

GRANBY PRIMARY SCHOOL

Care and management of children Policy

“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)

Introduction

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 that we as teachers can assist children to manage their behaviour more effectively.
- Behaviour issues are not the child’s problem or an individual teacher’s problem - they are issues to be addressed by the school.

Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils’ 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 pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil 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 consistently and fairly implement reward and sanctions systems.
- 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 punishments 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 does not inhibit learning or impede 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. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teacher's need to recognize 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. Each area is colour coded: Green-excellent/very good, Yellow-acceptable/satisfactory, Red-unacceptable. Targets and support are agreed where necessary.

Rules

School rules are kept to an essential minimum and are included in our home/school agreement. 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 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.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

1. Our Code of Conduct is:

1.	Take Care of Yourself
Never	<ul style="list-style-type: none">Do anything silly or dangerous where you might be hurt.Stay inside at break times or leave school without permission.Talk to strangers in school unless they have a school badge.
Always	<ul style="list-style-type: none">Tell someone if you are unhappy, being picked on or bullied.
2.	Take Care of Others
Never	<ul style="list-style-type: none">Do anything to hurt others (such as hitting/name calling).Distract others from working.Be cheeky or rude to adults.
Always	<ul style="list-style-type: none">Be friendly to visitors, newcomers and other children.
3.	Take Care of your School
Never	<ul style="list-style-type: none">Steal or deliberately damage school equipment.Drop litter or deface the school building.Give the school a bad name.
Always	<ul style="list-style-type: none">Be proud of your school.

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalized.

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

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

Keep quiet and still
Listen to instructions

4. 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. They may also obtain fruit at breakfast club. 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. We are a no nuts school and children must not share food.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. When children brought drinks they were largely of the high sugar, fizzy, high additive variety. This was believed to be having a detrimental effect on behaviour as well as on dental health. Drinks were frequently spilled and bottles smashed, spoiling other packed lunches and presenting an unacceptable risk of cuts and food contamination. Children have regular access to water and are asked to bring re-fillable water bottles. A choice of quality juice, milk or water is available during lunch.

b. Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at school and 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. A discreet religious item may be worn and removed for PE.

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 activity

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

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. 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:- No jewellery. Plimsols or trainers, shorts, Tee shirt, (Tracksuit in certain conditions).

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.

d School Clothing

The school has a separate school uniform policy. 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 support a school uniform. School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel 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 and only with the prior permission of the headteacher, using the appropriate form. Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the headteacher using the appropriate form. Such requests will be considered on an individual basis. 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. Please see our Communications Policy.

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

Behaviour Guidelines	Procedures
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A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

Our 'Physical Intervention Guidance' (Appendix B to this 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. Staff are trained in 'Team Teach' for safe handling and de-escalation techniques.

Please refer to our safeguarding and child protection policy for our procedure for dealing with absconding children.

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 and frequently reinforced by appropriate rewards when followed (refer to Rewards).

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 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 with a 'Smiley'.

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

Playtimes are supervised by our staff. All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. The 'Playground tablet' needs to be taken out every playtime to record the application of these procedures and track the behaviour of individuals.

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

Playground procedures (see Lunchtime Procedures)

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the cloakroom, on the stairs, putting on coats etc. Children are not allowed to remain in the building unsupervised unless they have special permission from their teacher.

Children may use play ground equipment supplied by the school. Any misuse of playground equipment will lead to confiscation.

Lunchtime procedures

Yellow and red cards will be used by lunchtime supervisors to manage playground behaviour.

Yellow card: Five minutes time out, at break or lunch, on a bench. Two yellow cards = 1 red card.

Red card: A more serious offence may lead to a straight red card – eg. Fighting.

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If a red card is given the time needs to be recorded.

If it is given before 1pm then the red card is to be completed that day and the child sent straight to the red card room.

If it is given after 1pm then the red card will be enforced the following day.

If this is the case then the child goes straight to the red card room at the **start** of the following lunch break. They will go up for sandwiches and hot dinners as a group accompanied by a behavior mentor.

If, after the red card is given, the child is angry, unreasonable and needs some time out, they will go to the red card room or another quiet space until they have calmed down. They will still serve their red card the following day.

If the child does not need time out and is calm, they do not need to be sent immediately off the playground and will serve their red card for the whole of the following lunch.

