



Barley Fields Primary School

Behaviour Policy

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Prepared by:	Deputy Head Teacher
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- Barley Fields Primary School aims to provide an attractive and secure environment with an atmosphere, which promotes positive attitudes, high levels of self-esteem, care and consideration.
- We endeavour to provide a quality-learning environment in which all our pupils feel happy, safe and secure.
- We want each child to achieve the highest possible standards of attainment and see behaviour as an integral part of the learning process.
- We hold very high expectations of pupil behaviour and promote an ethos within the school of community, tolerance and acceptance.
- We encourage all children to treat one another and property with respect and adopt socially acceptable behaviour traits.
- We are committed to teaching appropriate and relevant social skills and behaviour patterns to all children as their entitlement and their right. In doing this we will be offering our children the chance to participate in the life of our school and our community.

AIM

The school has three central aims in its approach to behaviour:

1. To promote high expectations of standards for behaviour;
2. To set clear, consistent rules and guidelines concerning acceptable behaviour;
3. To involve staff, children, parents and governors in promoting high standards of behaviour.

OBJECTIVES

- To encourage children to take responsibility for their own behaviour;
- To develop self-respect and respect towards others;
- To show respect towards their environment;
- To show thoughtfulness, thankfulness and good manners.

RIGHTS

We believe adults and children have fundamental rights. These are:

- a right to learn
- a right to feel safe
- a right to be treated with respect and dignity

AS A UNICEF RRSA GOLD AWARD SCHOOL, we actively teach about rights, through rights and for the rights of every child as enshrined in the UNCRC (United Nations Convention on the Rights of the Child). The UNCRC should be displayed in every classroom and is embedded in daily practice in school. Links to the UNCRC are made through planning documentation and the UNCRC should be the basis of class charters and the everyday language used by staff (duty bearers) and children (rights holders).

THE ROLE OF STAFF

Teachers and support staff have a vital role in supporting and maintaining standards of good behaviour within school. In order to achieve this staff are expected to:

- Be proactive and follow the school routines designed to promote positive behaviours
- Use the language of rights as enshrined in the UNCRC
- Act as a positive role models (duty bearers) by treating children, parents and colleagues with respect, fairness, empathy and dignity;
- maintain high expectations concerning behaviour, attitude and approach;
- reinforce and praise good behaviour, caring attitudes and “doing your best”, as well as rewarding success through agreed ‘mindset’ techniques as advocated by Professor Carol Dweck.
- develop an awareness of each child as an individual and respond appropriately;
- understand that a sense of humour often diffuses a volatile situation;
- have a fair and consistent approach on applying rules;
- present a calm manner at all times;
- When dealing with poor behaviour - refer to the behaviour and not the child;
- A team spirit where staff are prepared to give support and time in offering ideas and strategies to colleagues;

This Policy will be reviewed in 2025

- An acknowledgement that behavioural problems/issues within school are a shared responsibility and are dealt with collectively (corporate responsibility)
- Ensure that incidents of poor behaviour that occur regularly are documented using the CPOMS system under the behaviour monitoring tab.

THE ROLE OF PARENTS

Parents have an important role in supporting staff. Most parents are willing and eager to give this support but are not always sure how they can do this effectively.

It is always helpful when parents:

- Encourage children to respect school;
- Ask questions about their work and behaviour;
- Show interest in their child's progress;
- Praise good reports and certificates sent home;
- Support class teacher;
- Visit school not just when there is a problem;
- Discuss with Head teacher or class teacher any problem that could affect their child emotionally or academically within school.
- Work in partnership with the school to address any ongoing or incidental behavioural concerns.

THE ROLE OF CHILDREN

Children should appreciate that there are certain codes of behaviour that are acceptable and generate approval. These should include:

- Learning what good behaviour means;
- Learning to care for one another;
- Learning to value friendship;
- Develop self-confidence and raise self-esteem;
- Speak to all teachers, adults and children with respect;
- Achieving as much as possible in all areas of their work;
- Taking care of school and other people's property;
- Moving calmly and quietly around school;
- Following playground rules and entering school in a calm and orderly manner;
- Treating others as they would wish to be treated;
- Making it easy for everyone to learn by listening carefully, following instructions, responding appropriately, waiting their turn patiently.

The children should follow the expectations in the school behavioural code of conduct. (See APPENDIX 1)

Rewarding Good Behaviour.

