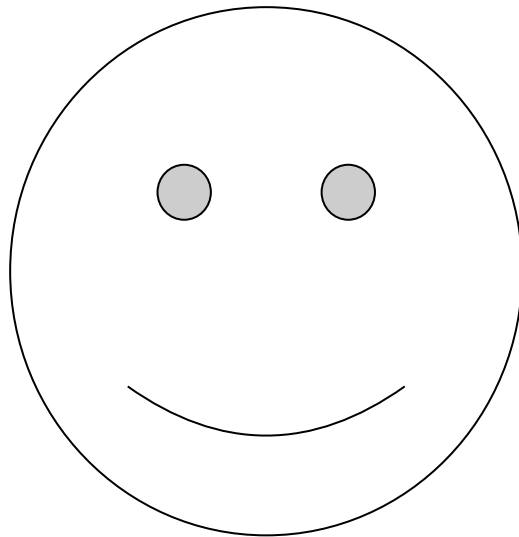


**WHINNEY BANKS
PRIMARY SCHOOL
BEHAVIOUR POLICY**



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General principles

The following statement of general principles has been agreed by the school's governing body.

General Aims

In school we seek:

1. To develop pupils' self discipline, self respect and self esteem and sense of responsibility for their own actions.
2. To develop mutual respect and tolerance between pupils and a sense of caring.
3. To develop pupils' respect for the adults with whom they come into contact.
4. To create the conditions for an orderly community in which effective learning can take place.
5. To develop pupils' respect for the environment in which they live and work.

We seek to achieve such aims within the framework of a pleasant and purposeful atmosphere in which pupils are encouraged to strive to improve and to give of their best.

In particular we:

- a) Encourage children to take **RESPONSIBILITY** for their actions. We use the language of **CHOICE** and stress that children must choose either to behave in an acceptable manner or to accept the consequences. The school's understanding of acceptable behaviour is outlined in our **School Rules Leaflet**.
- b) **PRAISE** and **REWARD** acceptable behaviour rather than repeatedly focusing on undesirable behaviour. We have a 'Care Card' system in which children can earn care stickers for helpful and caring behaviour. Children are rewarded when they fill their card.
- c) Emphasise **FAIRNESS**.
- d) Seek to find the **TRUTH** about what has happened and to state this clearly before trying to fix situations.
- e) Make it clear that behaving badly does not make someone a bad person.
- f) Allow children a **FRESH START** after they have done something unacceptable.

SUPERVISION

“The presence of staff is a more effective way of obtaining good behaviour than the punishment of those caught misbehaving while unsupervised.”

Before and after school: Teachers & teaching assistants on the duty rota should supervise the children for 10 minutes before school starts (8.40 – 8.50) and after school ends (i.e. 3.00 – 3.10). In R and Y1 teachers will supervise their own children at 3.00 until they have all been collected. If children have not been collected by 3.10 they should be taken to the school office and the parents phoned. After this the clerk will normally supervise the child until a parent arrives.

The teacher(s) on duty will be the last person to leave the yard, having checked for lone children. **This check is the responsibility of the teacher, not the TA.**

In the main school playground (Y2 – Y6), once the bell has rung the duty team should send pupils into school as soon as it is clear that there are staff in the corridors. The classes belonging to each teacher on duty should line up outside and come in last.

In the lower school playground (R and Y1) children will line up before coming in. At the start of the day the duty team should be on the yard from 8.40. The children will line up when the bell rings at 8.50. All other teachers should be on the yard by 8.50 promptly and bring children in when the bell rings. At playtime and lunchtime when the bell rings children stand still. **The teacher** will ring the hand bell to signal children to line up. All teachers should be on the yard promptly and bring children in when the bell rings.

If it is very wet in the morning R and Y1 will be allowed to come into class from 8.40 onwards and will be supervised by the teacher. Y2 – Y6 children should be allowed to wait, supervised by the duty team, in the Hall from 8.40 onwards.

Mid – Morning Break: Staff on duty should ensure that the yard is supervised for the full 15 minutes. **They should ensure that they are out promptly at 10.30 or at the end of assembly.**

Y2 – Y6 Yard (3 members of staff)

One member of staff should be positioned at the end of the yard near the toilets and children must ask them for permission to go to the toilet. Children should only use the toilets at the caretaker end. The other members of staff should supervise the area near the ramp and the area nearer the pedestrian entrance. If a member of staff is needed to take a child to the office for first aid they should tell one of the other members of the duty team.

R and Y1 Yard (2 members of staff)

One member of staff should be positioned near the entrance. This member of staff should ensure that the number of children in the toilets is reasonable. The second member of staff should supervise the yard. The staff on duty will be responsible for minor first aid. Should we find this insufficient we will increase the duty frequency to once every 3 days so that 3 staff are available, one to take full responsibility for any first aid matters.

Children should not be left on the yard unsupervised. If no member of the duty team is on the yard when you arrive please stay with your children until someone arrives.

