



# LA SCUOLA ITALIANA A LONDRA

## CODE OF PRACTICE FOR POSITIVE BEHAVIOUR: REWARDS, DISCIPLINE & PASTORAL CARE (EYFS & KS1-2)

**Last Reviewed May 2015**

Reviewed by DSL

Authorised by resolution of Board of Governors on .....

Date of next review May2016

## Clear Expectations and Consistent Consequences

*All members of the school staff are responsible for the effective implementation of this code of practice, but the Senior Leadership Team (SLT) has overall responsibility.*

### Appendices

- [Roles and responsibilities – implementing this code of practice.](#)
- [Physical Intervention Code of Practice.](#)
- [EYFS Behaviour Record.](#)
- [Temporary KS1-2 Behaviour Record.](#)
- [Daily Behaviour Record.](#)
- [Individual Behaviour Risk audit](#)

## PRINCIPLES

At SIAL we believe that:

- Children want to behave well. *We believe that the children are happy when they behave well and when that behaviour is recognised by adults and their peers.*
- Children can learn to improve their behaviour.
- Mistakes are part of the learning process. *We understand poor behaviour as a mistake which can be rectified. We don't make a judgement about it – instead we support the children to get it right knowing that practice improves performance.*
- All adults can learn strategies to support children to improve their behaviour. *Developing an understanding of why children behave as they do, a positive attitude to the child and his/her behaviour and effective strategies for managing that behaviour is a core requirement of the job. It requires a real commitment to ongoing professional development. As for the children, constant practice improves performance.*
- Positive behaviour enriches learning:
  - Learning to work together – experiencing reciprocity.
  - Learning to strive – showing resilience.
  - Learning how to succeed – showing resourcefulness.
  - Learning how best to learn – benefitting from reflection.
  - Learning today for tomorrow – taking responsibility.

## Clear Expectations and Consistent Consequences

### PRINCIPLES IN PRACTICE

As adults we can support the children through:

- The quality of our relationships with each other. *These help to provide good models of behaviour at all times for the children, encouraging them to do as we do and not just as we say.*
- The quality of our relationships with the children.
- The quality of our teaching.
- The quality of our relationships with the children's parents and carers.
- The scaffolding we put in place:
  - *rights and responsibilities*
  - *rules and routines*
  - *the language of choice*
  - *descriptive praise*
  - *rewards and disciplinary consequences*

#### The quality of the relationships with the children

These relationships are crucial. Each adult is a significant adult to the children. To foster successful, enabling relationships we need to:

- Actively build trust and rapport. *These are earned, not simply given.*
- Demonstrate belief in each child. *They can succeed. Let them know this.*
- Treat each child with dignity and respect at all times. *For example by saying 'thank you', listening carefully etc..*
- Listen respectfully to each child before making a judgement about when/how to respond.
- Enjoy their company. *Have fun together, when and where appropriate.*
- Hear the message behind the behaviour. *Ask yourself why the child is behaving in this way; there will always be a reason. The behaviour is a symptom.*
- See things through. *Follow through with warnings as to the consequences of continued misbehaviour.*
- Keep our word. *Outcomes are guaranteed as we do whatever we say we will do.*
- Tell the truth at all times. *Never lie to a child, however well-intended.*
- Look for the good in each child. *Identify it with the child and build on it.*
- Apologise if you make a mistake. *You are of course modelling this and you will earn respect.*
- Name and manage your own emotional reactions to the children's behaviour. *Demonstrate emotionally intelligent behaviour at all times.*
- Let go of your memory/feelings of a child's previous bad behaviour – it's unhelpful history. *Focus instead on getting it right in the future.*
- Quietly but firmly hold appropriate boundaries for the children. *Never let pupils do whatever they want when this would infringe the rights or comfort of others.*
- Ensure that the consequences of misbehaviour are proportionate (fair, not severe), that the admonishment is attributed to the behaviour, not the person, and that this is applied dispassionately.

## Clear Expectations and Consistent Consequences

### The quality of our teaching

Meeting each child at their current point of learning is likely to minimise misbehaviour. To do this we need to:

- Accurately assess each child's learning in order to move them forward. *This includes learning ability, learning style and level of achievement.*
- Plan to meet each child's range of needs. *This includes equipment, seating, groupings and use of teaching assistants.*
- Know what each child believes they can do and adjust expectations accordingly. *This includes self-esteem and self-image.*
- Know what motivates each child and use it to help them achieve.
- Carefully plan lessons to ensure that we meet each child at their current point of learning. *The work should be not too easy or too hard and we should plan to provide challenge and to facilitate success.*
- Include the children in the assessment, evaluation and target setting process. *Using appropriate language (i.e. to nurture increasing self-assessment).*
- Provide feedback on progress in a supportive way. *Focusing particularly on their specific achievements and providing next steps which are clear and actionable.*
- Praise and reward the children for their specific achievements.
- Actively teach the children positive learning behaviours, so that they know what to do to ensure successful lessons. *This includes entering the room quietly, listening to the adults, thinking before you answer etc..*

### The quality of our relationships with the children's parents and carers

#### *Little and often parent and carer contact*

There has to be a positive working relationship between the school and home. Parents and carers who fail to support the school in its practices create undue confusion for their child.

#### *Good news*

Communicating good news is wholeheartedly encouraged. Face-to-face conversations, telephone calls home and notes in diaries are all essential features of a good teacher and should not be the sole preserve of reports, parent and carer consultations or SLT or, indeed, reserved for outstanding achievement only.

### The scaffolding we put in place

#### *Rights*

Every child has a right:

- To feel physically and emotionally safe at all times
- To be treated with respect and dignity at all times
- To express their feelings in an appropriate way (*emotional intelligence*)
- To learn and to make demonstrable progress

## Clear Expectations and Consistent Consequences

Every member of staff has a right:

- To feel physically and emotionally safe at all times
- To be treated with dignity and respect at all times
- To express their feelings in an appropriate way (*emotional intelligence*)
- To teach without undue disruption
- To learn how to improve their practice (*through internal and external professional development, including peer observations and development dialogues*)

### *Responsibilities*

These responsibilities are linked to our rights and this should be made explicit to the children.

