

Seghill First School

Behaviour and Discipline Policy

1 Rationale

This policy relates to all members of our school community without exception. Appropriate and acceptable behaviour is essential if children are to develop into responsible citizens and if a true learning environment is to exist. It is through consistent and proactive application of a school behaviour and discipline policy that culture, ethos and atmosphere are created and maintained.

We recognise that behaviour is learned and that it can be difficult for children to accept different rules in different surroundings. Consistent application of the behaviour and discipline policy is therefore essential and adults must model appropriate behaviour throughout the school.

It is also essential that clear communication exists between different members of the school community, both within school and between staff and parents.

2 Aims

We aim to:

- provide a safe, healthy and happy learning environment where each child will have equal opportunity to learn (by learn we mean social, physical, emotional and academic development);
- develop consistently high standards of appropriate behaviour, self-discipline and respect;
- ensure that each individual accepts responsibility for achieving the above;
- ensure that the environment for learning is supported by high standards of behaviour allowing children to work hard, completing all set tasks.

3 Guidelines

We will:

- fulfill statutory responsibility with regard to health and safety;
- demonstrate, expect and encourage consistently good behaviour;
- respond to problems promptly and consistently according to agreed procedures;
- promote and support good behaviour through praise and encouragement.

4 Systems for promoting good behaviour

It is essential that we have effective systems that are understood and are consistently applied to promote good behaviour.

4.1 Classroom procedures

Our classroom procedures are-

- pupils will enter and leave rooms in an orderly manner.
- noise will be kept to a minimum depending on the nature of the lesson.
- pupils will take turns to talk, raising their hands or following other classroom conventions to speak.
- all staff are responsible for ensuring the good and orderly behaviour of children in shared areas (corridors, toilets, hall) at all times, irrespective of age or year group.
- children will be taught to take care of resources, treating them with respect and keeping storage/display areas around the school tidy.
- classrooms are organized in a consistent manner across phases.
- children will be provided with individual pupil packs containing all of the basic equipment they need and therefore minimizing disruption.

4.2 Procedure for moving around school

Our procedure for moving around school is-

- staff must lead their class around school, maintaining vigilance throughout the line, ensuring quiet and orderly movement.
- members of staff are not ONLY responsible for their own class; our approach ensures that consistency is encountered throughout the school, and staff have a responsibility to maintain discipline and good order wherever required.
- children must not be allowed to disrupt other classes as they move around school, and a high expectation of discipline and behaviour will be maintained by all staff.

In order to demonstrate our consistently high expectations of behaviour for children and staff, we have devised the following **Corridor Code** and **Line Up Code**

Corridor Code

- Walk on the left.
- Walk behind the person in front of you.
- Walk in silence.

Line Up Code

- Walk to the end of the line.
- Leave a person space.
- Keep hands and feet to yourself.
- Keep quiet, still and face the front.

5 Teaching good behaviour

It is essential for children to learn about good behaviour and this is achieved by:

- Clear management systems (see section 4) that are consistently followed and applied by all staff.
- Clear behaviour rules in each class that children understand.
- Rewards for behaviour that is appropriate.
- Sanctions for behaviour that is inappropriate.
- Clear teaching about behaviour through circle time, PSHE and other subjects.
- Early communication with parents where behaviour by children is inappropriate.

Most importantly children will thrive in an atmosphere where they feel safe and secure and where their efforts and contributions are praised and rewarded. It is the duty of all staff to find positives about children before they look for negatives.

With this in mind, we have devised a set of rules that apply in all classrooms and all communal areas, including outdoors, which are designed to be followed by all children to ensure their own safety and the safety of others and to maintain high expectations of behaviour and discipline at all times. These are known as the **Golden Rules**.

The **Golden Rules** are-

- Follow instructions the first time they are given;
- Walk in school;
- Keep your hands, feet and other objects to yourself;
- Show respect to other people and their property.

6 Rewarding positive behaviour

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.