Once the bell has rung the duty team should send pupils into school as soon as it is clear that there are staff in the corridors. R and Y1 teachers should be on the yard promptly to bring classes into school.

If staff see unknown members of the public on the yard it is essential that they monitor them closely and ask them to leave if appropriate.

Coming in: It is the responsibility of all staff to ensure that they are in position to supervise children coming in to school both at the end of break and at 8.50 and 12.50. This includes teachers and teaching assistants.

Teaching teams should arrange, as far as is possible, to have one member of staff in or at the door of, the teaching area to supervise children as they come in and at least one member of staff in the corridor to ensure that children walk. The classes of teachers on duty in the main playground should remain with their teacher on the yard at the end of playtime and come in with their teacher.

Children should be taught to line up quietly or to come into the classroom and sit down quietly until the teacher arrives.

Lining up: These are suggestions of good practice that will often help, rather than policy.

- Alternating sexes can alleviate problems with chatting or inappropriate behaviour.
- A child not walking behind the person in front can be asked to join the end of the line.
- Walking at the end of the line allows the teacher a clear view of most children.

Supervision of corridors: Children should be encouraged to walk in the corridors at all times. Children should also be expected to walk around school quietly at times other than the beginning and end of breaks. All staff should be vigilant in trying to establish and maintain this pattern of behaviour. Teaching assistants have an important role to play in being a presence in corridors when children come in from breaks and should ensure that they are in place to do this.

Escorting children out of school: staff should accompany pupils along the corridors right to the EXIT doors (i.e. at 10.30, 12.05 and 3.00). Classes should not be sent out of school on their own.

IMPORTANT: No children should be allowed to leave the premises before the bell rings at 12.05 or 3.00.

Children should leave the building on time at 3.00.

Children going home for dinners: It is important that teachers ensure that children who go home for dinner are not kept back at lunchtime beyond 12.05.

Wet Breaks: Teachers should come to a reciprocal arrangement so that each can take a short break in turn.

The yard duty rota becomes irrelevant on these occasions.

Children should not stop work for more than 15 minutes.

Break for Duty teams: staff on duty on days with no whole school assembly should make arrangements with colleagues to enable them to leave the class a few minutes early to have a break. Teachers on duty on whole school assembly days should take their break during assembly or hymn practice. For H & S reasons teachers should not take hot drinks into the yard or classroom.

Leaving the teaching area: If it is necessary for a teacher to leave the teaching area at any time it is important that another team member is informed and that any children in need of close supervision are handed over to a colleague before leaving the area.

Leaving children unsupervised: Children should not normally be left in teaching areas (or outside the school office) unsupervised.....

- during breaks or lunchtimes
- during P.E. / Games / Swimming lessons
- to do unfinished work
- as punishment
- using potentially hazardous equipment (e.g. C.D.T. tools, sewing, etc.)

If children are left to do jobs or work, the teacher must be satisfied that the children involved are trustworthy and sensible, must ensure that they have clear instructions and should return regularly to check that they are on task.

Detentions at break / lunchtimes: members of each team should come to an arrangement to supervise children kept in as part of any system of sanctions. Children should not be sent to stand on the wall / outside HT office / in the dining hall unless specific arrangements have been made for members of the SLT to supervise them.

Assemblies and Singing Practices: **ALL** staff should stay with their classes **until the assembly / singing practice starts**. They should model quiet waiting behaviour until the assembly starts and should ensure that their class waits quietly. During assembly teachers should arrange to sit so that there is a minimum of one teacher sitting with each two classes. At the end of assembly teachers should expect the two classes they are supervising to remain quiet. The teachers dismiss the children when the time arrives. Teachers are expected to remain in the hall for assemblies (with the exception of hymn practices) unless they are on duty. Teaching assistants should be deployed during assemblies either teaching small groups or carrying out administrative tasks.

ENCOURAGING DESIRABLE BEHAVIOUR AND A POSITIVE ETHOS

One of the most positive tools we have is the teacher acting as a role model of how children and adults should be treated.

Display and draw attention to the class / playground rules.

Underlining rules through drama, role play.

Praise desired behaviour – either in the child you are concerned about or in his / her peers.

Send the child to a colleague / HT for praise.

Reinforce desired behaviour – stickers, sweets, star charts, free choice of activity etc.

Charts on the wall for children to record their successes, achievements, good feelings about themselves, Star of the Week.....

Certificates from the teacher for specific achievements.

Children designing certificates for their peers.

Many opportunities throughout PSHE:

- Class discussions about “good days” and “bad days”.
- Class discussions about how a child’s behaviour affects the rest of the class / the progress that the child is making / how the class can help.
- Sharing times on themes such as “I wish..... because.....” related to things which could have been better that day or things that we hope will happen today etc.
- See **Circle Time** books for many other ideas.

The use of agreed code words etc.

Establish clear routines and follow them consistently.

Our School Rules

(N to Y1)

I do as I am asked first time.

I speak politely and kindly to others - I call people by their proper names and say please, thank you and excuse me.

I have kind hands and feet.

I listen carefully when other people are speaking.

