



Liden Academy
Behaviour and Discipline
Policy

We promote high standards of behaviour throughout the school (primarily by awarding Guiding Gems) and encourage respect for others and our environment. A consistent approach is necessary from all adult members of the school community in order to maintain effective discipline. Consistent expectations are important and all members of staff must be proactive in requiring all pupils to make good behaviour choices in class and elsewhere in our school.

Parents must ensure that their child is well behaved at school. The school has a 'Home-School Agreement' which parents and pupils are asked to sign.

Warm, friendly and open relationships along with quiet but firm discipline are seen as the basis for good social behaviour and encourage a caring, happy, atmosphere.

1.1 Objectives

- To develop self-discipline in pupils
- To create the conditions for an orderly community in which effective learning can take place and in which there is mutual respect amongst members
- To secure a consistent approach to the maintenance of discipline throughout the school
- To instil in pupils high standards of behaviour based on self-respect and respect for the rights of others and their environment
- To enable pupils to become valued members of the wider community.

We are aware of our legal responsibility (DfE) to discipline beyond the school gate and we follow up incidents of unacceptable behaviour, by our pupils, when such incidents are brought to our attention. The police are always informed of behaviour which is criminal or which poses a serious threat to a member of the public.

1.2 Routines

It is important that daily routines and requirements are approached consistently throughout the school so that children know what is expected of them. Visual timetables are used.

1.3 Transition

A careful transition is planned when the children join FS1 and transition from FS1 to FS2. This includes pre-school visits, parents' meetings, story time, home visits and a phased introduction to school. Class teachers liaise carefully as children move from one class to another, passing on verbal and written information. Children meet their new teacher (if possible) and class in term 6, in readiness for the following September. Transition from Y6 to Y7 is managed carefully with exchange of information from current to receiving teacher, pupil visits and additional preparation sessions for vulnerable pupils.

1.4 Guidelines

Incidents arising outside lessons should be dealt with initially by the staff observing them and, if necessary, passed to the appropriate member of teaching staff. All adult members of the school community should regard themselves as being "on duty" at all times and should model appropriate behaviour and never allow minor misdemeanours to go unchecked.

Any referrals should be followed through to ensure that appropriate action has been taken (see appendix 3 Behaviour management flow chart). Empty threats are an incentive to further poor behaviour and should never be used.

Unacceptable behaviour in the classroom can arise from inappropriate teaching content or method. Teachers are advised to ensure that they are providing appropriately differentiated work as well as adopting appropriate intervention strategies.

A positive approach to behaviour is more effective than a negative, confrontational one. Expectations and boundaries should be set early. Once these are established positive discipline should be exercised. Good behaviour should be the expectation and generously rewarded with praise. Children should be reminded of rules and expectations regularly. When speaking with children, it is important to separate the child from the behaviour (it is the behaviour and not the child which is unacceptable).

1.5 School Rules

All groups need guidelines in order that each person knows what is or is not acceptable behaviour. In this school we have three types of rules:

Golden Rules.

These are displayed around our school for everyone to follow:

- Be respectful, gentle and kind
- Be honest and tell the truth
- Look after property
- Share with others
- Listen, don't interrupt
- Do your best at all times.

Classroom Rules.

These are decided by each class at the beginning of the academic year and are displayed in their own room. The class teacher and pupils try to ensure that the members of their class follow these rules at all times.

General Safety Rules to ensure the safety of the pupils.

- No pupil is left unsupervised in or out of the building.
- Pupils should not go to unsupervised areas inside or outside without permission.
- Pupils should walk when inside the building and keep to the left of corridors.

Please refer to subject policies for specific safety guidelines e.g. PE, DT

1.6. Preventative Actions

“Circle time”, PSHE (Personal, Social and Health Education delivered via the Jigsaw curriculum) and Sensory / Rainbow room activities and class or group discussions are planned into the curriculum. These give children the opportunity to develop social skills and emotional intelligence, to look for solutions to behaviour issues, to reinforce acceptable behaviour and to identify/ recognise/ develop positive personal qualities

Celebration/collective worship assemblies enable positive actions and good work to be praised and rewarded. Emphasis is placed on developing the caring, sharing atmosphere of the school through team/group activities and highlighting displays of good manners and kind actions. Emphasis is placed termly on developing the behavioural traits of our Guiding Gems.

Team captains/vice captains and School Council members may be able to help to resolve conflict/ issues. All children are encouraged to tell their class teacher or adult in charge if they are unable to deal with any problem themselves. This is reinforced by our ‘who to turn to trees’ displays.

Staff, pupils and their families work together to encourage and reinforce good behaviour. We actively encourage good relationships with parents to ensure problems can be dealt with quickly and effectively.

We are an 'Anti-Bullying' school and we have an Anti-Bullying Policy. This can be found in the statutory documents section on the school website: www.Liden-pri.swindon.sch.uk.

1.7. Intervention

For children with social/ emotional/ behavioural difficulties, appropriate intervention programmes are available including social and emotional group activities, anger management, Life Skills and Sensory/ Rainbow, and Forest Schools. Qualified Teaching Assistants usually deliver these. A Specialist Teaching Assistant is available to support vulnerable children and individuals facing difficulties. The school has access to a Parent Support Advisor; referrals may be made for children with significant social, emotional and behavioural difficulties. We signpost parents to TaMHS services, which are available through children's GPs.

