



## **BEHAVIOUR FOR LEARNING POLICY**

**Inception Date:** September 2016

**Date ratified:** \_\_\_\_\_ **Signature:** \_\_\_\_\_

**Review Date:** September 2018



## BEHAVIOUR FOR LEARNING POLICY

**All adults are responsible for all children's behaviour all of the time.**

In Twydall Primary School we aim to promote mutual respect and co-operation between all members of the school and seek a calm, working atmosphere so that children feel emotionally safe, can concentrate, and can maximise time spent learning and achieving. Consistent implementation of this policy is a key element of our strategy to raise achievement both academically and also in terms of personal attitudes and development.

### Principles

**The ultimate goal for behaviour for learning is that the child returns to learning behaviour as soon as possible.**

- Positive ethos, positive relationships, positive language, positive behaviour management strategies and good teaching are the key to positive behaviour. (See Appendix 4)
- Behaviour is learnt. Address the behaviour NOT the child.
- Children need clear, consistent boundaries.
- Behaviour for learning is based on choices. There are always consequences for choices. Good choices lead to positive consequences. Poor choices lead to negative consequence.
- All adults should make an effort to get to know and respect the children as individuals who may be at different points in their development of maturity and emotional intelligence, with very different experiences of life.
- All adults should be aware that they are role models and should model good relationships and ways of interacting with others.
- All staff should build positive behaviour management strategies into their teaching and support, preventing and pre-empting possible difficulties.
- The emphasis should always be on 'catching pupils being good' in order to raise self-esteem and their personal expectations - so rewards and praise should always outweigh consequences.
- The aim is that children are able to control their own behaviour, seeking intrinsic rewards such as pride in their work, teamwork or helping someone.

### School systems

#### Positive Rewards

- Positive praise – when they are demonstrating the golden rules.
- Give teachers stickers
- Give team points for following the golden rules
- Tell parents when a child has followed the golden rules
- Display work/send work to show in another class/send work to show a member of SLT
- Move child's name up to gold for following the golden rules
- Give child a token for following the golden rules

#### Golden Rules

At Twydall Primary School the high standard of behaviour that we expect is based upon broad golden rules. The rules are displayed prominently in the pupil entrance and also in each classroom. The rules are discussed and explained in assemblies each term.



### Golden Rules:

- Do be kind and helpful – Don't hurt people's feelings
- Do be gentle - Don't hurt anybody
- Do listen – Don't interrupt
- Do work hard – Don't waste your or other people's time
- Do be honest – Don't cover up the truth
- Do look after property – Don't waste or damage things

### Going for gold

**Sad face**      **Smiley face**      Silver Star      **Gold Star**



#### Good choices

- Each child has their own name tag in class
  
- Each day the child starts on the smiley face
  
- If a child is consistently following the golden rules they can move their name up to the silver star.
  
- If they continue they will move up to the gold star. They immediately earn a token for their class
  - Golden behaviour is something to aspire to and should be reached only by those that are:
    - consistently trying,
    - make huge improvements in efforts
    - demonstrate a rule above and beyond

**Sad face**      **Smiley face**      Silver Star      **Gold Star**



#### Poor choices

- If a child is moved up to silver or gold and then break a rule they can be moved back down.
- If a child is not following the golden rules they will receive a warning.
- If they persist they will move down to the sad face. **THE GOAL NOW, IS TO EARN THEIR WAY BACK TO THE SMILEY FACE BY FOLLOWING THE GOLDEN RULES. THIS NEEDS TO BE ENCOURAGED BY THE ADULTS.**



### **Stepped Approach** (Appendix 1)

The stepped approach outlines consequences for poor choices. The stepped approach must be applied consistently. It is more important that we focus on the fact there is always a consequence for behaviour rather than the severity of the consequence.