I put my hand up when I want to speak.

I work and talk quietly and let others concentrate on their work.

I always do my best and try to finish my work on time.

I help look after our school and other people's work and belongings.

I walk in the corridors and the classroom.

Our Playground Rules

(N to Y1)

I do as I am asked first time.

I speak politely and kindly to others - I call people by their proper names and say please, thank you and excuse me.

I have kind hands and feet.

I stay inside the boundary line on the playground.

I let others play their games without spoiling them.

I help to keep the playground free from litter.

I ask a teacher to help if I am having an argument.

Our School Rules

(Y2 — Y6)

I do as I am asked first time.

I speak politely and kindly to others - I call people by their proper names and say please, thank you and excuse me.

I keep my hands and feet to myself.

I listen carefully when other people are speaking.

I put my hand up when I want to speak.

I work and talk quietly and let others concentrate on their work.

I always do my best and try to finish my work on time.

I help look after our school and other people's work and belongings.

I walk in the corridors and the classroom.

Our Playground Rules

(Y2 — Y6)

Our Boundary Rules

- I stay inside the boundary line on the playground.
- I ask if I need to go inside to the toilet.

Our Safety Rules

- I keep my hands and feet to myself and away from the windows.
(I don't fight or play rough games)

Our Caring Rules

- I use acceptable language.
- I call people by their proper names.
- I don't spoil other people's games.

Our Litter rule

- I help to keep the playground free from litter.

Our Toys Rule

- I only bring pocket size games, toys and small soft balls.
- I don't play with balls before school or at home time.

CARE CARD SYSTEM

1. Every child has a card. F/S and KS1 are a different colour to the KS2 cards.
2. All the cards in each class are kept in a box or individual children's trays.
3. Teachers have a supply of tokens – each teacher has a specific personal symbol which they draw on squared paper, photocopy and cut up OR specific, individual stamp – these are given to children for behaviour which we wish to reward – it can be in our own class, in our partner's class or around school but it must be for something which we can see – not something reported to us – it may be for desirable / polite / helpful behaviour in general or for specific behaviour which we decide as a staff needs targeting for a period. **It should not be for good work.**
4. When a child is given a token they stick it onto their card when they go back to their class.
5. In each class the teacher produces a poster on the wall with 15 spaces on it – e.g. a clown holding 15 balloons, a train with 15 carriages.....
6. When a child's card is full (15 tokens) they also colour, and put their name in, the appropriate part of the class poster and the class recognises their achievement in completing their card – the child then starts a new card.
7. The child also takes their full card to the Friday assembly when all newly finished cards are drawn from a 'hat'. The first card receives a voucher (e.g. £5 Smith, McDonalds meal), the second a pack of pens etc. and the rest are acknowledged and receive a pencil / chew bar etc.
8. When the poster is full the class has a party or other agreed celebration (e.g video, games afternoon, parachute...).
9. After completing a poster the class begins a new poster – children continue with their present cards so that children who did not colour a space on the first poster will, hopefully, be amongst the first to complete their cards and contribute to the second poster.
10. We need to aim at most classes having a party / celebration about once a term which means teachers need to give out, on average, about 5 tokens per day or 25 tokens per week.

NOTE: There is a general consensus that we should ensure that the first child to complete a card is not a child who is usually in a lot of trouble as this might convey the wrong message to the rest of the children!!

Helpful approaches for Class Organisation

Resources:

Should be kept together in the classroom – given out and collected in by appointed monitors at the beginning and end of lessons (so that time is not wasted giving out equipment during the session) – to include:

- Ready sharpened pencils (including spares)
- Rulers, crayons, highlighter pens etc. – as required
- Paper, exercise books – as required
- Dictionaries, thesaurus etc. appropriate to differentiated groups – as required.

The children will not be allowed to use equipment from home. Pencil cases will not be allowed in the classroom.

Seating:

Where a horseshoe arrangement of tables is adopted a group of tables can be placed centrally to enable the teacher to work with a target group. Children can move seats to sit on opposite sides of tables if group work requires.

Children more likely to require constant reassurance should be seated closer to the teacher, as felt appropriate.

Children should not leave their seats without reason.

Children should be reminded and encouraged to go to the toilet before school and at playtime.

If they need to go to the toilet they will raise their hand for permission.

Training children into routines:

Teachers should:

- a. Take time at the beginning of term to 'train' children to become efficient in managing resources and their own learning.
- b. Display the Classroom Rules and refer to them regularly.
- c. Discuss Classroom Rules during P.S.E. / Circle Time.
- d. Target a particular behaviour each week that the whole group will work to develop and provide rewards for those who succeed. (i.e. break the overall desired end down into smaller steps and build it up one thing at a time). *Time spent reinforcing these behaviours early in the term is not time wasted!*

Getting a quick start to lessons / Administrative tasks

Consideration should be given to how administrative tasks can be kept to a minimum and a fast start made to daily work and lessons. E.g.