- Everyone at SIAL is responsible for their own behaviour.
- Nobody makes us behave badly.
- We choose how to respond.
- We can only change our own behaviour, not that of others.
- We can't make people do what they don't want to do.

### *Rules*

Rules support positive behaviour. They should be:

- Few in number.
- Agreed with the children (*i.e. with the setting of and agreeing to individual class rules*).
- Written in a language the children can understand.
- Phrased so as to encourage positive behaviour rather than to discourage negative behaviour.
- Regularly referred to by all staff with the children.
- Regularly reviewed with the children (*i.e. during Circle Time or Class Time\**).
- Prominently displayed in appropriate areas.
- Appropriate to the activity/location/age range.

\* *This promotes equality of value – i.e. all people in the Circle are of equal value – and gives all of the children a chance to speak and to be listened to. It also specifically addresses behaviour, with the intention of:*

- *acknowledging feelings*
- *being non-judgmental*
- *giving feelings a language for expression*
- *looking for solutions*

## Clear Expectations and Consistent Consequences

### SCHOOL RULES

Everyone at school should:

- Treat others as they would like to be treated.
- Help each other to be as safe and happy as possible at all times. *This includes respect for the health and space of others and the sensitive use of language at all times and when referring to matters of culture, race and sexuality in particular.*
- Work hard to make the school a friendly and successful place to be.
- Seek to earn and keep the respect of the people they work with.
- Behave in ways which best help every child to achieve.
- Respect their own and other people's belongings, including school equipment.
- Dress in ways that are appropriate to their role and position. *This includes correct school uniform for the children. The only jewellery allowed is a small pair of stud earrings and/or a religious symbol on a plain chain.*
- Respect the timings of the school day.

#### Routines

Routines support the children by fixing desired behaviours in their minds. They must be explicitly taught – please don't assume they know them. You will need to teach routines for all activities, including:

- The start and end of the day.
- Moving from the classroom to other parts of the school, *including using the stairs quietly.*
- Entering and leaving the classroom.
- Answering the register.
- Transitions between activities, *i.e. moving from Circle Time to small group/individual work.*
- Collecting equipment.
- Leaving the Hall, *i.e. after break, Assembly, P.E. etc..*
- Lunchtime\*. *This includes the better behaved children/tables being allowed to go to break first.*
- Giving and receiving commendations in class/Assembly.
- Greeting visitors.

#### \* Lunch – staff roles

First teacher (in order of priority):

1. **Serve** the food (first and second portions).
2. **Collect** the finished plates, cutlery and cups (from the children and from the table where the helpers stack the plates) and return them to the kitchen as quickly as possible.

Second teacher (in order of priority):

1. Supervise the **behaviour** of the children.
2. **Clean** the tables (inc. spills).
3. Assist with the water and the second portions.
4. Select the responsible children who can be trusted to collect the plates as soon as the children have finished. These children place the food waste in the bin and stack the empty plates, paying special attention to retaining the cutlery.

## Clear Expectations and Consistent Consequences

The more consistency there is with our routines the easier it will be the children to learn them, i.e. school wide, cross-department, cross-class etc..

### *The language of choice*

This helps the children to take responsibility for their behaviour. We link consequences to the choices they make so as to help them make the best choice. We actively encourage them to choose the right thing to do, by explaining the consequences of their choices, both good and bad.

We use **specific descriptive praise** when we see them making a good choice – we can never do too much of this.

This language:

- increases the children' sense of responsibility
- sees mistakes as part of learning
- removes the struggle for power
- is positive
- overtly links responsibility, choice and consequence
- helps the children to take responsibility
- helps the children to manage their own behaviour
- increases their independence

### *Descriptive Praise*

If we tell people precisely what it is that we like about what they are doing we are reinforcing the behaviours we want to promote. *For example, "I liked the way you lined up quietly", "I noticed how kindly you supported...", "Thank you for..." etc..* This is also applicable in the written feedback the children receive (*please see the relevant Feedback Code of Practice*).

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. Our use of descriptive praise should be a feature of the way we communicate at SIAL.

## REWARDS

Positive reinforcement is part of the essential 'language' of this school, with the reasons for their award explained through descriptive praise.

Rewards are linked to positive choices and achievements in both work and social behaviour. They promote the good things we wish to see and focus on the specific behaviours we wish to improve.

There are many reasons for giving out rewards. The following, while not exhaustive, may be used as a guide:

- Exceptional contributions, answers and questions in class.
- Extraordinary effort in class.
- Exceptionally positive behaviour.
- Exceeding assessment criteria (in class and/or class work).

## Clear Expectations and Consistent Consequences

The main types of reward employed at SIAL are as follows:

- Social rewards: nods, smiles, high fives etc..
- Symbolic rewards:
  - Stars (*see below*), stickers and stamps (*both of which can also be recorded as stars*).
  - Letters/notes to parents/carers.
  - Key Stage Co-ordinator, School Director, Deputy Head and Head Teacher awards.
- Responsibilities.



### Individual Level

#### Stars

These are earned either outright or can be built towards through good contributions earning a 'dot', tick, tally line etc. each. The reasons for their award are explained through descriptive praise, although agreeing upon this through self-assessment can also be very effective – i.e. *how many stars do you think you have earned? Why?* – especially when linked to a clear assessment criteria.

Please use the **star charts** to record the stars the children have earned next to their name. These provide a constant and reinforcing visual record of each child's progress here.

