

HOBBS HILL WOOD PRIMARY SCHOOL

Behaviour Policy

Committee	School Improvement
Author	Hobbs Hill Wood Primary School
Approved By Governing Body	25 March 2024
Frequency of Review	4 years
Next review Date	Summer 2029

Our Vision

Aiming for excellence; creating equal opportunities for each individual to develop academic and life skills so they can make a positive contribution to their community and become lifelong learners.

Our Mission

Inspiring confident and independent learners

Our Values

We believe that children should be able to enjoy the rights and uphold the responsibilities of the school charter.

School Charter

We have the right to:	We have a responsibility to:
Be safe in school and online	Behave in a safe way
Learn	Listen and try our best
Be supported with our learning	Support and help each other
Be happy, play and have fun	Share, be kind, polite and considerate towards others
Be respected and treated fairly	Be helpful and responsible
A clean and purposeful environment	Recycle and keep the class and school environment tidy
Speak and be heard	Listen and respect each other's opinion

Policy on Behaviour

Formation

This policy has been approved by the Governing Body in 2002. The policy was last reviewed in 2024

Introduction

To enable the school to function as a community, it is important that children learn the difference between right and wrong, appropriate and inappropriate behaviour. Every member of the school community has the right to be treated fairly; everyone has the responsibility to promote the positive values of the school. At Hobbs Hill Wood Primary School each individual has a part to play in the promotion of high standards of behaviour. It is important that there is a clear code of conduct reinforced by appropriate consequences within a secure and positive environment.

Aims

We aim to create a consistent approach to behaviour management that supports our school aims. This policy establishes the agreed ways in which all members of the school community will contribute to the learning environment and assist in making practice consistent throughout the school

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To encourage children to take responsibility for their own actions and show respect for their own, others and school property.
- To have a consistent approach to behaviour throughout the school with parental co-operation.
- To make boundaries of acceptable behaviour clear.
- To ensure safety.
- To raise awareness about appropriate behaviour.
- To help children, staff and parents have a sense of direction and feeling of common purpose.

A summary of the school's behaviour policy is sent to all parents at the start of each academic year. All pupils are informed of changes to the policy in school assemblies. At the start of the year a specific assembly is devoted to clarifying the school's behaviour policy.

At Hobbs Hill Wood Primary School, all staff working with our children have received training in behaviour support. Training is delivered by the Behaviour lead based on a 'Therapeutic Approach'.

"The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life."

At Hobbs Hill Wood we use techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, we adopt techniques to reduce harm. An important aim of the Hertfordshire Theapeutic Approach, is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

Behaviour Management

Promoting Good Behaviour (see Appendix 1)

We believe that praise and rewards focus children on making good choices and doing the right thing.

- We praise good behaviour both privately and in front of others.
- We write positive comments in pupil books.
- We give positive feedback to parents (verbal and written).
- We award team points.
- We award certificates.
- In the Early Years and KS1 we use stickers.

Behaviour Consequences (see Appendix 1)

We teach children that all behaviour has consequences, which will be relevant to the specific behaviour displayed.

<p>Pro-Social behaviour is:</p> <ul style="list-style-type: none"> • A social behaviour that benefits other people or society as a whole such as helping, sharing, donating, co-operating, and volunteering. • Pro-social behaviour is characterised by a concern for the rights, feelings and welfare of others. 	<p>Anti- Social behaviour is:</p> <ul style="list-style-type: none"> • Actions that harm or lack consideration for the well-being of others. • Acting in a manner that has caused or is likely to cause harassment, alarm or distress to one or more persons. 	
<p>Pro-social consequences</p> <ul style="list-style-type: none"> • Behaviours which foster our values will be acknowledged by staff with positive consequences. • Through these consequences, we aim to develop internal discipline, which leads to self-regulation. • Children learn to manage their own behaviour rather than rely on external controls. 	<p>Protective consequences:</p> <p>Removal of a freedom to manage harm.</p>	<p>Educational Consequences:</p> <p>The learning, rehearsing or teaching so the freedom can be returned.</p>