- The teacher is situated, as soon as is possible, at the classroom door to ensure children proceed straight into class and begin daily work. This should be clearly signaled on the whiteboard.
- If the teacher has decided that the children should wait outside the class before entry then a filtering system – whereby children who are ready are given permission to enter – can allow congestion outside to be eased, allow the majority to commence daily work and identify the children who are consistently unsettled. It is also a half-way house to allowing the class to proceed straight to their work.
- Children should be discouraged from ‘chatting’ to the teacher on entry but can be asked, after the register is taken, if there is anything that she/he needs to know. Notes, dinner money etc, can be left in the green box or on the register without reference to the teacher.

Expectations:

- a. Make very clear to the children expectations with regards to work to be completed during group work time (i.e. how long they have, the specific aspect/skill that is being targeted that day or week and what would be considered on acceptable amount and standard of work.).
 - b. Unfinished work or work of an unacceptable standard should be completed during playtime or sent home.
 - c. It is appropriate for children to have displayed, or in books, their own National Curriculum Level reading / writing targets to encourage them to take more responsibility for their own learning. These can be used when children read through their own work as self-assessment or to promote greater awareness of what they need to learn to do.
- a. Ensure children are clear as to what they should do if they finish their work. Finished work should be collected by monitors at the end of the group work or after the plenary session. It should not be necessary for all children to get up and put finished work away.
 - b. Work with children to develop confidence to overcome difficulties they encounter with reading and spelling while working independently (i.e. by using guidelines displayed in all rooms.)
 - c. Establish acceptable / appropriate noise levels during Independent Work.

Good listening:

Good listening is a prerequisite for teaching and learning. Good practice involves explicit teaching about what a good listener does and looks like as well as what expectations the teacher has of the class.

- Consistent language and the use of agreed code words such as: Please stop and listen / put everything down / turn your chair to face me / fold your arms / look at me / watch and listen / please listen / go on listening until I tell you to do something else.
- Awareness of what a good listener looks like e.g.
Four chair legs on the carpet, two feet on the ground, sitting up with folded arms, looking, listening, closed lips, facing the teacher. Consistent language can be used to support this e.g. 'show me five' (sitting up with folded arms, looking, listening, closed lips, facing the teacher)
- Devices agreed between teacher and children which focus children on the teacher e.g.
 - 'Countdowns' to allow children to prepare themselves for listening.
 - Freeze and unfreeze
 - Following the teacher in a series of copied movements until all are involved and focused on the teacher.

Positive climate:

Expectations with regards to work and behaviour should be established and maintained by the teacher within a framework of positive praise and rewards.

The care card system can be used to reinforce acceptable **behaviour**. (e.g. following the target routine all week).

Before starting work with a target group and / or in-between working with target groups, children should be reassured and praised and particular attention paid to those children where there is a need to pre-empt' attention-seeking behaviour.

All success, work and behaviour will be given full recognition during the Plenary Session.

Problems arising from Playtimes:

Teachers may adopt strategies for children reporting back positive playtime behaviours as a way to modify poor behaviour outside the classroom and in order to preserve the literacy / numeracy hour.

LEVELS OF RESPONSE TO UNDESIRABLE BEHAVIOUR

If the incident is discussed the outline should be:

- Descriptive – What happened?
- Reflective – Why did it happen?
- Speculative – What can we do to resolve the situation?

Always try to ask – “Which rule did you break?”

Talk to the child:

- Alone, either straight away or later when the heat has gone out of the situation.
- With the class – to help develop peer pressure and peer support (not to humiliate the child).
- Decide whether you will tell the child what is going to happen next or use discussion to resolve the conflict. Do not mix the two! Boys will accept one or the other but may become confused if both approaches are used together.

Make the child aware of the consequences of their behaviour – e.g.

discussion with injured party.
letters of apology.
putting things right.
filling in a report about what happened.

Removing privileges – e.g.

. playtime detentions - these must be supervised by the teacher. Various systems can be used – e.g. collecting marks on the board - 3 in a week = lose playtime, but clean sheet next week if you don't get to 3)

'Thinking time' / 'Time out' / Cooling-Off periods – e.g. sitting on a special chair etc.

chosen by the children when they are aware that they are in danger of losing control or when an incident has occurred and the child needs thinking or cooling off time.

directed by the teacher when they are aware that the child needs time to calm down. Please refer to this as '**THINKING TIME**' - **Please avoid using 'time out' language at this stage as it is a key part of the STEPS process kept for a more serious level**

Sending to a colleague

Either for praise / reinforcement for good behaviour
For added reprimand for repeated or serious misbehaviour

Keep a diary of events / incidents – this is important if it is likely that parents will need to be involved.

Contact with parents – initially via the Home School Book to arrange for parents to meet with the class teacher – have a diary of incidents available. Agree a time to review progress including any of the following:

- praise / reinforcement for good behaviour
- added reprimand for repeated or serious misbehaviour
- Set up Smiley Chart system – between teacher and child. Initially a 2 week trial period in school (not sending the sheet home). If this does not settle the situation parents will become involved. – See use of Smiley Face Charts.
- agree a behaviour protocol / IEP
- initiate involvement of B.S.S. and / or C.P.S.
- HT / AHT letter to parent emphasising general concerns or about particularly serious incidents
- Multi–agency meetings
- STEPS
- Short term exclusion
- Permanent exclusion

Specific behaviour issues and sanctions....