- If a child ends the lesson on the sad face the child should be given a consequence which relates directly to the rule broken. See stepped approach Level 1.
- If a child persists in breaking the rule the child should be sent to time out in class or another class (accompanied by an adult if sent to another class). See stepped approach Level 2.
- If a child is displaying Level 3 behaviour (see the stepped approach) they will receive time in the time out room at lunch time. This is recorded in the time out folder and logged onto SIMs by admin staff for monitoring and intervention by DHT.
- If a child is displaying challenging behaviour. Praise anything and everything that they are doing correctly and follow Level 4 of the stepped approach – At level 4 an incident form should be filled out and given to the DHT.

### **Positive Rewards**

#### **Tokens**

Each class has a tokens tube. Children can earn tokens for the following:

- Moving to gold in class
- The child is observed consistently following the golden rules around the school
- A child demonstrates a perfect example of a golden rule e.g being kind on the playground, looking after property, being exceptionally polite and kind.

The number of tokens acquired for the class determines the termly class reward. This can be organised towards the end of each term, or at the beginning of the next term. See Appendix 2 for types of rewards. These should be posted in class.

#### **Weekly Effort and merit certificates**

Effort Certificates – Each class should award 1 boy and 1 girl an effort certificate per week to be given out in celebration assembly on Wednesdays. Teachers should keep a record and ensure that each child receives one.

Merit Certificates – these are given out to one child per week for outstanding contribution to the school community – link to the golden rules or BLP.

#### **Times tables** (Appendix 3)

Children are awarded badges and certificates in assembly for achieving scores consecutively in weekly times tables tests.

#### **Team Point Tag days**



Team points can be given out to reward general good behaviour in line with the golden rules and to encourage others to follow suit. Team points are recorded on team point charts within the classroom for Swans, Robins, Seagulls and Kingfishers. The Team points are collected by Captains and Vice captains of the houses and are reported during assembly. At the end of term the children of the winning team are given a TAG day (non-uniform day where children should wear their teams colours).

### **Reading certificates**

Reading certificates are given out every week in class for children that have read everyday.

### **Attendance certificates and attendance wall**

**Attendance certificates** are given out to children that achieve 100% attendance on a termly basis. Their photo will also go on the 100% wall.

**Attendance Mascot** - the class that has the highest percentage for attendance the previous week will earn the attendance mascot for the week. The expectation is that the children will photograph the Mascot joining in activities in class throughout the week, blog the activities and report back in the following assembly.

### **Routines around the school**

Children should be in class and learning during lesson time. They should only be sent out of class, for a good reason and where possible in sensible pairs.

- Teachers should ensure a calm start and end to the day
- Parents are not allowed into the building via pupils' entrances except when invited by a teacher. All other parental contact to be made through the General Office so that teachers can concentrate on ensuring a calm start to the day.
- Time-out should be logged (time, what for etc.) in class behaviour books for monitoring

### **Assemblies**

Assemblies provide an opportunity to celebrate and reflect upon learning behaviour in relations to SMSC themes. An appropriate atmosphere should be created to allow for respect and reflection from the moment the children line up in their classrooms.

- Y6 pupils to set up the hall well in time
- Adults will bring the children in silently and promptly for the start of assemblies, seat them and maintain silence but positive attention for good behaviour
- Adults should model silent behaviour
- All adults are responsible for all children's behaviour and should monitor and intervene with children near them
- Adults should lead their children out silently.

### **Corridor and Lining up**

We need to apply the same principles to any corridor and lunchtime behaviour – constantly. All adults should be promoting good behaviour by giving out team points for good out of class behaviour.

- Children should line up silently
- Children should walk down the corridor silently as staff member and children are still working



- Adults should be prompt in picking their children up at play times and lunch times and insist on silent lining up

### **Lunchtime**

The lunchtime supervisors have the full range of rewards and consequences to use with the children and should use similar techniques to promote good behaviour.

