



KENSINGTON AVENUE PRIMARY SCHOOL

Behaviour & Discipline Policy

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

(Education Observed D.E.S)

Introduction

Our policy is based on the belief that:

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

Aims

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

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

(Discipline in Schools - Elton Report)

Other relevant documentation: Anti Bullying Policy, SEND Policy, Attendance Policy, Marking and Feedback Policy, Positive Handling Policy and the Home School Agreement.

Our purpose is:-

- to maintain levels of good behaviour

- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teacher's need to recognize that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

Assertive Mentoring

'Attitude' is carefully tracked at least termly. This includes attendance, punctuality, behaviour, effort, homework and uniform. Each area is colour coded: Green-excellent/very good, Yellow acceptable/satisfactory, Red-unacceptable. Targets and support are agreed where necessary.

Rules

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

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

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

1. Our Code of Conduct is:

1.	Take Care of Yourself
Never	<input type="checkbox"/> Do anything silly or dangerous where you might be hurt. Stay in school at break times or leave school without permission. Talk to strangers in school unless they have a school badge.
Always	<input type="checkbox"/> Tell someone if you are unhappy, being picked on or bullied.
2.	Take Care of Others
Never	<input type="checkbox"/> Do anything to hurt others (such as hitting/name calling). Distract others from working. Be cheeky or rude to adults.
Always	<input type="checkbox"/> Be friendly to visitors, newcomers and other children.

3. Take Care of your School

Never Steal or deliberately damage school equipment.
 Drop litter or deface the school building.
 Give the school a bad name.

Always Be proud of your school.

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalized in the EYFS and KS1.

2. Our Listening Code

When I am asked for my attention I:

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

3. Our Line up Code

When I am asked to line up I:

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

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

a. Food and drink

Children may bring fruit from home to eat at morning play. They may also obtain fruit at breakfast club, through the National Fruit Scheme or from the tuck shop. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

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

b. Jewellery

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

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

c. PE Kit

Appropriate clothing must be worn for all PE activity

Indoors:-No jewellery, bare feet/ plimsolls, shorts, Tee shirt or vest

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

Outdoors: - No jewellery, plimsols or trainers, shorts, Tee shirt, (Tracksuit in certain conditions).

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

d School Clothing

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

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

e. Personal property

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

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

f. Mobile Phones

Children that require a mobile phone during school hours i.e. for the journey to and from school must hand them in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

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

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

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. We expect that the behavior ladders will help adults to work with children to manage behaviour at all times. It may be that an immediate sanction or outcome is not achievable and the behaviour will be addressed at a more appropriate time e.g. a child refuses to go to another class.

Our 'Positive Handling Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Named staff are trained in 'Positive Handling' and de-escalation techniques.

If a child should run out of class for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. We ask adults to follow the pupil and encourage them to return and make a good choice. Radios are available from the Office if a child has been assessed as at risk of leaving the class.

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

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

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

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

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

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

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions).

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

Movement in and around School Procedures

- Call the group together using the familiar phrase: 'Can I have your attention please?' □ Give out any instructions and set expectations.
 - Use and enforce 'Our Line Up Code'.
 - Make sure all children are settled before setting off.
 - Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
 - Encourage a child to hold the door for others to pass through (thank them for this).
 - Try to have no more than one class meeting at any one point at any one time.
 - Walk to the left hand side of the corridor/stairs.
 - Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
 - Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).
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- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
 - Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.

A minimum of two staff members are required to supervise playtimes for each playground. Supply teachers should cover the duty of absent teachers but should never be without support. No hot drinks should be taken onto the playground.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. If an incident occurs then it is the responsibility of the duty staff members to inform the class teacher when they collect and then to log it in their class Behaviour log.

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

Upon hearing the whistle/ bell children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines, joining at the back of the line. Classes enter school a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a 'class point' (see Class of the Week).

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty. In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that classes are never left unsupervised.

Playground procedures

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

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school and should only be used in appropriate conditions at the discretion of the duty teachers. Any misuse of playground equipment will lead to confiscation.

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

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training. After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

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

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

Rewards

1) General

- Favourable comments can and should be entered on pieces of work, (see Marking and Feedback Policy).

- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment Policy).
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Headteacher for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Lunchtime club pass can be awarded.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playground Buddies, Language Ambassadors, Digital Leaders and School's Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

2) **Whole School Reward System: 'Smileys'**

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

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

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

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

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

The reward system is graded as follows:-

Any noteworthy behaviour	1 Smiley (recorded on class chart)
10 Smileys	Teacher commendation: (recorded on individual achievement card)
100 Smileys	Team Leader commendation: Bronze Award (presented by Team Leader)
200 Smileys	Headteacher commendation: Silver award (presented by Headteacher)
300 Smileys	School commendation: Gold award (in front of whole school)

- All Awards will be presented in whole school assemblies.