Procedure regarding children who leave the classroom/ school premises without permission

1. Try to check whether the child has actually left the school premises or is just 'hiding' or roaming around school.

This may require the assistance of the Head teacher or another senior member of staff if it is during lesson time.

2. School staff should not give chase if children attempt to run away as this may cause children to run into roads putting themselves at greater danger.
3. Inform the HT or AHT *giving any explanation of why the child is thought to have left.*
4. The HT, AHT or member of the SLT will:
 - If necessary, hunt for the child and if they are found attempt to resolve the difficulty.
 - Check that the child is not still on the school premises or in the close vicinity of the school
 - Attempt to contact parents / neighbours to alert them if a child has left the school.

Problems with Football

If a child is involved in violent behaviour on the football pitch (including retaliation) or as a result of arguments initiated by events on the football pitch they should be given a warning. They should be given only one warning. If there is another incident they should lose the right to play football for one week. On the next occasion, they should be banned for two weeks and so on. The system is cumulative across the whole year. The class teacher, Mr Grimes / Mrs Thorpe and the child's year group should all be made aware of action taken so that decisions can be policed properly. If a child breaks the ban they should stay in for the remainder of the week supervised by Mr Grimes / Mrs Thorpe. A day should be added to the ban. It is essential that **all** warnings and bans are reported to Mr Grimes / Mrs Thorpe so that accurate records can be kept and patterns of behaviour tracked.

If a teacher hears swearing on the football pitch the ball should be immediately removed for the rest of the day. If the incident happens at the end of lunchtime the ball should be removed until lunch time the following day. The child responsible should be reported to Mr Grimes.

Name calling

All instances of name calling should be reported to the Mr. Grimes.

At KS2, once the facts are established, the child should be sent to the Mr. Grimes.

At KS1 the class teacher should inform the AHT so that accurate records can be kept and patterns of behaviour tracked. Staff should deal with the incident using their knowledge of the child to inform action. If a child persistently name calls at Foundation Stage or KS1 the situation should be discussed with the Assistant Head.

Explicit defiance

If a child gives signals that they may be about to be explicitly defiant, i.e. refuse to follow reasonable and fair instructions, the teacher should give them the option of having time out to calm down or the chance discuss the situation privately. If they are very agitated and will probably refuse to move, the teacher can judge whether they could be left sitting in their place to calm down. The teacher should overtly give them permission to do this and children around them can be moved to give 'breathing' space.

If the child is abusive and/or unresponsive and not amenable to encouragement or support, the teacher should ask formally, "Are you refusing my instruction?" This should be followed by a clear outline of the consequences i.e. sending for Mrs Thorpe / Mr Grimes so that they can be removed. The question should then be repeated. If the child complies, praise should be given before arrangements are made for immediate or deferred action to resolve the initial problem. If the child is still unresponsive or defiant the teacher should send for Mrs Thorpe / Mr Grimes.

Foundation Stage and Key Stage 1

Guidelines

General - All instances of name calling / swearing should be reported to the AHT so that patterns of behaviour can be tracked.

Playtime

If children are misbehaving on the yard staff should ask the offending child to have 5 minutes thinking time on the wall. Incidents should be investigated unless witnessed by a member of staff. Staff will also bring to bear the events surrounding the incident and their own knowledge of the child when deciding on the action taken.

Brief notes of incidents will be kept in a book e.g. name & reason for thinking time. The book will be kept in an area easily accessible by staff.

If teachers are aware of children who are repeatedly entered into the book they should discuss the issues with the AHT / SENCO

In Class

If children are misbehaving they should be given a warning then 5 minutes thinking time.

If the poor behaviour continues this process should be repeated. If the child has had two thinking times within one day, the child should then be sent to a designated teacher in another year group. The children must sit quietly on their own. Reception children should be asked to sit for 5 minutes, Y1 for 10 minutes with their reading book and Y2 for 15 minutes with their reading book.

If a child has been sent out of class parents should be informed of the reasons for this.

If thinking times are recurring in a short period of time, the child's behaviour should be discussed with the SENCO in order to find a way forward. It may be decided that an internal log or smiley face chart should be kept for a period of up to, but no more than, 2 weeks. The log or chart should seek to record instances of poor behaviour and the action taken by staff. It should make clear what patterns and types of behaviour occur in what part of the school day and the effect of action taken.

At the end of the monitoring period, the teacher and SENCO should decide whether the child can be 'discharged' or, if there is no significant improvement, a meeting should be arranged with parents to discuss the situation and find a way forward. Alternatives might include close contact with home, regular meetings / home school diary etc.

However, if this does not improve matters another meeting must be sought and the child placed on a behaviour improvement system / SEND register.

