online. For additional information, please see the school's Acceptable Use Policy' and 'Bullying Policy'

### **8. EYFS Arrangements**

There will be times when children behave in an unacceptable manner and they need to be guided towards acceptable behaviour. To learn the difference between right and wrong, this is a part of growing up. Any daily problems will be discussed at the end of the school day with the parent/carer. In some instances the following sanctions may be used:

- Redirect to another activity
- Talk to the child – discuss what has happened
- Discussion in groups (circle time)
- Thinking time – the child
- Parental involvement

For more serious incidents the child is given thinking time in which they will be asked to sit and think about their actions for a very short period of time. The class teacher will inform parents/carers if this step is reached and record the incident on CPOMS. If this is happening repeatedly then a meeting with the class teacher and phase leader will be called to review the situation and consider what support can be put into place.

Our aim at Wardley CE Primary is to provide an environment where children have happy, stimulating lives thus preventing children feeling the need to behave inappropriately. To this end we will:

- Praise children for good behaviour on a regular basis. Good to be Green stickers will be given out to children who are making good behaviour choices.
- Model good behaviour by treating children and adults around us with respect.
- Provide interesting and stimulating activities within a child friendly environment thus preventing children from becoming bored and irritable.
- Observe children closely and use our weekly planning to provide for their individual needs. Work closely with parents to support children's exploration of appropriate and inappropriate behaviour.

## **9. Behaviour out of School**

Pupils that breach the school's Behaviour Policy whilst easily identifiable as a student from Wardley CE Primary School, or in school uniform, will be dealt with in the same manner as if the incident had taken place at the school. This includes but is not limited to, travelling to and from school, taking part in any school organised activity including work experience and school trips.

For misbehaviour at any other time, whether or not in school uniform, the school may impose disciplinary procedures if;

- The behaviour or act could have repercussions for the orderly running of the school;  
or
- if the behaviour or act poses a threat to another pupil or member of the public;  
and/or
- any such behaviour or act could adversely affect the reputation of the school.

## **10. Monitoring & evaluation**

### *10.1 Monitoring programmes*

The SLT monitor the school's behaviour record on a half-termly basis. The aim of this monitoring is to identify any extra arrangements that need to be put in place to support individual children or groups of children and to review the effectiveness of procedures in school. A behaviour report is produced on the termly basis and this is presented to the governing body at the Welfare Sub-Committee meeting.

## APPENDIX 1: Behaviour Management Tips from Jason Bangbala

1) Always **meet, greet and correct at the door** as pupils enter/ leave: brings positivity early, as well as the first chance to stamp out untidy uniform, chewing etc: “Excellent uniform \_\_\_\_”; Great to see you today \_\_\_\_”; “Good start \_\_\_\_”;

2) **REMEMBER NAMES!** If we don’t know every pupil we teach, how can we make them feel accepted? This is also part of us “owning” the classroom as teachers

3) Ignore bad behaviour and **focus on good behaviour**: “Thankyou \_\_\_ for being ready to listen”; “Thankyou \_\_\_ for looking this way”; “Thankyou \_\_\_ for your maturity” etc.

4) **Exude confidence!** How can we impart confidence and self esteem in our pupils if we are severely lacking it ourselves? Plus pupils can smell fear a mile off & will capitalise on it!

5) Set the scene:

**SUCCESS CRITERIA:** What am I looking for? Success criteria e.g. “Today I’m looking for you to play the right notes of the blues scale together with the right tempo”

**MODELS:** What a good one looks like – model the template – what a good one looks like, plus this builds healthy competition – can the pupils do it as good or better?

**STARTER:** Always use a starter to reinforce prior learning to prepare for this lesson

6) Use **non-confrontational techniques**:

“Is everything alright there \_\_\_\_?” for unfocussed pupils.

“How can I help you \_\_\_\_?” for pupils off task.

Stand next to a disruptive pupil

7) Make **extra-ordinary** out of the **ordinary** – use a lot of praise for small events

8) If pupils don’t respond to a question, repeat it again **slowly** or in a **different way**. Get quieter pupils to answer in order for them to be included – try using a soft object to throw.

9) **Look beyond the behaviour** – they're not all evil! All pupils need encouragement and acceptance

10) 99% of managing behaviour **is in your head!** Overcome fears by trying new strategies – get out of your comfort zone e.g. try wearing your watch on your other hand for a month!

