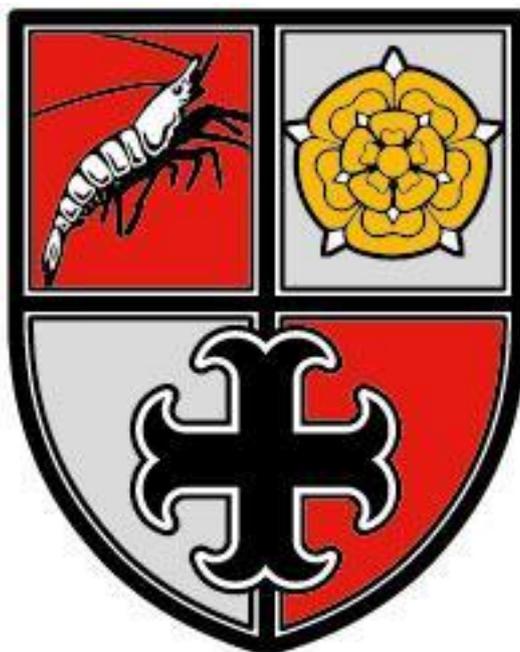


MARSHSIDE PRIMARY SCHOOL



POSITIVE BEHAVIOUR

Statutory policy

Summer 2018

Date reviewed by sub committee: PDB&W 26/06/2018

Date Approved by Full Governing Body 17/07/2018

Chair: Andrew Brown

Headteacher: Katharine Hall

Review Date: Summer /2019

Version No 2 - 26/06/18

"Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects."

(Education Observed D.E.S)

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the school's problem not an individual teacher's problem.

Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and children with courtesy, consideration and respect.
- For staff to have high expectations of children in all aspects of their work.
- For staff to try to raise the levels of children's self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of all children.
- To provide an attractive learning environment and quality resources.
- To track children's progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To implement reward and sanctions systems consistently and fairly .
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

"We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and sanctions within a positive community atmosphere."

(Discipline in Schools - Elton Report)

Our purpose is:-

- to maintain levels of good behaviour;
- to provide a consistent approach in rewarding good behaviour;
- to provide a consistent approach in responding to unacceptable behaviour;
- to ensure that behaviour enables learning and allows children to reach their potential.

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Children need to know how to make good choices. They need to receive consistent positive encouragement as a means of motivation. They need to be taught to manage their own behaviour. Teachers need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc.) will impact positively on general classroom behaviour.

Assertive Mentoring

'Attitude' is carefully tracked at least termly. This includes attendance, punctuality, behaviour, effort, homework and uniform. Targets and support are agreed where necessary.

Rules

School rules are kept to an essential minimum. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to help protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems, which develop.

1. Our Code of Conduct is:

	Take Care of Yourself	Take Care of Others	Take Care of your School
Never	Do anything silly or dangerous where you might be hurt. Stay in school at break times or leave school without permission. Talk to strangers in school unless they have a school badge.	Do anything to hurt others (such as hitting/name calling). Distract others from working. Be cheeky or rude to adults.	Steal or deliberately damage school equipment. Drop litter or deface the school building. Give the school a bad name.
Always	Tell someone if you are unhappy, being picked on or bullied.	Be friendly to visitors, newcomers and other children.	Be proud of your school.

These basic rules are simplified and displayed in all classrooms.

2. Our Listening Code

When I am asked for my attention I:

- Stop what I am doing
- Empty hands/show me five
- Look at the teacher
- Keep quiet and still
- Listen to instructions

3. Our Line up Code

When I am asked to line up I:

- Walk to the end of the line
- Leave a person space
- Keep my hands and my feet to myself
- Keep quiet and still
- Listen to instructions

We have specific rules being enforced on the grounds of health, welfare and safety

a. Food and drink

Children may bring fruit from home to eat at morning play. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment.

Children have regular access to water and water bottles can be purchased from the school office. A choice of quality juice, milk or water is available during lunch for children on hot meals and water is available for children having packed lunches.

b. Jewellery

Watches and stud earrings are the only items of jewellery, which may be worn at school, but these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves, it should be taken out at home on the days the child does PE. Any articles removed should be locked in the teacher's cupboard for the duration of the lesson.

Reasons: Rings, necklaces, bracelets etc. can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

c. PE kit

Appropriate clothing must be worn for all PE activities.

Indoors: Bare feet or plimsolls, shorts, Tee shirt or vest. No jewellery.