Management of Smiley Face Charts

If a child has had a period of unsettled behaviour which has not been ameliorated by normal discussions or support, a smiley face chart may be needed.

A smiley face chart provides the following benefits.

- Home/school liaison
- Individual targets relating to the areas of difficulty
- Opportunities to celebrate success
- Close monitoring of unacceptable behaviour
- Clear end goals
- Consistency in approach from other staff members

If a teacher has a growing concern about a child or there is an incident which requires a more formal response the child should be **monitored for 2 weeks** with either the use of a diary or a smiley face chart which details events. This should be discussed with Mrs Thorpe / Mr Grimes.

If, after the two weeks monitoring, there is no improvement or there is a serious incident, the child's behaviour should be discussed with Mrs Thorpe / Mr Grimes and parents, and the child placed on a **smiley face chart**.

If a decision is made to proceed, the following will need to be explained, discussed and agreed.

- A maximum of two targets relating to the child's particular difficulties
- The type of sheet that is most appropriate. Depending where the problems lie it may show only lesson time or only free time or both. It may divide teaching periods into whole lesson, hour or half hour slots.
- Where on the points system the child will start i.e. initially he might need 15/22 each day. This information should be clearly displayed on the chart.
- The system is progressive. If the child meets his target for ten constructive days then a higher target will be set. If a day is failed then the child goes back to day one. When the child achieves ten consecutive days on full marks minus one then the chart will be discontinued.
- The frequency with which the chart will be sent home in order to be signed. Initially it should go home every night rather than every week.

The chart should show.....

- The weekly date
- What the child's behavioural targets are
- What the child's numerical target is
- Brief notes on the reason for sad faces
- What 'day' they are on i.e. day 10 means that a new numerical target is negotiated – normally one or two extra points per day

- At the end of the day – the daily total, and at the end of the week the weekly total

Parents and child should be made aware that the purpose of the chart is to monitor poor behaviour so that it can be dealt with appropriately but just as importantly – to support and reward good behaviour. This may take the form of certificates, stickers, stamps, sending to team leader / SLT or HT for praise.

Parents should be encouraged to discuss each day's events and outcomes with the child.

Following a period on a smiley face chart with no improvement, deterioration or the occurrence of serious incident - the child's behaviour should be discussed with Mrs Thorpe / Mr Grimes. An IEP (Behaviour protocol) should then be produced, and discussed with parents. If the child has not been on the register before the parents must sign a SEND registration form.

If a child comes off a chart after a long period it may be necessary to keep a 'watching brief' over their behaviour for a number of weeks in order to support good behaviour through the transition. Possible approaches may include:

- Daily praise for continuing settled behaviour
- A stamp, sticker or brief note in the home school diary each day / week
- Continuing weekly visits to the Head Teacher

(Children who are in danger of exclusion will be placed on the STEPs behavioural system. In normal circumstances, these children will already be on the SEND register.)

Smiley face chart – Behavioural IEPs

After a monitoring period of two weeks on an 'in house' smiley chart, following a period of poor behaviour or sooner if deemed necessary because of major incidents, parental permission and co-operation will be sought to formally place the child on a smiley face chart.

Informal monitoring will not continue for longer periods than two weeks. Children who are placed formally on smiley face charts are deemed to be on the Special Needs Register.

The smiley face chart will be the behavioural IEP. It will contain

- the targets the child is working towards –both daily and weekly
- the progress the child is making towards these targets i.e. what 'day' they are on
- day to day information from teachers
- parental acknowledgements and comments
-

Please see the smiley-face chart guidance and behaviour policy for teacher strategies.

Teacher _____

Year ____

The following children are on smiley face charts.

Name	Date chart started and comments	Completion date

Name	Date chart started and comments	Completion date

Examples of smiley face charts




































These are all computerised so can be easily customised to suit particular children

Name _____

Week beginning _____

The behaviour I will improve: I will _____


















Target _____

	9.00	10.00	10.30	10.45	12.05	12.50	2.00	3.00
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Name: beginning _____

Week

The behaviour I will improve: I will Target _____ each day





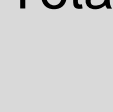
	9.00	9.30	10.00	10.30	10.45	11.25	12.05	1.00	1.30	2.00	2.30	3.10	
Monday													Total
Tuesday													Total
Wednesday													Total
Thursday													Total
Friday													Total

Name _____

Week beginning _____

The behaviour I will improve: I will _____

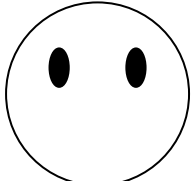

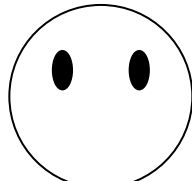
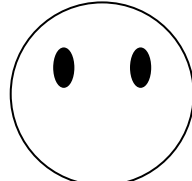
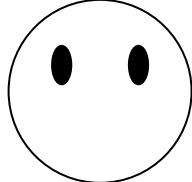
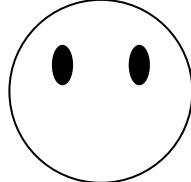