- Children receive praise for following the golden rules.
- Children are given team points
- The midday meal supervisor can give out 1 token per lunchtime
- Children that have not followed the golden rules after a warning should have their name written down and passed to the teacher so that it can be moved down to the sad face in class.
- If children display level 2 behaviour they should receive time out on the playground
- If children persist with Level 3 behaviour they can be given time in the time out room

### **Racist Incidents**

All racist incidents should be recorded on the Medway forms and both parties counselled – please see Anti-Racist Policy. An appropriate consequence should be applied.

### **Internal Exclusion**

At the discretion of SLT a child that is not responding to the stepped approach consequence can receive an internal exclusion, in another class. The DHT **MUST** always be informed for recording purposes. (Please see Appendix 5 for Internal exclusion policy)

### **External Exclusions**

External exclusions should be used as part of a positive approach to behaviour management. Only the Headteacher(or deputy headteacher in the absence of the headteacher) can exclude a child. The decision to externally exclude is always based upon individual circumstances, with consideration to what is in the best interests of the child and in line with guidance from the learning authority. (See Appendix 6 for External exclusion policy).

### **Challenging Behaviour**

Some children find it more challenging to follow golden rules than others for many reasons:

- Changes in circumstances at outside of school
- Require more structure
- Emerging medical conditions (ADHD, Autism etc)
- Difficulty accessing the work
- Developing social, emotional needs

In this instance please refer children to the inclusion manager during an in school review, directly to the SENCO or directly to the DHT. The children's behaviour needs will be evaluated and the following monitoring and/or interventions may be used to support the child in overcoming barriers.

- Behaviour observations
- Strengths and weaknesses questionnaires
- Behaviour plan



- Social skills group
- Short target card for behaviour
- Referral to the school counselling service
- The learning mentor
- The LA behaviour and inclusion team
- Educational psychology services
- CAMHS – NHS child mental health service
- Arrange a multi-disciplinary Preventing Exclusions Meeting with the parents
- Implement a CAF

### **Positive Handling** (see positive handling policy)

#### **Proactive Physical Interventions**

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is an agreed part of the Behaviour Plan. Examples of this are where a pupil has shown regular patterns of behaviour, which in the past have led to the child becoming more distressed and physical. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

#### **Reasonable and Proportionate**

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should withdraw to allow someone else to lead or support with the outcome of the situation. Where staff act in line with the school positive handling policy they will be supported. It is not reasonable to use positive handling simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk.

### **Monitoring and Evaluation**

Learning behaviour around the school will be monitored by the CLT and SLT members through

- informal observations before school, break times, lunchtimes and assemblies
- lesson observations
- analysis of
  - behaviour log books
  - level three behaviour
  - racist incidents
  - bullying incidents see bullying policy
  - Internal and external exclusions
  - progress towards behaviour targets in behaviour plans IEPs or ISPs



These are analysed by gender, SEND and ethnicity to ensure the policy is being applied in a fair and balanced way.

### **Policy statement on Equality and Community Cohesion**

- Working within this policy we aim to make sure that no-one experiences less favourable treatment or discrimination because of their 'protected characteristics' as follows:
  - Their age
  - A disability
  - Their ethnicity colour or national origin
  - Their gender
  - Their gender identity(they have reassigned or plan to reassign)
  - Their marital or civil partnership status
  - Being pregnant or having recently had a baby
  - Their religion or belief
  - Their sexual identity and orientation
- (Equality act 2010)*