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to gain a sense of feel for it. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should have extra clothing to compensate for heat loss.

Outdoors: Plimsolls or trainers, shorts, Tee shirt or sweatshirt, tracksuit for colder weather. No jewellery.

Reasons: Slip-on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles (see PE Policy).

d. School clothing

The school has a separate school uniform policy. Uniform may be purchased from the school office, or from Whittakers in Southport. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled shoes should be worn.

Reasons: The overwhelming majority of parents, staff and children expressed their preference for a school uniform. School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High-heeled shoes and boots are unsafe for the school environment.

e. Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

f. **Mobile phones**

Mobile phones can only be brought to school in exceptional circumstances i.e. for the journey to and from school and only with the prior permission of the headteacher.

If permission is granted, mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

Reasons: During school hours contact is possible through the school's land lines. Mobile phones present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

We aim to ensure that all children feel safe and supported in school. All adults within school are expected to treat children sensitively. We offer a range of schemes to ensure that children have opportunities to raise issues with staff.

Behaviour Guidelines - Procedures
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Shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice e.g. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the head should be sent for. If unavailable, the deputy or most senior staff member available should be called.

Our 'Physical Handling Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. However, should a child be considered a hazard to themselves or others they may be removed from the situation in accordance with the 'Physical Handling Policy'.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The Headteacher or most senior member of staff on site will be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police to be informed. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies should be explained e.g. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Movement in and around school

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated. These should be frequently reinforced by appropriate rewards when expectations have been met.

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.

If observed running with a total disregard for other people or displayed work then sanctions should be

brought in to play (see Sanctions).

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded.

Movement around school - Suggested procedures for large groups

- Call the group together using the familiar phrase: 'Can I have your attention please?'
- Give out any instructions and set expectations.
- Use and enforce 'Our Line-Up Code'.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

Movement around school - Suggested procedures for individual children

- Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

Playtime supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum of two staff members will be required to supervise playtimes. Supply teachers should cover the duty of absent teachers but should never be without support.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

When on duty, staff should circulate and take the opportunity to socialize with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate.

An internal bell rings one minute before the end of play to inform other staff of the imminent blowing of the whistle. Upon hearing the bell, staff should go to the playground to collect their classes. If, for whatever reason, the internal bell does not sound, staff should assume that playtime will end at the normal time and respond accordingly. If, for whatever reason, staff do not respond to the bell, the duty teacher should not blow the whistle or send children into the building unsupervised, but send for the head, deputy or most senior teacher available.

Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines, joining at the back of the line. Staff send children in to school a class at a time, ensuring that there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a 'class point/s'.

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty. In poor weather duty staff may decide that children should not go outside at break time. Monitors will be sent to each class.

Playground procedures (see Lunchtime Procedures)

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise children in their class / group in the corridor, putting on coats etc. Children should be clearly informed by their teachers that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime.

Any other misbehaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency, (refer to Playtime Sanctions).

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

Behaviour Guidelines - Rewards

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards

General

- Favourable comments can and should be entered on pieces of work, (see Marking Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).
- Recognition can be given to success of differing kinds in assemblies, e.g. through the presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school (see Display Policy).
- A visit to the Headteacher for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.)
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Pals, Monitors, School Council etc.
- Praise pads.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

Whole School Reward System

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners. This is based on the collection of 'dojos' a virtual sticker or stamps. Dojos may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Dojo the member of staff should reinforce the good behaviour e.g. 'You can have a Dojo for waiting so patiently'.

Dojos are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract them, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Any noteworthy behaviour 1 Dojo (recorded on class chart)

- 20 Dojos Prize
- 100 Dojos Prize - Bronze
- 200 Dojos Prize - Silver
- 300 Dojos Prize - Gold

A 'dojo' can be awarded by any staff member to any child at any time to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. The reward should reflect the achievement i.e.

- Bronze Party: up to one session
- Silver Party: up to half a day
- Gold Party: up to a full day.

Behaviour Guidelines - Sanctions

Sanctions

In the use of sanctions, children learn from experience to expect fair and consistently applied punishments, which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

All incidents that are brought to our attention are logged and investigated to determine cause and course of action. This will include discussing with individual children their role in the incident and identifying actions to try to ensure it does not happen again. This will be done age appropriately.

Note See also our Positive Handling policy.