Barley Fields Primary School endeavours to be a 'mindset' school where practice and procedures are based on the research of Professor Carol Dweck into the theory of incremental intelligence. The behaviour policy is based on positive reinforcement. Acceptable behaviour, positive attitudes, effort and resilience should always be recognised and rewarded. Reminders should be given at regular intervals to motivate children towards a feeling of success.

When considering reward systems, staff should be aware of the research into 'the problem of praise' conducted by Carol Dweck and, more recently by Professor Barry Hymer and Mike Gershon.

The outcome of this research and the evidence from case studies suggests that the use of extrinsic reward systems is largely ineffective and tend to de-motivate children over time. All research points to the fact that the promotion of reward systems based on intrinsic reward are much more effective and appear to have the long-term impact of creating self-motivated learners. This is not to say that staff cannot give rewards but it is advised that teachers think carefully about how and when to offer extrinsic rewards. Stickers, for example, should have a mindset theme where and when possible.

This Policy will be reviewed in 2025

The following rewards are used at Barley Fields Primary School:

- Marvellous me messages and mindset stickers sent home;
- Visits to the Head Teacher / Deputy Head Teacher/ Assistant Head Teacher;
- Verbal and written praise;
- 'Star Awards' (with a mindset theme where and when possible);
- Additional Responsibilities and roles in school;
- Letter of praise/certificates/verbal messages given to parents.

Unacceptable and disruptive behaviour.

Implementation of this behaviour policy relies on a positive approach to behaviour management. However, there will be occasions when children exhibit behaviours or involve themselves in situations that are not acceptable. These may include occasions when a child may:

- Show a lack of respect for others including children and adults;
- Show a lack of respect for their environment and the property of others;
- Answer back, tut, sigh, mutter, shrug or sulk;
- Refuse to engage in learning, shout or walk away when spoken to;
- Throw things;
- Spoil other children's work;
- Swear, offer verbal abuse, racial harassment, name call;
- Spit, use violence, bullies, threaten;
- Run wildly around school, lie or steal.

Many of these behaviours will only be exhibited in rare situations or by children who have ongoing behavioural and emotional difficulties. However, it is important that staff address these behaviours with any child immediately to prevent continued and low-level disruption.

The school accepts that these behaviours may occur occasionally with any child and as such, should be handled in a consistent manner. A positive approach should be adopted to try to help children recognise and understand why their behaviour is unacceptable and consider the consequences for their actions. It is also important to recognise the 'triggers' of such behaviours and attempt to avoid these and give the child strategies to deal with their behaviour. Our policy is applied consistently throughout the school so that all the children are aware of the possible consequences of their actions.

Whilst being consistent we are also prepared to retain a flexibility to meet the needs of individuals, e.g. a child who acts out of character, a child who is under unusual pressure due to emotional or personal problems etc.

The **first stage** of response to a child's inappropriate behaviour is to register adult 'disapproval' using the following strategies:

- Eye contact, gesture of disapproval;
- Verbal check, calm and fair response;
- Rationalisation, prompt questions 'are you sitting nicely....'
- Movement to another area of the classroom
- Withdrawal from a group/class – to another group/class or to a safe/quiet place for reflection;

Where these initial strategies fail to have an impact, a **second stage** of approach should be employed which includes strategies such as:

- Missed playtime or lunchtime (supervised by an adult in the key stage/classroom);
- Missed playtime or lunchtime (completed outside the Head Teacher Office – please ensure the HT/DHT are fully aware of the reason for this and children are not left unattended);

This Policy will be reviewed in 2025

- Tasks/learning to be completed;
- Removal to another teacher/key stage lead or to a safe supervised area, sharing information with them explaining why they have been sent. On re-entry to class the child should be able to explain to the teacher why they were sent out and should apologise

Within school, a warning system is in operation to ensure the support of prompt adult supervision or assistance using **'warning triangles'**. A red triangle located close to each classroom door that can be used to attract the attention of the nearest adult. Children are aware that when requested they must take the triangle to the nearest adult who will then arrange and provide support.

Persistent inappropriate behaviours or serious incidents should trigger a **third stage** of responses/sanctions:

- Internal isolation - Removal from the class to the Key Stage Leader;
- Internal isolation - Removal from the class to the Head Teacher or Deputy Head Teacher;
- The reprimand of a removal of school uniform items (tie or jumper/cardigan) to signal displeasure at children's behaviour as not being acceptable within Barley Fields (HT/DHT/AHT only)
- Clear indication given that the behaviour exhibited is not acceptable in Barley Fields and that this is not how we treat one another/property etc.
- Verbal warning that continued unacceptable behaviour will result in parents being contacted;
- Contact with parents – personal;
- SEN involvement: use of behaviour reward system with clear targets and star charts/stickers;
- Home/school link programmes to monitor behaviour.