- The effectiveness of a consequence comes through its being imposed following a warning.
- Staff responses need to be appropriate to the level of seriousness of the behaviour.
- The aim of consequences is to discourage future misbehaviour. The real power of consequences is in the child having a clear picture of the inevitable progression through the hierarchy (see Appendix 2).
- Responses need to be clear and predictable, as consequences that are unfair, inconsistent, or unpleasant tend to be counter-productive.
- Every effort is made to administer the appropriate consequence. For example, if work is left unfinished because of misbehaviour, the work should be completed in the child's own time.
- There is no corporal punishment.
- The HCC guidelines on suspension and permanent exclusion are followed.

Some children, including those with SEND who have specific needs relating to behaviour, may find it difficult to foster our values. Individual strategies will therefore need to be implemented to support them. Parents may be involved in supporting the school in managing their child's behaviour issues. It may also be appropriate for external agencies to be involved with the child. An individual risk management plan may be devised if the child is at risk of suspension or permanent exclusion.

For pupils who are experiencing a period of poor mental health, appropriate adjustments to the policy will be made. Where appropriate, action will be taken to address underlying causes of disruptive behaviour and measures to prevent it will be put in place based on individual's needs.

Expectations

- Children are encouraged to behave toward others as they would wish to be treated themselves – with respect.

- Politeness, self-discipline and a sense of responsibility are considered to be of great importance.
- Although we are aware that children must meet the demands of an ever-changing society in later life, we believe that they should enjoy their childhood.
- Pupils behave in a sensible way at all times in school, and on their way to and from school, and when taking part in extra-curricular activities on and off site.
- No form of bullying is tolerated.
- No fighting, swearing or impolite behaviour inside or outside the school grounds is accepted.
- Disorderly or inconsiderate behaviour will be dealt with as soon as possible.

Expectations of children's behaviour are not affected by gender, race or ability.

Bullying and harassment

- We take the issue of bullying seriously and work with members of our school community so they know:
 - What the school means by bullying.
 - Why bullying is unacceptable.
 - How we deal with bullying.
 - What support there is for those who have been bullied or those who bully as well as unambiguous consequences for those who bully.

For further information see the Anti-bully policy.

Rules for Safety

- No child is allowed to leave school during the day, for any reason at all, unless accompanied by a known adult.
- Items that are not allowed in school are outlined in the school's Code of Conduct (see Appendix 3).

Parental Contact

- When there is serious concern, parents are informed by the Head in consultation with the class teacher.
- All staff are entitled to support from a colleague when speaking to a parent.
- On all occasions parents will be addressed by staff in a courteous and professional manner and staff have the right to expect the same in return.
- A difficult situation should be referred to the Head, Deputy Head or Assistant Head before confrontation develops.
- In times of difficulty with a parent staff should make every effort to ensure that no dispute takes place in front of children and that no-one is put into a dangerous situation.
- Any communication concerning any matters of discipline, control or conduct should be with the prior approval of the Head or Deputy Head.
- Parental support and co-operation is expected, and must be encouraged, so that everyone works together for the good of the children and of the school as a whole.

Searching and confiscation

The Head teacher and Deputy Head have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- stolen items
- tobacco and cigarette papers
- pornographic material
- fireworks
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

The Head teacher and authorised staff can also search for any item banned by the school rules. School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful.

Physical intervention

There are situations when physical intervention may be necessary. Staff are trained by Hertfordshire Therapeutic Thinking trainers in how to safely use physical intervention. Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others. Situations may include;

- To comfort a student in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the student, other persons or significant damage to property.

Physical restraint would only be used to protect

- life
- property
- health
- safety

Risk assessments

Pupils whose behaviour may place themselves and others at risk of harm must have individual risk reduction plans. These are overseen by the Headteacher and the Behaviour Lead, who will ensure that they are reviewed and updated in order to reflect changes and progress.