We want the children to be able to manage and control their own behaviour. As adults it is up to us to reinforce the positive behaviours we want to see. Noticing and acknowledging noteworthy behaviour will encourage and reinforce noteworthy behaviour from each child and their peers.

We also reward children through our 'Star of the Week' system where one or two children from each class are nominated for an award from the headteacher given out in weekly family assembly.

Rewarding children may include-

- Verbal praise;
- Non-verbal praise, such as thumbs up or a smile;
- High five;
- A visit to the Headteacher for commendations;
- Specific privileges can be awarded to individuals/groups of children, such as use of school facilities (computers, library, games equipment, etc);
- Praise postcard sent home to parents;
- Selection for Star of the Week by a member of staff which is given out in a weekly assembly;
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playground Pals, Monitors, School Council etc;
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

6.1 Whole School Reward System: Individual Pupils

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' cards, known as Smileys. Smileys may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Particularly good effort and attitude to work.
- 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).

The use of Smileys is intended to help staff focus on positive rather than negative behaviour. For example, 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-

Smiley	This means
1 Smiley	Verbal reinforcement from the adult awarding the Smiley; <ul style="list-style-type: none"> recorded on a class register.
10 Smileys	Teacher commendation <ul style="list-style-type: none"> shiny sticker stuck on the Individual Achievement Card every time 10 Smileys are collected.
100 Smileys	Bronze Award presented by the class teacher <ul style="list-style-type: none"> bronze sticker stuck on the Individual Achievement Card; bronze certificate; bronze letter to parents/carers.
200 Smileys	Silver Award presented by Headteacher <ul style="list-style-type: none"> silver sticker stuck on the Individual Achievement Card; silver certificate; silver letter to parents/carers.
300 Smileys	Gold Award presented by the Headteacher in front of the whole school <ul style="list-style-type: none"> gold sticker stuck on the Individual Achievement Card; gold certificate; gold letter to parents/carers; invitation to parents/carers to attend whole school celebration assembly.
400 Smileys	Double Gold Award presented by the Headteacher in front of the whole school <ul style="list-style-type: none"> double gold sticker stuck on the Individual Achievement Card; double gold certificate; double gold letter to parents/carers; double gold individual trophy presented in whole school celebration assembly. invitation to parents/carers to attend whole school celebration assembly.

Smileys are collected and handed in to the class teacher, who will allocate one behaviour point per Smiley to each child.

Our Commendations and awards are recorded on each child's "Individual Achievement Card". The "Individual Achievement Card" is kept in school in the child's "Assertive Mentoring Folder".

The "Individual Achievement Card" may be taken home by the child when a Bronze, Silver or Gold Award is achieved. The responsibility and care of the "Individual Achievement Card" rests with the child. Loss of the "Individual Achievement Card" will result in a loss of Smileys accrued other than in exceptional circumstances.

Children should aim to achieve Bronze Award by the end of the autumn term, a Silver Award during the spring term and a Gold Award by the end of the year. Children achieving awards within this timeframe also receive a letter sent home informing parents of these achievements.

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. Smileys are available in corridors and communal areas, such as the hall.

6.2 Whole School Reward System: Class Awards

Children will be rewarded for their behaviour as individuals. In addition to this, we believe that it is important for children to understand collective responsibility.

Therefore, we also have a system to reward the collective behaviour of children within each class.

When all children in a class achieve their Bronze Award, they will have an appropriate class treat of their choice (from a range of Bronze Class Treats).

All children in the class will also have an appropriate class treat of their choice (from a range of choices) when all children have achieved their individual Silver Award and/or Gold Award.

Classes achieving Bronze, Silver or Gold Class Awards will receive a letter home informing parents/carers of these achievements.

The School Councillors will be asked to decide upon appropriate class treats achieving for children achieving the Bronze, Silver and Gold Class Awards. Examples of class treats are-

- Golden Time;
- a class DVD;
- ICT time;
- non uniform.