**Appendix 1**

**A Stepped Approach to Consequences: Foundation**

Level	Unacceptable / Inappropriate Behaviours	Responses / Consequences
<b>Level 1</b>	<ul style="list-style-type: none"> <li>- Not following the golden rules</li> </ul>	<ul style="list-style-type: none"> <li>- Praise children for showing correct behaviour</li> <li>- Rule reminder</li> <li>- Direct to desired behaviour - say name, give instruction</li> <li>- Diverting away from poor choices</li> <li>- Teach desired behaviour e.g get things out, treat with care, put them away.</li> <li>- Tactically ignoring attention-seeking behaviours</li> <li>- Give choice based on consequence</li> <li>- Eye contact, shake head or finger. Firm 'no' and serious face for poor choice</li> </ul>
Normal classroom management Teacher and support staff		
<b>Level 2:</b>	<ul style="list-style-type: none"> <li>- Continuing to not follow the golden rules after instruction or reminder</li> <li>- Deliberately physically hurting or pushing.</li> </ul>	<ul style="list-style-type: none"> <li>- Warning</li> <li>- Move to sad face</li> <li>- Time out 5 mins</li> <li>- 1: 1 reflect why the behaviour is unacceptable and modelling / role-play appropriate behaviour.</li> <li>- Inform parent</li> <li>- Miss part of lunch play to fix up behaviour related to rule break – e.g if the child has made a mess – they help to clear it up.</li> </ul>
Behaviour requiring consequence or response		
<b>Level 3:</b>	<ul style="list-style-type: none"> <li>- Repeatedly not following specific golden rules after level 2 consequence</li> <li>- Repeated deliberate physically hurting or pushing after Level 2 consequences.</li> <li>- Swearing or racism</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> <li>- Inform parent</li> <li>- Miss part of lunch play to fix up behaviour related to rule break – e.g if the child has made a mess – they help to clear it up.</li> <li>- Further time out in another class</li> <li>- Refer to YGP/Phase leader/internal review/SLT</li> <li>- Short target chart to focus behaviour and praise</li> <li>- Regular scheduled parent meetings.</li> </ul>
Escalated or repeated behaviours requiring intervention or support from YGP/Phase lead		
<b>Level 4:</b>	<ul style="list-style-type: none"> <li>- Repeated physically hurting</li> <li>- Physically hurting causing physical injury</li> <li>- Repeated racism, sexualised behaviour, deliberate swearing</li> <li>- Child in crisis/rage</li> <li>- Bullying</li> <li>- Dangerous behaviour self/others</li> </ul>	<ul style="list-style-type: none"> <li>- Removal from classroom or removal of class</li> <li>- Distract and calm</li> <li>- Time out with SLT</li> <li>- Refer to DHT (complete Level 4 form)</li> <li>- Short target chart to focus behaviour and praise</li> <li>- Regular parent meetings with YGP/Phase lead to agree next steps and monitor.</li> </ul>
Behaviours requiring SLT/CLT for formal follow up.		



