

## **BEHAVIOUR PLAN**

### **Aims**

By following this Behaviour Plan all staff are demonstrating their responsibility and commitment to manage the behaviour of the children in the school in a positive and productive way. The aim of all teaching staff is to keep children in class learning. A child should only exit a class if they are being sent to the Assistant/Deputy.

***All staff will follow this Behaviour Plan so that there is consistency throughout the whole school.***

### **Monitoring**

The Assistant Head for Inclusion will monitor all reported incidents. The Assistant Head for Inclusion will monitor all reported discriminatory incidents/concerns and will also monitor incidents of children on the SEN register. The Governors of the school will be informed through the Headteacher's report.

### **More serious situations**

If the staff member needs assistance in the class they are to use the internal phone system and call the office extension whereby a member of the school's administrative staff will arrange for immediate assistance from a member of the leadership team.

In extreme cases it may be that a child is refusing to leave the class and the rest of the children are deemed to be under threat for their safety. If this situation occurs, the teacher must remove all the other children from the room into any other safe place, and the closest staff member will supervise these children. A member of the leadership team must be called immediately via the school administration team.

### **Procedure for dealing with negative/challenging behaviour during lesson time.**

If a child is beginning to show challenging behaviour it is the teacher's responsibility to immediately put into practice a range of behaviour management strategies to engage the child in their learning and to follow the school/class rules.

If the child is not responding appropriately to the range of strategies the teacher is using the child will be issued with the first verbal warning. The verbal warning must clearly tell the child the rule they are breaking and explain to the child exactly the behaviour that they would like to see the child demonstrating. The teacher must take responsibility to support the child to act appropriately and to quickly give the child positive verbal praise as soon as they can.

If the child continues to show challenging behaviour they will be issued with a second verbal warning. The second verbal warning must clearly tell the child the rule they are breaking and explain to the child exactly the behaviour that they would like to see the child demonstrating. The teacher must take responsibility to support the child to act appropriately and to quickly give the child positive verbal praise as soon as they can.

In the unlikely event that the child continues to show challenging behaviour the child will be given a third and final verbal warning.

If after the three warnings the child continues to show negative behaviour that is deemed to be so extreme, then the teacher can decide to send the child to one of the Assistant Headteachers. The teacher will need to complete the Record of Serious Concerns (example below). The Assistant Head will then decide on

the appropriate sanction for the child. The staff member who sent the child will be informed of the sanction imposed. This will be recorded on the child's file on the school's database; Integris.

If the child's behaviour does not improve with the Assistant Headteacher, the Headteacher will be alerted.

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*Below is an example of the information requested on the Record:*

### **Record of serious concerns of children**

After informing the member of the Senior Leadership Team on Duty of the serious concern you will need to complete the following form and then put in the pigeonhole of *(Admin/Receptionist)*

Date

Name of Adult completing the form

Name of Child

Class

Where did the incident happen?

What time did the incident happen?

Names of witnesses if any?

Describe the incident exactly, using factual reporting to explain what you saw and heard. Use the language that the child/ren used. If it was a 'fight', describe exactly what happened.

What do you think caused the incident to happen?

What was the child/ren doing before the incident happened

What did you do?

What actions/changes can YOU suggest to avoid the child/ren doing this again?

Was the child/ren given timeout (maximum of 5 mins)

### **Tick the concern against the appropriate heading in the list below.**

1. Physical assault against an adult (PA)
2. Physical assault against a pupil (PP)
3. Verbal abuse/threatening behaviour against an adult (VA)
4. Verbal abuse/threatening behaviour against a pupil (VP)
5. Persistent disruptive behaviour (DB)
6. Bullying (BU)
7. Racial Incidents (RA)
8. Sexual misconduct (SM)
9. Drug and alcohol related (DA)
10. Theft (TH)
11. Other (OT)
12. Disability Abuse (DA)
13. Homophobic Abuse (HA)
14. Use of Derogatory Language (DL)

Name of the AHT who you reported this incident to

Actions taken by AHT on duty

### **Examples of what should be recorded using this form**

1. When an adult is physically harmed.
2. A fight that involves a child who is injured and needs medical treatment.
3. A child who is threatening to harm an adult.
4. A child who is threatening to harm another child to the level that you think the other child is at risk.
5. A child who is continually stopping the activities of other pupils.
6. A child who is repeatedly targeting the same child by repeatedly using any of 1,2,4,7,12,14.
7. A child who is using racist language towards another child or adult.
8. A child who is demonstrating sexual misconduct.
9. A child who is in an activity involved with drugs or alcohol.
10. A child who steals items not belonging to them.

11. Any other serious concern not listed.
12. A child who verbally uses any type of disability language/actions in an offensive way.
13. A child who verbally uses any type of homophobia language/actions in an offensive way.
14. A child who verbally uses any type of derogatory language/actions in an offensive way.

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**Examples of what is not require to be recorded/reported**

All teaching staff see page 20 of the staff handbook for the guidance in Behaviour Plan.

**Staff are expected to deal with the above by talking to the child and issuing, if necessary, ‘time out’ to allow the child to cool down.**

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**School Rules:**

1. Always be gentle
2. Be kind and help others
3. Be honest
4. Work to the very best of your ability
5. Look after personal and school property
6. Listen to learn, achieve and stay safe.

**British Values through our School House Characteristics of:**

- Independence
- Responsibility
- Initiative
- Generosity
- Curiosity
- Perseverance
- Optimism
- Social Intelligence

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*Office use only:*

How many incidents has this child been involved with this half term? .....

Tick the following, as appropriate to where the child is in terms or correspondence sent home by the office.

- Letter 1 Warning (3 incidents)
- Letter 2 Meeting with AHT (5 incidents)
- Letter 3 Meeting with HT ( 7 incidents)

After this has been inputted onto INTEGRIS please pass to the relevant AHT for the phase the child is in, via their pigeonhole. ***This must be completed on the day***

Name of admin:.....

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**Checklist for AHT of the Phase the child is in .....have you .....?**

- ✓ Spoken with the AHT on duty who dealt with this incident for any recommended sanctions imposed e.g. missed playtime etc?
- ✓ Checked with the office that the appropriate letter has been sent to the parent and any required meetings are booked?
- ✓ Checked this is all recorded on INTEGRIS with letters electronically attached?
- ✓ Informed the classteacher?

*Once all above has been checked this document can be filled and kept for termly monitoring checks by the LT*