

SKIPPERS HILL MANOR PREP SCHOOL

Behaviour Policy

This Policy Applies to Skippers Hill Manor Prep School and Early Years Setting



Skippers Hill Manor
Preparatory School

BELLEVUE | EDUCATION

Created: July 2017

Reviewed: July 2022

Next Review: Summer 2023

Introduction

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016, as well as Keeping Children Safe in Education 2021, Sexual Violence and Sexual Harassment between Children in Schools and Colleges, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2020, the OFSTED Review of sexual abuse in schools and colleges (June 2021)

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, January 2016)

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- returning items to pupils or parents after a given period (where possible at the end of the school day)
 - for example, items banned from school, such as money, mobile phones, specific toys
- destroying items
 - for example, pornography, tobacco, alcohol
- handing items to the police
 - for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance "Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies".

Consistency

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/SMT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers and do not downplay certain behaviours, for example, dismissing sexual harassment as “just banter” or “having a laugh”.

Supporting Appropriate Behaviour; Curriculum and General Approaches

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently. This policy recognises the need for a behavioural approach to reinforce a culture where sexual harassment and online sexual abuse are not tolerated.

As part of this process schools should ensure that within the curriculum provision appropriate to their setting and age children receive appropriate teaching in order that they develop a clear understanding of:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- self-discipline
- Fundamental British Values
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.

General Approaches to behaviour management

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently.

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanction that may adversely affect their well-being.
- Work in partnership with parents to ensure that
 - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
 - they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND

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- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy

Malicious accusations

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headteacher will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in the Safeguarding Policy (p9).

Rewards and Sanctions

The principles on which the school has developed its rewards and sanctions strategy are as follows

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

School Aims

At Skippers, each pupil will:

- Participate and achieve in all aspects of school life, becoming a well-rounded and confident individual
- Become an effective learner who takes pride in their achievements, facing and overcoming challenge
- Develop courage and independence, demonstrating ownership of their learning and the school
- Be healthy, happy and know how to stay safe
- Be inclusive, tolerant and fair-minded, valuing the importance of relationships with others

As a result we value and promote:

- Courage and self-confidence
- Respect and Independence
- Enjoyment and Enthusiasm
- Teamwork and Co-operation
- Pride
- Healthy relationships

DEVELOPING POSITIVE BEHAVIOUR

Rationale

We want all children and families to feel welcome and involved at Skippers Hill. We are a hard working school and expect high standards from our pupils in terms of work and behaviour.

We are strongly committed to equal opportunities and inclusion, and believe that every member of the school community has the right to be able to achieve in a safe, secure and happy environment. Every child has a right to expect support and action if their happiness or safety is threatened.

Because we see education as a partnership between home and school, we have written this policy so that all of us (pupils, parents, carers, staff and governors) can work together to improve behaviour, attitudes and standards of work. Good behaviour and good discipline are essential if effective teaching and learning is to take place.

AIMS FOR BEHAVIOUR AT SKIPPERS HILL.

1. To give children the chance to make decisions about their work and play so they can learn about responsibility and independence.
2. To teach children to think about their behaviour and learn self-control.
3. To teach children to be polite and fair so that they learn good social attitudes
4. To teach children to respect other people, their property, beliefs and feelings - essentially to respect the difference
5. To praise and reward good work, behaviour and attitudes. We will always reward improvement
6. To involve parents and carers in all aspects of school life, including their children's behaviour.

All staff are expected to apply the policy fairly and consistently.

Staff should not administer any punishment which may adversely affect a child's well-being.

Children need to feel that they have been listened to and conflicts are resolved.

The following are examples of unacceptable sanctions:

Any punishment intended to cause pain, anxiety, humiliation, deprivation of access to food or drink, enforcing eating or drinking, prevention of contact with parents/independent listener or Helpline, requirement to wear distinctive clothing as a punishment, use of or withholding medical treatment, deprivation of sleep or locking in a room or area of a building.