Pupil transition

Information is passed on to the next teacher at the end of the school year. Records will be shared with receiving schools as appropriate.

Staff development and support

If a child misbehaves repeatedly, the class teacher must follow the stages of behaviour (appendix 2). In the first instance, the teacher deals with incidents in the normal manner. However, if misbehaviour continues despite the behaviour steps being worked through, the class teacher should seek support and advice from their assistant head teacher. Pupils may then be sent to the following staff in the following order:

- assistant head teacher
- Deputy Head or Head

New staff will be issued with a copy of the behaviour policy and their line manager will support them with behaviour management if necessary.

The head teacher supports the staff by implementing the behaviour policy, by setting the standards of behaviour, by supporting staff in the implementation of the policy and by ensuring that a full written policy is available to all staff members.

Malicious accusations against school staff

Where a pupil has made a malicious accusation against a member of staff the school will consider the individual circumstances carefully and consider an appropriate consequence. Appropriate support will be provided for staff facing allegation of misconduct.

Responsibility

- It is the responsibility of all members of staff to ensure that this policy is implemented.

Equal opportunities

This policy applies to all regardless of race, religion, gender, background or disability.

REVIEW

- This will be reviewed in 2025.

Appendix 1- Behaviour Management

Good to be Green

The Good to be Green Behaviour Management scheme is an approach to positive behaviour. It allows for recognition for pupils who behave appropriately, while keeping track of pupils who find it harder to meet the school's behaviour policy. Good to be Green restarts each day.

- Each day pupils start on Good to be Green.
- Pupils that receive a reminder place a "Stop and think card" against their name.
- Pupils that continue to not follow the school's expectations will receive a "warning card".
- Pupils that continue to not follow the school's expectations and have already received a warning card will receive a "consequence card". A yellow card is issued if the consequence card is still in place at the end of the day.

Red/Yellow Behaviour Management

This system covers certain levels of pupils' behaviour.

It is not used on the first occasion a child has not completed work/homework (This should be dealt with by the class teacher initially – please remember that if you keep a child in class during all or part of the lunch hour you must supervise them. Children are not kept in at playtime for any reason except poor behaviour or persistent failure to complete work/homework).

Yellow Cards

The consequence for receiving a yellow card is to miss the next morning playtime. A member of staff will supervise the children. The adult supervising will revisit the behaviour/experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to;

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

The child will be given the opportunity to write and reflect on what they have done wrong and apologise for their behaviour or complete work sent by their teacher.

Yellow Cards are issued by any member of staff (teaching/non-teaching/MSA)- see Appendix 2 Stage 2. Parents will be informed of yellow cards via the yellow home school record or by email.

Red Cards

The consequence for receiving a red card is to receive a two day behaviour diary. This means missing the next day's play and lunchtime and the following morning's playtime. Exemplary behaviour until lunchtime on day two allows the pupil to earn the lunch play on day two. Red Cards are issued by teachers only. See Appendix 2 Stage 3.

Use of the Red/Yellow cards

Each member of staff (teaching/support staff) will be issued with a supply of cards. Each MSA will collect a supply of cards from the office at the start of the lunch hour.

If a child commits an offence the following procedure should be followed

- Call the child over
- Explain why you are considering issuing a card (do not use the card as a threat)
- Give the child an opportunity to explain in a calm and polite manner
- Decide whether or not to issue the card
- Write the child's name on the top of the card and a short phrase explaining the offence on the rest of the card
- Explain to the child the sanction associated with the card

- The child or staff member places the yellow or red card in the display outside the relevant Assistant Head's classroom.
- If necessary, send the child to wait outside the Head's office if the offence requires it (or summon a senior member of staff if necessary).
- The Assistant head/Deputy head/Head will deal with the cards as soon as possible either by seeing the child or checking the child has arrived to miss his/her playtime/lunchtime.