1.8. Rewards

The following are used to encourage, celebrate positive (Green) behaviours and raise self-esteem.

Verbal praise and smiles are used continuously.

Guiding Gems

These are gemstones, which are linked to behaviour traits considered important to meet our school objectives. Children are given a gemstone each time they demonstrate any of these behaviour traits:

- Ruby – Be **respectful**, friendly and honest.
- Sapphire – Think, concentrate and **try your best**.
- Emerald – **Persevere** and stick with it even if it gets tough.
- Diamond – Notice a problem and think of ways to solve it.
- Amethyst – Be a good listener, and **share** your ideas.
- Topaz – **Work as a team**.

Adults will explain to children why they have received a gem. These gems are placed in class pots. Once a gem is awarded, it cannot be removed from the pot.

Every term there is a whole school focus on one gem trait. This is displayed in the school hall and in each classroom. Collective worship will refer to this gem and highlight the behaviour traits to be rewarded.

Each child will record the gems that are awarded by their teacher/adult on a class chart. Children that have reached the milestones of 25, 50, 75 or 100 (or more) gems in one term receive certificates. Those gaining a 100+ will get extra golden time and a badge. Certificates for these are awarded in Celebration assembly.

Once a week, in Celebration Assembly, teachers will nominate one child that has demonstrated that term's chosen gem. This child will receive a certificate for that gem. (See Guiding Gem policy).

At the start of each term, the teacher will decide a target weight of gems to be collected at the end of the term. In our Celebration assembly, every class will share the weekly gem weight. At the end of each term, classes that achieve their gem target will be rewarded by an enriched curriculum activity. Each class will record the running total of gems on a jar each week. This section is to be read alongside the schools Guiding Gem policy.

Golden Time

Children who complete their tasks satisfactorily are able to carry out an activity of their choice within the classroom.

Stickers

These are given to children by the class teacher or support staff when their work is deemed to be of a high standard or where a significant effort has been made. Stickers are also used to reward good behaviour, good manners, helpfulness etc.

- The Principal/Deputy and Phase leaders give a special sticker or award if a child's actions/work warrants additional recognition.
- A celebration postcard may be sent home to parents in recognition of exceptional work, behaviour and effort or a gem may be given.
- Children are given 'Ask me what I did sticker?' These are for positive behaviour/work achievements.

Achievement Displays

Display boards are used to show case and celebrate the achievements of pupils in and outside our school. For instance in each class there is a writing, spelling and handwriting champion. In the school hall, achievements in Mathematics for each class are displayed.

Showing Work

Children who do well are encouraged to share their work with their peer group, class helpers, friends, and other staff in the school.

Parental Involvement

Parents are informed of good behaviour and work by the class teacher to allow them to share in the celebration of their child's success and help to reinforce positive attitudes. Children are encouraged to show work to their parents e.g. bring them in after school to see a model they have made. In some cases, a piece of work may be photocopied for the child to take home to show their parents.

Many of the above rewards relate to good work as well as good behaviour. Activities in these areas must be closely related if every child is going to achieve his/her educational potential in a caring environment where all members have respect for one another and work together.

1.9 Sanctions

The following principles are to be adhered to when giving sanctions:

- Appropriate
- Proportionate
- Reasonable
- Respectfully

Blanket punishment are deemed inappropriate. It is not acceptable to humiliate a child. All staff are expected to use and apply consistently yellow, red and blue system of sanctions that cover a range of behaviours. Within this, a key strategy sanction is the use of yellow and red cards, in addition to using a clear escalation procedure for referring pupils to more experienced and senior staff (see appendix 3).

Yellow Sanctions and use of Yellow Card

In practice, the class teacher or adult in charge normally deals with minor misdemeanours at the time of incident and sanctions relate to the task/activity. A teacher/TA may use a non-verbal warning, a positive comment to others of the behaviour expected, and/or a verbal reminder before issuing a yellow card. This may be linked to a further sanction such as writing an apology that is within the Yellow table of sanctions. A yellow sanction may be given on its own.

Pupil Think Sheets

A child may be asked to go to another classroom to complete a 'Think Sheet' with the purpose of reflecting on their behaviour in relation to a gem trait that they have not displayed in class (see appendix 7).

Red Sanctions and use of Red Cards

For behaviours that fall into the red category of behaviour such as repeatedly refusing to follow a teacher request, a red card may be used will mean an instant loss of 5 m Golden time. Once again, other sanctions in the red table may be used with the red card or without.

In the case of small items, e.g. pencils/rulers being broken parents are asked to replace the item or bring sufficient money to replace it. In the case of expensive items, (i.e. broken window) parents will be asked for a full/part contribution towards the cost of repair or replacement.

Behaviour at play and lunchtime

At lunchtime MDSA's are to tick whether a yellow or red card has been issued to a child on the class tracking sheet. More serious incidents need to be brought to the attention of the senior member on duty, followed up by completing a *Behaviour Incident Form*.