The rewards increase in value as the children work through the Bronze, Silver and Gold Class Awards- better, for a longer time etc.

6.3 Rewarding behaviour at playtimes and lunchtimes

Playtimes and lunchtimes can be problematic for children as they are in school but outside the normal classroom environment.

We have devised a system for rewarding noteworthy behaviour for both individuals and whole classes at playtimes and lunchtimes. We also have a system for responding to unacceptable behaviour.

At playtimes and lunchtimes we aim to ensure that-

- playtimes and lunchtimes are a constructive time for recreation, exercise and social interaction;
- our Golden Rules and high expectations for behaviour apply as during the rest of the school day;
- children respond to the authority of staff on duty at playtimes and Lunchtime Supervisory Assistants and treat them with the same respect as other adults in the school.

The rules that are known and understood by all children are also consistently applied by all staff at playtimes and lunchtimes. These are the Golden Rules, the Corridor Code and the Line Up Code (see sections 4 and 5).

6.4 Whole School Reward System: Individual Pupils at playtimes and lunchtimes

Staff on duty at playtimes and lunchtimes may reward and encourage noteworthy behaviour, effort and manners based on the on the collection of Smileys. Smileys may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include-

- displaying good manners;
- displaying a caring attitude towards others;
- helping staff and other children.

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).

The use of Smileys is intended to help staff focus on positive rather than negative behaviour. For example, if a child is continuing to play fairly when a partner is trying to spoil the game, staff may choose to reward the child who is playing fairly rather than apply a sanction to the child who is trying to spoil the game.

Smileys collected at playtimes and lunchtimes will be added to the child's individual total on the register by the class teacher.

6.5 Whole School Reward System: Class Awards at playtimes and lunchtimes

In addition to rewarding and encouraging good behaviour, effort and manners from individual children, we have also devised a system for classes in key stages 1 and 2 as a whole at playtimes and lunchtimes based on the collection of Playground Points.

Each class starts the week with 0 Playground Points.

If there are no incidents of unacceptable behaviour recorded in the "Behaviour Log" at the end of playtime or lunchtime, the class will receive 1 Playground Point. Each class can receive up to a maximum of 10 Playground Points per week (from 5 playtimes and 5 lunchtimes with no incidents of unacceptable behaviour).

When the class achieves 50 Playground Points, all children in the class will have a class treat of their choice from a range Class Treats.

Examples of Class Treats are-

- one hour of Golden Time;
- ICT time;
- Wii time;
- Time in the Middle Garden etc.

The weekly total and running total of Playground Points for each class is announced and displayed in whole school assembly every Tuesday morning.

7 Sanctions for unacceptable behaviour

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

The system for managing behaviour and discipline is built around providing clear guidelines on expected behaviour, and giving children the choice to modify their behaviour or to choose and accept the next sanction.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from 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/carers, 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. Staff should focus on the action and never the child. For example, 'that was a silly thing to do because...' and not 'you are a silly boy'.

For the purpose of simplification, the term "classroom teacher" or "class teacher" refers to the class teacher or any member of staff on any given day". It is the responsibility of the class teacher to carry out their roles as explained in the subsequent steps.

7.1 Sanctions within a lesson

Children with identified special needs relating to their behaviour will be given additional opportunities to modify their behaviour at each stage of the procedures. Additional reminders will be given where the adult repeats the instructions.

Each lesson (or session) brings about a fresh start. Steps 1 to 5 show the sanctions for continued refusal to follow the Golden Rules.

If children do not follow the Golden Rules-

Step 1 (Classroom teacher) Use agreed strategies:

- Repeat what you said (using positive language).
- Repeat what you said (using positive language) and explain the next sanction if this instruction is not followed immediately.

If the instruction is not followed immediately-

Step 2 (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 not to follow the Golden Rules.

