

DRAFT OFFWELL C of E Primary - Behaviour Procedure:

AIMS: To reduce negative behaviours causing distraction/harm, requiring intervention or sanction, to allow effective learning; to develop a shared understanding of how we manage behaviour; to set out a clear procedure that is predictable and can be taught and learnt.

PREVENTION: Any child needs to feel safe, cared for, and likes to know what to expect, so adults should always try to demonstrate that they care and aim, as far as possible, to be patient, fair and predictable.

We all respond, subconsciously, to body language, so when dealing with challenging emotions, try to:


- Relax – take a breath; lower your shoulders; take a moment...
- Think – is this actually a problem? If so, who for and why?
- Empathise – attune to how the other person feels; has anything happened; is there a reason?
- Use humour – if you know the other person well enough, could a joke break the tension?
- Notice – and reward when someone does well (even praise someone else doing what is expected!)

REWARDS: We aim to encourage good behaviour, using rewards, which are both responsive and cumulative


When?	What?	Why?
Daily rewards	Stickers Housepoints	For trying hard, good work, good behaviour, helping others...
Weekly rewards	Certificates Special Book Star of the Week Golden Time	For 2, 50 and 100 housepoints, for sustained good behaviour For anyone demonstrating our values (adult/child) For a nominated or chosen child For ALL children who have done the right thing all week
Half-Termly	Mufti Day Headteacher's award	For the winning House For outstanding work or behaviour over time.

RESPONSE: When behaviour becomes a concern, use this approach *as a guide*:


- 1) **Give calm clear instruction again and expect compliance** E.g: "Ok, (Name) sit down there..."

If responds, reward if appropriate  If not ...

- 2) **Explain expected consequence** e.g: "Remember, unless you sit down there, or here, then ..."

If responds: praise good choice. If not ... 

- 3) **Carry out expected, agreed consequence (see table), calmly and consistently.**

Inform key staff and parents as needed. **Note in red book.** 

There should always be potential for forgiveness, where a child is truly repentant and there is no repeat.

There should be the opportunity to explore the reasons why any incident happened with the child, when calm.

Restorative justice approaches can be helpful: **children need to be taught to make amends for their actions.**

See Dreiker's 'Mistaken Goals' for information about **triggers and responses for challenging behaviours.**

When repeated sanctions do not work: Set up/Review Behaviour Care Plan with parents and Headteacher.

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Any child with persistent emotional or mental health issues has a **Special Educational Need**.

CONSEQUENCES: should be calmly and consistently applied, unless there is reason to adjust your response (AGE/SEN).

Type of behaviours	Response	Sanction
Low level behaviours: E.g: low level disruption, causing distraction, refusal to work....	Teacher to follow steps as above: Clarify instruction, Give 1 verbal warning (board), Record sanction in red book.	Morning: 5 minutes off break Afternoon: 5 minutes off lunch/next day's break. 3 rd sanction in a day = 15 minutes off Golden Time
Challenging behaviours: E.g: repeated disruptive behaviour in same day, loud refusal, ruining own work, unkindness ...	Teacher to contact parents to inform them about behaviour, actions and possible next steps. Record of sanction in red book.	As above, up to 10 minutes off break/lunch , plus 15 minutes off Golden Time, up to total loss. Apology or reparation (E.g: tidy up)
Harmful behaviours: possibility or threat of physical aggression, swearing at child or adult...	Head to contact parents for meeting, or to come in and stay with child until calm. Record of sanction in red book.	Total loss of break/lunch Total loss of Golden Time Letter of apology or reparation (E.g: tidy up) (internal exclusion)
Persistent harmful behaviours, such as physical assault or verbal abuse, actual harm or damage to person or property, sexist, homophobic or racist behaviour, bullying or victimisation.	Head to contact parents to collect child for set period. Head to send letter and complete form (Annex B).	Fixed term exclusion. Permanent exclusion in most severe/extreme of cases.