A child that has persistent yellow and red cards for lunchtime behaviour (more than 5) in a term shall miss a lunchtime play and earn back 5 minutes at a time over 3 consecutive days after which they may resume normal playtime arrangements if their behaviour is sufficiently improved. Parents are to be informed if this repeated.

Behaviours that are causing concern

If a child's inappropriate behaviour is out of character or persistent the class teacher shall use a graduated response referral system to the School SENCO to ensure that behaviour concerns are acted upon quickly (See Appendix 1). This shall involve notifying and talking to the child's parents. If necessary, a plan of action is set up e.g. parents to meet teacher weekly to discuss progress. The class teacher must also inform other staff if it relates to playtime or involves particular groups of children.

In the case of continuing problems, the class teacher and/or Principal and/or SENCO (Special Educational Needs and Disabilities Coordinator) will liaise with parents to implement further strategies Part 2. Behaviour Support and other outside agencies may be involved where appropriate. Individual children with social/ emotional/ behavioural difficulties may have Specially devised behaviour plans, including break and lunchtime plans, with personalised rewards and sanctions.

Before a programme is set up, the following actions need to be taken:

- Classroom behaviour is monitored.
- Medical history is checked.
- Learning assessments to highlight educational need are reviewed.
- The setting up of the programme is discussed with parents.

Blue Behaviours

Extreme behaviours in the red and blue category are to be brought to the attention of the Principal/ SENCO immediately either by a radio or through a 'red circle' system, to call for assistance should any member of staff need additional support.

In these cases, parents are informed immediately. If the behaviour persists, a meeting will be arranged with the child's parents and the possibility of setting up a support programme involving the Behaviour Support Team and other outside agencies.

It may be necessary to establish an individual support programme for pupils who have severe behavioural and/or emotional problems or needs. This involves:

- Any learning difficulties are reviewed, particularly literacy skills, which may be affecting behaviour – TA support may need to be provided. Disapplication of the National Curriculum may be also required in extreme cases.
- Individual programmes will set out key targets and will identify rewards and sanctions. Each programme will require at least a termly review.
- Specialist help will be required from outside agencies such as the Behaviour Support Team or TaMHS.
- “Buddy” support may be considered – another child or group of children are asked to support the child with problems.
- A change of class or school may be considered or placement at a Specialist Resource Provision (SRP).

The support programme must be discussed with parents. All members of staff involved with the pupil are made aware of the programme and its contents to enable a consistent approach to the targets set. The Chair of Governors is informed of any pupil with an individual programme and kept informed of their progress.

If extreme behaviour continues and or if there has been a serious incident, parents will be informed of the procedures (as laid down by the DfE and Local Authority) for fixed and permanent exclusion as appropriate. Exclusion will only be considered in the following instances:

- In response to a serious breach or persistent breaches of the school's behaviour policy;
- A range of strategies have been tried and these have failed
- The pupil is seriously at risk of harming him or herself.
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

In summary schools have a legal right to impose reasonable sanctions if a pupil misbehaves. In addition to a reprimand and contacting parents, pupils may be removed from class, lose privileges, miss break times, have items confiscated or be given a detention at lunch time, after school or at weekends. The decision to impose a detention and arrangements for the detention are made by the Principal. See

DfE ‘Behaviour and Discipline in Schools: Advice for Principals and school staff 2016’.

Reporting and recording behaviour incidents

The use red cards are recorded by the class teacher on a weekly basis. This information is collected by the SENCO to evaluate. The information is used to identify individual patterns of behaviour that may need some intervention by the class teacher and may involve parents. The other use is to evaluate behaviour overall as a measure of the success of the school policy and stated Mission Statement.

Significant behaviours from the red and blue bands must be reported using the school procedure (see appendix 4) of completing a **Behaviour incident Form** (see appendix 5) and /or a **Witness Statement Form** (See appendix 6). These are to be given to the Principal to record in the school behaviour file that is kept in the headteacher’s office.

2.0 Racial Incidents

All incidents of a racial nature are taken very seriously and are dealt with according to our policy and the Local Authority guidelines as follows:

- Incident is investigated with all who are involved, including witnesses.
- The incident is recorded using the Behaviour Incident and Witness forms.

- A report is completed
- Parents of victim and perpetrator are informed.
- Education is provided and sanctions are put in place where necessary.

2.1 Bullying

An Anti-Bullying Policy was first established in 2011. It is updated as required and is to be read alongside this policy. Any incidents are to be reported using the *Behaviour and Witness statement forms* (See appendix 4).

2.2 Restraint / Use of reasonable force

Staff should be aware of the DfE's 'Use of reasonable force: Advice for Principals, Staff and Governing bodies and the Local Authority's 'Policy on Positive Handling and the Use of Reasonable Force'. A copy is available in the staff room. A risk assessment must be completed where children exhibit extreme behaviour. Children who have been identified as presenting a risk must have a positive handling plan. Staff who are expected to use planned physical intervention techniques should be trained. A programme of Team Teach training is in place for key members of staff.

Physical intervention:

- Be in the best interests of the child.
- Should be avoided unless it is absolutely necessary.
- Should be preceded with a verbal warning if possible.
- Must be reasonable and proportionate.