Step 3 (Classroom teacher) Time Out A

- The child is sent to the designated chair/area of classroom.
- A sand timer is located at the designated place. Nursery and Reception children will remain at the designated place for 3 minutes; children in Years 1 to 4 will remain at the designated place for 5 minutes.
- The child will sit at the designated place in order to reflect on their behaviour and/or calm down without causing disruption to the learning of others. Additional support from an adult will be provided if required to help the child to reflect on their behaviour, think about better choices and calm down.
- The child will not take part in Golden Time on that day.

The designated chair/area must be within the classroom. While sitting at the designated chair/area, the child must be able to see the board and any resources that are being used with the rest of the class.

Step 4 (Classroom teacher) Time Out B and Yellow Card

- The child is told that as a result of their unacceptable behaviour, they now have a Yellow Card. They are sent to the designated chair/area of classroom.
- A sand timer is located at the designated place. Nursery and Reception children will remain at the designated place for 5 minutes; children in Years 1 to 4 will remain at the designated place for 10 minutes.
- The child will sit at the designated place in order to reflect on their behaviour and/or calm down without causing disruption to the learning of others.
- The child will not take part in Golden Time on that day.
- The class teacher will give the Yellow Card to the parent at home time and explain the reason why. The class teacher will remind parents to sign the Yellow Card and return it to school the following day.
- A copy of the Yellow Card letter will be given to the headteacher and will be recorded on the whole school behaviour chart on the staff shared drive.

Step 5 (Headteacher or Deputy Headteacher) Time Out C and Red Card

- The child is told that as a result of their unacceptable behaviour, they now have a Red Card. The child is escorted to the Headteacher or Deputy Headteacher.
- The child completes work set by the class teacher under the supervision of the Headteacher or Deputy Headteacher.
- This lasts for the rest of the session (rest of the morning session or rest of the afternoon session).
- The child will not take part in Golden Time on that day.
- The class teacher will give the Red Card to the parent at home time and explain the reason why. The class teacher will remind parents to sign the Red Card and return it to school the following day.
- Parents will also be informed of a Red Card by letter.
- A copy of the Red Card letter will be given to the headteacher and will be recorded on the whole school behaviour chart on the staff shared drive.

7.2 Sanctions over a period of time

Steps 1 to 5 show the sanctions to be used to address unacceptable behaviour during the course of a lesson. However, there may be times when children behave unacceptably over a period of time. If this is the case, additional support must be put in place to support the child to improve their behaviour and follow the Golden Rules.

Steps 6 to 10 show the support and sanctions to be used to address **repeated instances** of unacceptable behaviour over a period of time. This refers to a child who has received a number of Yellow and/or Red cards, or a child who is placed on Time Out in the majority of lessons.

Step 6 (Class teacher/Headteacher/SENCO) Individual Behaviour Plan

- The class teacher meets with the Headteacher (and SENCO if required) to discuss their concerns about the child's behaviour. The involvement of internal support programmes (School Action, School Action Plus, nurture activities etc) and/or external agencies (LINT, HINT, Educational Psychologist, EWO etc) will be discussed.
- The Headteacher manages the involvement of all necessary agencies and completes an Individual Behaviour Plan for the child. The Individual Behaviour Plan will identify clear and realistic targets for improving behaviour (maximum of three targets). An anonymised example can be seen in appendix 1.
- The headteacher also provides a Behaviour Support Plan for the child. The behaviour support Plan identifies the concerns that have been raised, the risk and risk level, action required, frequency and responsibility and desired outcome. An anonymised example can be seen in appendix 2.
- The Headteacher arranges a Pastoral Support Meeting with the parents/carers and child, if appropriate.
- The Individual Behaviour Plan is shared with the parent/carer and child.
- Clear rewards and consequences are identified for success and failure (including possible exclusion) and recorded on the Individual Behaviour Plan
- Daily feedback is given to the child and parent/carer as the Individual Behaviour Plan is sent home at the end of each school day.
- The Individual Behaviour Plan lasts a minimum of 3 weeks and a maximum of 6 weeks, and is reviewed weekly.