Behaviour Policy

This system for behaviour management is part of the school's behaviour policy which should be read to identify where it falls in the steps of behaviour a teacher should use. This is summarised below and in more detail in Appendix 2.

- Classroom based strategies (teacher skills, home school records, colleagues' support)
- Yellow card
- Red card- parents invited to school by the Assistant Head and class teacher
- Behaviour Diary- (issued by the Assistant Head/Deputy head or Head)- parents invited to school by the Assistant Head and class teacher
- Parents invited to school (Head)
- Suspension
- Permanent exclusion

Appendix 2

Stages of Behaviour Management

	BEHAVIOUR	STAFF RESPONSE	CONSEQUENCES
STAGE 1: First time behaviour Unusual for the child	<input type="checkbox"/> Affecting other children's learning <input type="checkbox"/> Not telling the truth <input type="checkbox"/> Answering back/talking/not listening <input type="checkbox"/> Impolite <input type="checkbox"/> Poor listening <input type="checkbox"/> Failure to follow instructions <input type="checkbox"/> Calling out <input type="checkbox"/> Making silly noises <input type="checkbox"/> Annoying other children <input type="checkbox"/> Pushing in line <input type="checkbox"/> Interrupting the teacher when talking to whole class <input type="checkbox"/> Inappropriate use of resources <input type="checkbox"/> Throwing objects	<input type="checkbox"/> Discussion with the child: <ul style="list-style-type: none"> ○ Is everything OK? ○ Do you understand the task? ○ What should you be doing? ○ What should you have done? ○ Can you think of a different way to deal with the problem? ○ Can you show me how you could have done... better? <input type="checkbox"/> Apologies sought and given <input type="checkbox"/> Class teacher to be informed verbally if dealt with by another adult	<input type="checkbox"/> Stop and think card <input type="checkbox"/> Warning card with explanation of how to improve <input type="checkbox"/> Consequence card. If the consequence card is still in place at the end of the day a Yellow card is issued. Monitoring <input type="checkbox"/> Class teacher to monitor frequency of behaviour <i>After several repetitions within a certain time period e.g. 2 incidents in a morning, it changes to STAGE 2 and is recorded.</i>

<p>STAGE 2: Persistent low level behaviours Yellow card</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Affecting other children's learning <input type="checkbox"/> Not telling the truth <input type="checkbox"/> Answering back/talking/not listening <input type="checkbox"/> Impolite <input type="checkbox"/> Poor listening <input type="checkbox"/> Refusal to follow instructions <input type="checkbox"/> Calling out <input type="checkbox"/> Making silly noises <input type="checkbox"/> Annoying other children <input type="checkbox"/> Pushing in line <input type="checkbox"/> Interrupting the teacher when talking to whole class <input type="checkbox"/> Inappropriate use of resources <input type="checkbox"/> Throwing objects to cause harm <input type="checkbox"/> Theft <input type="checkbox"/> Persistently disruptive <input type="checkbox"/> Refusal to do anything <input type="checkbox"/> Any challenge to authority <input type="checkbox"/> Swearing <input type="checkbox"/> Rough/inappropriate play <input type="checkbox"/> Racist language 	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion with the child: <ul style="list-style-type: none"> <input type="checkbox"/> Is everything OK? <input type="checkbox"/> Do you understand the task? <input type="checkbox"/> What should you be doing? <input type="checkbox"/> What should you have done? <input type="checkbox"/> Can you think of a different way to deal with the problem? <input type="checkbox"/> Can you show me how you could have done... better? <input type="checkbox"/> Use of de-escalation script <input type="checkbox"/> Warning with explanation for how to improve <input type="checkbox"/> Apologies sought and given 	<ul style="list-style-type: none"> <input type="checkbox"/> Separation from the rest of the class group <input type="checkbox"/> EYFS- time out <input type="checkbox"/> Consequence card. If the consequence card is still in place at the end of the day a Yellow card is issued. <input type="checkbox"/> KS1 and KS2 Yellow card issued. Pupil misses morning play. Apology letter/reflective writing to be completed by the pupil <input type="checkbox"/> Class teacher to be informed verbally if dealt with by another adult <p>Monitoring</p> <ul style="list-style-type: none"> <input type="checkbox"/> Class teacher to monitor frequency of behaviour and inform parents via yellow home school record
---	---	---	--