All staff who have control of pupils during the school day or come into contact with pupils may use reasonable force to control or restrain a pupil who is:

- At risk of injury to themselves.
- Has caused or is likely to cause injury to another pupil (fighting), themselves, or member of staff (attacking).
- At risk of significant deliberate damage to property.
- Behaving in a way that is compromising good order and discipline.
- At risk of causing injury through rough play or misuse of materials or objects.
- Absconding from class/school.
- Persistently refusing to leave a classroom/teaching area.
- Seriously disrupting a lesson.

Parent/class helpers are made aware of restraint procedures but unless they are working away from the class teacher (e.g. in the grounds) should not intervene physically except where the pupil is seriously at risk of endangering themselves or others. If a pupil, working with a helper demonstrates unruly behaviour the class teacher should be told immediately and the child returned to class.

Physical intervention may involve holding or guiding and, in extreme cases, more restrictive holds and biomechanical disengagement. Physical intervention may cause minimal discomfort and there is the possibility of accidental injury. Physical intervention must never involve slapping, pinching, kicking, twisting or forcing limbs, tripping up, holding or pulling hair or ear, holding face to ground or holding around the neck. Staff must avoid touching or holding a pupil in a way that might be considered indecent.

Any incident where restraint is used, staff must follow the school reporting and recording procedure. (See appendix 4). All incidents must be recorded in the 'Bound and Numbered Book' within 24 hours of the incident. This is kept in the head teacher's office.

This policy is linked to:

- Anti-Bullying policy
- Acceptable Use IT Policy
- SEN policy
- Intimate Care policy
- Safer Recruitment policy
- Child Protection and Safeguarding Policy (Sarah Turner)
- Part 1 of Keeping Children Safe In Education (Sept 18)
- The code of conduct for volunteers
- Information about what to do if worried about a child / adult
- Annex A of Keeping Children Safe In Education (Sept 18)
- The school's staff code of conduct
- The safeguarding response for children missing in education
- First Aid and Medical needs policy
- Health and Safety policy
- Attendance policy
- Children arriving and being Collected from school
- Positive handling and the use of reasonable force policy
- Intimate Care Policy
- Computing policy
- Mobile Technology Policy
- Internet safety policy
- Safer recruitment policy
- Central Record of recruitment and Vetting Checks
- Looked after Children policy
- Swindon's Neglect Framework
- SBC escalation policy
- Staff and Volunteers code of conduct.
- Managing allegations against staff policy
- Whistle Blowing policy
- Violence and Aggression against staff policy

Last review: April 2020

Next review: April 2022

Appendix I:

SEN/Behaviour Graduated Response Part I

All staff will follow the following procedures for any SEN or behaviour concerns within their class. Once this list has been trailed and completed, referrals will be made to external agencies.

Name of child:			
Class:			
Class teacher:			
Date of graduated response start:			
Background information:			
Have you had support previously for other children showing similar needs?	Y	N	
What advice were you given?			
Have you tried those strategies for this pupil?	Y	N	
What was the impact?			

Strategies	Tick	What do I need to consider?
<p><u>Knowing the child</u></p> <ul style="list-style-type: none"> • Identify, celebrate, and build on the child’s strengths. • Get to know the child well through careful observation, and reflecting on what went well/didn’t go well and why. • Consider the child’s basic needs (environment, food, drink, toilet, sleep, medical etc.) • Pre-empt situations which individual children may find difficult – avoid problems happening. 		
<p><u>Environment</u></p> <ul style="list-style-type: none"> • Provide a quiet, calm, safe place to go to when needed. • Remove distractions (Sensory – lighting, temperature, noise, visual distractions – cluttered displays, clutter. Social – people) • Be organised – have appropriate resources ready, (visual, kinaesthetic and auditory). 		
<p><u>Routines</u></p> <ul style="list-style-type: none"> • Keep things predictable, have routines, which do not change too often. • Allow for “sensory breaks” between activities. • Provide transition activities to support the children to transfer their focus from one set of expectations to another e.g. when coming into school/after play. • Visual, regularly referred to, reward systems – what would the children value as a reward? • Regular reminders of rules, rewards and consequences – have visual displays and refer to them regularly. • Timers – give a countdown to changes of activities. • “Catch ‘em being good” – reward the positives. OFTEN. 		

<p><u>Language</u></p> <ul style="list-style-type: none"> • Use visual cues to aid understanding. • Have a visual timetable so the children know what happens next. • Make instructions clear, and ensure the children have understood. • When speaking to children say the child's name first to get their attention. • Ensure the child processes the whole sentence, if not, find out whether they remember the first or last thing heard, and ensure the most important instruction is put in the right part of the sentence e.g. Chris, put coat on, time to play outside, or Chris, outside play, coat on. • Pre teach any new language which may be needed e.g. for a specific topic 		
<p><u>Adults should:</u></p> <ul style="list-style-type: none"> • Model to the children what you want them to do. • Be a positive role model for good behaviour. • Find opportunities to teach specific skills e.g. turn taking, sharing, understanding facial expressions and body language, understanding how other people feel. • Interact with the children, play with them, teach them skills, comment on what they say and do, acknowledge their feelings and achievements. • Do not put them into situations they are unable to deal with without supporting them and teaching them the skills they need. (You would not give a 4 year old a reading book intended for a 7 year old unless they had the skills to read and understand it). 		
<p>Next steps agreed with Phase Leader</p>		<p>Signed:</p> <p>Class Teacher:</p> <p>Date:</p>
		<p>Signed:</p> <p>Phase Leader:</p> <p>Date:</p>