The sanctions in Steps 1 to 6 must be applied systematically in order. A child cannot be given a sanction unless he/she has been given the preceding sanctions. For example, a child cannot be issued with a Yellow Card (Step 4) unless Steps 1, 2 and 3 have been applied. However, a child can be issued with a Red Card (Step 5) without the preceding sanctions. This is explained in section 7.3.

Step 7 (Headteacher) Internal Exclusion

- The child remains with the Headteacher or Deputy Headteacher.
- The child completes work set by the class teacher under the supervision of the Headteacher or Deputy Headteacher.
- This lasts for the rest of the school day.
- The child will not take part in Golden Time on that day.
- The child will have no contact with their own class or their classmates.
- The child will have no access to the playground, extra-curricular or enrichment activity.
- Parents/carers are requested to meet with the Headteacher at the end of the school day to discuss the behaviours that led up to the internal exclusion and the length of the internal exclusion.
- Parents/carers are informed of the internal exclusion by letter (Internal Exclusion Letter), including the behaviours that have led up to the internal exclusion and the length of the internal exclusion.

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

- Parents/carers and Chair of the Pupil Discipline Committee are informed of the fixed short-term exclusion by letter (Fixed Term Exclusion Letter).
- EOTAS and EWO are informed of the fixed short-term exclusion by letter and Form B (Fixed Term Exclusion Form B).
- The Pupil Discipline Committee may meet, but cannot reinstate the child.
- Parents/carers may make representation to the Pupil Discipline Committee.

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

- Parents/carers and Chair of the Pupil Discipline Committee are informed of the fixed long-term exclusion by letter (Fixed Long Term Exclusion Letter).
- EOTAS and EWO are informed of the fixed long-term exclusion by letter and Form B (Fixed Term Exclusion Form B).
- The Pupil Discipline Committee meets and considers all representations and reports. Parents and the child may attend.
- LA Officer must be invited to attend but may not reinstate.
- The Pupil Discipline Committee can either reinstate the child or uphold the exclusion.

Step 10 (Pupil Discipline Committee) Permanent Exclusion

- Parents/carers, Chair and Clerk of the Pupil Discipline Committee are informed of the permanent exclusion by letter (Permanent Exclusion Letter).
- EOTAS and EWO are informed of the permanent exclusion by letter and Form A (Permanent Exclusion Form A).
- The Pupil Discipline Committee meets and considers all representations and reports. Parents and the child may attend).
- The Pupil Discipline Committee either reinstates the child or upholds the exclusion.
- Parents/carers are notified of their right to appeal.

7.3 Sanctions following offensive and abusive language

The use of offensive and abusive language is not acceptable in this school.

Children who are heard using offensive and abusive language, including swearing at another child or an adult, or any type of abuse (for example, racist or homophobic abuse) will immediately receive Time Out C and a Red Card. This will supersede Steps 1 to 4. The details of Time Out C and Red Card are in Step 5 on page 8.

7.4 Sanctions following a serious incident

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

In exceptional circumstances permanent exclusion (or any of the sanctions in Step 6 to Step 9) may be considered for a first or 'one off' offence without any of the preceding steps being applied. 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.

7.5 Sanctions at playtimes and lunchtimes

Sanctions should be used to respond to unacceptable behaviour. Sanctions must be fairly and consistently applied and proportionate to the offence in order to be most effective. The sanctions system is built around providing clear guidelines on expected behaviour, and giving children the chance to modify their behaviour or to choose and accept the next sanction.

7.6 Sanctions for individual pupils at playtimes and lunchtimes

If children do not follow the Golden Rules, the Corridor Code or the Line Up Code-

Step 1 Use agreed strategies-

- Repeat what you said (using positive language).
- Repeat what you said (using positive language) and explain why the behaviour is not acceptable.
- Repeat what you said (using positive language) and explain the next sanction if this instruction is not followed immediately.

Step 2 Give a final warning-

- Give a final warning. Use the agreed phrase, "This is your final warning, do you understand?"
- Consider ways to diffuse the situation such as separation, close supervision, distraction etc.