In extreme cases, it may be necessary to follow **the behaviour programme for dealing with extreme and disruptive behaviours as listed in APPENDIX 2.**

Monitoring and Recording

Where behavioural concerns become persistent, staff should record this daily using the CPOMS system. This should be recorded under the 'behavioural monitoring' tab. This is important as it allows senior leaders to track and monitor behaviour in school and provide effective support to staff as needed. This also allows senior staff to be fully aware of and deal with incidents appropriately as they occur especially if they follow a pattern.

Serious behavioural issues reported to SLT should be recorded using the CPOMS behaviour incident / bullying tabs as appropriate. Formal contact with parents – telephone calls, meetings will be arranged should behavioural issues continue.

SEND – SEMH Issues.

The behaviour policy acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with special educational needs (SEN). If a child demonstrates, significantly consistent and challenging behaviours then the SENCO will be informed. In accordance with the school SEND policy their needs may be assessed through the code of practice and a primary need of SEMH identified. A detailed analysis of the child's behaviour patterns may be made and areas requiring support and development identified and supported.

Support for the child during 'trigger' situations may be offered and the school will attempt to put forward support programmes and intervention strategies tailored specifically for the individual child. These may not completely align with the school behavioural policy, they will however mirror the school approaches as closely as possible.

These programmes may include strategies such as:

- Daily and weekly behaviour logs;
- Individual reward systems / token economy;
- Adult supervision at key transitional times / lunchtimes
- Personal behaviour support programmes;
- Monitoring of playtime/lunchtime behaviour;
- 1:1 supervision during playtime/lunchtime;
- Within school reward systems – token economy, whole class reward systems etc.

This Policy will be reviewed in 2025

- The use of an Individual Behaviour Plan to modify and manage behaviours;
- The use of an anger management programme (SEN Intervention Strategy);
- The implementation of physical restraint policy and procedures.

Where appropriate the school may also contact outside agencies for assessment, support and advice – Educational Psychologist, Behaviour Support Service, Play Therapy, Counselling etc. Parents of children in this group will be fully involved in all strategies and approaches and their success monitored by the SLT/SENCO.

Bullying (including cyber-bullying)– see the school anti-bullying policy for full details

The school takes the issue of bullying very seriously and any incidents will be fully investigated and addressed. A written record of the incident, investigation and outcome will be kept by the head teacher/teacher concerned and will be recorded using the CPOMS system.

As a school we do not advocate violence or retaliation but urge all children to tell an adult of any incident which has occurred. Class intervention strategies that address responses to behaviour can be used to help both the bullied and the bully. Staff will be informed of the pupils’ involved and appropriate action taken to prevent further incidents. This action may include:

- Obtaining an apology;
- Imposition of sanctions;
- Informing all parents concerned – bully and victim;
- Providing support for both victim and bully.

Cyber-Bullying

Cyber-bullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go via social networks, gaming and mobile phones.

Staff should take allegations of cyber-bullying seriously and always pass on their concerns to the DSL or DDSL who will contact parents and carers of alleged perpetrators and victims.

Staff should also draw children’s attention to the Thinkuknow website which has advice on online safety for young people that’s suitable for different age groups. The website shows children how to contact social media sites if they believe someone has posted something upsetting about them.

Prejudice-based and Discriminatory Bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour including racism, sexism, homophobia, biphobia or transphobia.

As a UNICEF RRSA Gold school, all staff should regularly share the importance of Article 2 (no discrimination) with children, and staff should be aware of the ‘protected characteristics’ as outlined in the Equality Act 2010 which made it unlawful to discriminate against people with a protected characteristic.

The protected characteristics are as follows:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership
- Race
- Sex
- Religion or belief
- Sexual orientation

According to research, anti-bullying work which clearly addressed the particular needs of vulnerable and minority groups is more effective. As a UNICEF RRSA Gold school, these needs should be addressed regularly through assemblies including class assemblies and discussion. Where prejudice-based bullying is suspected, this should be

This Policy will be reviewed in 2025

taken seriously and should be recorded as a bullying incident on CPOMs and also brought to the attention of the DSL or DDSL who will take further action in terms of investigation and contacting the parents/carers of alleged perpetrators and victims.