Part I- Behaviour Checklist- Copy to teacher file

	Y	N	What do I need to consider?
Does the child know how I expect them to behave? If not, how can I help them learn?			
Does the child have the skills needed to meet those expectations? If not, which skills do I need to teach them? How will I do that?			
Do I always let them know when they are “getting it right”?			
How do I let them know if they are “getting it wrong”?			
What do I do to help them correct these mistakes?			
Which pro-active strategies do I employ to stop it happening again			
If it does happen, which strategies am I using to de-escalate the situation? Am I using the most appropriate language to deal with the situation?			
What do I think might be causing this behaviour?			
What is the child gaining or avoiding by using this behaviour? Do I need to keep ABC records to help me find out?			
How do I feel about this behaviour? Am I the best person to deal with it right now			
There is stillroom for improvement. What else can I change? Do I need to get extra help or more information?			
Next steps agreed with Phase Leader			
Signed:		Signed:	
Class teacher		Phase Leader	
Date:			

Part 2: To be completed with SENCO

Action	Date started	2-week review- Is the action supporting the child. If not, why not?	Next steps	Signature Class teacher/ parent/SENCO/ Principal
Completed good practice strategies checklist and shared with SENCo Part I				
Completed behaviour checklist and shared with SENCo Part I				
SENCo Observation				
SENCo meeting- minutes to be taken and saved				
Meeting with parents- minutes to be taken and saved				
Behaviour chart- red, yellow, green with inbuilt rewards- Keep all copies				
Visual timetable with inbuilt rewards				
ABC trigger chart with analysed information				
Action	Date started	2-week review- Is the action supporting the child. If not, why not?	Next steps	Signature Class teacher/ parent/SENCO/ Principal

Now and next board				
Individualised curriculum that meets the child's needs				
TA support				
Red card sheets				
Risk Assessment to be shared with all staff who come into contact with the child- to be reviewed fortnightly and updated as appropriate.				
Behaviour management plan/care to be shared with all staff who come into contact with the child- to be reviewed fortnightly and updated as appropriate.				
Next steps agreed with SENCo				
Signed	Class teacher	SENCo	Date	

External Agencies

Action	Date started	2-week review- Is the action supporting the child. If not, why not?	Next steps	Signature Class teacher/ parent/SENCO/ Principal
SENCo feedback with external agency- minutes to be taken and saved				
Fortnightly meetings with parents to review progress- minutes to be taken and saved				
Advice from agency to be adhered to. Any changes to be clarified with SENCo and agency				
Next steps agreed with SENCo				
Signed	Class teacher	SENCo	Date	

Appendix 2: Whole School Behaviour Reward and Sanction System

Green Behaviours		All staff
Rewarding and celebrating when children display gem behaviours and are following Golden rules.		
Behaviours	Rewards	
Guiding Gems <ul style="list-style-type: none"> ▪ Ruby: Be respectful, friendly and honest. ▪ Sapphire: Think, concentrate and try your best. ▪ Emerald: Persevere and stick with it even if it gets tough ▪ Diamond: Notice a problem and think of ways to solve it. ▪ Amethyst: Be a good listener, and share your idea ▪ Topaz: Work as a team 	<ul style="list-style-type: none"> ▪ Verbal praise ▪ Stickers ▪ Ask me what I have done well? yellow sticker ▪ Awarding Gems ▪ Awarding Gems towards class treats ▪ Gem individual certificates ▪ 25, 50, 75, 100+ Gem certificates ▪ 100+ Gem badges ▪ Principal/Deputy/Phase leaders stickers/postcards 	
School Golden rules <ul style="list-style-type: none"> ▪ Be respectful, gentle and kind ▪ Be honest and tell the truth ▪ Look after property ▪ Share with others ▪ Listen, don't interrupt ▪ Do your best at all times. 		