- If behaviour results in physical or verbal abuse towards a teacher/adult an 'Incident' form should be completed.
- If physical intervention of any kind is required then a 'Major Incident' record should be completed as soon as possible.
- Any other incident deemed 'serious' or resulting in injury should be recorded on a Major Incident form.
- We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:
 - a. provide clarity and consistency of suitable responses.
 - b. minimise disruption to others especially during teaching and learning time.
 - c. provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
 - d. allow early involvement of parents, line managers, SENCO and support agencies.
 - e. do everything reasonably possible to avoid the child's exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** e.g. 'That was a foolish thing to do because...' and not 'You are a foolish child.'

SANCTIONS PROCEDURE

Classroom teacher

Use normal strategies:

e.g. Polite requests, warnings (no more than three), repositioning, separating etc.

Step 1

Who (Classroom teacher)

Give a final warning:

Use the agreed phrase, 'This is your final warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

Step 2 (Classroom teacher)

Time Out (A)

- Child sent to designated chair/area of classroom.
- 5-10 minutes sitting alone in order to reflect, calm down etc. without causing disturbance.
- Child records when, why on class list at isolation table.

If behaviour improves return to lesson.

*If not or if child refuses, move to **Step 3***

For a regular offender:

- Record who, when, why.
- Possible removal of treats / playtime etc.
- Discussion with Team Leader and/or SENCO: consider Behaviour Intervention.

Step 3 (Teacher colleague)

Time Out (B)

- Child escorted to designated colleague.
- 5/10 minutes working alone without causing disturbance.
- Possible removal of a treats / playtime.
- Child records when, why in Attitude section of Mentoring file.

If behaviour improves return to class.

*If not or if child refuses, move to **Step 4***

For a regular offender:

- Discussion with Team Leader and/or SENCO: consider School Action of the Code of Practice.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Complete a 'Behaviour Assessment Profile' if necessary.
- Parents informed by letter that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.
- Ensure access to extra-curricular/enrichment activity is linked to improvement.

Step 4 (Teacher colleague)

Time Out (C)

- Child escorted to a designated colleague
- Up to 1 hour working alone without causing disturbance (bank of work to be available in class).
- Possible removal of treats/playtime.
- Child records when, why in Attitude section of Mentoring file

If behaviour improves return to class.

*If not or if child refuses, move to **Step 5***

For a regular offender:

- Discussion with Team Leader / Head/ SENCO: consider the need for School Action Plus
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.

- Complete a 'Behaviour Assessment Profile'.
- Parents/LEA informed by letter that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Ensure access to extra-curricular/enrichment activities is dependant on progress.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

Step 5 (Team Leader/Head)

Isolation

- Child escorted to Team Leader/Head.
- 1 session to half a day working alone without causing disturbance.
- Record who, when, why and store in Attitude section of Mentoring file.
- Parents informed of isolation by letter.

If behaviour improves return to class.

*If not or if child refuses, move to **Step 6***

For a regular offender:

- Discussion with Team Leader / Head/ SENCO : consider the need for School Action Plus
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Assessment Profile'.
- Parents / LEA informed by letter that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Ensure access to extra-curricular / enrichment activities is dependant on progress.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

Step 6A (Head /SENCO)

Pastoral Support Programme (On Report)

- **Teacher completes a Behaviour Assessment Profile.**
- **Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.**
- **Consider CAF.**
- **PSP Meeting with parents/child.**
- **Clear/realistic targets for behaviour agreed (maximum of three).**
- **Clear rewards/consequences identified for success/failure (including possible exclusion).**
- **Daily feedback to child (x 5), weekly feedback to parents.**
- **PSP to last a minimum of two weeks/a maximum of 16 weeks, and reviewed fortnightly**

If targets are achieved remove from PSP.

*If PSP failed, move to **Step 7***

Step 6B REFUSALS (Head /SENCO)

Report Card

- Teacher completes a Behaviour Assessment Profile.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider CAF.
- Well Young Persons
- PSP Meeting with parents/child.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear consequences identified for failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- PSP to last a minimum of two weeks/a maximum of 16 weeks, and reviewed fortnightly

*Report Card. If any further refusals then child to be excluded from class/break/lunchtime/trips. Child and parents need to be clear about consequences of further refusals – the child will not be allowed back into class for a period as agreed by the class teacher and a member of the SLT and possible move to **Step 7 – Behaviour contract or Step 8 Exclusion***

Step 7 (Headteacher)

Behaviour Contract

- A last step before exclusion
- Clear specific rules, which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.