(See also the school's Anti Bullying and Cyber Bullying Policies.)

SAFE ONLINE BEHAVIOURS

Safe online behaviour is embedded within the curriculum across the whole school. Our whole school approach to online safety aims to address in an age appropriate way, the four areas of risk:

Content; being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

Contact; being subjected to harmful online interaction with other users; for example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial and other purposes.

Conduct; personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying).

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Securely filtering and incident logs ensure that any inappropriate searches on school equipment (on site and remotely) can be picked up and dealt with swiftly. E-safety incidents (including cyber-bullying) are reported to the computing lead and/or HT and logged on CPOMs along with action taken. Actions can include discussion with child and parents, restricted use of school equipment or internet access, additional teaching support as a whole class, small group or 1-1, as appropriate.

EXCLUSION.

Children who fail to comply with the general rules and routines of the school over a sustained period and whose behaviour is a significant cause for concern or continues to degenerate may be considered for exclusion.

Serious physical violence towards other pupils and members of staff may also be grounds for exclusion.

The decision to exclude a child from school is never taken lightly and is a decision that can only be made by the Headteacher (or Deputy Headteacher in the Headteacher's absence) after a range of factors have been considered including: seriousness of the behaviour, impact on the running of the school, evidence of strategies used and level of remorse.

The school will always endeavour to seek alternative options for a child who is at risk of exclusion including internal managed moves within school (to another class within a year group) or discussion with local cluster schools for a 'managed move' approach.

All decisions of this nature will follow the Dfe guidance 'Exclusion from maintained schools, academies and pupil referral units in England (2017) and the updated guidance 'changes to the school suspension and permanent exclusion process during the COVID 19 outbreak (2021).

Educational Visits.

The school accepts its responsibility to provide all children with a safe working environment. As such, it may be necessary to exclude children from participation in external educational visits. This is primarily to do with the safety of the individual child. If a child has difficulty conforming to the normal behavioural expectations within the school setting then it may not be possible to guarantee their safety in the outside environment. Decisions taken will be based entirely on individual circumstances and will be done with the full co-operation of the parents and staff involved. Any outcomes will entirely serve the interests and safety of the child. Please refer to the Educational Visits Policy for further details.

REASONABLE FORCE

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The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

In extreme cases where pupils may injure themselves or others it may be necessary to escort, hold or restrain pupils. The teachers are authorised to use reasonable force to control a child exhibiting crisis behaviours, they may need to act in self-defence or because there is an imminent risk of injury.

Please refer to the school policy on the use of force to control or restrain pupils and the team-teaching approach to positive and protective handling strategies. Further guidance may also be obtained from Stockton LA.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for articles that have been or could be used to commit an offence or cause harm.

Designated staff are trained in 'Team Teach' methods to ensure that representative staff across school can offer appropriate support in times of crisis. This can include distraction, escorting a child to a safe area or in some cases restraint. All incidents of restraint are formally logged and follow school policy. One copy of this log remains in school, one is given to parents and one is forwarded to the Local Authority inclusion team. (See also the school Positive Handling Policy)

POWER TO SEARCH

Designated Child Protection Teachers including the Head Teacher have the right to search a child with their permission in the presence of another adult and if there is concern that the child may be at risk of injury or in possession of articles that may injure others. The age of the child will be taken into consideration and if there is no immediate danger the parents/carers will be invited into school to discuss the situation.

Searches will be carried out without a child/parent/carers permission only if there is a risk of injury or harm to the child or others.

This is in line with DfE Advice 'Screening, Searching and Confiscation Advice for head teachers, staff and governing bodies available at www.education.gov.uk.

Heads can search for an extended list of items including alcohol, illegal drugs and stolen property.

DfE guidance identifies that schools and their teachers also have the power to discipline pupils who misbehave outside the schools premises and outside schools hours and as such may discipline pupils for: Misbehaviour when the pupil is:

- Taking part in any school –organised or school-related activity;
- Travelling to or from school;
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time which:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil or member of the public;
- Could adversely affect the reputation of the school.

The sanctions outlined above may be used in these circumstances.

ALLEGATIONS OF ABUSE AGAINST STAFF

All members of our school community have a right to be protected from harm. All allegations will be taken seriously. Where there are child welfare concerns school will act to address them in accordance with our Child Protection / Safeguarding Policy.