**A Stepped Approach to Consequences: Key Stage 1 and 2**

Level	Unacceptable / Inappropriate Behaviours	Responses / Consequences
<b>Level 1</b>	<ul style="list-style-type: none"> <li>- Not following the golden rules</li> </ul>	<ul style="list-style-type: none"> <li>- Praise children for showing correct behaviour</li> <li>- Rule reminder</li> <li>- Direct to desired behaviour - say name, give instruction</li> <li>- Diverting away from poor choices</li> <li>- Teach desired behaviour e.g get things out, treat with care, put them away.</li> <li>- Tactically ignoring attention-seeking behaviours</li> <li>- Give choice based on consequence</li> <li>- Eye contact, shake head or finger. Firm 'no' and serious face for poor choice</li> </ul>
Normal classroom management Teacher and support staff		
<b>Level 2:</b>	<ul style="list-style-type: none"> <li>- Continuing to not follow the golden rules after instruction or reminder</li> <li>- Deliberately physically hurting or pushing.</li> </ul>	<ul style="list-style-type: none"> <li>- Warning</li> <li>- Move to sad face</li> <li>- Time out 5 mins</li> <li>- <b>Work away from group</b></li> <li>- 1: 1 reflect why the behaviour is unacceptable and modelling / role-play appropriate behaviour.</li> <li>- Inform parent</li> <li>- Miss part of lunch play to fix up behaviour related to rule break – e.g if the child has made a mess – they help to clear it up.</li> </ul>
Behaviour requiring consequence or response		
<b>Level 3:</b>	<ul style="list-style-type: none"> <li>- Repeatedly not following specific golden rules after level 2 consequence</li> <li>- Repeated deliberate physically hurting or pushing after Level 2 consequences.</li> <li>- Swearing or racism</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> <li>- Inform parent</li> <li>- <b>Reflection room lunch time</b></li> <li>- 1: 1 reflect why the behaviour is unacceptable and modelling / role-play appropriate behaviour.</li> <li>- Further time out in another class</li> <li>- Refer to YGP/Phase leader/internal review/SLT</li> <li>- Short target chart to focus behaviour and praise</li> <li>- Regular scheduled parent meetings with YGP/Phase lead.</li> </ul>
Escalated or repeated behaviours requiring intervention or		
<b>Level 4:</b>	<ul style="list-style-type: none"> <li>- Repeated physically hurting</li> <li>- Physically hurting causing physical injury</li> <li>- Repeated racism, sexualised behaviour, deliberate swearing</li> <li>- Bullying</li> <li>- Child in crisis/rage</li> <li>- Dangerous behaviour self/others</li> <li>- Running out of school</li> </ul>	<ul style="list-style-type: none"> <li>- Removal from classroom or removal of class</li> <li>- Distract and calm</li> <li>- Time out with SLT</li> <li>- Short target chart to focus behaviour and praise</li> <li>- Regular parent meetings with YGP/Phase lead to agree next steps and monitor.</li> <li>- Refer to DHT/Internal School review (complete Level 4 form)</li> <li>- <b>Internal exclusion</b></li> </ul>
Behaviours requiring SLT/CLT for formal follow up.		



## Appendix 2

### Token rewards

Rewards should be chosen by the teacher- rewards should be different each term.

50	Class games 1 hour (splat, hangman, dodgeball, rounders, quick cricket) Just dance afternoon in the hall Extra art lesson Gardening Arts and craft session 10 mins extra break time
100	Any of the previous level of rewards Arts and craft afternoon Bring in your own board games afternoon Drama activities afternoon (see Staff drive Behaviour folder). Interclass sports (rounders, quick cricket etc) Afternoon in the ICT suite Afternoon using Ipads 15 minutes extra break time
150	Any of the previous level of rewards Chocolate fountain and fruit Afternoon at the park (Vinal/Beechings). Film afternoon in class Foods of the tasting world afternoon 30 minutes extra break time
200	Any of the previous level of rewards Pyjama to school afternoon Wii afternoon Cooking, pizza, cakes or cookies Disco Other class choice



### **Appendix 3**

All rewards to be given out at year group assemblies on Friday, badges to be differentiated by colour.

1. Year groups will need a display in their areas for celebration of achievements.
2. Sometime during the week should be devoted to times tables practice. This would also allow time for children to potentially use iPads to help motivation.
3. One lesson a week, to be devoted to tables testing and peer assessment. The rest of this lesson to be used for multiplication worded problems.
4. Teachers to keep a spread sheet of results- ideally in their Maths planning areas. This could be recorded in lesson time, to help celebrate success.

KS1 (tests out of 20)

- A reward badge for 3 consecutive weeks of a score of 10+
- A reward badge for 3 consecutive weeks of a score of 15+
- A reward badge for 3 consecutive weeks of a score of 20- certificate to go home
- Names of badge holders to be displayed in year group
- A star with a photo to be displayed in year group display for 4 consecutive weeks of a score of 20- to be removed if consecutive weeks achievement broken- can be re-earned.

KS2 (tests out of 50 to be completed within 15mins)

- A reward badge for 3 consecutive weeks of a score of 30+
- A reward badge for 3 consecutive weeks of a score of 40+
- A reward badge for 3 consecutive weeks of a score of 50- certificate to go home
- Names of badge holders to be displayed in year group
- A star with a photo to be displayed in year group display for 4 consecutive weeks of a score of 50- to be removed if consecutive weeks achievement broken- can be re-earned.