11) **Pupils need praise** like plants need water – unruly classes can be tamed by praise

12) Utilise and develop **non-verbal skills** e.g. to sort tie out, tuck shirt in, feet off chairs, looking this way etc. Thumbs up for good. Why use?: keeps calm environment and doesn't disrupt the pace of lesson; boosts pupils' self esteem; pupils can't answer back to a verbal cue!

13) **Routine** is crucial – **HAND IN THE AIR** to get attention, with a thumbs up from other hand to pupils that respond

14) **Acknowledge latecomers** but **don't let it stop the flow** of the lesson: "thank you for taking your seat quietly and I'll speak to you at the end"

15) Pupils **never forget** a good member of staff! "Who do we have next?" is more asked between them than "What do we have next?"

16) **Correct terminology** is crucial! "Well done **team!**" and "**Learning buddy**" promotes inclusion, self esteem, and an atmosphere of 'togetherness'

17) **Knowing their motives** allows you to solve behaviour problems e.g. are they bored due to uninspired and disengaging lessons?

18) **Plenaries**: don't just use at the very end of the lesson, as learning needs to be **consistently reinforced**. Use throughout lesson for pupils to build on existing knowledge. Use 'thumbs up', 'thumbs in middle', and 'thumbs down' e.g. to check understanding

19) **Connect with pupils** make everything relevant by using football/ films/ music etc. to apply understanding in new contexts and so the pupils can easily relate

20) Have **high expectations** of all pupils e.g. "I expect all pupils in this room to get a level 5".

21) Use a **good sense of humour**: again a great way to engage with pupils e.g. "as Boyzone once told me, if you don't have anything positive to say, then say nothing at all"

22) **Change your mindset** – 'buzz' off difficult classes!

23) **Smile!** It's infectious! No one likes a 'lemon lip'! Generates warmth and a positive learning environment

24) Use **seating plans** – break up **cliques** and **friendship groups**. Take ownership of room

25) Use **rewards/ bribery!** Must be desirable and specific. Always make the carrot bigger than the stick – pupils just want to please and be accepted.

26) As a teacher, get around **radiators**, not **drainers**: if you surround yourself with top staff, you'll become a top teacher!

27) Have **effective time management** out of class – look at how you organise and manage tasks such as marking and planning.

28) Have **effective time management in class** – be packed ready to leave on the bell, ready to be early and set ready for your next class. Pupils pick up a lot from our behaviour patterns!

29) A **phone call home** to a parent for **praise** is far more worth more than a 1,000 negative calls – this is **goldust!** A 1 minute call distributing a pupils' praise to their parent can have far more impact than many hours of detentions

30) Keep **low level disruption low level** e.g. quietly go round and whisper in their ear to focus on task, to listen etc. Don't make a mountain out of a mole hill! This will increase self esteem

31) 4 good strategies to **combat a disruptive pupil**:

a) 1) Say their name; 2) Eye contact; 3) Pause; 4) Body language; 5) Action e.g. "look this way"; 6) "Thank you"; 7) Move on

b) Ask "**What should you be doing now?**" – refocuses their brain

c) **Power of choice** e.g. "If you choose to disrupt the lesson for a 3<sup>rd</sup> time... it's your choice"

d) **Diversion** – agree and refocus e.g. Pupil: "Sir I'm rubbish on the keyboard", Teacher: "Maybe you do struggle playing the keyboard but this task will help you to learn the blues scale"

32) Tasks must have **QUDOS**: Quick; Understandable; Doable; Open ended and Simple to understand (whilst still having a challenge -differentiation). Also PVC: Pace (including updates); Variety, and Challenge

33) Emphasise **TEAM** – Together Everyone Achieves More!

34) Again have an **air of confidence**, this is crucial! Eye contact, clear voice, walk around the whole class, use personal stories, smile, and wear proper clothes!

35) Don't be afraid to give pupils **high fives** to let pupils know you care!

36) A good teacher **brings the curriculum to life!** Work is done when it's fun!

37) Always be on the look out to **plagiarise** and **steal** good ideas, techniques and strategies from good practice! Observe others often. Video yourself

38) Always be **ALERT** and be careful of **positioning** – you should always know what each pupil is doing e.g. never turn your back to focus on one pupil etc.