Dfe guidance protects teachers from malicious allegations and strengthens their authority in the classroom. It makes clear:

- Heads can temporarily or permanently exclude pupils who make false allegations. In extreme circumstances they may even press criminal charges against the pupil.
- The default position should be to assume the teacher has behaved reasonably unless a complainant can show that a teacher has behaved unreasonably. All accusations will be investigated fully and with the advice of the LADO (Local Authority Designated Officer)
- Schools should not automatically suspend teachers accused of using force unreasonably.
- All but the tiny number of the most complex cases should be resolved within three months and the vast majority should be resolved in four weeks.
- Malicious allegations should not be included in employment records.

Equal Opportunities.

Equality objective 2021: To develop professional practice that is consistently good or better that promotes good progress and outcomes for ALL children.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. We do not narrow our curriculum offer for any child.

All children will be treated equally irrespective of gender, ethnic origin, disability, culture or socio-economic background. All children will be treated with respect and spoken to in a positive manner.

MONITORING AND REVIEW

This policy is monitored on a day-to-day basis by the head teacher, who reports to governors about the effectiveness of the policy on request.



GENERAL BEHAVIOUR - CODE OF CONDUCT

Listening Signal

- Shared listening skills are displayed throughout the school;
- The listening signal is 'please stop and listen';
- The adult should speak once all children have stopped what they are doing, have empty hands and are looking at the speaker.

The listening signal is...

“Please stop and listen?”

On hearing the signal, the children must stop, have eyes on speaker, empty hands, body still, be silent and listen until the message is over.

General Lining-up Behaviour.

- Children should be encouraged to line up before leaving the classroom as a whole class;
- Children are expected to move around school in a quiet, calm and orderly manner.
- Children should move in a single file from area to area giving way to adults in school.
- Transitions from one area of the school to another should be supervised by staff
- Promotion of good manners – opening doors for one another, allowing others to go first

Assembly Behaviour

- Children line up in classrooms prior to entering assembly;
- Teachers escort the children silently into assembly, ensure they are seated in the hall and wait until assembly starts before leaving;
- Music is played on entry to assembly;
- Praise/reward is given to children exhibiting excellent assembly behaviours;
- Children who fail to follow the behavioural expectations during assembly will be spoken to after assembly.

Movement around school.

- Children should walk around school at all times;
- If a child is running in school they should be stopped and reminded to walk to ensure their safety and the safety of others;
- A child walking smartly around school may be rewarded with Mme, praise / stickers;

Playtime Behaviour

- Each class of children to be escorted out into the playground by an adult;
- Inappropriate behaviour during playtime to be reported to team leaders / head teacher / deputy head teacher and dealt with appropriately;

This Policy will be reviewed in 2025

- Class teachers must go onto the yard at the end of playtime. A whistle will be blown and children should be sent into school a class at a time under the direction of a teacher. Children should walk into school, wash hands and return to their classrooms supervised by their teacher.

Lunchtime behaviour

- Children will be escorted into the playground or to the lunchtime area by a supervisory assistant/teaching assistant/class teacher.
- Class teachers must go onto the yard at the end of lunchtime. A whistle will be blown and children should be sent into school a class at a time under the direction of a teacher. Children should walk into school, wash hands and return to their classrooms supervised by their teacher.
- Supervisors are encouraged to be positive and use praise as often as possible. In the event of unacceptable behaviour, supervisors are asked to:
 - Give a verbal warning that the behaviour is wrong;
 - Ask the child to accompany them around the playground for a short time;
 - Share their concerns with the child's teacher in order that appropriate action can be taken jointly.

Serious incidents should be reported to a member of the senior leadership team. Serious behavioural incidents to be immediately reported to the head teacher / deputy head teacher/ assistant head teacher and dealt with appropriately.

Wet Lunchtime

On wet days staff should clear work surfaces so that indoor playtime equipment/games/activities can be distributed. Teachers will display in the classroom the activities and equipment children are allowed to access. Quiet, calm classrooms are to be expected during this time and children must tidy away ready for the afternoon session to begin promptly.

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BEHAVIOUR PROGRAMME FOR DEALING WITH EXTREME AND DISRUPTIVE BEHAVIOURS

The following strategies may be employed with children who exhibit ongoing aggressive, abusive, defiant or physical behavioural difficulties. They are to be used when child poses a threat of violence to themselves or peers or who may pose a potential threat to staff. This programme should be implemented only in consultation and with the support of senior staff

The policy acknowledges the needs of the individual in relation to the safety needs and learning needs of other children within the school.

All incidents should be logged on CPOMS using the tab 'Behavioural Incident'.