CORPORAL PUNISHMENT MUST NOT BE USED OR THREATENED

WE EXPECT OUR CHILDREN , STAFF AND PARENTS TO UPHOLD OUR SCHOOL VISION AND VALUES:

This can be done by following the rules in class, in the dining hall and at play / lunchtimes and the values below:

Respect & Independence

1. To be polite to teachers, support staff, other children and visitors; and to respect the authority of the adult in charge.
2. To listen to adults and each other throughout the day and to consider each other's feelings.

3. To walk about the school quietly and calmly.
4. To value each other's work.
5. To tell the truth, to take responsibility for their own behaviour and not to make excuses
6. To be able to say sorry meaningfully when they have misbehaved or hurt someone and to understand that this word signals a change in behaviour and mood.
7. To care for the school and its equipment and to report any damage they see.

Enjoyment & Enthusiasm

8. To take a positive role in all activities, be enthusiastic and try as hard as they can.
9. To feel responsible for giving a good impression of themselves and the school both within and outside the school.

Teamwork & Co-operation

10. To wait their turn to talk to members of staff and to each other.
11. To work and play cooperatively with each other.
12. To accept a solution or consequence if they have done something wrong; not to argue or get angry with the person sorting it out.

Modifying and Managing Behaviour through Positive Language

Rationale

At Skippers Hill school we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others.

Our practice

It is expected that all staff members who work at Skippers Hill School will use and promote positive language with children where possible. Our behaviour management strategies at Skippers Hill School are based on the following principles:

1. We model expected behaviour
2. We use eye contact with children
3. We use our body language as well as our words
4. We use specific praise to reward positive behaviour
5. We ignore negative or attention seeking behaviour
6. We phrase our requests in a positive manner
7. We promote responsibility and independence
8. We use our knowledge of each child as an individual.
9. We do not make assumptions about children's understanding
10. We empower children to choose the right course of action

CHILDREN CAN EXPECT THE STAFF:

1. To listen to them and to hear their point of view.
2. To be polite and to address them in a reasonable tone of voice.
3. To value all aspects of their achievements.
4. To be as fair and consistent as possible when they have misbehaved.
5. To ensure their environment is safe.
6. To talk with them about things that go wrong; we want children to understand why some things are wrong and why we have rules.
7. To create a positive environment in the classroom and playground.

8. To be in charge and maintain order so that everyone may benefit from a positive environment.
9. To supervise the playground well.
10. To trust them and care about them equally.
11. To treat them as individuals and to take an interest in their lives.
12. To see each day as a fresh start.



WAYS THAT PARENTS CAN HELP:

1. Read and support the Behaviour and Discipline Policy. Let your child know the standard of behaviour you expect – and how hard you expect them to work.
2. Make sure your child keeps the rules when they are with you in school or on an outing.
3. Help your child to be on time and to remember anything they need for school
4. Check for and read the fortnightly newsletter and other communication from school so you can talk to your child about what is going on.
5. Follow our commitment to enabling children to find successful ways of sorting out difficulties and arguments.
6. Make sure your child gets a good night's sleep on 'school nights'.
7. Ensure a calming down period before bedtime and relaxing activities; not TV. or computer games etc.
8. Make sure your child has a good breakfast before coming to school, it helps them to concentrate and learn.
9. Please be fully aware of what your child is accessing on the computer and monitor television watching and computer games.
10. Talk with a member of staff if you are worried by anything your child tells you about school before it becomes a problem. Children need your confidence and understanding. Listen to your child. Trust your child.... But bear in mind that s/he may not give you the whole story and may use emotive language.
11. Try not to react to every little upset so your child learns to get things in proportion and learns how to cope.
12. Be positive with your child and reward the good things they do at school. Please do not expect to leave all the discipline to the school. We do not expect to leave it all to parents. Home and school need to work together to give children high standards and to let them know what is expected of them.

Rewards and Sanctions

Whole School Strategies

Children are encouraged to raise concerns and help find solutions in a mutually supportive atmosphere. The School Council may also be used to raise behavioural issues and promote harmony.