Times Tables Expectations (Higher attainers should be given the next set if they have already achieved Year group expectations)

#### **In Y1**

- By end of term 2: count securely in 2's (up to 2x12)
- By end of term 3: count securely in 10's (up to 10x12)
- By the end of term 5: know 2 and 10 times tables securely
- By the end of term 6: count in 5s securely

By the end of Y1 children expected to know 2's and 10's securely

#### **In Y2**

- By the end of term 1 : 2 x tables secure and related division facts
- By the end of term 2 : 10 x tables secure and related division facts
- By the end of term 3 : 5 x tables secure and related division facts
- By the end of term 4: 3x tables with 2s, 5s, and 10 x tables related division facts
- By the end of term 5: 4x tables with 2s, 5s, and 3x tables related division facts
- By the end of term 6: 2's, 3s, 4, 5,s and 10's and related division facts.

By the end of Y2 children know 2's, 5's and 10's with division facts

By the end of Y2 children expected to know 2's, 3s, 4s, 5s and 10's securely

I have broken down Y3 and Y4 as follows and wanted to know what you think.

#### **In Y3**

- By the end of term 1 : 3 and 4 x tables secure with related division facts



- By the end of term 2 : 6 x tables with 2's, 3s, 4s, 5s and 10's and division facts
- By the end of term 3: 8x tables with 2's, 3s, 4s, 5s, 6s and 10's and division facts
- By the end of term 4: 11x tables with 2's, 3s, 4s, 5s 6s, 8s, 10's and division facts
- By the end of term 5: 9x tables with 2's, 3s, 4s, 5s 6s, 8s, 10's and 11s division facts
- By the end of term 6: 7x tables with 2's, 3s, 4s, 5s 6s, 8s, 9s, 10's and 11s division facts

**In Y4**

- By the end of term 1 : 12x tables with 2's, 3s, 4s, 5s, 6s,7s, 8s, 9s, 10's and 11s division facts
- By the end of term 2 : tables with 2's, 3s, 4s, 5s, 6s,7s, 8s, 9s, 10's 11s and 12s and division facts
- By the end of term 3: tables with 2's, 3s, 4s, 5s, 6s,7s, 8s, 9s, 10's 11s and 12s and division facts
- By the end of term 4: tables with 2's, 3s, 4s, 5s, 6s,7s, 8s, 9s, 10's 11s and 12s and division facts including worded problems for 2s,3s,4s, 5s, and 10s
- By the end of term 5: tables with 2's, 3s, 4s, 5s, 6s,7s, 8s, 9s, 10's 11s and 12s and division facts including worded problems for 2s,3s,4s, 5s,6s,8s and 10s
- By the end of term 6: tables with 2's, 3s, 4s, 5s, 6s,7s, 8s, 9s, 10's 11s and 12s and division facts including worded problems for 2s,3s,4s, 5s,6s,7s,8s,9s,10s, 11s and 12s.

**In Y5**

- By the end of term 1: tables with 2's, 3s, 4s, 5s, 6s,7s, 8s, 9s, 10's 11s and 12s and division facts including worded problems for 2s,3s,4s, 5s,6s,7s,8s,9s,10s, 11s and 12s.
- By the end of term 2: tables with 2's, 3s, 4s, 5s, 6s,7s, 8s, 9s, 10's 11s and 12s and division facts including worded problems. Begin to state which multiple of a number another number is up to 144 (eg. 60 is a multiple of 12, 27 is a multiple of 9)
- By the end of term 3: tables with 2's, 3s, 4s, 5s, 6s,7s, 8s, 9s, 10's 11s and 12s and division facts including worded problems and identifying multiples. Begin to identify factors of numbers in tables up to x12 through recall of table's facts.
- By the end of term 4: all tables and division facts including worded problems and identifying multiples and factors.
- By the end of term 5: all tables and division facts including worded problems and identifying multiples and common factors of a pair of numbers.
- By the end of term 6: all tables and division facts and begin to derive calculations using place value knowledge (eg.  $7 \times 3 = 21$  so  $70 \times 3 = 210$ ,  $7 \times 300 = 2100$  and related division)