As with everything, individual judgement sometimes needs to be made, such as when considering if a child needs to be removed immediately from the playground or not. It is usually when fighting is involved that both parties might need a separate space to calm down - this is not considered as their red card time out and it needs to be explained to children that this is their calming time to get some space from the situation, not the punishment.

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

1) General

- Favourable comments can and should be entered on pieces of work
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life
- Recognition can be given to success of differing kinds in assemblies, e.g. 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 (
- 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.).

Care and management of children policy

- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Pals, Monitors, School's Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

2) Whole School Reward System: 'Smileys'

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 based on the collection of 'smiley face' stamps. Smiley faces 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 Smiley the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'.

Once awarded a Smiley can never be deducted (see Sanctions).

They 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 him, 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 Smiley (recorded on class chart)
10 Smileys	Teacher commendation: (recorded on individual achievement card)
100 Smileys	Phase Leader commendation: Bronze Award (presented by Phase Leader)
200 Smileys	Headteacher commendation: Silver award (presented by Headteacher)
300 Smileys	School commendation: Gold award (in front of whole school)

- Gold awards will be presented in whole school assemblies and parents will be invited to share in their child's achievement.
- Commendations and awards are recorded on each child's individual 'Good Behaviour Card'. The card may be taken home in order for parents and teachers to exchange comments on progress, but responsibility and care of the record rests with the child. Loss of the card will result in a loss of Smileys accrued other than in exceptional circumstances.

A 'smiley' can be awarded by any staff member to any child at any time. All staff should carry 'Smileys' at all times 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

3. Certificates

A weekly 'Going for Green' assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. Parents are personally invited to attend and witness the presentation of certificates.

Behaviour Guidelines

The traffic light system

In the Foundation Stage, children start every day on the sunshine and can move up to the rainbow or down to the gloomy cloud. In Key Stage 1, children start each day on the sunshine and can move down to the cloud and then storm cloud; or up to the rainbow and then pot of gold.

In key stage 2, children are on a traffic light system where they begin on green and can move through silver to gold for doing well. Children can also move down to amber and then red if their behaviour or effort is a cause for concern. Children finishing the day on gold or at the top of their reward system are celebrated and rewarded.

Where there are concerns about behaviour or effort, resulting in the child being moved to the bottom (either the red or the storm cloud), we expect improvements each day. Children who fail to do this will finish the day on red. The process for this is as follows:

- At 3pm a senior manager will come round the classrooms and collect all the children on red
- They then sit at a table in the KS2 Hall reading silently until the end of the day
- Their names are recorded in the “Red Book” along with a brief explanation of why they ended the day on red
- Once all classes have gone downstairs, these children follow on [i.e. they are the last to leave]
- A text message is sent to their parents asking them to speak with their child and encourage them to behave better the next day
- If a child is in the Red Book twice or more in a week, they are red carded and lose a lunchtime
- If a child is in the Red Book twice or more in two consecutive weeks, they are put on report (see Assertive Mentoring template)

Additionally, just to clarify the difference between behaviour management IN and OUT of class:

- Behaviour management in class is done using the traffic lights
- Good behaviour and/or effort moves a child to silver and gold
- Poor behaviour and/or effort moves a child down to amber or red
- Persistent poor behaviour results in Time Out A [10 minutes within the classroom]
- If this behaviour still persists, move to Time Out B [rest of the session in a different classroom]
- In extreme cases, move to Time Out C [rest of the day with Mr Fowler or Mr Cross]
- Very rarely, in case of extreme behaviour, you may need to skip steps and/or call for help
- **NB: Behaviour in class is not managed with the use of red/yellow cards!**
... except of course if a child finishes the day on red twice in a week, in which case PF/DC/JS will red card them.
- Behaviour management outside of class [playground, dining hall, moving around school] is done with red/yellow cards
- Minor offences merit a yellow card, i.e. 5 minutes’ thinking time on the playground bench
- More serious or repeated offences merit a red card, i.e. spending a lunchtime in isolation in 2JL’s classroom
- Red/yellow cards are normally given by duty teachers and lunchtime supervisors
- Teachers can use them for misdemeanours outside of the classroom
- Mr Fowler reserves the right to issue red cards as he feels best in his role as head teacher
- **NB: Behaviour in class is not managed with the use of red/yellow cards ...**

... except of course if a child finishes the day on red twice in a week, in which case PF/DC/JS will red card them.

Behaviour Guidelines	Sanctions
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Sanctions

In the use of sanctions, pupils 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.

Note See also our policy on Physical Intervention (Appendix B)

- If behaviour results in physical or verbal abuse towards a teacher/adult the appropriate form should be completed and a copy forwarded to the LA.
- If physical intervention of any kind is required then a Physical Intervention record should be completed as soon as possible.
- Any other incident deemed 'serious' or resulting in injury should be recorded on the appropriate 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:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid 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** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. . **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:

(Classroom teacher)

Use normal strategies:

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

Step 1 (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 Phase Leader and/or SENCO : consider Behaviour Intervention.

Step 3 (Teacher colleague) Time Out (B)

- Child escorted to designated colleague.
- Up to 1 hour/session 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 Phase Leader and/or SENCO
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Complete a 'Behaviour Assessment Profile' if necessary.
- Parents informed that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular/enrichment activity linked to improvement.

Step 4 (Phase Leader/Head) Time Out (C)

- Child escorted to Phase Leader/Head.
- Up 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.

If behaviour improves return to class.

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

For a regular offender:

- Discussion with Phase Leader / Head/ SENCO
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Assessment Profile'.
- Parents / LA informed 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.
- Access to extra-curricular / enrichment activities dependant on progress.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

Step 5 (Head /SENCO) Pastoral Support Programme (On Report)

- Teacher completes a Behaviour Assessment Profile to identify areas of strength and concern.
- PSP Meeting with parents/child to agree the way forward.
- 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.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider Statement of Special Needs.
- Consider CAF.
- PSP to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed fortnightly

If targets are achieved remove from PSP.

*If PSP failed, move to **Step 6**.*

Step 6 (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, Governors, Behaviour Support informed.

If behaviour improves return to PSP

*If not move to **Step 7**.*

Step 7 (Headteacher) Internal Exclusion (up to 5 days)

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Parents, Governors, Behaviour Support informed.
- LA informed of likelihood of external exclusion.

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

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

Following latest government guidance

Step 8 (Headteacher) Fixed Short Term Exclusion (up to 5 days per term)

- Parents, Governors, LA Officer informed by letter.
- Parents may make representations to Governors.
- Governors may meet but cannot reinstate.
- Upon return to school, child stays on Contract for a minimum of 2 weeks.

If behaviour improves remove from Contract to PSP.

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

Step 9 (Headteacher) Fixed Long Term Exclusion (up to 45 days per year).

- Parents, Governors, LA Officer informed.
- Governors meet (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Governors either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Contract or PSP for a minimum of 10 weeks.

If behaviour improves remove from PSP.

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

Step 10 (Governors) Permanent Exclusion

- Parents, Governors, LA Officer informed.

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- Governors meet and consider all representations and reports (parents/child may attend).
- Governors 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 20 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil 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. This may be especially true of children with or being assessed for statements of SEN and those in public care. 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 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 'smiley' 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 (see appendix)
- 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 difficult as behaviour improves,
- to set new areas to tackle or
- to remove completely from report.

GOOD PRACTICE

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self esteem. Or, we can give them a positive experience which will build their self-esteem.

Never:-

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear words

RECORDING: Notes

Recording

CPOMs should be used to record behavior issues, to record and celebrate positive behavior and to track and monitor challenging behavior.

Time Out A : a class list

It is not essential or even desirable that all isolations are always recorded but do record if:

- Monitoring individuals
- Patterns in behaviour emerge
- An individual is frequently being isolated

Time Out B:

All should be recorded and stored on CPOMS

- To check on frequency of isolation
- Identify any patterns in behaviour
- Facilitate target setting and parent discussion
- To help with possible IEPs

Time Out C:

More detailed recording required. What happened, and why.

Letter sent to parents

All should be recorded and stored in CPOMS

Statements/Comments should be brief but succinct, clear, unambiguous e.g.

‘disturbing class’, ‘being a nuisance’ meaningless and open to misinterpretation

rather : ‘tore up Anthony Brown’s work’, ‘thumped Rebecca Smith in the back’, ‘refused to sit for story
etc

All written comments should be professional with correct spelling and punctuation. Comments should avoid being judgmental, should be written in a way you would be happy to share with a parent and should be respectful.

**To see the appendices to this policy, please look at the school website
www.granby.leicester.sch.uk / about us / policies / care and management of children**