<p>STAGE 3: Persistent or intentional behaviours</p> <p>Red card</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Affecting other children's learning <input type="checkbox"/> Not telling the truth <input type="checkbox"/> Answering back/talking/not listening <input type="checkbox"/> Impolite <input type="checkbox"/> Poor listening <input type="checkbox"/> Deliberate refusal to follow instructions <input type="checkbox"/> Calling out <input type="checkbox"/> Deliberately creating a disturbance <input type="checkbox"/> Interrupting the teacher when talking to whole class <input type="checkbox"/> Swearing/inappropriate language <input type="checkbox"/> Rough/inappropriate play <input type="checkbox"/> Vandalism of property/resources <input type="checkbox"/> Throwing objects to cause harm <input type="checkbox"/> Harming someone <input type="checkbox"/> Theft <input type="checkbox"/> Refusal to engage in learning <input type="checkbox"/> Racist/offensive language/name calling <input type="checkbox"/> Running away from an adult <input type="checkbox"/> Repeating yellow card behaviour 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of de-escalation script <input type="checkbox"/> Warning with explanation for how to improve <input type="checkbox"/> Apologies sought and given 	<ul style="list-style-type: none"> <input type="checkbox"/> EYFS- time out during CIP or in another teacher's classroom <input type="checkbox"/> KS1 and KS2 Red card issued. Behaviour monitored over two days and behaviour is monitored by a member of SLT. Pupil misses play time and lunchtime play on the first day. Opportunity to earn back lunchtime play on the second day. Apology letter/reflective writing to be completed by the pupil <input type="checkbox"/> Class teacher to inform parents <input type="checkbox"/> Class teacher and Assistant Head to meet with parents <p>Monitoring</p> <ul style="list-style-type: none"> <input type="checkbox"/> SLT to monitor the frequency of behaviour and involve external agencies where appropriate
---	--	---	--

<p>STAGE 4: Persistent or intentional behaviours</p> <p>Behaviour diary</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Disruption to learning <input type="checkbox"/> Physical aggression with intent (including biting, spitting) <input type="checkbox"/> Bullying <input type="checkbox"/> Deliberate theft of an item/items <input type="checkbox"/> Deliberate damage of resources or property <input type="checkbox"/> Swearing aggressively at another person <input type="checkbox"/> Intimidation <input type="checkbox"/> Racism <input type="checkbox"/> Leaving class without permission <input type="checkbox"/> Offensive name calling <input type="checkbox"/> Deliberate refusal to follow instructions/challenge to SLT authority <input type="checkbox"/> Verbal abuse towards staff <input type="checkbox"/> Physical abuse towards staff 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of de-escalation script <input type="checkbox"/> Warning with explanation for how to improve <input type="checkbox"/> Apologies sought and given <input type="checkbox"/> Class teacher to complete "Roots and Fruits/Anxiety mapping alongside a member of SLT 	<ul style="list-style-type: none"> <input type="checkbox"/> SLT involvement <input type="checkbox"/> Class teacher to be informed verbally if dealt with by another adult <input type="checkbox"/> Behaviour Diary to be monitored daily by the head or deputy over the course of a week <input type="checkbox"/> Pupil to lose proportionate amount of time from their playtime/lunchtime <input type="checkbox"/> Class teacher/SLT to inform parents that a behaviour diary has been issued <input type="checkbox"/> Class teacher/SLT to meet with parents <input type="checkbox"/> <i>Repeated offences = stage 5</i> <p>Monitoring</p> <ul style="list-style-type: none"> <input type="checkbox"/> SLT to monitor the frequency of behaviour and involve external agencies where appropriate <input type="checkbox"/> If this behaviour persists then the parents will be requested to attend a meeting in school
--	---	---	---