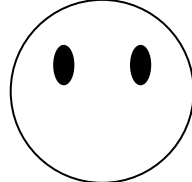


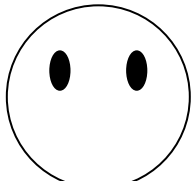
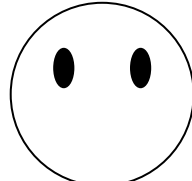
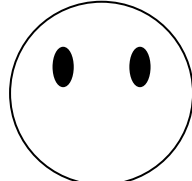
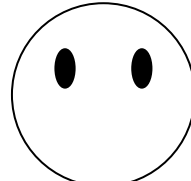
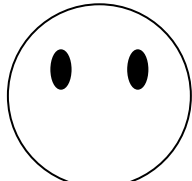
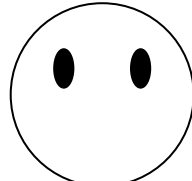
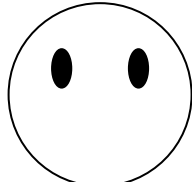
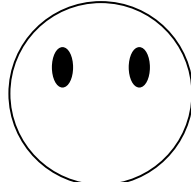

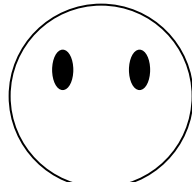
Target _____


	9.00	9.30	10.00	10.30	10.45	11.25	12.05	12.50	1.30	2.00	2.30	3.00	
Monday													Total
Tuesday													Total
Wednes- day													Total
Thursday													Total
Friday													Total

How has _____ behaved today?

Week beginning _____

I must

	9 – 10.30	11 - 12	1 - 2	2 - 3
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

If I do as I should I will get a 

The teacher will give me a warning if I am not doing as I should.

If I ignore my warning I will be sent to **Thinking Time** for 5 minutes.




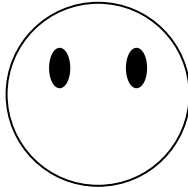

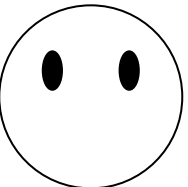
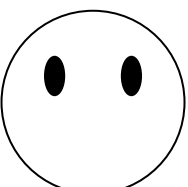
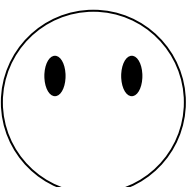
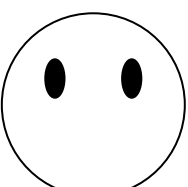
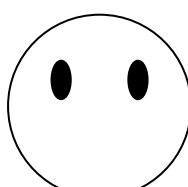
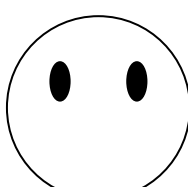
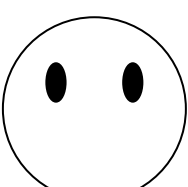
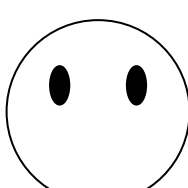
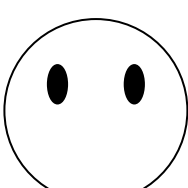
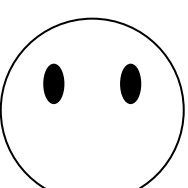
If I fail my **Thinking Time** I will be sent to Mrs Thorpe / Mr Grimes.





How has _____ behaved today?

Week beginning _____

I must

	Before School	Playtime	Lunch time
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

If I do as I should I will get a 

If I do not do as I should I will get a 

S.T.E.P.S

S.T.E.P.S is a behaviour modification programme used at the discretion of the HT / AHT with some children who are on the verge of exclusion, after all other options have been tried.

General Instructions

The daily record.

Prepare and maintain a home – school record book containing the daily chart.

Record a good session as  This counts as one point

Record a warning as  This counts as a half point

Record Time out as T.O  **T.O.** This counts as no points

Record Isolation as I.S.O  **I.S.O** This counts as no points

Enter scores and any comments or explanations at the end of the day.

The child should take a photocopy home to be signed by the parent and returned the next day.

The target will normally be set initially at 8 out of 11.

After 10 successful days or a maximum of 15 days (if 10 successes have not been achieved) the target increases by one.

Children will not be expected to work to targets greater than 10 out of 11.

Isolation work package.

The child needs a pack of work aimed at the child's independent working level together with a set of Isolation sheets.

Displaying rules and expected behaviours.

Display the school rules clearly.

Display the Time Out Behaviour, Immediate Time Out and Immediate Isolation sheets clearly.

Break and Lunch times

At break

The staff on duty should follow the S.T.E.P.S programme.

If a child breaks a rule the child should either be given a final warning or, more likely as it will often involve 'Immediate Time Out' behaviour, be given a time out.

The Time Out at break should be to walk around, silently, with the teacher for 5 minutes.

The class teacher should be informed about the Time Out so that it can be recorded.