Step 3 Time Out A 5 minutes

- The child will be asked to go to the "time out zone" in order to reflect and calm down for 5 minutes during which visual supervision must be maintained. Additional support from an adult will be provided if required to help the child to reflect on their behaviour, think about better choices and calm down.
- The adult who gave the sanction of Time Out A must inform the child's class teacher of the sanction and the reason it was applied.

Step 4 Time Out B 5 minutes

- If the child has not calmed down after Time Out A or is argumentative, they must remain in the "time out zone" for another 5 minutes. Additional support from an adult will be provided if required to help the child to reflect on their behaviour, think about better choices and calm down.
- If the child continues to behave in an unacceptable way after Time Out A, the child must return to the "time out zone" for another 5 minutes (Time Out B).
- The adult who gave the sanction of Time Out B must inform the child's class teacher of the sanction and the reason it was applied.

Step 5 Time Out C Removal

- If the child continues to behave in an unacceptable way after Time Out A and B, the child must be removed from the yard and escorted to the Headteacher.
- The adult who gave the sanction of Time Out C must inform the headteacher and the child's class teacher of the sanction and the reason it was applied.
- Parents will be informed of Time Out C by letter.
- A copy of the Time Out C letter will be placed in the child's file.

Children should be brought into school as quickly as possible at the end of playtimes and lunchtimes. Staff on duty must not engage in lengthy dialogues with class teachers about unacceptable behaviour.

The sanctions in Steps 1 to 5 must be applied systematically in order. A child cannot be given a sanction unless he/she has been given the preceding sanctions. For example, a child cannot be issued with Time Out B (Step 4) unless Steps 1, 2 and 3 have been applied.

A child can be issued with Time Out C (Step 5) without the preceding sanctions. This is explained in sections 7.7 and 7.8.

7.7 Sanctions for persistent unacceptable behaviour at playtimes and lunchtimes

Step 6 Daily Report to headteacher

If a child's name is reported to the Headteacher on 3 or more occasions in a week, the child will be placed on Daily Report to the headteacher.

- The Headteacher will talk to the child about their behaviour.
- The child will miss the next playtime and lunchtime, spending them with a member of staff who is on duty.
- The child will have to report to the headteacher at the end of playtime and lunchtime for the following week.

Step 7 "Playtime and Lunchtime Behaviour Report"

If behaviour at playtimes and lunchtimes does not improve, the child will be put on "Playtime and Lunchtime Behaviour Report" for a minimum of 3 weeks.

- The headteacher will invite the parents/carers to school to discuss their child's behaviour.
- Behaviour targets for playtimes and lunchtimes will be agreed.
- Clear rewards and consequences are identified for success and failure (including possible exclusion from playtimes and lunchtimes) and recorded on the "Playtime and Lunchtime Behaviour Report".
- Daily feedback is given to the child and parents/carers as the "Playtime and Lunchtime Behaviour Report" is sent home at the end of each school day to be signed. This must be returned to school the next day.

Step 8 Playtime and Lunchtime Fixed Short Term Exclusion

If behaviour at playtimes and lunchtimes does not improve while the child is on "Playtime and Lunchtime Behaviour Report" they will be excluded from playtimes and lunchtimes for one week.

- The child will spend their playtimes and lunchtimes with the Headteacher or Deputy Headteacher.
- The child will have no contact with their own class or their classmates at playtimes and lunchtimes.
- The child will have no access to the playground, extra-curricular or enrichment activity.
- The child will complete work set by the class teacher under the supervision of the Headteacher or Deputy Headteacher.

Step 9 Playtime and Lunchtime Fixed Long Term Exclusion

Any child continuing to present problems after three playtime or lunchtime exclusions of one week or more in an academic year will be permanently excluded from lunchtimes.

7.8 Sanctions following offensive and abusive language at playtime and lunchtime

The use of offensive and abusive language is not acceptable in this school.