**In Y6**

- By the end of term 1: all tables and division facts and derive calculations using place value knowledge (eg.  $7 \times 3 = 21$  so  $70 \times 3 = 210$ ,  $7 \times 300 = 2100$  and related division)
- By the end of term 2: all tables and division facts and derive calculations using place value knowledge (eg.  $7 \times 3 = 21$  so  $70 \times 3 = 210$ ,  $7 \times 300 = 2100$  and related division)
- By the end of term 3: all tables and division facts and derive calculations using place value knowledge beginning to involve decimals (eg.  $7 \times 3 = 21$  so  $0.7 \times 3 = 2.1$ ,  $0.7 \times 0.3 = 0.21$  and related division)
- By the end of term 4: all tables and division facts and derive calculations using place value knowledge beginning to involve decimals (eg.  $7 \times 3 = 21$  so  $0.7 \times 3 = 2.1$ ,  $0.7 \times 0.3 = 0.21$  and related division)
- By the end of term 5: all tables and division facts and derive calculations using place value knowledge beginning to involve decimals (eg.  $7 \times 3 = 21$  so  $0.7 \times 3 = 2.1$ ,  $0.7 \times 0.3 = 0.21$  and related division), Use rounding to mentally estimate 4digit x 2digit multiplication



- By the end of term 6: all tables and division facts and derive calculations using place value knowledge securely to involve decimals (eg.  $7 \times 3 = 21$  so  $0.7 \times 3 = 2.1$ ,  $0.7 \times 0.3 = 0.21$  and related division), Use rounding to mentally estimate 4digit x 2digit multiplication, use rules of divisibility to identify factors.



## Appendix 4

### Positive Behaviour Strategies/Positive Language

There are many ways we can promote good behaviour e.g. through

- good teaching with good pace and an appropriate level of challenge so children are engaged throughout (reducing opportunities for mischief)
- interesting lessons which engage the pupils and give them a sense of success
- the teacher circulating to keep children on-task and maintain contact (eye, voice, proximity)
- good classroom organisation and management - well-organised equipment, well-laid out to allow movement and for the teacher to see everyone
- clear expectations and routines – say what you want e.g. expect children to sit in their seats and to put up their hands to ask for help (not calling out)
- creating a classroom climate where children feel listened to, valued and fairly treated

These Bill Rogers techniques are easy to use and effective for dealing with most mildly disruptive behaviour:

1. Say what you want – **“I need you to be sitting down in your chairs, hands in lap, looking this way, thank you”** (3 short instructions always best) & then praise for doing it
2. Tactical ignoring – you choose what you respond to, when and how
3. Redirection / re-focusing on the task – **“What should you be doing?”**
4. Rule reminder – **“All four feet on the floor”** (for those who lean back on chairs)
5. Name, direction, **‘THANK YOU’ NOT ‘PLEASE’**
6. Choice then direction – **“You can complete your work now or at break”**
7. Choice then consequence – **“If you do that again I will move your name down.”** etc.
8. Broken record – keep calmly repeating your request
9. When/ then - **“When you have put our pen down, then I will come and see you”**
10. Use agreed gestures – hands up or flat to indicate quiet
11. Congruence – make sure your facial expression and voice tone matches what you are saying – it is no good smiling when you disapprove
12. Make sure you give a warning before applying a consequence.
13. **“What rule have you broken? What consequence have you been given? What will you do next time? Why?”**



## Appendix 5

### Internal Exclusion Policy 2015

This policy has been devised to reflect the implementation of the exclusions- related provisions of the Education and Inspections Act 2006 and is informed by the DCSF guidance relating to exclusions 2007.