39) Continually go round **quietly** and offer **encouraging words/ gentle discipline**

40) Give no more than **3 instructions** at any one time – brain struggles to process

41) Lastly, doing all this can be tiring, but **you only get out what you put in!**

**2 Best skills of an excellent teacher:**

- 1) **Confidence** – impart this to pupils in order to boost their self esteem
  
- 2) **Inter-personal skills** – they know their names, personal stories, use good sense of humour, engage with pupils using references that pupils relate to e.g. X factor etc.

**5 key qualities of an excellent teacher:**

- 1) Firm, fair and clear boundaries: meet, greet and correct issues at door
  
- 2) Interesting and engaging lessons
  
- 3) Good, consistent performance
  
- 4) Assertive and confident manner – body language etc.
  
- 5) Engaging relationships – know names? Do they see the teacher as a human being?

CONSEQUENCE CHART	
Behaviour	Strategies and Consequences
<p><b>Level 1</b></p> <p>Not settling quickly/lining up quickly            Not walking in line quietly/in correct order            Fiddling/fidgeting            Not looking at the teacher            Not responding to whole class hand up signal            Initial off task behaviour            Uniform/dress issue            Calling out            Running in corridors            Not being friendly/sharing            Pushing into line            Talking with other pupils            Bringing in inappropriate items to school            Being cheeky            Minor challenge to authority            Annoying other children            General refusal to do anything            Not ignoring inappropriate behaviour            Not staying in seat during lesson time            Fiddling and distracting others            Shouting out            Interrupting            Not listening            Name calling and answering back            Inappropriate comments            Throwing objects (but not at people)            Inappropriate noises            Play fighting            Chewing            Refusing to work            Telling lies to an adult            Ignoring staff instructions            Loss of temper</p>	<p><b>Strategies:</b></p> <p>Initially class teacher to use behaviour management strategies to deal with the inappropriate behaviour.</p> <p>If it continues the class teacher uses the Good To Be Green cards. Initially a stop and think card followed by an amber warning card.</p> <p>If the inappropriate behaviour still carries on then it is dealt with at Level 2.</p>
<p><b>Level 2</b></p> <p>Repeated stage 1 behaviour even after adult intervention has taken place            Spitting            Refusing to take consequences            Damaging/destroying other people's work            Damaging/destroying display            Disrespectful speech to adults            Damaging objects around school            Kicking, punching objects around school e.g. walls or furniture            Throwing objects at people            Threatening other pupils            Hurting other pupils on purpose</p>	<p><b>Strategies:</b></p> <p>For level 2 behaviour a red consequence card is given.</p> <p>The member of staff giving the card puts their initial and the child's name on the card and the reason it has been given.</p> <p><b>Consequences:</b></p> <p>This level of behaviour will be dealt with by a member of the SLT in consultation with the class teacher. If a child receives a consequence card</p>

<p><b>Making ourselves and others unsafe</b>  <b>Fighting</b>  <b>Swearing/using offensive language</b>  <b>Continued or more serious challenge to authority</b></p>	<p>they will miss 15 minutes from their next playtime/lunchtime break for reflection time.</p> <p>This reflection time with a member of the SLT. It will be recorded by the member of the SLT on CPOMS (an online information management system). During the reflection time the child will fill out a reflection sheet.</p> <p>Parents informed by the class teacher.</p> <p>If a child receives three consequence cards over a half-term then there will be a behaviour review meeting and the child will go onto a school report.</p>
<p><b><u>Level 3</u></b>  <b>Repeated stage 2 behaviour even after adult intervention has taken place</b>  <b>Leaving class or school without permission</b>  <b>Intentional serious physical harm to another</b>  <b>Bullying</b>  <b>Extreme danger or violence</b>  <b>Serious challenge to authority</b>  <b>Serious vandalism/theft</b>  <b>Possession of an item considered to be a dangerous item by an adult at the school</b></p>	<p><b>This level of behaviour requires immediate involvement of the SLT. Each case will be recorded on CPOMS by a member of the SLT. The consequences are:</b></p> <p><b>The appropriate consequences will be decided upon by the SLT on a case to case basis.</b></p> <p><b>Reflection sheet will be completed by the child and kept in the central behaviour file.</b></p> <p><b>Meeting with parents, class teacher &amp; SLT.</b></p>