

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 the Assistant Head for Inclusion. The teacher will need to complete the Behaviour Record Sheet (example below). The Assistant Head for Inclusion 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.

Behaviour Record Sheet, example only.

Name	Class	Date		PA	PP	VA	VP	DB	BU	RA	SM	DA	TH	OT

Brief comment on what happened to whom? Action taken by staff member?

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Tick against the appropriate heading in the above table using the Key below.

- Physical assault against an adult (PA)
- Physical assault against a pupil (PP)
- Verbal abuse/threatening behaviour against an adult (VA)
- Verbal abuse/threatening behaviour against a pupil (VP)
- Persistent disruptive behaviour (DB)
- Bullying (BU)
- Racial abuse (RA)
- Sexual misconduct (SM)
- Drug and alcohol related (DA)
- Theft (TH)
- Other (OT)