<p>STAGE 5: Persistent or intentional behaviours <i>Very serious Behaviour</i> Suspension</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Serious and prolonged disruption to learning and the safety of others compromised <input type="checkbox"/> Fighting and intentional physical harm to other children. <input type="checkbox"/> Deliberate refusal to follow instructions/serious challenge to SLT authority <input type="checkbox"/> Verbal abuse towards any member of staff <input type="checkbox"/> Physical abuse towards any member of staff <input type="checkbox"/> Vandalism <input type="checkbox"/> Theft of a valuable item <input type="checkbox"/> Persistent bullying <input type="checkbox"/> Persistent racism 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of de-escalation script <input type="checkbox"/> Warning with explanation for how to improve <input type="checkbox"/> Apologies sought and given <input type="checkbox"/> Class teacher to complete "Roots and Fruits/Anxiety mapping alongside a member of SLT <input type="checkbox"/> All staff to follow the risk reduction plan if there is one in place 	<ul style="list-style-type: none"> <input type="checkbox"/> SLT involvement <input type="checkbox"/> Class teacher to be informed verbally if dealt with by another adult <input type="checkbox"/> Behaviour Diary to be monitored daily by the head or deputy over the course of a week <input type="checkbox"/> Pupil to lose proportionate amount of time from their playtime/lunchtime <input type="checkbox"/> Telephone call/meeting with parents at end of day/letter to parents <input type="checkbox"/> Formal contact with parents by the Head <input type="checkbox"/> Possible involvement of outside agencies <input type="checkbox"/> Reduced timetable- agreed with parents <input type="checkbox"/> Suspension <input type="checkbox"/> Risk reduction plan if appropriate <p>Monitoring</p> <ul style="list-style-type: none"> <input type="checkbox"/> SLT to monitor the frequency of behaviour and involve external agencies where appropriate <input type="checkbox"/> Regular review of risk reduction plan
---	--	--	--

<p>STAGE 6: Persistent or intentional behaviours <i>Extremely serious Behaviour</i></p> <p>Suspension or permanent exclusion</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Extreme danger or violence to themselves, pupils, staff and other adults <input type="checkbox"/> One off incidents including injury to others, serious threatening behaviour <input type="checkbox"/> Persistent incidents over time 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of de-escalation script <input type="checkbox"/> Warning with explanation for how to improve <input type="checkbox"/> Apologies sought and given <input type="checkbox"/> Class teacher to complete "Roots and Fruits/Anxiety mapping alongside a member of SLT <input type="checkbox"/> All staff to follow the risk reduction plan if there is one in place 	<ul style="list-style-type: none"> <input type="checkbox"/> Involvement of Head or deputy <input type="checkbox"/> Behaviour Diary to be monitored daily by the head or deputy over the course of a week <input type="checkbox"/> Pupil to lose proportionate amount of time from their playtime/lunchtime <input type="checkbox"/> Telephone call/meeting with parents at end of day/letter to parents <input type="checkbox"/> Formal contact with parents by Head <input type="checkbox"/> Possible involvement of outside agencies <input type="checkbox"/> Risk reduction plan if appropriate <input type="checkbox"/> Involvement of Chair of Gov's <input type="checkbox"/> Suspension <input type="checkbox"/> Permanent exclusion <p>Monitoring</p> <ul style="list-style-type: none"> <input type="checkbox"/> SLT to monitor the frequency of behaviour and involve external agencies where appropriate <input type="checkbox"/> Regular review of risk reduction plan
---	--	--	--

Appendix 3

Code of Conduct

The school code of conduct available on the website and in the pupil's Home/School Record Book