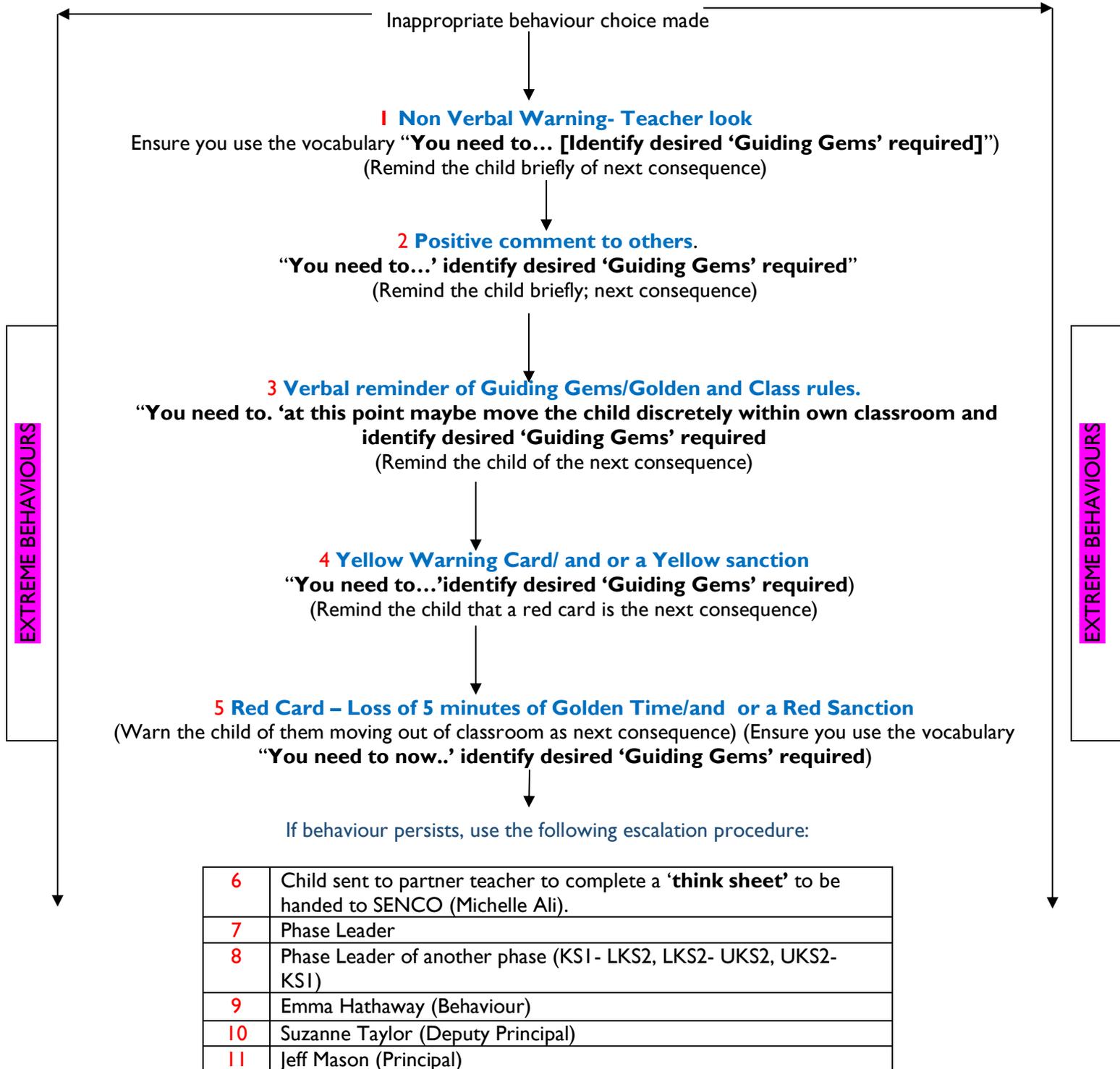
Yellow Behaviours		Class Teacher
<ul style="list-style-type: none"> • Non-verbal reminder • Positive comment to others modelling good behaviour • Initially a verbal reminder of expected behaviour (Guiding Gems/class/Golden rules) • Issue and record a yellow card/ and or other yellow sanctions. 		
Behaviours	Sanctions	
<ul style="list-style-type: none"> ▪ Inappropriate attitude to work or staff ▪ Making noises - singing, humming at inappropriate times ▪ Fidgeting/moving/about/disrupting /interrupting/chatting/calling out on the carpet/in assembly <ul style="list-style-type: none"> ▪ Deliberately slow response to instructions ▪ Ignoring instructions ▪ Talking/changing places when lining up ▪ Being significantly off task ▪ Distracting other children ▪ Deliberately being noisy ▪ Wandering around the classroom or entering school inappropriately ▪ Winding up or in appropriate attitude to other children ▪ Non-deliberate swearing ▪ Being disrespectful towards adults, for example tutting, rolling of eyes, shrugging 	<ul style="list-style-type: none"> ▪ Yellow Card ▪ Identification of behaviour and reminder of Gem traits/Class and Golden rules. ▪ Whole class discussion of problem though it may be one child who is causing the problem ▪ Teacher/child discussion ▪ Losing choice of where to sit/stand ▪ Loss of class privileges ▪ 'Time out' in another classroom or other supervised area ▪ Loss of play/ lunchtime time (5 minutes) whole/small group/individual ▪ Making up work during playtime ▪ Verbal/letter of apology ▪ Informal discussion with parents ▪ Send to another teacher in your key stage 	