Children who are heard using offensive and abusive language, including swearing at another child or an adult, or any type of abuse (for example, racist or homophobic abuse) will immediately be removed

from the yard/field and receive Time Out C and a Red Card. This will supersede Steps 1 to 4 and is the only time that a Red card can be given for behaviour that occurs outside the classroom. The details of Time Out C and Red Card are in Step 5 in section 7.6.

7.9 Sanctions following a serious incident at playtime and lunchtime

All serious incidents must be dealt with in a more formal way. Serious incidents involving violence, abuse or vandalism need to be responded to on an individual basis with appropriate sanctions including immediate permanent exclusion if necessary.

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;
- Vandalism;
- Theft;
- Carrying an offensive weapon;
- Serious, deliberate damage to school property.

This is in line with the way that a serious incident that may take place in the classroom would be dealt with.

Sanctions following a serious incident include-

- referral to Headteacher (or Deputy Headteacher);
- removal from playground/field;
- parents/carers informed;
- playtime/lunchtime exclusion;
- school exclusion.

If the problem persists it may be necessary to involve outside agencies such as behaviour support or educational psychologist.

If behaviour includes racist or homophobic abuse it should be reported to the teacher responsible for monitoring, recording and reporting such incidents (Miss Chappell) and a copy forwarded to the LA.

If behaviour results in physical or verbal abuse towards any member of staff, an "Assault" form should be completed and a copy forwarded to the LA.

If physical intervention of any kind is required it should be consistent with our "Use of Reasonable Force Policy" and a "Major incident" record should be completed the same working day.

If behaviour in any way gives rise to suspected or potential child abuse (such as sexualised language, behaviour, assault etc) a "Cause for Concern" record must be completed and the Designated Safeguarding Lead for Child Protection (Miss Chappell) informed the same working day.

Incidents should be recorded verbatim using the actual words/actions heard or seen along with the name of the victim and signed by the person making the report.

If there is any doubt as to how to respond to a particular incident, seek advice from the Headteacher.

Document Record

Version	Reason for Amendments/Update/Review	Date of Adoption by Seghill First School	Date of next review
1.0	Existing policy updated including appendixes	07 February 2024	February 2025

Appendix 1 Individual Behaviour Plan- anonymised example

You must-

- Keep your hands, feet and other objects to yourself;
- Tell an adult if you are in a tricky situation;
- Ask for a time out card if you need time out.

Daily rewards

- If you follow the non-negotiables, you **will receive a star** for that session.
- For every star you receive, you will be given a smiley.
- If you earn **2 or more stars by the end of the day**, your reward will be a **5 minute credit**.

Weekly rewards

- Each Friday you can **use your credits to spend on an activity in school**. If you earn 5 credits, you will have 25 minutes to spend on Friday afternoon. If you earn 4 credits, you will have 20 minutes to spend on Friday afternoon and so on.
- Each Friday your mam and dad will give you a **reward at home**. The reward will depend on how many stars you get during the week.

Help tools

We will give you an Individual Behaviour Plan .	This is so we can all see when you have followed the non negotiables and identify times when you need more help.
We will give you a copy of the non-negotiables .	This is so you have the non-negotiables in front of you so you know what we expect from you.
We will give you a take a break card .	This is so you can take a break if you are in the blue, yellow or red zone.
We will give you a take a break guidance .	This is so you can see some ideas of how to self-regulate and understand how you are feeling and why.
We will give you a zones sheet .	This is so you can write down a note in the zone about how you feel.
We will give you a weekly review sheet.	This is so everyone can write down how things have gone each week.

Take a break

- We will give you a **take a break card**.
- This is so you can **take a break** if you are in the blue, yellow or red zone.

Daily sanctions

- If you don't follow the non-negotiables after two reminders or after you have taken a break, you **will not receive a star** for that session.
- If you don't follow the non-negotiables after three or more reminders you will be **removed** from the yard/field.
- You will be removed from the yard/field if you hurt another child. You **will not receive a star** for that session.