- Reviewed weekly.
- Parents, Chair of Children's Discipline Committee, Behaviour Support informed.
- Complete a CAF.

If behaviour improves return to PSP

*If not move to **Step 8.***

Step 8 (Headteacher)

Internal Exclusion (up to 5 days)

- Parents, Chair of Children's Discipline Committee, Behaviour Support informed by letter.
- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.

If behaviour improves return to class on a Behaviour Contract or PSP.

*If not move to **Step 9.***

Step 9 (Headteacher)

Fixed Short Term Exclusion
(up to 5 days per term)

- Parents, Chair of Children's Discipline Committee, LA Officer informed by letter.
- Parents may make representations to Children's Discipline Committee.
- Children's Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract or PSP for a minimum of four weeks.

If behaviour improves remove from PSP.

*If not move to **Step 10.***

Step 10 (Headteacher)

Fixed Long Term Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet (parents/child or representative may attend/make representations).
- LEA Officer must be invited to attend but may not reinstate.
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Contract or PSP for a minimum of eight weeks.

If behaviour improves remove from PSP.

*If not move to **Step 11.***

Step 11 (Children's Discipline Committee)

Permanent Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 16 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious Incidents

Serious incidents need to be treated on an individual basis and the circumstances investigated. In exceptional circumstances a fixed term exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another child or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

TROUBLED CHILDREN.

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. For

these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents and carers are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Behaviour books (for KS1 and less mature KS2 children).
- Behaviour Reports (for KS2).

Both use the school 'Dojo system for showing when targets are achieved over short periods (individual sessions/playtimes etc.) and any reason why they were not achieved.

Behaviour Targets

- Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour e.g. "To stay on task at all times" is not a realistic target for the best behaved child let alone a troubled child.
- If clear targets cannot be identified – monitor.
- Should provide clear consequences for breaking the agreement e.g. exclusion.

If in doubt, consult a senior teacher.

Daily feedback on progress should be given and targets reviewed fortnightly either:

- to make targets more challenging as behaviour improves,
- to set new areas to tackle or
- to remove completely from report.

ANTI-SOCIAL BEHAVIOUR.

Three of our most important aims as a school are:

- To provide a safe and happy learning environment;
- To foster a school community built on mutual respect and care;
- To prepare our children to take their place as responsible and caring members of society.

In order to fulfil these aims, anti-social behaviour will not be tolerated in any form and will be actively discouraged in all its forms. Our whole school ethos is developed: morally, socially, spiritually and culturally, around the principles of safety, equality and inclusion. All members of the school community are involved, adults and children alike.

Our ethos is based on positive reinforcement and rewards all children to strive to achieve socially and academically.

At times we acknowledge that there will be some degree of anti-social behaviour, no matter how slight or infrequent. Our procedures aim to respond positively and effectively in a graduated manner.

The Home Office defines anti-social behaviour as:

Any aggressive, intimidating or destructive activity that damages or destroys another person's quality of life.

Actions considered to be anti-social:

- **Intimidation** – Threats or actual violence which causes others to feel scared or worried;
- **Vandalism & damage** – Causing damage or stealing things that belong to someone else;

- **Harassment** - Humiliating or embarrassing someone including anything based on race, religion, gender, disability, age and sexuality;
- **Verbal abuse** – Causing distress by swearing and shouting at and around others;
- **Being inconsiderate** - Disruptive behaviour – e.g. spoiling someone’s games; not following the instructions of an adult;
- **Being noisy and rowdy** - Low-level disruption that inhibits others’ learning or actions;
- **Bullying** – Persistent, targeted and deliberate actions over time where there is unequal conflict.

This is not an exclusive list and includes any actions that cause others to feel distressed, scared, upset or frightened.

Bullying is a form of anti-social behaviour, but not all anti-social behaviour is bullying. Bullying is not tolerated at Marshside and further information can be found in our Anti-bullying Policy.

Sanctions.

Logs are kept.

- Verbal warnings, reminder of class behaviour charter and school rules;
- Restorative conferences e.g. social stories; Parents contacted;
- Written warning - withdrawal of playtimes or other privileges (enrichment activities, trips);
- Internal exclusion from classroom;
- Acceptable Behaviour Contract to monitor a child’s progress;
- Short fixed-term exclusion;
- Longer fixed-term exclusion – consider application to a Pupil Referral Unit;
- Permanent exclusion.