At Twydall Primary school we aim to

- promote positive behaviour
- support pupil's behaviour with early intervention
- regularly review Behaviour Management Plans (where applicable)

#### Purpose

- Internal exclusion is a consequence for poor and escalating behaviour.
- It is a planned strategy in response to a serious incident involving pupils, staff or property in school.
- It is a planned strategy in response to continued incidents when once already existing consequences and all other strategies have been applied and the behaviour has continued.
- The aim is to avoid fixed term exclusion with the intention that the consequences of inappropriate behaviour are managed confidently and consistently within the school setting. Fixed term exclusion may have a negative impact upon the pupil's school record and, instead, an internal exclusion can equally reinforce the need to accept responsibility for the consequences of inappropriate behavior in school.

#### Procedure

The decision to apply an internal exclusion must be made by a member of SLT.

Once the decision to internally exclude has been made by the SLT member:

- The SLT member must inform the parent.
- The behaviour log book must be updated with the consequence.
- The period of internal exclusion can be from one lesson, one session or one day.
- Internal exclusions will normally take place in another class in another year group.
- Normal class work for the lessons that the child would normally have sat must be provided by the class teacher.
- The child must meet with a member of SLT before reintegration back into class, normally on the following day.
- At break times and lunch times children that are on an internal exclusion should remain inside and complete recreational non-work based activities. E.g reading/ drawing etc.
- There may be a need for regular staff changeover during this period. It is also important that staff manage this time with a serious disposition. The child and the rest of the class need to be aware of the gravity of the situation and that improvement must be made.

#### Decision to apply internal exclusion

A Consequence of Internal exclusion may be applied if the child;

- Has disturbed considerable learning time for adults and children
- Has been abusive to adults
- Has had persistent disruptive behaviour and is not responding to behaviour rewards and



consequences

- Has endangered themselves or others as a result of their actions
- If an external exclusion is not appropriate
- Has harmed a child physically or emotionally.

This list is not exhaustive. Other circumstances may arise where a member of SLT may decide that an internal exclusion is an appropriate consequence depending on the degree of behaviour.



## **Appendix 6**

### External Exclusion Policy

Exclusion from school may be used in cases where a child has wilfully acted in a way which merits such a course of action. Reasons for exclusion fall into the following categories:

- An unprovoked violent attack on a pupil resulting in injury
  - Physical attack on an adult
  - Persistent bullying, racism, sexism or harassment (which causes significant distress)
  - Very dangerous or irresponsible behaviour e.g. on a school trip
  - Bringing an offensive weapon in to school
  - Bringing drugs or drugs paraphernalia in to school
  - Major theft or vandalism
  - Leaving the site without consent (away from the immediate boundaries)
- 
- The Parent/carer has a duty to ensure that their child is not present in a public place in school hours during this exclusion unless there is a reasonable justification for this. The Parent/Carer may receive a penalty notice from the local authority if their child is present in a public place during school hours on the specified date/s. If so, it will be for them to show reasonable justification.
  - The school will set work for the child to complete during the exclusion. Please ensure that work set by the school is completed and returned to us promptly.
  - The Parent has the right to make representations to the Governing Body. If they wish to make representations please contact the Chair of Governors via the school as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations the Parent/Carer makes and may place a copy of their findings on the child's school record.
  - Parents will also be aware that if they think the exclusion relates to a disability their child has, and they think disability discrimination has occurred, they have the right to appeal, and/or make a claim, to the SEN and Disability Tribunal (SENDIST).
  - A reintegration meeting will be held on the morning that the child returns to school with a relevant Senior Member of Staff or a member of the Inclusion Team. The purpose of the reintegration interview is to discuss how best the child's return to school can be managed. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order.
  - Parents/Carers also have the right to see a copy of the child's school record. Due to confidentiality restrictions, they will need to notify the Headteacher in writing if they wish to be supplied with a copy of their child's school record.



Appendix 7

Behaviour Intervention flow chart