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

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

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

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

3) **Class of the Week**

Each class starts the week with 20 'class points'. Rewards for good behaviour at playtimes and lunchtimes include the awarding of additional class points. Equally sanctions can result in the loss of points (see Playground Procedures).

Results are announced in Friday assembly and the class with the highest score at KS1 and KS2 receive the 'Class of the Week' trophy. Any class which wins Class of the Week for three consecutive weeks also receives a shield, to keep for the whole of the academic year.

Behaviour Guidelines	Sanctions
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Sanctions

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

Note See also our policy on the 'Use of Force'.

- If behaviour results in physical or verbal abuse towards a teacher/adult a 'Serious Incident' form should be completed.
- If physical intervention of any kind is required then a 'Serious Incident' record should be completed as soon as possible.
- Any other incident deemed 'serious' or resulting in injury should be recorded on a Serious Incident form, the teacher's class diary or the Lunchtime Incident Book.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, SLT and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

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

SANCTIONS PROCEDURE

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

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

If unacceptable behaviour occurs:

Step 1 (Classroom teacher)

Use normal strategies:

e.g. Polite but firm requests, warnings (no more than two which will result in moving down the behavior ladder).

FROM NOW ON NO MORE WARNINGS.

Step 2 (Classroom teacher)

Time Out (A)

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

If behaviour improves return to lesson.

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

For those repeatedly on Time Out A:

- Record who, when, why.
- Possible removal of treats / playtime etc.
- Discussion with Phase Leader and/or Deputy Head; consider Inclusion Surgery.

Step 3 (Teacher colleague) Time Out (B)

- Child escorted to designated colleague in parallel class to work alone without causing disturbance. □ Possible removal of a treats / playtime.

If behaviour improves return to class.

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

For those repeatedly on Time Out B:

- Begin monitoring to identify areas of concern / possible causes/ appropriate targets that are taken to an Inclusion Surgery.
- Complete a 'Behaviour Assessment Profile' if necessary.
- Consider putting pupil 'On Report', consulting with parents.

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

escorted to Phase Leader/Head.

- Up to half a day working alone without causing disturbance.
- Parents informed of isolation by letter and that child's behaviour is causing serious concern; consider arranging a meeting to discuss strategies.
- Pupil to go 'On Report'.

If behaviour improves return to class.

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

Step 5 (Head /Inclusion Manager) Pastoral Support Programme- A last step before exclusion

□ Teacher completes a Behaviour Assessment Profile to identify areas of strength and concern.

- PSP Meeting with parents/child to agree the way forward.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider EHCP.
- Consider Early Intervention referral.
- PSP to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed fortnightly

If targets are achieved remove from PSP.

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

Step 6 (Headteacher/ Deputy)

Internal Exclusion

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed by letter. □ LA informed of likelihood of external exclusion.

If behaviour improves return to class on report or PSP.

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

Following latest government guidance

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

- Parents, Chair of Governors, LA Officer informed.
- Upon return to school child stays on Report or PSP for a minimum of 10 weeks.

If behaviour improves remove from PSP.

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

Step 10 (Pupil Discipline Committee) Permanent Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 20 weeks. If appeal unsuccessful, remove child from school roll.

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

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

These may include:

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

High Profile Children

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for EHC Plans and those Looked After (LAC). For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

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

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

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

- Behaviour Reports (for KS2).

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

Behaviour Targets

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

If in doubt, consult a Phase Leader and/or Deputy Headteacher.

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

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

All staff have had input to the Behaviour & Discipline Policy for the school and are committed to following all aspects consistently. Governors have agreed it and it is implemented fully into whole school practice.

Whole School Review of this Policy will take place annually to ensure it is fully up to date.

Adopted by the Governing Body on: 28 November 2016

Reviewed on: November 2019

To be reviewed: November 2022

Appendix A

GOOD PRACTICE

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

Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.

3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

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

Remember to:

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

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

Never:-

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

CHILDREN'S RIGHTS

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

Appendix B

RECORDING ISOLATION: Notes

Time Out A : a class list

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

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

Time Out B: one sheet per child

All should be recorded and stored in the child's Mentoring File:

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

Time Out C: one sheet per incident

More detailed recording required. What happened, and why.

Letter sent to parents

All should be recorded and stored in the child's Mentoring File:

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

'disturbing class', 'being a nuisance' meaningless and open to misinterpretation

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