Initial responses / actions

Using behaviour analysis, it may be possible to identify certain 'triggers' for behaviours. Awareness of these may allow the implementation of strategies to prevent disruptive outbursts before they occur.

1. Encourage the child to respond to clear signals – **STOP, THINK/HOLD, and PAUSE.**
2. Give secret signals from an adult to remind the child such as pointing to eyes and ears as **LOOK AND LISTEN** signal;
3. Praise and reward positive behaviour – 'catch the child being good';
4. Encourage the child to count to ten before acting;
5. Planning ignoring of attention seeking behaviours;
6. Diversion of attention to other activities / areas etc;
7. Use solution type questions 'can you remember what helped time?'
8. Acknowledge the child's feelings 'I know your angry but ...'

Time Out

Where a child continues to exhibit negative / disruptive behaviour then adult intervention in the form of 'time out' should be employed. This involves a specific sequence of events, which the child is clearly aware of and is applied consistently. Primarily the sanction system of time out should work as follows:

1. Give a general instruction, '***I would like you to ...***';
2. Give a more specific instruction related directly to the behaviour;
3. Say '***this is your ... warning...***' along with a repeat of the specific instruction;
4. The child can be given three warnings – a third warning triggers a move to 'time out';
5. Say '***That is your third warning you now need to go to time out please***'. This involves sending the child to the team leader with an explanation that time out has been initiated;
6. Child remains in 'time out' for **5-10 minutes**;
7. After 'time out' the child should be asked why they were asked to have 'time out' and are they ready to go back into class. The child should be given a reminder of how they should behave and what the next steps would be if the disruptive behaviour continues;
8. Escort the child back to their class with a positive comment about how they may do better next time.

During 'time out', several expectations of the child's behaviour exist:

- The child remains on the seat;
- The child keeps their hands and feet to themselves;

- The child keeps their body as still as possible;
- The child remains silent.
- The child clearly understands why they are placed in time out;
- The child leaves time out only when given permission.

Immediate 'time out' sanctions can be given for: ***Hitting, swearing, blatant defiance, destructive / damaging behaviour.***

If a child refuses to engage in 'time out' and the strategy is not effective, the following sanctions will be followed with the support of the school leadership team including the Head Teacher, Deputy Head Teacher and Assistant Head Teacher.

Internal Isolation

Where a child exhibits extreme, consistent and frequent negative behaviours or has failed 'time out' during a morning, lunchtime or afternoon session, the school may implement procedures for internal isolation. This will be agreed with the Head Teacher following analysis of patterns of behaviour and will be supported/supervised by senior staff members.

Internal isolation will be used when a child has:

- Engaged in consistent disruptive behaviours (despite warnings) and failed to follow teacher expectations/requests;
- Refused time out;
- Failed time out;
- Made verbal threats towards adults or children;
- Displayed or had outbursts of physical aggression;
- Physically threatened or attacked another pupil;
- Physically threatened or attacked a member of staff.

Teachers should seek assistance from a senior member of staff who will escort the child to a quiet area in school such as the Head Teacher's office or the meeting room and supervise them for the period of isolation. Class teachers will provide work for the child to complete. Involvement of a senior member of staff is required and parents will be informed by telephone of the consequences given.

During 'isolation', several expectations of the child's behaviour exist:

- The child follows adult instructions, does what is requested – ***'please sit down'***;
- The child uses appropriate speech;
- The child demonstrates appropriate behaviours;
- Once the child is calm enough to talk about and discuss the incident this is completed with a senior member of staff;
- Learning activities will be completed;
- The child may return to the classroom when normal behaviour resumes or after an appropriate time period determined by the supervising senior staff member.

Parents will be informed of any serious incident requiring isolation for a sustained period during the school day and may be asked to attend a meeting in school.

If a child fails to conform with the internal isolation sanction or they continue to be in a heightened emotional state school may take the decision to send the child home in order to calm down. Before re-entry into school a meeting with the child and their parents will be held.

This Policy will be reviewed in 2025

Lunchtime Isolation

Children who continue to struggle with behavioural expectations and routines at lunchtimes and the school has a documented pattern of poor behaviours during this time we may request that parents collect them for a home lunch period.

The child will be collected from school at the start of the lunch hour and returned at the start of the afternoon session. This will ensure that the child can access education fully in the afternoon.

This will be for a fixed time period as determined by the Head Teacher.

Exclusion

Procedures for Exclusion are in keeping with the policy provided by Stockton LA.