★★★ NURSERY ★★★																		
<b>Emma</b>	☆	☆	☆	☆	☆	☆	7	8	9	10	11	12	13	14	15	16	17	
	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	
<b>Davide</b>	☆	☆	☆	☆	☆	5	6	7	8	9	10	11	12	13	14	15	16	17
	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	
<b>Alessandro</b>	☆	☆	☆	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	
<b>Lorenzo C.</b>	●	●	●	●	●	6	7	8	9	10	11	12	13	14	15	16	17	
	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	
<b>Lorenzo P.</b>													13	14	15	16	17	
	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	
	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	

There are various ways you could record this: with stamps, drawn stars, ticks, dots or colouring in (using one colour for one week and another for the next week etc.). In the example above Lorenzo P. earned 6 stars in the first week (blue) and 6 in the next (red).

Once given, **please do not remove a star** as a form of sanction. Indeed, stamps, stickers, words and actions are rarely taken back and the logic here extends to include the stars which have been awarded. Please follow the responses to misbehaviour outlined below instead. Thank you.

With time the awarding of Star Certificates may also be introduced, i.e.

- 100 stars = Bronze Certificate.
- 150 stars = Silver Certificate.
- 200 stars = Gold Certificate.
- 250 stars = Platinum Certificate.



## Clear Expectations and Consistent Consequences

### Star Collection

The afternoon before each weekly assembly a child will be sent to collect the stars from each class. **Please have these ready.** The senior leadership team have the order of the names on the charts so you only need to write down the number of stars each child has earned that week in the order of the names, i.e.

*6, 4, 3, 5 and 6 → this shows that in the example star chart above Emma earned 6, Davide 4, Alessandro 3, Lorenzo C. 5 and Lorenzo P. 6 stars for the week.*

### Weekly 5-star awards

These are based on different virtues for the children to focus on each week – virtues we wish to see, to celebrate and to reinforce – and are voted for by the staff at the start of each school year.

Example focuses include cooperazione (*co-operation*), gentilezza (*kindness*), rispetto (*respect*), lealtà (*loyalty*), autodisciplina (*self-discipline*) etc..

**The winning child should be selected by the teachers who work regularly with the child.** However, when the children are sufficiently familiar with the format here, this can occasionally be decided by a class vote too. *Such considerations and acknowledgement can arguably have even greater impact for the children involved.*

Please come to Assembly ready to name the winning child (one per class) and to talk about how they have demonstrated the virtue of the week. **N.B.** *If there is not a child who genuinely deserves the award for that week then please do not feel that you have to put a name forward.*

The winning child will be asked to come to the front to be applauded and to be spoken about. They will receive an additional five stars.

## Class Level

### Weekly Class Cup (The Giovanni Federspil Cup)

There are weekly focuses for each class as voted for by the staff at the start of each school year. SLT will decide which class has best demonstrated the focus for the week and will award the cup accordingly.

Example focuses include Behaviour in class, Behaviour at break times (including travelling around the school), Politeness, Helpfulness, Tidiness etc..

If you are a class teacher for the winning class please be ready to select one child to come to the front to collect the cup during the Assembly.

The winning class will keep the cup in their classroom for the week. Please then bring it with you to the next assembly.

### Weekly 'Golden Time'

This period is 'earned' during the week, with the criteria and format decided by each class and their respective teacher.

## Clear Expectations and Consistent Consequences

### ASSEMBLY

Each week the member of staff leading the assembly will announce the winners of the **5-star award** and **Class Cup** for that week as well as the key House-related information.

#### House Level

At SIAL each child is allocated a House to which they and their siblings belong throughout their time at the school. The aim is for the children to enjoy a sense of camaraderie and unified purpose as a consequence – *to experience the rewards and responsibility of supporting and representing a group larger than themselves, their house.*

There are four Houses, each previously agreed by the staff and named after famous Italians who have made significant contributions to a sphere under which all the children will be learning. Each House is also associated with a given colour:

- **Dante** (red)
- **Da Vinci** (blue)
- **Montessori** (yellow)
- **'Verdi'** (green)

**Interhouse Competitions** will be arranged throughout the year in support of different learning areas and the topics pursued within them, i.e. team sports, creative writing, poster designs etc..

**Stars of the Week.** The assembly lead will also announce the children who have earned the most stars for their house in their class during the previous week. These children will be asked to stand up to be applauded.

**Stars Totals.** The assembly lead will finish by telling the children the total number of stars earned by their house for the week and, when time permits, for the school year so far. This will be announced in reverse order.

#### Whole School Level

Whole school rewards and awards include:

- End of Year Celebrations and Prize Giving Assemblies.
- Enrichment activities e.g. clubs, guest speakers etc..
- Child leadership and responsibilities (*see below*).

It is fully expected that this programme will be refined over time as the strongest aspects of the programme evolve.

#### Child leadership and responsibilities

**Monitor positions** help to introduce the children to experiences of responsibility. These include:

- Register monitors. *Collecting and returning the register during the registration periods.*
- Classroom monitors. *Fulfilling various roles, including assisting with the distribution and collection of books, bags, coats etc..*
- Lunchtime table monitors (captains). *These are responsible for politely and consistently maintaining an appropriate level of noise and behaviour for their table. They may also assist with the distribution of cups, the collection of finished plates (including discarding the remaining food) and the collection of finished water cups.*

## Clear Expectations and Consistent Consequences

With time, and as the school grows, the following responsibilities will be among those introduced:

- Head Girl and Head Boy
- Deputy Head Girl and Deputy Head Boy
- House Captain and Vice-House Captain
- House Sports Captain and Vice-House Sports Captain
- Prefect
- School Councilor
- Academic Colours

## CONSEQUENCES

Inappropriate behaviour is behaviour that compromises the core purposes and rules of the school and will not be tolerated.

**Corporal punishment is illegal and is never used at SIAL.**

Equally, children at SIAL may never be:

- Locked up.
- Left alone/unattended.
- Deprived of food and/or drink.
- Denied access to a toilet.