Behaviour and discipline - Foundation Stage guidelines

Our goals for the children's development are:

- Self-respect and self-esteem
- Pro-social behaviour including consideration and empathy for others
- The ability to guide their behaviour

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- Social skills such as negotiation and problem-solving.

In order to facilitate this, we will:

- Model the behaviour we wish to see in the children
- Manage behavioural issues according to the developmental stage and individual understanding of the child
- Use the consequences of children's actions to help them learn.
- Encourage children's efforts, helping them when it is hard to do the 'right' thing.
- Show children that we have noticed their assistance to another child.
- Intervene as calm adults to stop children hurting each other or behaving in an unsafe way.

Foundation Stage/Key Stage 1 and year 3

Rewards

1. Verbal thanks, praise, encouragement
2. Positive comments in workbook
3. Jewels can be earned through good effort, behaviour, acts of kindness and improved attainment
4. Sharing of good work/behaviour through ISAMS
5. Sending a child to share good work/behaviour with another class, teacher, other adult or Headteacher. Outstanding work to go on a display board.
6. Inviting parents in to see good work/hear about good behaviour
7. Celebrating good work/behaviour in the Celebration Assembly. Star Award.
8. Phone call or postcard home
9. Distinction to be shared with Headmaster



Sanctions

Please pay reference to the behaviour continuum which outlines when appropriate sanctions should be used see Appendix 1.

1. Before using any sanctions remember that the behaviour policy is one of positive management. Using good models and positive reminders can be very effective. Reminder of appropriate behaviour. Give children strategies to put things right.
2. Warning that a repeat will result in a loss of learning and consequence will be: Time Out / Loss of Playtime, (see step 3 for which to apply)
3. For poor behaviour or a lack of effort the child will receive several minutes of Time Out or Lost Playtime - 1 minute for each year of the child's age, under adult supervision is a guideline.
4. In the playground the two minute time out strategy should be used to remove children from serious situations. This should be carried out with the duty staff member. Children should not be spoken to by either other children or an adult during their time out and at the end of the time out, strategies should be agreed with the child to avoid further incidents happening. This should be recorded on isams or reported to the class teacher.
5. Pastoral Leader Time Out - with appropriate Pastoral Leader: To be used as time to think about the choices that were made and how better choices could be made in future - child to discuss this with Pastoral Leader at the end of the time out period. NB: If the Pastoral leader is also the child's form teacher, the child should go to a different pastoral leader.

6. There may be rare occasions when the behaviour requires immediate intervention from senior staff. Very serious behaviour should be reported in the first instance to the Deputy Headteacher or Pastoral coordinator who may make the decision to remove the child from the playground altogether.
7. Internal exclusion- either from playtime or class time dependant on the severity of the behaviour or at any other time that is agreed by the Deputy Headmaster
8. Report card - For continued poor behaviour in the classroom a meeting will be called with the child and the Behaviour Lead (Deputy Headteacher or Pastoral leader). Targets will be set and monitored which should be agreed by the pupil. This could take the form of a behaviour report card and will be reviewed daily. Parents should be informed at this point or if the strategies do not make effective changes or if progress is being affected. Personal Support & Behaviour Plans should always be set up for pupils who continue to make the wrong choices.
9. Exclusion for a fixed term-in line with [The Skippers Hill Exclusion Policy](#)
10. Permanent Exclusion-in line with [The Skippers Hill Exclusion Policy](#)

Throughout these stages there should be a discussion which sets strategies for the behaviour not to happen again and parents and carers should be informed. All incidents (Rewards or sanctions) should be recorded on ISAMS and myconcern.

N.B: If the incident is serious, the teacher may bypass earlier sanctions. Repeated incidents will result in parents being called in to discuss the concerns with the teacher with a view to working together to improve behaviour.