Weekly sanctions

- If you don't earn a **star for a session**, you will not be given a smiley for that session.
- If you don't earn **2 or more stars by the end of the day**, you won't earn a 5 minute credit for that day.

Appendix 2- Behaviour Support Plan- anonymised example





Issue / concern	Risk and risk level	Action	Frequency responsibility	Desired outcome	Actual outcome / review
We have seen some inappropriate behaviour at transition points both within and between sessions.	Medium X becomes involved in low level verbal and physical disagreements with other children.	X will go for his coat / go to the toilet first, followed by others. X will stand next to the teacher while others carry out instructions eg get their fruit and milk. X will get his things first or last.	Every transition both within and between sessions. teacher	Transitions will be smooth. X will not be involved in low level verbal and physical disagreements with other children.	
X can become dysregulated if he does not know what is happening now and next.	Medium X becomes dysregulated and de-escalation techniques are required. Learning is lost.	The visual timetable for the class will be updated daily. X will be provided with a small, personal version of the daily visual timetable using images that are consistent with the whole class version.	Daily teacher	X will know what is happening now and what is happening next. X will not become dysregulated due to being unsure about the plan for the day.	
X can become involved in physical behaviour at less structured times such as breaktimes and lunchtimes. Red cards issued after X has hurt someone are not improving behaviour.	High X can become involved in physical behaviour where he hurts other children at less structured times. Relationships with peers are not strong.	HT will provide a behaviour plan for X. HT will meet with X's parents and X to explain how the behaviour plan will work. HT will talk to X's parents and X about zones of regulation.	date Breaktimes lunchtimes Golden Time HT teacher	X will understand and follow the non-negotiables. X will be motivated by the rewards that following the non-negotiables bring. Relationships with peers will improve. X will keep his hands, feet and other objects to himself and seek adult support when required.	

Appendix 3- Zones sheet

The take a break card is so you can take a break. This is not a sanction or a punishment.

If you need to take a break

- ask for the take a break card if you are in the blue, yellow or red zone.
- move to one of the take a break chairs or you can ask to come and talk to Miss Chappell.
- you can look at the zones chart and write a note in the zone about how you feel if you want to.
- you can look at the ideas below to help you move into a different zone.

 <p>Blue Zone <u>Tools:</u> Rest Stop</p> <ul style="list-style-type: none">• Take a break.• Think happy thoughts.• Talk about your feelings.• Ask for a hug.• Draw a picture	 <p>Green Zone <u>Tools:</u> Go Time</p> <ul style="list-style-type: none">• Complete your work.• Listen to the teacher.• Remember your daily goal.• Think happy thoughts.• Help others.
 <p>Yellow Zone <u>Tools:</u> Slow Down</p> <ul style="list-style-type: none">• Take a break.• Talk to the teacher.• Squeeze my stress ball.• Go for a walk.• Take three deep breaths.	 <p>Red Zone <u>Tools:</u> Stop</p> <ul style="list-style-type: none">• Take a break.• Squeeze my stress ball.• Take three deep breaths.• Count to ten.• Talk about my problem.

Blue Zone Low mood	Green Zone Green light, good to go!	Yellow Zone Bubbling	Red Zone WARNING! I am out of control
Slow engine or engine turned off	Calm engine	Engine revving	Engine running far too fast
sleepy sad bored	cool calm relaxed	frustrated silly wiggly excited nervous	angry upset boiling exploding

What pushes your buttons

Being told on	Being ignored
Waiting	A misunderstanding
Feeling hungry	Being disrespected
Cheating	Being bumped into
Being touched	Loud noises
Not understanding	Losing a game
Rumours or gossip	An incident
Hurt or pain	Being left out
Being scared	Being bullied
Bad news	Being interrupted
Unfair treatment	Things don't go as planned
Tests	Things that are unfair
Stress	Not understanding what to do
Being criticized	Being tired
Being told what to do	Something else