### The use of force and restraint

It is important that parents and carers are aware that the law allows all adults authorised by the Head teacher to positively apply sufficient force to ensure, by physical means alone, that a child is prevented from:

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour prejudicial to maintaining good order and discipline

**Here failure to intervene in this way would constitute neglect.**

The law regarding the use of force by teachers and others was clarified in the Education Act 1997 and came into force on 1<sup>st</sup> September 1998. We would like to reassure all children and parents and carers that all staff at SIAL will continue to act professionally and with integrity at all times.

Restraint should rarely be used and only after all other interventions have been exhausted. If used it must be **recorded as part of the completion of an Incident Record** and **parents/carers will need to be contacted before the child arrives home.**

*Please see the 'Physical Intervention Code of Practice' appendix for additional information.*

### Other forms of physical contact

Touching may be used appropriately, e.g. a pat on the shoulder in a public place.

## Clear Expectations and Consistent Consequences

Holding, so as to provide physical direction, may be used, i.e. a child is led away by the hand/arm/around the shoulder, provided:

- It falls short of restraint.
- It is subject to considerations of sexual appropriateness and sensitivity.

This is of course subject to interpretation so must be used with care.

### MINOR BREACHES OF DISCIPLINE

Minor breaches of discipline will be dealt with by the supervising adult in a caring, supportive and fair manner, having regard to the age of the child.

These include:

- Poor behaviour which stops teaching and learning\*
- Being rude to other children
- A rude or unfriendly response to a teacher
- Not taking good care of equipment, books and resources
- Behaviour around school, between lessons or during breaks which is very loud and/or silly\*
- Being regularly late to lessons
- Not finishing work on time or giving it your best effort
- Wearing clothing that is not part of the school uniform
- Eating in class without the teacher saying that you can.
- Using resources when the teacher has not said that you can.

As a one-off occurrence these will receive an oral reprimand, a reminder of the expected behaviour and, wherever possible, brief discussions as to the potential consequences of failing to adapt the behaviour.

*\* There are of course many means of regaining the children's attention and their effectiveness will depend upon the location and circumstances in which they are employed.*

*For the sake of clarity and consistency, one non-verbal approach employed throughout the school is the **Hand for Silence**.*

- *The teacher raises their hand to about shoulder height.*
- *The children stop talking and what they are doing, look at the teacher and do the same.*
- *This will need to be explained clearly and reinforced consistently and may require patience to begin with.*
- *It enables children with very little of the language being employed to respond.*
- ***To be effective it is vital that no one, including the teacher, speaks once their hand is raised.***
- *Once the teacher is satisfied they have the children's attention they will then ask the children to lower their hands and the session can continue.*



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<sup>1</sup> Attribution: 'boy-child-waving-kid-big-eyes-148779/' by OpenClips (<http://pixabay.com/en/users/OpenClips-30363/>)  
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## Clear Expectations and Consistent Consequences

### Consistent Misbehaviour

The following are the school's progressive stages of response to consistent misbehaviour.

In order for these stages of response to succeed, the following actions are **essential**:

- ✓ The children are clearly and consistently made aware and reminded of the types of behaviour which will not be tolerated and the stages of response (the consequences) which will result.
- ✓ **All staff** need to respect, follow and sustain the chain of command for all concerns (*unless obviously urgent*), whether it be Safeguarding, Behaviour, Teaching etc.:

**Class teacher** → Key Stage Co-ordinator → SLT → Head teacher → Board of Governors

- ✓ **All staff** are to please ensure that the key information is passed to the right person in the right order. Here the Class Teacher is the first line of responsibility.
- ✓ **All warnings** need to be passed on to the class' next teacher.
- ✓ **All Reflection Times**, unless an isolated occurrence, and **all Missed Play Times** need to be recorded so that they can be tracked.

### Verbal warnings leading to Informal Detentions (Reflection Time (EYFS) and Missed Play Time (KS1-2))

Children are given verbal warnings – including discussions as to the consequences of continuing to misbehave – to give them a chance to adapt their behaviour. *Here the word 'warning' is to be used and the child should be left in no doubt that they have received a warning.*

As the table below details, failure to adhere to verbal warnings leads to Informal Detentions, namely Reflection Time for EYFS and Missed Play Time for KS1-2. Here the children are given a time to sit, calm down and reflect for at least 5 minutes. Failure to respond appropriately to this may also lead to additional reflection or missed play time.

- **EYFS**: this happens in class.
- **KS1-2**: this happens during their next play time.

	EYFS	KS1-2
1	<b>First warning:</b> should ideally be recorded somewhere clear for the child to see (i.e. whiteboard).	
2	<b>Reflection Time</b> and apologise.	<b>Second warning:</b> also recorded and here the child may need to be asked to move to a different seat or to sit to one side if they are in the hall.
3	<b>Reflection Time</b> away from the classroom (i.e. with another class).	<b>Third warning:</b> 5 minutes missed play time.

## Clear Expectations and Consistent Consequences

4	Reflection Time with SLT in the School Office.	<b>Additional warnings:</b> additional missed play time or, if deemed appropriate, sent to SLT.
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**Reflection:** the children are to always be encouraged to reflect and to talk to the teacher after their informal detention to ensure that they understand why it was given and what their choices are for the future.

**Recording:** here the name of the child, date, misdemeanour and the action taken in response need to be recorded in the relevant key stage's **Behaviour Record** so as to best monitor and support the child's future development (*please see the relevant appendices at the end of this document*).

- **EYFS:** for recording Reflection Times which are more than a one-off occurrence, the EYFS Behaviour Record is to be kept in the relevant class' classroom.
- **KS1-2:** the Temporary KS1-2 Behaviour Record is kept in the staff room.

Each day is a new day. **Warnings are to be passed to the next teacher supervising the class, but do not carry over to the next day.**

To support this process a **Daily Behaviour Record** is available and this should be returned to a member of SLT once complete.

Each week this information will be transferred to the school's central record by a member of SLT for school-wide monitoring and review.