- The children are expected to behave in a sensible way at all times in school, and on their way to and from school.
- They are encouraged to show consideration, respect and care to everyone around them. Our rules are designed for the safety and welfare of everyone in the school.
- Politeness is considered to be of primary importance as is the development of self-discipline in the child.
- Fighting, bullying, swearing, racism, prejudice and impolite behaviour - whether inside or outside the school grounds - are not tolerated.
- Disorderly or inconsiderate behaviour is dealt with immediately, following the school Policy for Behaviour. Every effort is made to administer appropriate consequences. For example, if work is left unfinished because of time-wasting or poor behaviour, the work will be completed in the child's spare time. Other consequences include - being referred to the Head, notifying the child's parents via a behaviour diary, and having to pay for any damage.
- Children must not bring the following to school:
 - Valuable toys (without parental permission)
 - Mobile phones and smart watches and devices (without the Headteacher's permission)
 - Any item which could be dangerous; e.g. penknives.
 - Sweets (except birthdays)
 - Chewing gum of any sort,

Appendix 4

Treetops After-school Club and Breakfast Club Stages of Behaviour Management

	BEHAVIOUR	STAFF RESPONSE	CONSEQUENCES
STAGE 1: First time behaviour Unusual for the child	<ul style="list-style-type: none"> • Affecting other children's play/learning • Not telling the truth • Answering back/talking/not listening • Impolite • Poor listening • Failure to follow instructions • Calling out • Making silly noises • Annoying other children • Pushing in line • Interrupting the playleader when talking to whole class • Inappropriate use of resources • Throwing objects 	<ul style="list-style-type: none"> • Discussion with the child: • Is everything OK? • Do you understand the task? • What should you be doing? • What should you have done? • Can you think of a different way to deal with the problem? • Can you show me how you could have done... better? • Apologies sought and given • Treetops Manager to be informed verbally if dealt with by another adult 	<ul style="list-style-type: none"> • Reminder about appropriate behaviour given to the child • 5 minutes time out to reflect on behaviour before rejoining • Move to a different activity <p>Monitoring</p> <ul style="list-style-type: none"> • Treetops Manager to monitor frequency of behaviour <i>After several repetitions within a certain time period e.g. 2 incidents in a morning, it changes to STAGE 2 and is recorded.</i>

<p>STAGE 2: Persistent low level behaviours</p> <p>Yellow card</p>	<ul style="list-style-type: none"> • Affecting other children's play/ learning • Not telling the truth • Answering back/talking/not listening • Impolite • Poor listening • Refusal to follow instructions • Calling out • Making silly noises • Annoying other children • Pushing in line • Interrupting the playleader when talking to whole class • Inappropriate use of resources • Throwing objects to cause harm • Theft • Persistently disruptive • Refusal to do anything • Any challenge to authority • Swearing • Rough/inappropriate play • Racist language 	<ul style="list-style-type: none"> • Discussion with the child: • Is everything OK? • Do you understand the task? • What should you be doing? • What should you have done? • Can you think of a different way to deal with the problem? • Can you show me how you could have done... better? • Use of de-escalation script • Warning with explanation for how to improve • Apologies sought and given • Treetops Manager to be informed verbally if dealt with by another adult 	<ul style="list-style-type: none"> • Separation from the rest of the group • 10 minutes time out to calm down and reflect on behaviour before rejoining. <p>Monitoring</p> <ul style="list-style-type: none"> • Treetops Manager to monitor frequency of behaviour and inform parents at the end of the session
---	--	--	---