Red Behaviours	Class Teacher/ Year partner/Phase Leaders/Deputy Principal
<ul style="list-style-type: none"> • A final verbal reminder of expected behaviour/class/golden rules may be given at the discretion of the adult involved based upon their professional judgment. • Failure to modify behaviour will result in the child receiving a red card and/or other red sanctions. • Red cards to be recorded. 	
Behaviour	Sanctions
<ul style="list-style-type: none"> ▪ Repeated Yellow behaviours ▪ Leaves the classroom without permission ▪ Throwing of objects ▪ Being aggressive/fighting/hitting/kicking/ pushing spitting/biting ▪ Deliberate lateness to school ▪ Making rude comments or gestures about another child or their family ▪ Unprovoked (repeated) attacks on another child ▪ Rudeness to, or about, adults ▪ Swearing at adult/child ▪ Lying ▪ Stealing/breaking other children's belongings ▪ Deliberately damaging school property ▪ Deliberate bullying: verbal, physical, homophobic and on- line. 	<ul style="list-style-type: none"> ▪ Red card and 5 minutes loss of Golden time. ▪ 'Time out' in another class. ▪ Working outside the classroom or on their own in the classroom. ▪ Substantial withdrawal of privileges i.e. computing, PE, all of play and lunchtime. ▪ Loss of 5 minutes+ Golden Time ▪ 'Time out' on playground at playtime ▪ Home/school behaviour book. ▪ Referral to Key Stage Phase leader. ▪ Following discussion with Key Stage Phase leader - formal contact with parent if inappropriate behaviour re-occurs, e.g. three times in a week, ▪ Teacher Referral to SENCO for advice and support: i.e. identify undiagnosed needs. ▪ Behavioural chart/diary of events to be kept ▪ Behaviour plan to be implemented ▪ Support from Principal as necessary ▪ Principal/child discussion

Blue Behaviours: these are often deliberate acts: direct intervention by the Principal.	Principal
Behaviours	Sanctions
<ul style="list-style-type: none"> ▪ Repeated red behaviours ▪ Bringing in dangerous objects ▪ Being aggressive e.g. by threatening another child/member of Staff ▪ Racist/homophobic comments ▪ Violent/dangerous/damaging behaviour e.g. throwing furniture ▪ Dangerous refusal to cooperate, inappropriate behaviour ▪ Running out of school ▪ Persistent disruptive behaviour: <ul style="list-style-type: none"> ○ challenging behaviour ○ disobedience ○ persistent violation of school rules ▪ Deliberate bullying: verbal, physical, homophobic and on- line. ▪ Sexual abuse, assault and bullying 	<ul style="list-style-type: none"> ▪ Principal/child discussion ▪ Behaviour chart/diary of events to be continued ▪ Behaviour Plan to be reviewed with SENCO and parents ▪ Detention ▪ Formal interview with Parents ▪ 'Time out from the class ▪ Removal from activity/visit ▪ Daily home/school book to monitor behaviour ▪ Emergency involvement with outside agencies ▪ Separate eating area at lunchtime ▪ Redress for damages to be considered ▪ Fixed or permanent exclusion from Principal