### Formal Detention with the Key Stage Co-ordinator

If a child receives 3 informal detentions within a school month they then receive a formal detention with the Key Stage Co-ordinator. This involves:

- A meeting with the Key Stage Co-ordinator. *The key focus is to inspire and support clear reflection through discussions about the recent misbehaviour, the importance of following the school rules and the likely consequences if they fail to improve. This meeting is also likely to be followed up informally by the Key Stage Co-ordinator, even on a daily basis, to ensure that the discussion remains firm in the child's mind and to check and support their response and progress since.*

### Formal Detention with a member of SLT

If a child receives 5 informal detentions within a school month they then receive a formal detention with a member of SLT. This involves:

- A meeting with a member of SLT. *The key focus is to remind the child of the stages they have progressed through to reach this point, the importance of following the school rules and the likely consequences if they fail to improve. This meeting is also likely to be followed up informally by the member of SLT, even on a daily basis, to ensure that the discussion remains firm in the child's mind and to check and support their response and progress since.*
- A letter informing the child's parents/carers of the SLT Detention (*translated into English and Italian*) is sent home. The relevant member of SLT will of course be very willing to discuss the matter further with the parents/carers should they request this.

## Clear Expectations and Consistent Consequences

- The relevant staff are to be informed so that they may further support the child and feedback to SLT (*positive and negative developments*) as appropriate, i.e. they are to be raised and reviewed as children of concern during the weekly department meetings.

**Recorded:** all of which is to be recorded in the school's central **Behaviour Record**.

### Second Formal Detention with a member of SLT

If a child works through the previous stages again within a school term and they receive a second formal detention with a member of SLT, then their parents/carers are invited to a formal meeting to discuss:

- The actions which led to this point.
- The school's consequent response and support provided.
- The depth of the school's concern.
- The potential consequences of the child failing to adapt their behaviour.
- **A Behaviour plan:** a plan of action for all parties to agree (*see below*).

**Recorded:** all of which is also recorded in the school's central **Behaviour Record**.

### Behaviour Plan

This will be tailored to best support the child. The following need to be agreed:

- Clear intended outcomes.
- Supportive strategies.
- The most appropriate allocation of available resources.
- Time frame and review date.

Depending upon the circumstances and response of the child, key supportive strategies may involve any one or a combination of the following:

- Weekly meetings with the parents/carers to review progress.
- The use of a Behaviour Book/Record:
  - **Teacher evaluation:** for the relevant teachers to note the child's contributions to the day overall, each morning and afternoon session or each lesson.
  - **Self-evaluation:** the child reflects upon their recent behaviour, recording their thoughts, i.e. answering questions such as *What did you do? What were the consequences? How did the other people involved feel? How did you feel?*
    - The member of SLT then highlights the key words and reflections written by the child and then reviews their progress with the child (i.e. later that day, the next morning etc.).
- Allocated time working alone with a TA supervising.
- The relevant staff are to be informed so that they may further support the child and feedback to SLT (*positive and negative developments*) as appropriate, i.e. they are to be raised and reviewed as children of concern during the weekly department meetings.

**Recorded:** all developments here are to be recorded in the school's **Behaviour Record**.

## Clear Expectations and Consistent Consequences

### Progressing to middle order and major breaches of discipline

Failure to respond effectively to the previous stages of response will be viewed as a middle order to major breach of discipline and will be treated as such (*please see below*).

All parent/carer contact needs to be documented clearly to ensure the effective implementation, communication and review of this process.

Indeed, in conjunction with reviews of the **Incident Report records**, the impact of each of these stages needs to be monitored, evaluated and the approaches reviewed at least once a term, so as to consider:

- The analysis and interpretation of key patterns.
- The responses to each stage. *This refers in particular to Informal and Formal Detentions. When these have been received how many more informal detentions followed and how frequently?*
- How best to feedback to the staff. *This includes support with areas for development and the sharing of best practice.*

#### General concerns, worrying/unusual behaviour and child protection

Concerns of any kind about any of the children should be addressed in the first instance to their class teacher, who may have particular knowledge about a child. They should then take further concerns to their Key Stage Co-ordinator.

Potential Child Protection issues should be addressed directly with the Designated Child Protection Officer(s) (*please see the relevant codes of practice for further detail*).

If a child is demonstrating a particular type of behaviour which shows potential for increasing cause for concern – especially in EYFS, where a child may take more time to settle in their new environment – then an informal individual behaviour risk audit (*please see the relevant appendices below*) may prove of value to supplement the analysis of the behaviour record. More informal individual action plans linked to the risks identified should be created, circulated and reviewed accordingly, with the children's parents/carers informed if deemed necessary and if no clear improvement results.

#### Academic concerns and under-performance

Summative assessments of attainment and progress are completed on an ongoing basis (*see relevant codes of practice*). Children of concern in this context are also discussed at weekly department meetings.

Informed by the relevant assessment information Class teachers and SLT are responsible for raising and following up concerns shared during these meetings, particularly where children are clearly under-performing across a range of subjects. Please see the Learning Support related codes of practice for more detail here.

### Middle order to Major breaches of discipline

No major sanctions (including exclusion) will be initiated without first exhausting other strategies (*see above*) or, in the case of a serious single incident, a thorough investigation.



## Clear Expectations and Consistent Consequences

### Exclusion

The decision to exclude a child, either for a fixed period or permanently, is seen as a last resort by the school.

Reasons for exclusion could include:

- Serious breach of the school's rules or codes of practice.
- Risk of harm to the welfare or education of the child or others in the school.
- Breakdown of the relationship between the school and parents/carers.

In the event of an excludable offence which requires the immediate removal of a child from the situation the child should be sent to the office and a member of SLT.

Any exclusion will be at the recommendation of the Head teacher. Exclusions may be temporary (for a fixed period) or permanent.

A **temporary exclusion** should be for the shortest time necessary to secure benefits without adverse educational consequences. A decision to exclude may be made for persistent or cumulative problems or for a single incident.

Persistent or cumulative problems: temporary exclusion for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies (*please see above*).

Exclusion will not be used for minor incidents (e.g. failure to do homework, lateness or poor academic performance), except where these are persistent and defiant.

Single incident: temporary exclusion may also be used in response to a single serious breach of school rules and codes of practice or a disciplinary offence. In such cases the Head will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's codes of practice. The child will be encouraged to give his/her version of events and the Head and/or Deputy Head will check whether the incident may have been provoked, for example by bullying or racial harassment.

A **permanent exclusion** is a very serious decision and the Head teacher may wish to consult with the Chair of the Board of Governors before enforcing it. As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a major breach of school rules and codes of practice or a disciplinary offence.

These breaches (*ordered alphabetically*) include, but are not exclusive to:

- Any behaviour deemed to be inappropriate or irresponsible by the Head teacher.
- Behaviour in class so disruptive that teaching is rendered unfeasible.
- Bringing the school into disrepute with inappropriate behaviour whilst in school or on a school trip/visit/fixture.
- Bullying.
- Compiling a video or film with the purpose of putting it on the internet and which might bring the school into disrepute.
- Deliberate damage to property.
- Entering the school under the influence of alcohol or substance-abuse.
- Foul or abusive language (verbal, written and/or physical).
- Leaving the school premises without permission.
- Physical assault (including fighting with and/or striking others).

## Clear Expectations and Consistent Consequences

- Racial and/or sexual harassment.
- Refusal to follow direct instruction from a member of staff.
- Refusal to work.
- Repeated minor breaches of discipline in spite of sufficient warnings and support.
- Selling, or attempting to sell, any illegal substances on the school site or in the vicinity of the school.
- Smoking, drinking alcohol and/or using illegal substances on site, in the vicinity or on a school-led or school-sponsored activity.
- Stealing.
- Threatening behaviour (verbal and/or physical).
- Use of another person's internet site – this is deception and fraud – or any other inappropriate behaviour on the internet.
- Videoing or filming any person without the permission of the Head teacher.

If the Head teacher decides to exclude a child he/she will:

- Ensure that there is sufficient recorded evidence to support the decision
- Explain the decision to the child
- Contact the parents/carers, explain the decision and ask that the child be collected
- Send a letter to the parents/carers confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the child's return
- Make sure that, when possible, in the case of a temporary exclusion of more than a day, appropriate work is set and arrangements made for it to be marked
- Ensure that a plan is made for how to support the child's needs on his/her return
- Make certain that a meeting is planned with the parents/carers and the child on his/her return

The school must take account of any **special educational needs and/or disabilities** when considering whether or not to exclude a child.

We have a legal duty not to discriminate against disabled children by excluding them from school for behaviour related to their disability. The Head teacher should ensure that reasonable steps have been taken by the school to respond to a child's disability so that the child is not treated less favourably for reasons related to the disability.

'Reasonable steps' could include:

- Differentiation in the school's behaviour code of practice:
  - Putting in more scaffolding, tailored to the specific needs of each child, i.e.
    - Varying the classroom management.
    - Making the routines/strategies more detailed.
    - Drawing up a Behaviour Plan/Risk Assessment, detailing action to be taken when identified behaviour occurs. *This is to be shared with the child, parents/carers and relevant staff.*
    - Parent/carer/child contracts – regularly reviewed.
- Drawing on additional resources from beyond the school, i.e.
  - Education Psychology observations and targeted support with teachers, parents/carers and children.
- Staff professional development.

## Clear Expectations and Consistent Consequences

Where reasonable adjustments to codes of practice have been made to accommodate a child's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

### Procedure for appeal

- If parents/carers wish to appeal against the Head teacher's decision to exclude, the matter will be referred to the Board of Governors.
- If the Chair of the Board of Governors has been involved in the decision to exclude another designated member of the Board of Governors will deal with the matter.
- The designated lead Governor will acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within five days.
- The appeal panel will consist of two members of the Board of Governors, neither of whom will have been previously informed of the details of the case in question, and an independent person.
- Records relating to the decision to exclude and the parents/carers' complaint will be copied to all parties no later than two days prior to the hearing.
- In no circumstances, however, will the school or its staff be required to divulge to parents/carers or others any confidential information on, or the identities of, children or others who have given information which has led to the exclusion or which the Head teacher has acquired during an investigation.
- The parents/carers may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
- If possible the Board of Governors will resolve the parents/carers' complaint without the need for further investigation.
- Where further investigation is required, the Board of Governors will decide how it should be carried out.
- After due consideration of all the facts they consider to be relevant, the Board of Governors will reach a decision on whether to uphold or rescind the exclusion or they may make other recommendations.
- This decision will be made within ten days of the hearing. The Board of Governors will write to the parents/carers informing them of the decision and the reasons for it.
- The decision of the Board of Governors will be final.
- The Board of Governors' findings and recommendations, if any, will be sent in writing to the parents/carers, the Head teacher and the Chair of the Board of Governors if he/she has not been a member of the panel.

There will be no refund of fees following temporary or permanent exclusion. Fees in lieu of notice will not be charged but all outstanding fees will be payable in full.

## Clear Expectations and Consistent Consequences

### Physical Intervention Code of Practice

We believe that positive handling should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between children. These include:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in any behaviour prejudicial to maintaining good order and discipline.

Any intervention should be a last resort and be **proportionate, reasonable and appropriate**, and be done with the aim to **reduce** not **provoke**.

All staff owe a **duty of care** to the children. To take no action, where the outcome is that a child injures him-/herself, or another, including members of staff, could be seen as negligence.

#### Advice for Staff

Members of staff facing confrontational situations with children are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

**Staff are strongly advised not to physically stop children from leaving their room.** They should give a clear choice and spell out consequences, but should never block a child's exit unless there is a risk of injury.

Remaining calm. *The ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening stance, i.e. not toe-to-toe, are recommended.*

Awareness of Space. *Try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside 'the circle of danger'.*

Pacing and Chasing. *Angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger an animal chase response and drive the other person away. Where possible it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even to sit down.*

Intonation. *When people are anxious or angry they tend to talk with greater speed, volume and a higher tone. In a potential crisis situation staff need to deliberately speak more slowly, quietly and in an appropriately lower tone.*

#### Help Script

- Connect by using the child's name.
- Recognise the feelings.
- Tell the child you're there to help.
- You talk and I will listen.
- Give direction.

## Clear Expectations and Consistent Consequences

### Diffusing body language responses

- Social distance.
- Sideways stance, step back.
- Intermittent eye contact.
- Relaxed body posture.
- Palms open.

### Calm Stance

Think of the value of stepping back from a situation, both physically and emotionally:

- Allows a more considered response.
- Provides time to make a 'dynamic' risk assessment and seek assistance.
- Allows the other person 'take up' time to make their own choices.

### Application of Force (DfE's advice to schools 10/98)

Staff should **NOT** act in a way that might reasonably be expected to cause injury. This includes:

- Slapping, punching, kicking or tripping a child.
- Twisting or forcing limbs against joints.
- Indecently touching, holding or pulling a child by the hair or ear.
- Other than in circumstances that are exceptional, using reasonable force to hold a child face down on the ground.

In the event of a serious incident, for example a fight, staff should:

- Make their presence felt, i.e. "stop fighting, stop fighting".
- Send for assistance.
- Spell out sanctions.
- Remove the 'fuel' by clearing the 'audience' away.
- Be a witness.
- Intervene physically if sufficiently confident to do so and having assessed the degree of risk.

**They should not ignore the incident or walk away.**

## Clear Expectations and Consistent Consequences

### Roles and responsibilities – implementing this Code of Practice

#### *General*

At SIAL we all have a responsibility to:

- Read this code of practice
- Understand it
- Ensure that our practice is in line with it
- Be proactive in implementing it
- Continually seek to further improve our behaviour management skills

#### *Specific*

##### Teachers

- Quality of teaching and learning in the classroom. *Ensuring appropriate differentiation.*
- Classroom climate. *Ensuring that children feel emotionally and physically safe, i.e. clear routines, clear expectations, they feel that staff are in control.*
- Best planned use of teaching assistants and other resources to support learning and behaviour (*see relevant learning support codes of practice*).
- Advise and support other staff on effective behaviour strategies for a class/individual children.
- Follow through with children until incidents are resolved.
- Monitor behaviour in their lessons and adapt their approaches to ensure success for each of the children.
- Where necessary, keep succinct, detailed records of incidents or improvements. *To monitor progress and to establish patterns (i.e. frequency charts).*
- Review strategies regularly and adapt them if they are not working.
- Develop positive relationships with all parents and carers to support their child(-ren)'s behaviour both in school and at home.
- Having exhausted all relevant strategies, report your concerns to your Key Stage Co-ordinator or, if necessary, a member of the Senior Leadership Team (SLT).
- Where relevant, work in partnership with SLT to draw up Behaviour Plans.
- Informed by appropriate assessment information raise and follow up concerns as to a child's academic performance.
- Be prepared to arrange and lead meetings with parents and carers and multi-agency teams to resolve behavioural difficulties.

##### Teaching Assistants

- Support the teacher with teaching and behaviour management at all times.
- (*under the direction of the teacher*) Support the children with their learning and their self-management of their behaviour at all times.
- Support the development and maintenance of a positive classroom climate.
- Ensure that the play spaces (Hall and Garden) are physically safe and if not report this to a member of SLT immediately.
- Teach the children how to manage their behaviour positively at play times and around the school at all times.
- Ensure that the children manage their behaviour positively during educational visits and when offsite.
- Complete incident/accident reports as required and as shown in the relevant guidelines.

## Clear Expectations and Consistent Consequences

### Senior Leadership Team (SLT)

- Support teachers and teaching assistants to manage behaviour effectively through continuing professional development. *Not by doing it for the staff instead.*
- Support the children with their understanding of the school's approach to behaviour management.
- Support parents and carers with their understanding of the school's approach to behaviour management and with behaviour management strategies.
- Regularly review this code of practice and its implementation. *This includes monitoring the relevant patterns and developments within the central Behaviour Record.*

### Children – as individuals, members of teams and members of the school community

- Understand the school's approach to behaviour management.
- Improve their own behaviour, in line with this code of practice, so that they consistently show emotionally intelligent behaviour.
- Support their peers to improve their own behaviour, in line with this code of practice.

### Parents and Carers

- Support the school's approach to behaviour management, in line with this code of practice.
- Support their child in learning to manage their own behaviour.
- Take opportunities provided by the school to further develop their own understanding and implementation of effective behaviour management.

### Governors

- Approve the school's code of practice.
- Support the school with its implementation.
- Hear the case for fixed term/permanent exclusions and decide on the appropriate course of action. *Our target is zero permanent exclusions; we use fixed term exclusions rarely and only to respond to inappropriate /unsafe behaviour from a child.*
- Regularly monitor behaviour incidents.

## Clear Expectations and Consistent Consequences

Year \_\_\_\_\_

### Daily Behaviour Record – 2014-2015

- This is for **Minor breaches** of discipline. *Major breaches of discipline are to be discussed with SLT.*
- This record is to be passed to the next teacher supervising the class and returned to SLT once complete.
- Each day is a new day. Warnings are not passed over to the next day.
- **Third warning = 5 minutes missed play time.** Additional 5 minutes follow for each additional warning.

Date	First warning (names)	Teacher (initials)	Second warning (names)	Teacher (initials)	Third warning (names)	Teacher (initials)



## Clear Expectations and Consistent Consequences

### **EYFS Behaviour Record:** (class) \_\_\_\_\_

Please follow the agreed disciplinary procedures for the department wherever possible, namely:

*Warning* (name on the whiteboard) and apologise. → *Reflection Time* and apologise. → *Reflection Time away from the classroom*. → *Reflection Time in the School Office*.

Please record every Reflection Time awarded.

<b>Name</b>	<b>Date</b>	<b>Time</b>	<b>Incident</b> <i>(inc. threatened &amp; intercepted attempts to harm)</i>	<b>Staff</b>	<b>Action taken</b>

Clear Expectations and Consistent Consequences

**Temporary KSI-2 Behaviour Record**

- This is for **Minor breaches** of discipline. *Major breaches of discipline are to be discussed with SLT.*
- For **Descriptions** "ignored warnings" can be used as shorthand for repeatedly failing to respond to warnings.
- For **Action taken** "5 m. missed play or GT" can be used (GT = Golden Time).
- *Please don't worry if the entries are not chronological as I will resolve this in the central record.*

<b>Name and Class</b>	<b>Date</b>	<b>Teacher (initials)</b>	<b>(brief) Description of misbehaviour</b>	<b>Action taken [Date]</b>

## Clear Expectations and Consistent Consequences

### INDIVIDUAL BEHAVIOUR RISK AUDIT

<b>Child's Name:</b>	<b>Date of Birth:</b>	<b>Date:</b>
<b>Assessor's Name:</b>		<b>Review Date:</b>

*Please circle or underline the responses which apply.*

BEHAVIOUR	WHEN?	MOST AT RISK	HOW LIKELY?	X	HOW OFTEN?	X	POTENTIAL HARM	=	RISK FACTOR	ACTION
<b>N.B.</b> In cases where a child is suspected or found to be carrying a weapon, action should always be taken, regardless of the apparent likelihood of harm.	Time of day; potential triggers etc.	Who is most likely to be harmed and <u>how</u> ?	5=Certain 4=Probable 3=Possible 2=Not impossible 1=Never		5=Daily 4=Weekly 3=Monthly 2=Rarely 1=Never		(Include an assessment of the likely physical <u>and</u> psychological harm) 4= Life-threatening 3=Serious 2=Harm 1=No harm		Approximate percentage chance of harm occurring: 100%=certain >50%=probable >9%=possible >1%=not impossible 1%=never	Is a formal risk assessment required? Are existing measures sufficient, or can the risk be lowered further? If applicable, list any initial suggestions for achieving such aims in the space below.
<b>Verbal abuse</b>	<b>Before school</b>									
<b>Threats/Aggression</b>	<b>Break time</b>	<b>Children</b> How?	<b>5</b>		<b>5</b>		<b>4</b>		= _____ %	
<b>Violence</b>	<b>Lunch time</b>		<b>4</b>		<b>4</b>		<b>3</b>			
<b>Bullying</b>	<b>After school</b>					<b>3</b>				
<b>Fighting</b>	<b>Morning lessons</b>	<b>Staff</b> How?	<b>3</b>	<b>X</b>	<b>3</b>	<b>X</b>	<b>2</b>			
<b>False Accusations</b>	<b>Afternoon lessons</b>		<b>2</b>		<b>2</b>		<b>1</b>			
<b>Vandalism</b>	<b>Between lessons</b>		<b>1</b>		<b>1</b>					
<b>Possible Weapon(s)</b>	<b>Detentions</b>	<b>Visitors</b> How?								
<b>Racial Harassment</b>	<b>Other, e.g. outside school hours - please specify:</b>									
<b>Sexual Harassment</b>										
<b>Self-Harm</b>										
<b>Other - please specify:</b>										

## Clear Expectations and Consistent Consequences

### Completing the Risk Audit

Note: The primary function of the risk audit pro forma set out overleaf is that of a diagnostic tool, allowing for the compilation of an accurate and comprehensive individual behaviour risk assessment.

- Consider what sorts of behaviour are likely to be exhibited by the child in question. What hazards might arise as a result of the behaviour? Find out if there is a pattern to the behaviour. Does it happen at a particular time or place? Is there something usually going on immediately before or after? Is there any way of predicting it? Are there circumstances which make the behaviour more likely to occur?
- Based on past evidence, common sense and likelihood of occurrence, think about the impact of this behaviour - who is likely to be harmed and how? **Life-threatening** = fatality, hospitalisation, long-term absence etc; **Serious** = requiring medical treatment and, usually, absence from work; **Harm** = e.g. 1<sup>st</sup> Aid, possible GP check-up and/or treatment.
- How likely is this behaviour? How frequently has the behaviour happened in the past? How recently? Is it possible to make realistic predictions for the future? On what grounds? (**N.B.** Where more than one form of poor behaviour has been identified, the combined impact of *all* of them should be considered when determining the likelihood and frequency of harm arising).
- Calculate the numerical risk factor by multiplying **likelihood x frequency x harm**. Any resulting percentage greater than 1 per cent indicates a measure of risk; a figure of 100 per cent means it is certain to happen.
- Evaluate the risks and decide what recommendations might be made for further action. Is a full risk assessment required, together with suitable control measures? Are existing precautions – where applicable - sufficient, or should further steps be taken?
- It is important that the ‘percentage chance’ of harm occurring is not seen as a single, authoritative predictor of future outcomes. It is merely one indicator of several which can assist those charged with tackling such behaviour in schools. The action to be taken will clearly depend on the type(s) of behaviour identified. A ten per cent chance of a child carrying a knife, for example, clearly poses a greater level of possible harm than a ten per cent chance of a child verbally abusing somebody. As a general rule, any percentage risk of more than one per cent should be closely analysed, and where the potential harm is calculated as a score of two or more, this becomes even more important.
- Decide when this audit should be reviewed (for example, in 6 months’ time, or sooner if behaviour patterns change). If a formal risk assessment is required, then reviews should follow automatically as part of the risk assessment process.
- If a formal risk assessment is recommended, this should be carried out by a competent person in full. The outcome of the risk assessment should then be disseminated to all staff, including support staff, supply, temporary and student teachers.