<p>STAGE 3: Persistent or intentional behaviours</p> <p>Red card</p>	<ul style="list-style-type: none"> • Affecting other children's play/learning • Not telling the truth • Answering back/talking/not listening • Impolite • Poor listening • Deliberate refusal to follow instructions • Calling out • Deliberately creating a disturbance • Interrupting the playleader when talking to whole group • Swearing/inappropriate language • Rough/inappropriate play • Vandalism of property/resources • Throwing objects to cause harm • Harming someone • Theft • Refusal to engage in learning • Racist/offensive language/name calling • Running away from an adult • Repeating yellow card behaviour 	<ul style="list-style-type: none"> • Use of de-escalation script • Warning with explanation for how to improve • Apologies sought and given • Treetops Manager to be informed verbally if dealt with by another adult 	<ul style="list-style-type: none"> • Removal from activity and sat alone with an activity for the rest of the session • KS1 and KS2 Red card issued. Behaviour monitored over two days and behaviour is reported to the HT. • Apology letter/reflective writing to be completed by the child • Treetops Manager to inform parents • Treetops Manager to meet with parents <p>Monitoring</p> <ul style="list-style-type: none"> • Treetops Manager to monitor the frequency of the behaviour and inform the HT at the end of day two.
---	---	---	---

<p>STAGE 4: Persistent or intentional behaviours</p> <p>Behaviour diary</p>	<ul style="list-style-type: none"> • Disruption to learning • Physical aggression with intent (including biting, spitting) • Bullying • Deliberate theft of an item/items • Deliberate damage of resources or property • Swearing aggressively at another person • Intimidation • Racism • Leaving room/activity without permission • Offensive name calling • Deliberate refusal to follow instructions/challenge to Treetops Manager authority • Verbal abuse towards staff • Physical abuse towards staff 	<ul style="list-style-type: none"> • Use of de-escalation script • Warning with explanation for how to improve • Apologies sought and given • Treetops Manager to be informed verbally if dealt with by another adult • Treetops Manager to closely supervise child 	<ul style="list-style-type: none"> • Headteacher involvement • Behaviour Diary to be monitored daily by the head or deputy over the course of a week • Pupil to lose proportionate amount of time from their group's outdoor play • Treetops Manager to inform parents that a behaviour diary has been issued • Treetops Manager to meet with parents • <i>Repeated offences = stage 5</i> <p>Monitoring</p> <ul style="list-style-type: none"> • Treetops Manager to monitor the frequency of behaviour and involve headteacher where appropriate • If this behaviour persists then the parents will be requested to attend a meeting in school with the Manager and HT
--	---	--	---

<p>STAGE 5: Persistent or intentional behaviours <i>Very serious Behaviour</i> Suspension from Club</p>	<ul style="list-style-type: none"> • Serious and prolonged disruption to play/learning and the safety of others compromised • Fighting and intentional physical harm to other children. • Deliberate refusal to follow instructions/serious challenge to Treetops Manager authority • Verbal abuse towards any member of staff • Physical abuse towards any member of staff • Vandalism • Theft of a valuable item • Persistent bullying • Persistent racism 	<ul style="list-style-type: none"> • Use of de-escalation script • Warning with explanation for how to improve • Apologies sought and given • Treetops Manager to be informed verbally if dealt with by another adult • Treetops Manager to closely supervise child 	<ul style="list-style-type: none"> • Unable to attend next Treetops session <p>Monitoring</p> <ul style="list-style-type: none"> • Treetops Manager to monitor the frequency of behaviour and involve Headteacher where appropriate
---	---	--	--

<p>STAGE 6: Persistent or intentional behaviours <i>Extremely serious Behaviour</i> Suspension or permanent exclusion</p>	<ul style="list-style-type: none"> • Extreme danger or violence to themselves, pupils, staff and other adults • One off incidents including injury to others, serious threatening behaviour • Persistent incidents over time 	<ul style="list-style-type: none"> • Use of de-escalation script • Warning with explanation for how to improve • Apologies sought and given • Treetops Manager to closely supervise child 	<ul style="list-style-type: none"> • Suspension/permanent exclusion from Treetops After-school Club <p>Monitoring</p> <ul style="list-style-type: none"> • Headteacher to monitor the frequency of behaviour.
---	---	---	--