IN-CLASS BEHAVIOUR MANAGEMENT FLOW CHART

We always lead with the positive first

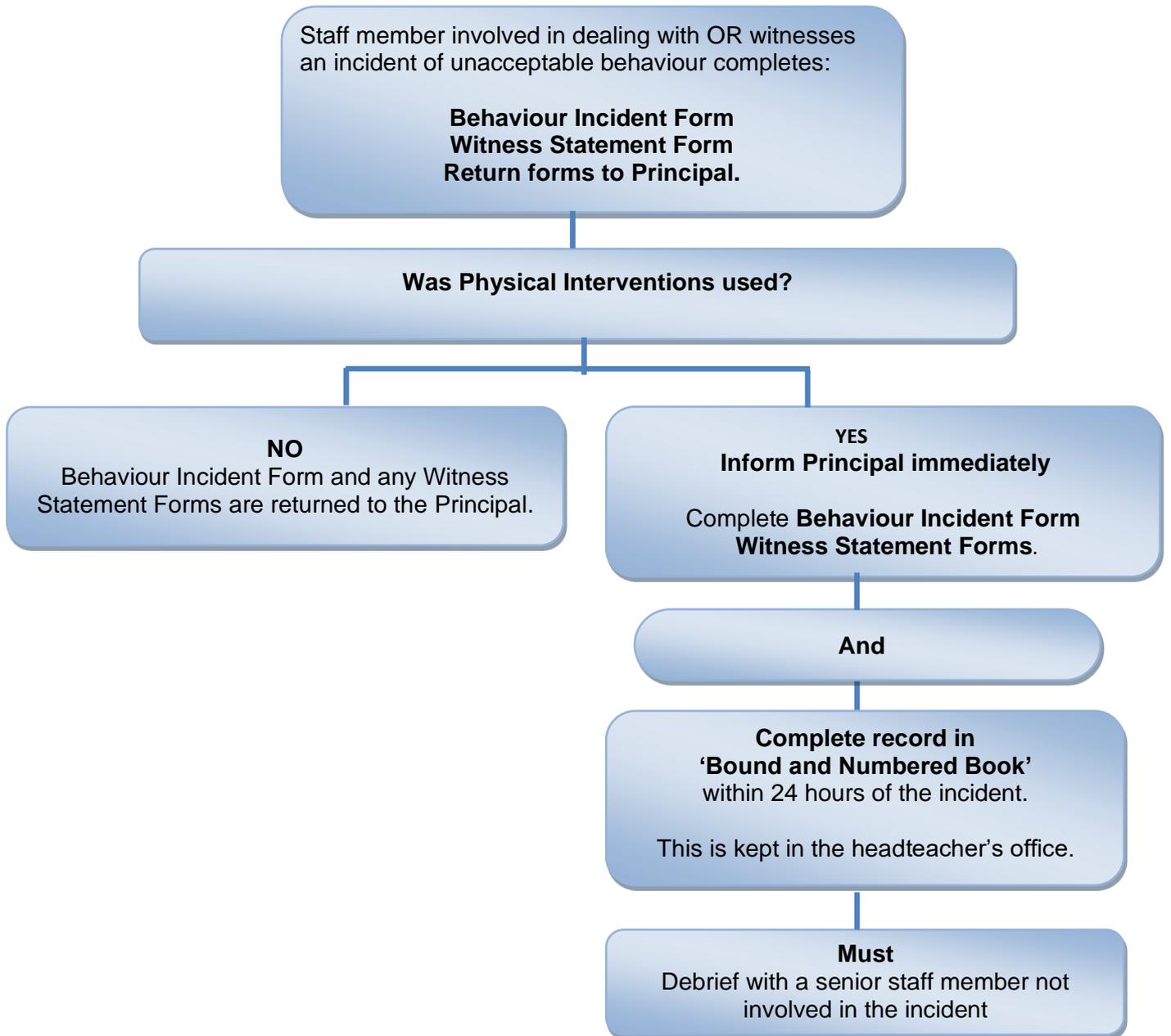


Extreme Red and Blue behaviours go to 9-11 stages for

- (1) Swearing aggressively at an adult or child in or outside the classroom the classroom
- (2) Deliberate act to inflict pain on anyone

Liden Academy

Behaviour Incident Flow-Chart for Red and Blue Behaviours





No.....

**Liden Academy
Behaviour Incident Form**

This form is for completion in the event that you witness an incident that breaches our Golden Rules. Please ensure that all parties who witness the incident completes a Witness Statement Form.

Who reported the incident		Date
Name/s of child/children		
Date of incident:		
Time of incident:		

Location of incident:	Type of incident:	
Classroom <input type="checkbox"/>	Physical assault: <input type="checkbox"/> hit/kick/slap	Racist comments/materials <input type="checkbox"/>
Playground <input type="checkbox"/>	Threatening: violence/ Aggressive behaviour <input type="checkbox"/>	Verbal abuse or physical threats to pupil/staff <input type="checkbox"/>
Main Hall <input type="checkbox"/>	Disruptive: <input type="checkbox"/> challenging/refusing to cooperate	Breaking school rules <input type="checkbox"/>
Toilets <input type="checkbox"/>	Bullying: verbal/phys/ homophobic <input type="checkbox"/>	Damage to property/theft <input type="checkbox"/>
Corridor <input type="checkbox"/>	Swearing/rudeness to adult and child <input type="checkbox"/>	Derogatory name calling <input type="checkbox"/>
Other <input type="checkbox"/>		Other <input type="checkbox"/>

Details of incident:		
<ul style="list-style-type: none"> ▪ Antecedents prior to the event? ▪ Any trigger? ▪ What was said ▪ Actions taken to de-escalate/defuse the situation 		
Why do you think it happened?		
Action taken:		
SL's to follow up?	Yes	No
Name/s of staff present:		
Signed:		Date



Liden Academy

Witness Behaviour Incident Form

This form is for completion in the event that you witness an incident that breaches our Golden rules.

Who witnessed the incident		Date
Name/s of child/children		
Date of incident:		
Time of incident:		

Location of incident:		Type of incident:	
Classroom <input type="checkbox"/>		Physical assault: <input type="checkbox"/> hit/kick/slap	Racist comments/materials <input type="checkbox"/>
Playground <input type="checkbox"/>		Threatening: violence/ Aggressive behaviour <input type="checkbox"/>	Verbal abuse or physical threats to pupil/staff <input type="checkbox"/>
Main Hall <input type="checkbox"/>		Disruptive: <input type="checkbox"/> challenging/refusing to cooperate	Breaking school rules <input type="checkbox"/>
Toilets <input type="checkbox"/>		Bullying: verbal/phys/ homophobic <input type="checkbox"/>	Damage to property/theft <input type="checkbox"/>
Corridor <input type="checkbox"/>		Swearing/rudeness to adult and child <input type="checkbox"/>	Derogatory name calling <input type="checkbox"/>
Other <input type="checkbox"/>			Other <input type="checkbox"/>

Details of incident:		
<ul style="list-style-type: none"> ▪ Antecedents prior to the event? ▪ Any trigger? ▪ What was said? ▪ Actions taken to de-escalate the situation by the person dealing with it? 		
Why do you think it happened?		
SL's to follow up?	Yes	No
Name/s of staff present:		
Signed:		Date

Appendix 7

Think Sheet

These are our 'Guiding Gems': I chose to ignore: tick



Notice a problem and think of ways to solve it.

Persevere and stick with it even it gets tough!



Be respectful, friendly and honest.

Guiding Gems

Think, concentrate and try your best.



Be a good listener and share your ideas.

Work as a team.



Name:

Date:

The inappropriate choice I made was:

When it happened:

Why it happened:

Which Guiding Gem would have helped you to avoid the situation?

What will you choose to do next time?

What should the consequence be?

Signed: