



BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES



Updated: October 2023

Behaviour Management Policy

Aim

All staff at Mayespark Primary School have high expectations of children's behaviour in order that every child achieves their full potential. We believe that everybody in school has the right to:

- feel safe.
- learn and develop.
- be treated with respect and fairness.

Our children's chances of success and happiness in school depend upon them having a clear understanding of what is appropriate behaviour. They need to develop the desire to make responsible choices and to behave in an acceptable manner towards all adults and other children.

Factors that influence pupils' behaviour:

At Mayespark we recognise that the development and maintenance of good pupil behaviour depends upon a number of interlinked factors. The approach we have adopted is to encourage positive behaviour by progressively tackling all those factors that influence this development. It is the responsibility of all school staff and parents to work actively on all of these key factors, both in their own classrooms and around the school as a whole.

These factors include:

- The provision of a relevant, motivating and challenging curriculum in every classroom
- A physical environment that is cheerful, uncluttered, clean, stimulating but calm
- A positive ethos throughout the school
- The involvement of pupils in reviewing their own learning and behaviour
- Strong, consistent routines
- A fair and consistently applied strategy for responding to inappropriate behaviour
- A sense of belonging and community involving pupils, parents and the school, where all are treated with respect
- The provision of opportunities for children to develop social skills and to respond positively to each other, for example through 'Circle Time' and the teaching of the RSHE curriculum through the Jigsaw scheme of work.
- Teachers being thoroughly informed about their pupils, both academically and emotionally
- Provision in the school for discussions between staff about the difficult feelings and behaviours that children bring with them to school and teachers' response to them – these discussions may sometimes involve external professionals who may work with the child or family.

Values Based Education

At Mayespark, a values-based education was introduced in October 2015 after consultation with the wider school community. This was reviewed in the summer of 2017 and adapted so that values were linked and teaching could be more meaningful.

The chosen values are:

Each term a different value is focused on.

- Autumn 1 – Unity
- Autumn 2 – Respect and Tolerance
- Spring 1 – Love and Happiness
- Spring 2 – Determination and Courage
- Summer 1 – Honesty and Justice
- Summer 2 – Politeness and Humility



The values are referred to across the school during assemblies, lessons, playtimes and, through a newsletter, parents are encouraged to continue the reference to our values at home. Children are awarded badges and certificates relating to the values throughout the year. As well as this there are values ambassadors, which are children in each class from years 2 – 6 who promote the values through creating posters, badges and feedback to their classes. This

policy is therefore integrated into the values of the school and our teaching of the expectations of the conduct of our pupils at all times.

Management of Behaviour in The Classroom - Assertive Discipline

Why have a whole school approach?

Every member of staff working in the school must be **consistent** in their approach to children's behaviour and follow the school's behaviour policy for the following reasons:

- **Consistency** and security for the children;
- **Consistency** and security for parents;
- Elimination of ambiguity for staff;
- Support for ECTs, supply staff and non-teaching staff;
- Ease in establishing good behaviour.

It is the responsibility of all staff to enforce the school rules at all times, not only with the children they personally work with, but with every child in the school whatever their age. Staff have a collective responsibility to support each other in this task.

The basic structure of Assertive Discipline at Mayespark Primary School:

The core of the agreed whole school system for the positive management of classroom behaviour at Mayespark is our version of Assertive Discipline. This includes:

- A set of whole school rules; (*Appendix A*)
- A set of rewards and consequences; (*Appendix B*)

Principles of our Assertive Discipline policy:

- It is the **positive feedback** and **encouragement** above all else that makes Assertive Discipline work. All staff must recognise and encourage choices of good behaviour. (Try to aim for 10 names written on the smiley face white board before any warnings are given);
- Staff must clearly define the limits of acceptable and unacceptable behaviour;
- Children need boundaries for them to feel safe;
- All rules need be taught and then reinforced. Children can only really choose to do the right thing if we have been absolutely clear about what we expect;
- Children are responsible for their choice of behaviour;
- Most children can behave if they want to;
- We reject the children's behaviour, not reject the children themselves;
- Children need to realise that there are rewards for choosing acceptable behaviour and consequences for choosing unacceptable behaviour;
- **Assertive discipline does not destroy children's self-esteem.**

Rules, Rewards and Consequences

The school rules (*Appendix A*) will be displayed in every room in the school. They will be taught in assembly and in every classroom and will be reinforced by all members of staff at all times.

Teachers may also wish to develop their own rules for specific activities, for example PE, swimming, lining-up in class, creative activities etc.

The following rewards encourage good behaviour:

- Stickers,
- Stamps,
- Dojo points,
- Good news notes,
- Postcards home.

In the first weeks of each autumn term all children must be taught the system of rewards and consequences – every academic year. This will also need to be re-enforced throughout the year and especially when a new child joins a class. They must understand the following points:

- A reward is given as a result of good behaviour;

- There is a hierarchical system of consequences, but it can be by-passed for very serious actions
- Consequences are not punishments - they are the result of unacceptable behaviour;
- Consequences are a choice - the responsibility is on the pupil to choose to behave appropriately;
- Every new day is a fresh start.

It is the teacher's responsibility to have some way of ensuring that no child is missed out - try to have as fair and sensitive system as possible by keeping accurate records.

What do we do if a child refuses a consequence?

- Avoid a confrontation, speak to the child quietly and calmly, acknowledge the child's feelings and remind them of what will happen if they don't follow your instructions. Remind them that the consequence cannot be avoided.
- Telephone the office if SLT support is needed.
- If the child is aggressive and/or not in control, remove the rest of class and any other hazards from the situation and seek assistance by calling the office.

Monitoring Assertive Discipline in Practice:

Whenever a child incurs a consequence as a result of choosing inappropriate behaviour in class, the teacher should record this on the Behaviour Tracking Database in the Staff Shared Area. **This should not be displayed in the classroom;** it is the teacher's record. The database provides, for each class, a record of every child who has incurred a sanction and draws attention to the following:

- Children whose behaviour needs to be discussed with their parents.
- Children who are causing regular, low level disruption in class, and who may need to be spoken to about their behaviour by someone other than their class teacher (Learning Mentor and/or SLT member).
- Children whose behaviour in class is becoming a cause for concern and who may therefore need some specific support such as an 'Emotional Wellbeing Support Plan';
- Children whose behaviour indicates that they may need to be assessed by an external agency (Educational Psychologist and other outreach services).

The records are monitored on a weekly basis by the learning mentors and any concerns passed on to a member of SLT.

Suspensions and Permanent Exclusions

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. There are times where the Headteacher will have to apply the exclusion policy as a consequence to extreme behaviour – please refer to the Suspension and Permanent Exclusion Policy.

Lining up and movement around the school:

All children should line up (in a line up order) in the classroom before leaving to go elsewhere and should be accompanied out to the playground every time. Staff need to stop and allow catch-up in order that all children are properly supervised.

- Children should walk on the left in quiet lines when using the corridor.
- Staff must ensure that children enter and leave assemblies in silence.
- Staff should be in the playground ready for the end of break times to meet the class and ensure that all children stand still after the first bell and all walk quietly to their lines on the second. It is essential that staff are out in the playground on time as behaviour can quickly deteriorate if classes are kept waiting.
- Children are expected to follow these rules when moving around the school without an adult.

Keeping parents informed

It is essential that parents are kept informed of both positive and negative events (see REWARDS list). Parental support for our policy is vital. New parents are given a summary of this policy in the School Prospectus and it also can be accessed on the school website.

It is at the teacher's discretion if parents need to be informed about behaviour issues. Examples of positive behaviour should be shared too; either in person at the end of the day or a through a telephone call (in the case of SEND pupils through the home school communication book). Teachers should endeavour to do this at least once a

year for every child in their class. Sometimes a quick chat regarding negative behaviour after school can be very effective. However, serious incidents or recurring misbehaviour requires parental involvement. Keeping good records is essential.

- Blue Letters (*Appendix D and E*) will be copied and filed. The senior leader who signs the letter must check that the reply slip is returned the following day. If no slip is returned the office will phone parents to check that they received the letter. These letters will be scanned and uploaded on to CPOMs by office staff.
- Teachers should keep a brief record of any discussion with parents on CPOMS as evidence.
- In some situations, home/school books may be set up to keep parents informed on a regular basis if it is thought that this would secure a positive outcome. These should record positive behaviour as well as problems.
- Serious incidents must be recorded on CPOMS and must be dated. Documentation is essential to avoid misunderstanding and good records may in future assist us in gaining additional support from other agencies for some children.
- Serious incidents will generate contact with the parent/carer on the same day of the incident.
- As documented in '*Behaviour and Discipline in schools*' (DFE updated January 2016), schools may consider using reasonable force if the pupil is deemed as causing harm to themselves, others, staff and/or danger to property (see the school's *Protocols and procedures for the use of reasonable force*). In these circumstances, actions will be recorded and documented. If this type of behaviour persists, external agencies will be notified and a professionals meeting may be convened to discuss avenues of support for the young person. It may be necessary to record patterns of behaviour, logging triggers and support strategies.
- Files of incidents, bullying accusations, racist incidents and homophobic bullying are kept on CPOMs.

Management of Behaviour in the Playground - Review

What is REVIEW for and when should it be given?

Review at lunchtime is a consequence of unacceptable behaviour during any playtime **only**.

Staff must not use these sanctions to respond to poor classroom behaviour, nor should they place children in double jeopardy by adding what happens in the playground to what happens in the classroom.

The consequence of the following infringements of the school rules by Y2-Y6 is to go to Review at lunchtime:

1. fighting
2. deliberately hurting another child
3. deliberately damaging equipment
4. refusing to follow the instructions of supervisory staff/teacher on duty
5. extreme rudeness to supervisory staff/teacher on duty
6. racism or language of intolerance

Lunchtime Review includes a requirement for the child to reflect on their behaviour through discussion with the learning mentor and/or in writing, at lunchtime. Children in Review usually stay there for the whole break. If they are sent late in the break they may have to return the next review for a time.

If a child is given Review during morning playtime and they remain angry or aggressive, they should be **taken** to the member of SLT on call that day.

Y2, 3 or 4 should be taken to review by the class teacher. Teachers on duty during morning play should ask the welfare assistant to add the name and context to the review on to CPOMs under the correct category with a brief explanation of the incident.

The learning mentor will:

- Check CPOMS to find out to see who is on Review on CPOMS
- Remind teachers to bring children to review room if necessary
- Supervise children to collect their school dinner or packed lunch and then take them back to the Review Room or their office
- Add children to CPOMS if they are sent during lunch

- Support children to complete a 'think about it' sheet (KS1 and KS2 sheets)
- Discuss the incident with the child or children and resolve any issues
- If very serious, send a letter to parents of the child who was the perpetrator informing them of the incident (parents of children who have witnessed an incident will NOT be contacted)
- Contact the parents of any child who was injured as a result of an incident

Children will remain in Review for the whole duration of lunch, unless it is found that they were a victim and or witnesses to the incident. Children who are brought to Review towards the end of lunch may be required to attend Review again another day.

Those children who are regularly in review (approximately 5 visits in a half term, or combined with incidents noted in class) will require a meeting with a member of SLT, teacher and their parents. The child's behaviour will be closely monitored and tracked through CPOMS to identify any extra support that they may need.

Persistent Review attenders could be withdrawn from the playground for a set period.

We understand that children will have disputes with one another in the playground as part of growing up. We believe in helping them to develop those important life-skills which enable them to resolve conflicts appropriately and effectively. We aim to do this through discussion, modeling and where necessary consequences.

The consequences for the following behaviours will result in 5 minutes timeout with the staff/teachers on duty.

1. Play fighting
2. Swearing
3. Pushing and pulling
4. Deliberately upsetting another child (name calling)
5. Arguing with peers
6. Threatening language without physical contact
7. Pushing in line
8. Insulting another child/family
9. Forcefully taking playground equipment off another child
10. All other minor incidents

Reception and Y1

For our youngest children, in Reception and Y1, class teachers are the most effective at teaching the children about respect, tolerance and friendship, so these issues should be dealt with by them.

If a child misbehaves during the lunchtime and have made the wrong choices then the MDAs should hold their hands and have them with them for the rest of the lunch period, pointing out and reinforcing the play behaviour by other children that we want. The issue is then passed to the class teacher who will have the bigger picture on how the child is behaving generally and will be able to give pastoral support.

Management of behaviour on PPA days

It is important that children understand that the expectations of their behaviour are the same on PPA days. It is also important for the PPA teachers to maintain an approach to behaviour management that is both consistent with the policy and each other. This includes:

- Using the PPA behaviour tracking sheet (appendix K). This includes writing children's names under the smiley face to be recorded on PPA class dojo at the end of the day. Children that have demonstrated poor choices in behaviour should be recorded on the warnings section of the sheet with reasons. This will then all be transferred onto the class behaviour tracking sheet at the end of the day.
- Teachers will take responsibility for recording the behaviour of the class they have at the end of the morning and afternoon. This requires them to transfer the names under the smiley face onto class dojo and record any warnings on the class tracking sheet.
- In the event of a child receiving a 4th warning leading to a blue letter, the teacher with the class at the time should use the tracking sheet (appendix K) to write the reasons from previous lessons.

- Classes to be passed between teachers in a calm manner with children lining up silently in order that the new teacher can start the lesson with positive praise and writing children on the smiley face board.
- Extreme behaviour should be reported to SLT in line with the policy.

Appendices

A	School Rules
B	Rewards and Consequences
C	Blue Letter 1 box
D	Blue Letter staged
E	Strategies for positive behaviour management
F	Behaviour Top Ten tips
G	Review procedure
H	Review notice to parents
I	Review notice first letter
J	Review THINKABOUT sheets
K	Behaviour Pamphlet for parents
L	Offences and consequences; bullying
M	PPA Behaviour Tracking Sheet
N	Suspension and Permanent Exclusion Policy (available separately)

MAYESPARK PRIMARY SCHOOL

RULES

- Be kind and respect others:
 - Do not swear or call people names
 - Do not make fun of other children or their families
 - Keep hands, feet and objects to yourself.
- Follow instructions given by all school staff;
- Look after your school and everything in it;
- Always work hard and try your best;
- Don't stop other children from working;
- Speak when it's your turn, listen when it's not;
- Walk around school quietly and sensibly;
- Leave sweets, chewing gum and toys at home.

YOU CAN MAKE THE RIGHT CHOICE

Mayespark Primary School

Rewards and Consequences

If you do the right thing you can expect...

Praise

Name written on the smiley white board

Parents told good news at the end of the day

Dojo points /Stickers

Special responsibility or jobs

Good News notes

Showing work to another teacher or senior member of staff

Achievement Award given out in assembly

Rewards as

behaviour

improves



Start the day afresh

Neutral start

If you choose to break our school rules then these are the things that will happen.

Non-verbal / verbal reminders

Stage 1: Warning.

Stage 2: 5 minutes time out in class.

Stage 3: Time Out in another class in the same year group for 15 minutes with work and a think about sheet.

Stage 4: A 'Blue Letter' is sent home to parents/carers

Stage 5: SLT called

Stage 6: Internal Exclusion for remainder of lesson

Stage 7: Internal exclusion for rest of the day.

A child will move to Stage 4 if they damage property with intent, are violent or aggressive, swear, or get to Stages 2-3 for the third time in a week.



Consequences

if behaviour

deteriorates



MAYESPARK PRIMARY SCHOOL

BLUE LETTER

To the parent / carer of :

Class:

Date:

Dear Parent/Carer,

We are very concerned about how _____ behaved in school today and we think that you should know what happened.

What happened:

Please talk with _____ about what happened and the importance of following our school rules. We need to make sure that everyone can work without interruption, and that staff and children alike are treated with respect.

So that we can be sure that you have received this letter would you please sign it and send it back to school tomorrow.

Yours sincerely

Ms E. Davies
Headteacher

Mrs E. Jones
Deputy Headteacher



Please sign this slip **to show that you have seen this letter** and return it to me.

Name of child _____ Class _____

Signature: _____

Please print your name: _____

MAYESPARK PRIMARY SCHOOL

BLUE LETTER

To the parent / carer of: _____ Class ____ Date: _____

Dear Parent/Carer,

We are very concerned about how _____ behaved in school today and we think that you should know what happened.

What happened:

Warning	
5 minutes 'time out' in class	
15 minutes 'time out' in another class	
Blue letter	

Please talk with _____ about what happened and the importance of following our school rules. We need to make sure that everyone can work without interruption, and that staff and children alike are treated with respect.

So that we can be sure that you have received this letter would you please sign it and send it back to school tomorrow.

Yours sincerely,

Mrs E Davies
Headteacher

Mrs. E Jones
Deputy Headteacher



Please sign this slip **to show that you have seen this letter** and return it to me.

Name of child _____ Class _____

Signature: _____

Please print your name: _____

Strategies for Positive Behaviour Management

To manage pupils' behaviour successfully, it is important to preserve the child's dignity and support their self-esteem. Remember it isn't just what you do or say, is how you say it is of equal importance.

Often conflict arises out of minor irritation or frustration. This can be kept to a minimum by preventative methods. Try to catch problems early on.

Have clear rules and routines	Make sure you have made explicit what is expected and everyone is clear what they should do. Routines need to be constantly referred to and positively reinforced. Like: <i>"Well done for remembering to go straight into your line up order."</i> Or <i>"I love the way Bob is lining up quickly"</i>
Be aware of your...	<ol style="list-style-type: none"> 1. Body language 2. Language used 3. Teaching style 4. Tone of voice
Certainty not severity	Be consistent. It is the certainty of a response and the follow up that has the most impact on positive behaviour management not the severity. Pick up the minor yet important things regularly. It will help prevent major incidents occurring.
Separate the person from the behaviour	<p>Give the message: <i>"I like you. I don't like what you are doing."</i></p> <p>When delivering a request always gain the pupil's attention first.</p> <ul style="list-style-type: none"> • Say the pupil's name • Establish eye contact <p>It engages the pupil and they are more likely to comply with the request. Say thank you even if they haven't acceded to your request. It conveys the expectation that they will.</p>
Phrase your requests positively	<p>Say exactly what you want the pupil to do. Break down the behaviours into component parts e.g.</p> <p><i>Listening – put any equipment in your hand down, turn your chair to face me, sit still, rest your hands in a comfortable position and give me eye contact – thank you.</i></p> <p>A positive ethos can be created by asking, not telling.</p>
Catch them getting it right	<p>Catch pupils carrying out a request and reinforce with praise, rather than reacting negatively when someone gets it wrong.</p> <p><i>Say thank you, well done, terrific.</i></p> <p>If this feels difficult then smile and nod in some form of acknowledgement.</p>
Use tactical ignoring	Where you can, ignore behaviours that may be specifically designed to gain negative attention. It helps if you respond positively immediately they engage in the desired behaviour.
Attempt to re-frame situations	<p>This reasserts the required behaviour without getting into conflict in the current situation.</p> <p><i>Adult: John, what should you be doing now?</i> <i>Child: I'm just...</i> <i>Adult: Yes, I can see that you are... but what should you be doing?</i></p> <p>Child says then does the required behaviour (hopefully) and the adult can reinforce this with praise.</p> <p><i>Well done, thank you.</i></p>
Avoid conflict	<p>Remember what your aim is. If it is to get a piece of work finished then e.g.</p> <p><i>Child: I want to work on the computer.</i></p>

	<p><i>Adult: Yes (agree) you can work on the computer later/this afternoon/ tomorrow/ when it is your turn, but right now, John, what you need to do is...</i></p> <p>Make sure the task is appropriately differentiated.</p>
Stick to the Primary Behaviour	<p>Stick to the Primary behaviour. Remember what the real issue is. Pupils are adept at trying to deflect attention (whilst paradoxically seeking it at the same time). Don't get caught up in secondary behaviours, these often become the source of conflict e.g. you make a request, the pupil responds with an attack: <i>Why don't you tell him/her? It's <u>always</u> me!</i> The adult frequently becomes caught up in secondary behaviours. This is much harder to resolve because you are being counter challenged and accused of being unfair. Now it's personal. The actual conflict has nothing to do with the primary event. The conflict is now about personal issues and feelings which become much harder to resolve. It is our responsibility as adults to understand our own feelings and try not to act on them in these situations. Go back to the primary behaviour and restate it e.g. <i>What should you be doing now?</i></p>
Offer choices or the illusion of choice	<p><i>You can do this (describe the expectation) or you can do that (describe the consequence).</i></p> <p>Nothing is not a choice. Choices allow the child to save face, thus defusing anger. NB: it must be a real choice, not a threat.</p>
No blame	<p>On many occasions this is an appropriate strategy: <i>It doesn't matter... what we need/what we want now is...</i> state the next thing that the pupil needs to do. There are many variations on this. Support children in taking responsibility for their own behaviour. It makes it harder for them not to do what they just agreed.</p>
Try to understand what is happening	<p>This may sound unreasonable particularly if you are angry. However, most people want us to see situations from their point of view, even if ultimately we don't agree. It is also true that once you know someone understands your point of view you are more able to hear theirs.</p>
Stay calm where possible	<p>If you raise the temperature, the child and the group will go up with you. Wherever possible try to bring the temperature down. Children, like adults, need time to think through and process difficult interactions with others. Therefore with challenging pupils, give them time to think and time to manage their feelings as well. This gives them space and an opportunity to carry out your request with dignity.</p>
Rights and responsibilities	<p>Focus on the rights and responsibilities of the pupils and the teacher.</p>
Smile	<p>Use humour not sarcasm to defuse the situation.</p>
Try to make "I" statements	<p>E.g. <i>I'm finding this difficult.</i></p>
Removal of the pupils	<p>This is useful as a last resort. Use it to allow them to calm down and reassess the situation. Always make room for reparation. State the required behaviour necessary for return. Be specific, break down the behaviour that is required. Allow the pupils to elect back in, therefore taking responsibility.</p>

Behaviour – Top 10 Tips

1 Be in charge...

As the teacher, and the adult, you are 'in charge'. It is your classroom and you must actively and consciously reinforce the rules and make the decisions, rather than letting them happen out of habit, poor organisation or at the whim of the pupils.

Demonstrate your 'in-charge-ness' by the position you take in the room; keep on your feet as much as possible and be where you can watch everything that is going on. Pupils should be convinced you have eyes in the back of your head! Pick up the good things they are doing (see number 3 below). Keep moving around the classroom to establish yourself as the focal point of interest and authority.

Remember that the pupils need to feel safe; they can only do this if you are in charge. Do not justify or apologise for the rules, your standards or your insistence on compliance.

2 Use rules positively...

Pupils need to know what is expected of them in your classroom. Establish the school rules which make desired behaviour explicit. Display them prominently in the room and refer to them frequently so that they don't disappear into the wallpaper!

Praise good behaviour and refer to the rule being followed. Use the rules to point out inappropriate behaviour, "Remember our rule about ..." Give 'Good News notes' to children who do the right thing.

Have a 'feature' rule now and again, written on the board and tied to a special individual or class reward to be given to pupils who follow the rule.

3 Make rewards work for you...

It is the positive feedback and encouragement above all else that makes Assertive Discipline work. Recognise and encourage choices of good behaviour. (Aim for 10 names on the smiley whiteboard before the first warning is given);

Give pupils relevant rewards for desirable behaviours, starting tasks quickly, completing tasks, following school rules, etc. The goal is to establish the HABIT of co-operation. Standards can be subtly raised once the habit has been established.

Remember to use rewards frequently and consistently.

The easiest, quickest and most appreciated reward is descriptive praise e.g.

'Well done for showing me you are ready to listen and giving me eye contact.'

'I am so impressed with how quickly you have started your work.'

'Well done for lining up so sensibly.'

4 Catch them being good...

Praise is the most powerful motivator there is. Praise the tiniest steps in the right direction. Praise often, using descriptive praise, for example, 'It can be annoying having to look up words in the dictionary. I can see you are getting impatient but the dictionary is still open in front of you. You haven't given up.' Or, 'Even though it's nearly dinner time, well done for concentrating so well on your work.' Be willing to appreciate the smallest of effort and explain why it pleases you.

Pupils will not think you are being too strict and will not resent your firm decision making if you remember to smile, to criticise less and to praise more. Tell the pupils there will be positive consequences for positive behaviour, then follow through and show them.

Stick to your guns and don't be 'bullied' into giving rewards that haven't been earned.

Some positive behaviours are easily overlooked. Try to remember to praise pupils for

- homework in on time
- homework in late but at least it's in
- working quietly on tasks
- sharing
- good attendance
- tidy table
- not swinging on chair
- smiling
- partner talk
- helping another pupil
- not laughing at another pupil's mistakes
- promptly following your instructions
- remembering to wear glasses
- using common sense



Use the reward systems of the school consistently and fairly.

5 Be specific and clear in your instructions...

Get a pupil's full attention before giving instructions. Make sure everyone is looking at you and not fiddling with a pencil, turning around, looking at a book, etc. Only give instructions once; repeating can unwittingly train a pupil to not bother to listen properly the first time. Smile as you give instructions.

Don't be too wordy and don't imply choice when there actually isn't a choice by tacking 'Okay?' on the end, or sound as though you are merely suggesting, 'Would you like to ...?' 'How about ...?' 'Don't you think you should ...?'

Be very clear in all your instructions and expectations. Have a pupil repeat them back to you.

6 Deal with low-level behaviours before they get big...

Low level, or minor, behaviour infringements will escalate if they are not dealt with quickly and consistently. A pupil's behaviour is reinforced when he gets attention for it, but don't be tempted to ignore it. Find a calm and quiet way to let the child know that you see exactly what he is doing and that there is a consequence, without making a fuss, getting upset or sounding annoyed.

Give your instructions once only. If the pupil continues to misbehave, instead of repeating your original instruction, try one or more of these actions

- point to a place (eg on the board, on a post-it in the pupil's book, a note on your desk) where you wrote down the original instruction at the time you first gave it
- use a description of reality, 'Alfie, you are tapping your ruler.'
- stop everything and look at the pupil pointedly and wait for them to figure out why
- descriptively praise those who are behaving appropriately, praise the target pupil as soon as he complies
- ask other pupils what is needed (the squirm factor)

Always follow through, even on minor infractions, so that pupils know there is no point in testing. They should know what will happen. Only give second chances after a period of good behaviour.

7 The consequences of non-compliance...

Help the pupil to do whatever you've asked him to do. If he has thrown pencils on the floor, help him to pick them up.

If a pupil does not obey instructions straight away, do not give up. Keep waiting. Praise every little step in the right direction, even the absence of the wrong thing. For example, if you've just asked a pupil to stand up and she's not doing it, you could say, 'You're not swearing now, thank you.'

Do not protect the pupil from the consequences of his/her action or lack of action. The pupil is making a choice and you will have told him/her this and given a clear warning of the consequence.

A consequence should be uncomfortable and not upsetting enough to breed more resentment. The purpose of the consequence is to prompt the pupil to think, 'I wish I hadn't done that' and to get back on track.

Only use the school's repertoire of easy to implement and monitor consequences. Don't introduce new consequences - pupils feel safe when they know what is coming.

8 Find a 'best for both outcome'...

Avoid confrontational situations where you or the pupil has to back down. Talk to the pupil quietly and firmly in terms of his/her choices and the consequences of the choices, and then give them 'take up' time.

'Ahmed, I want you to do time out in ___'s room. If you do it now we can deal with it quickly. If you choose not to then we will need to go to the next stage. It's your choice. I'll give you two minutes to think.' Then walk away and wait.

'Sarah, put your mobile phone on my desk so I can lock it away safely. If you choose not to do that it will be confiscated,' then walk away and wait.

9 Establish 'start of lesson' routines...

Never attempt to start teaching a lesson until the pupils are ready. It's a waste of everyone's energy, giving the impression it's the teacher's job to force pupils to work and their job to resist, delay, distract, wind up, etc. This task avoidance is sometimes a 'smoke screen' hiding worries about what you are going to ask them to do.

Have a routine way of starting a lesson; a quiet activity that pupils can get right down to, without needing any explanation. Handwriting, copying the LI from the board, spelling practice or paired talk about the meaning of familiar key vocabulary from the current topic, a task to do on white boards already laid out, all of these set a learning tone. Do not allow discussion or be drawn into discussion yourself – say there will be time for that later and make sure you follow this through.

If you take the time to establish this, lessons will start themselves! You won't have a battle at the beginning of a lesson to get yourself heard.

10 Manage transitions and ends of the lessons...

Do not run your lesson right up to the last minute and then have to rush because play/lunch time has started. After the plenary allow time to wind down, answer questions, put equipment away and tidy the room.

Have a short, educational game up your sleeve if there is time to spare.

Manage the pupils' exit from the room by asking individuals or tables to line up in the class line up order. Address as many pupils by name as possible and tell them something they did well today. Lead the class **from the front of the line** but wait for catch up...it's a very big school! Make sure challenging children are near the front of the line leaving calm reliable children at the back.

Please note that ONLY lunchtime and playtime issues should be sent to Review and all other classroom incidents should be dealt in class by the class teacher in line with the school behaviour management policy

- All Reviews should be dated and logged onto CPOMs by staff only under one of the 6 categories
- Any child who is sent to Review on the day should be logged on by LM covering Review Duty
- LM member on call will check the Review on CPOMs on their duty day
- Review Should be held in the Review Room – so that children know where to go
- Children to be brought to Review with their lunch by teachers/LSAs
- Any children who are sent to Review on the day should be sent with their lunch if they have not eaten already by the adult who is sending them
- The children will eat their lunch in the Review Room
- The children will complete a 'think about it' sheet (KS1 and KS2 sheets) – time permitting
- Supervising adult will discuss the incident and resolve any issues
- Identified perpetrators should spend the entire duration in Review (others may leave if deemed appropriate)
- Letter to be sent home with the child who was the perpetrator informing parents that their child has been to Review (correct box ticked)
 - Completed letters to be emailed sent to the office
 - Office staff will upload Review letter onto CPOMS
 - Office staff will print off letter and take to class teachers to be sent home
 - Class teachers will return signed letter from parents back to the office for filing
- LM to contact the parents of any child who was injured as a result of an incident
- Parents of children who have witnessed an incident do not need to be contacted
- Children who have been in Review 5 times or more in half a term will be referred to Link SLT by LM so that a meeting can be arranged with parents to discuss concerns
- Persistent Review attenders could be withdrawn from the playground for a period of 1 week – discretion of SLT

Incidents for Review to be dealt with by SLT on duty

- | |
|--|
| 7. fighting
8. deliberately hurting another child
9. deliberately damaging equipment
10. refusing to follow the instructions of supervisory staff/teacher on duty
11. extreme rudeness to supervisory staff/teacher on duty
12. Racism or language of intolerance |
|--|

Incidents to be dealt by MDAs and or LMs (5 minutes timeout)

- | |
|--|
| 11. Play fighting
12. Swearing
13. Pushing and pulling
14. Deliberately upsetting another child (name calling)
15. Arguing with peers
16. Threatening language without physical contact
17. Pushing in line
18. Insulting another child/family
19. Forcefully taking playground equipment off another child
20. All other minor incidents |
|--|

Review should not be used as a consequence for Incidents that take place in the classroom or on educational visits.

Review days are Mondays, Wednesdays and Fridays

MAYESPARK PRIMARY SCHOOL

Lunch time review Parent's notice

Dear Parent / Carer,

Date: _____

I regret to inform you that _____ in class _____, received a lunchtime exclusion from the playground today for:

_____ spent lunchtime reviewing his/her behaviour.

Please would you sign this note and return it to school so that we know you have received it.

If we feel _____ is not learning from reviewing his/her behaviour, then we shall contact you to arrange a meeting about their conduct.

Thank you for your support.

Mrs. E Davies, Headteacher

Child's name: _____

Parent's signature: _____

Dear Parent / Carer,

LUNCHTIME REVIEW

We give children lunchtime 'Review' for unacceptable behaviour during break times. We use Review to try and make our playground as safe as possible and to ensure that our lunchtime staff are treated with respect. Children in Review stay inside for the whole of the lunch break and eat inside, separate from the rest of the school. A senior member of staff talks through their behaviour with them and about the choices that they have made. Review is given for:

- Fighting
- Deliberately hurting another child
- Rudeness to playground supervisory staff
- Refusal to follow instructions
- Failing to turn up for a review and
- Inappropriate behaviour while in review

Every time a child is given a Review parents are informed by note, which we ask them to sign and return just to make sure that they have seen it.

Your child has been in Review today and attached is a note outlining the incident.

Thank you for your support.

Mrs. E Davies
Headteacher

THINK ABOUT SHEET
Everyone deserves to feel safe

Name: _____ Date: _____ For which Teacher:

What did you do? What was your role in the incident?

What did others do? Who else was involved and what did they do?

How can you make up for this?

What will you do in the future? Suggest ways you can ensure this doesn't happen again.

THINK ABOUT SHEET
Everyone deserves to feel safe

		Next time I will



Appendix K

Our School Behaviour Policy

Information for Parents

Dear Parents / Carers,

We want your children to be safe, successful and happy at Mayespark. They and their classmates therefore need to be well behaved both in the classroom and in the playground. They need to be respectful to each other, to their teachers and to others working in our school.

Our school behaviour policy is designed to help us achieve that aim. We believe that our procedures are positive, fair and consistent and will help our children learn to take responsibility for their own behaviour. It is a system that works well.

This pamphlet contains a short summary of the main points, prepared especially for parents, so that you can understand what we are doing and why, and so that you can give us the support we need if the policy is to work.

Emiley Davies: Headteacher

What does Assertive Discipline look like at Mayespark?

Our behaviour policy and procedures are based on a system of Assertive Discipline. This includes:

- a set of whole school rules;
- a set of rewards that children should expect to receive in every class if they follow those rules;
- a set of consequences that children know will follow if they choose to break the school rules.

These are included in the pamphlet and are displayed throughout the school.

What are the principles behind our Assertive Discipline policy?

- It is the positive feedback and encouragement above all else that makes Assertive Discipline work. All staff must recognise and encourage choices of good behaviour;
- Teachers have the right and the responsibility to clearly define the limits of acceptable and unacceptable behaviour;
- Teachers have the right and the responsibility to ask for assistance from parents and from the senior staff of the school when support is needed in handling the behaviour of pupils;
- To keep everyone safe, children need guidance and limits set for them;
- All rules must be taught and then reinforced, children can only really choose to do the right thing if we have been absolutely clear about what we expect;
- Children are responsible for their choice of behaviour;
- Most children can behave if they want to;
- We reject the children's behaviour, not reject the children themselves;
- Children need to realise that there are rewards for choosing good behaviour and consequences for choosing unacceptable behaviour;
- Assertive discipline does not destroy children's self-esteem.

What is lunchtime 'Review' and how does it work?

Lunchtime Review is given for unacceptable behaviour in the playground only, and applies only to our Y2-Y6 children. Children in Review spend their lunch break inside school reviewing their behaviour, instead of playing in the playground. We use lunchtime Review to ensure our playground is as safe as possible for all our children, and to make sure that our lunchtime supervisory staff are treated with respect. Review is given for:

13. fighting
14. deliberately hurting another child
15. deliberately damaging equipment
16. refusing to follow the instructions of supervisory staff/teacher on duty
17. extreme rudeness to supervisory staff/teacher on duty
18. Racism or language of intolerance

Every time someone receives a Review, parents are informed, unless the child is a witness to an incident being investigated.

What are our school rules?

- Be kind and respect others:
 - Do not swear or call people names;
 - Do not make fun of other children or their families;
 - Keep hands, feet and objects to yourself
 - Don't take anything that doesn't belong to you
- Follow instructions given by all school staff;
- Look after your school and everything in it;
- Always work hard and try your best;
- Do not stop other children from working;
- Speak when it's your turn, listen when it's not;
- Walk around school quietly and sensibly;
- Leave sweets, chewing gum and toys at home.

YOU CAN MAKE THE RIGHT CHOICE

What are the consequences if children choose to break the rules?

If children choose to break our school rules then these are the things that will happen. Remember, when you break a rule you are making a choice.

Stage 1: Warning;

Stage 2: 'Time Out' in class for 5 minutes sitting apart from other children;

Stage 3: 'Time Out' in another class in the same year group for 15 minutes, with work;

Stage 4: A 'Blue Letter' is sent home to parents that day, signed by SLT

Stage 5: SLT is called to support with the behaviour

Stage 6: Internal exclusion for the remainder of the lesson

Stage 7: Continuous poor behaviour will result in an internal exclusion for the rest of the day

A child will move to Stage 4 if they damage property with intent, are violent or aggressive, swear, or get to Stages 2-3 for the third time in the week.

In cases of very serious behaviour, a child may be excluded straight away. This may take the form of an internal

exclusion in school, or a fixed term suspension where the child is not allowed to attend school.

What rewards can children expect if they choose to do the right thing?

If children choose the right behaviour they can expect their teacher to notice, and to reward their good behaviour. Procedures in each class may be slightly different, but these are some of the things that children can expect:

- Praise from the teacher for what they have done;
- Their name written on the smiley white board;
- Their parents will be told how well they have done at the end of the day;
- Sometimes their teacher will telephone their parents with especially good news;
- Good News letters to parents
- Star of the week
- Star charts - individual names;
- Stickers or stamps on their work or on their clothes;
- To show their work to another teacher, or a senior member of staff
- Table points / small prizes;
- Display table / board for good work;
- End of term awards;
- Special responsibilities / jobs
- Special privileges

Low Level	Five minutes time out	15 minutes time out	Blue letter
<ul style="list-style-type: none"> • Throwing small things, e.g. bits of paper. • Inappropriate/silly noises. • Out of seat. • Provoking peers. • Running in school. • Damaging equipment without malicious intent. • Fiddling with items or clothing. • Touching other people's property. • Calling out. • Persistent tapping. • Swinging on chairs. <p>Repetition of low level move to 5 minutes time out.</p>	<ul style="list-style-type: none"> • Throwing small items of equipment, e.g. ruler, pencil • Swearing • Not keeping hands and feet to self • Ignoring instructions <p>Repetition of low level and already had 5 minutes time out move to time out in another class</p>	<ul style="list-style-type: none"> • Ripping up work (malicious). • Swearing at other children with intent to offend. 	<ul style="list-style-type: none"> • Swearing at member of staff. • Backchat/answering back (in a challenging way). • Lying (dependant on the nature). • Defiance – refusal to follow instructions, including refusal to do work. • Blocking up toilets. • Spitting at someone. • Punching/hitting/pinching/ Pushing/kicking with intent to hurt. • Throwing wet tissues on ceiling or walls.

Headteacher	Duty SLT	Review	Playtime/Lunch time – Verbal Reprimand or 5 mins timeout in the playground
<ul style="list-style-type: none"> • Throwing furniture. • Knives. • Smoking, drugs. • Persistent stealing of items. • Physically abusive towards an adult (with intent). • Extreme lying (impacting life of the school). • Setting off the fire alarm. 	<ul style="list-style-type: none"> • Leaving the classroom without permission (not time out). • Racism (see HT for forms). • Use of phobic language. • Bullying – isolated incidents • Stealing of items. • Graffiti (when it is insulting to someone). • Using an object as a weapon. • Intentionally throwing an object at someone. • Damaging equipment with malicious intent. • Fighting in the classrooms/corridors. • Verbally abusive towards an adult. • Inappropriate sexualised behaviour. • Persistent bullying – intimidation, physical aggression. • Leaving the school premises without permission. • Persistent review attendance. 	<ul style="list-style-type: none"> • fighting • deliberately hurting another child • deliberately damaging equipment • refusing to follow the instructions of supervisory staff/teacher on duty • extreme rudeness to supervisory staff/teacher on duty • Racism or language of intolerance 	<ul style="list-style-type: none"> • Play fighting • Swearing • Pushing and pulling • Deliberately upsetting another child (name calling) • Arguing with peers • Threatening language without physical contact • Pushing in line • Insulting another child/family • Forcefully taking playground equipment off another child • All other minor incidents

Important information – Bullying

When a child or a parent alleges that bullying has taken place, this should be referred to the Link SLT to investigate. All bullying incidents should be recorded on CPOMs as bullying. If it is found that it was an isolated case of a child being unkind rather than repeated behaviour over time, then an incident should be recorded on CPOMs. Parents should always be informed of the outcomes.

Appendix M	Class _____	Date _____
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Name	Warning	Five minutes time out	15 minutes time out	Blue letter