If the child fails Time Out the class teacher, AHT or HT should be sent for. The class teacher, AHT or HT will arrange for the child to start Isolation at the end of break.

At lunch time

S.T.E.P.S will only have consequences at lunch time if a *teacher* sees the child breaking the rules.

Other instances of misbehaviour will be dealt with the usual way. If there are more than two serious incidents within any two week period the child will be sent home for lunch.

If a teacher sees the child breaking a rule the child should either be given a final warning, or more likely as it will often involve 'Immediate Time Out' behaviour, be given a time out.

The Time Out at lunch time should be to stand silently with the teacher either in the classroom, on the yard or in the dining hall as appropriate for 5 minutes.

If the child fails Time Out the HT or AHT should be informed.

They will inform the class teacher who will arrange for the child to start an Isolation either immediately if supervision is available or at the beginning of the afternoon session. The HT or AHT will make appropriate arrangements for the child until the end of lunch time.

Date _____ Day No _____ Target _____

Morning

9.00	9	30	10	00	10	30	11	30	12.05
					10	45			

Afternoon

1.00	1	30	2	00	2	30	3.10
------	---	----	---	----	---	----	------

Out of class

Break	Lunch
-------	-------

Marks today _____ Target reached? _____

Comments:

Parent's signature _____

Date _____ Day No _____ Target _____

Morning

9.00	9	30	10	01	10	30	11	30	12.05
					10	45			

Afternoon

1.00	1	30	2	00	2	30	3.10
------	---	----	---	----	---	----	------

Out of class

Break	Lunch
-------	-------

Marks today _____ Target reached? _____

Comments:

Parent's signature _____

Classroom procedure ...

If the child breaks the agreed rules – Ask them again quietly

If they continue – Say, “This is your final warning.”

If they continue – Say, “Go to Time Out, please.”

They must go quickly and quietly to the agreed Time Out seat. They must not talk, interfere with others or with furniture, make faces, make noises or argue. They must sit in the Time Out seat for 5 minutes. (A kitchen timer may be used to help ensure no arguments about the time). They must follow the rules on the Time Out Behaviour sheet. Breaking any of these rules means they fail Time Out.

If they refuse to go to Time Out or they fail Time Out – Say, “Go straight to Isolation, please.”

If after three Time Outs have been earned a fourth is required Isolation is given instead.

They must go quickly and quietly to the agreed Isolation room. They must take their pack of work, any pencils, crayons etc. needed and an Isolation sheet showing why they have earned Isolation. They should be accompanied to Isolation by another child or teacher. The teacher who sends the child must ensure that they arrive and that there is someone available to supervise the Isolation.

Misbehaviour on the way to Isolation will result in the child failing the first period of Isolation. In such situations the teacher supervising the Isolation should give the child 5 minutes ‘thinking time’ when he / she arrives and then ask if they are ready to start the second period of Isolation.

They must comply with rules on the Isolation sheet. They must score four successful 15 minute periods before returning to the classroom where they will normally be expected to apologise to the teacher.

Success in reaching targets must be rewarded.

- Eg.
- each successful day – a sticker, sweet etc ...
 - a full successful week – free choice of activity, send to HT for praise etc ...
 - 10 successful days – a small party for whole class etc ...

If they fail two consecutive 15 minute periods while in isolation they will be excluded. They will also be excluded if they regularly achieve more than 2 isolations in one day.

Isolations which are not completed before the end of a session can either be concluded early (depending on the teacher’s perception of the level of self control which the child has regained), continue through the break or start again after the break (or night), depending on the availability of staff to supervise the isolation. This is entirely at the discretion of the member of staff – the child’s preference should not be taken into account.

If they refuse to go to isolation send for the AHT or HT.

NB: Teachers should only apply consequences to observed misbehaviour. If a teacher does not observe the misdeed there is no consequence within the terms of this programme. If other children or dinner supervisors report misdeeds this may be followed up according to the school’s usual procedures.

Immediate Time Out

Hitting, Kicking, Pushing

Swearing

Blatant defiance

Damaging work or property

Abusive language directed at another

Time out Behaviour

Go straight to time out

**(without arguing, talking, making noises,
interfering with others or with furniture)**

Stay in your seat

Remain silent

Sit still

Keep your hands and feet to yourself

Do not pull faces

Immediate Isolation

Refusing Time Out

Failing Time Out

Threatening adults

Fighting

**Leaving the class or building without
permission**

Instead of a fourth Time Out

Isolation

Date _____

Name _____

Reasons for isolation _____

You must pass 4 periods before you are allowed to go back to class.

If you fail 2 periods next to each other you will be excluded.

Rules for Isolation ...

1. Stay in your seat.
2. Stay on task – concentrate on your work.
3. You may only talk to the teacher when each 15 minute session finishes.
4. Speak politely.
5. Do what the teacher asks you.
6. Keep your hands and feet to yourself.
7. Do not talk to any else.
8. Work in silence.

Parental information sheets

[Behaviour policy](#)

[School Rules](#)

[Home school agreement](#)

[Homework](#)