Key Stage 2 and 3

Rewards

1. Verbal thanks, praise, encouragement
2. Sharing of good work/behaviour through ISAMS
3. Award of raffles
4. Sending a child to share good work/behaviour with another class, teacher, other adult or Headteacher. Outstanding work to go onto a display board.
5. Inviting parents in to see good work/hear about good behaviour
6. Positive comment on child's work
7. Celebrating good work/behaviour in Celebration Assembly: Star Award
8. Special certificates, phone call or postcard home
9. Distinction to be shared with Headmaster

Sanctions

1. Reminder of making the right choices
2. Warning that the wrong choice will result in loss of learning and that the pay back will be during breaktime if work has not been done satisfactorily (must be supervised by an adult).
3. Record of an imposition to be followed up by tutor. Class teacher to take away a period of break time (Supervised)
4. Time out with a member of SLT (If available) - work to be provided
5. 3 x impositions or minor offense = break time detention with middle management or s detention after school. decision to be taken between class teacher and Dept head
6. 3 x break time detentions or a more serious offense = Dept Heads detention and parents informed
7. Report card to be used for persistent issues of concern
8. Action plans for persistent issues of concern created involving the pupil in question.
9. Internal exclusion- either from playtime or class time dependant on the severity of the behaviour or at any other time that is agreed by the Headmaster
10. Exclusion for a fixed term-in line with [The Skippers Hill Exclusion Policy](#)
11. Permanent exclusion-in line with [The Skippers Hill Exclusion Policy](#)

Throughout these stages there should be a discussion which sets strategies for the behaviour not to happen again and parents and carers should be informed. All incidents (Rewards or sanctions) should be recorded on ISAMS

N.B: If a serious incident occurs, the earlier sanctions may be bypassed. Repeated incidents will result in parents being called in to discuss the concerns with the teacher with a view to working together to improve behaviour.

Skippers Hill School Policy for Physical Intervention and Restraint

At Skippers, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. We do however recognise that children sometimes do make the wrong choices. On rare occasions this may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Headteacher as soon as possible
- Parents will be informed of each incident on the same day or as soon as reasonably practicable

1. The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:-

- causing injury to his/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline'

2. Our approach

At Skipper's we aim to avoid the need for physical intervention and regard this as a last resort in a tiny minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy is contained within our Behaviour Policy.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement and common sense in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in *loco parentis* and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and well-being.

Staff members are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

3. Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.

In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, a last resort.

When physical restraint becomes necessary:

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint

- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a punishment

4. Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. **The headteacher should be informed of any incident as soon as possible and the parents on the day of the incident or as soon as is reasonably practical** and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural IEP, which may include an anger management programme, or other strategies agreed by the SENCO. This may require additional support from, other services. In some circumstances a CAF may be appropriate to help identify an additional need for a particular child.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately on the Pupil Restraint Report Form (attached). All sections of this report should be completed so that any patterns of behaviour can be identified and addressed.

In the event of any future complaint or allegation this record will provide essential and accurate information.

A copy should be given to the Headteacher and filed in the child's appropriate file and also in the Incident File in order to inform individual and school risk assessments.

The Headteacher or Deputy Head, will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

5. Risk Assessments

If we become aware that a pupil could possibly behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate
- The school's duty of care to all pupils and staff
- Refusal to allow pupil on trips or outings

6. Complaints and Allegations

A clear restraint policy, adhered to by all staff should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures.

For guidance on malicious allegations against staff, please refer to the school's [Safeguarding Policy](#).

It is our intention to inform all staff, pupils and parents about these procedures and the context in which they apply. The Behaviour Policy is published on the website.

We will review this policy annually as part of the Behaviour Policy Review.

Additional Strategies

The school has processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working.

The use of reflection charts / support cards / report cards are used which engage the pupils in target setting and reflection.

Managing Pupils' Transition

The school is aware that points of transition can lead to increased anxiety and stress which, in turn can result in behaviour which does not meet expected levels. The school has a number of strategies and approaches in place to manage transition into, through and from the school and thus reduce the likelihood of transition leading to behavioural issues. These include

- taster days/induction days for new pupils
- 'moving up' days for current pupils to meet their new tutor before the start of a new academic year
- handover meetings between class teachers
- new pupils' handbook
- 'meet the teacher' and parent information evenings at the very start of the academic year
- buddy systems
- liaison with senior schools, including participation in induction events and sharing of both academic and pastoral information
- welcome packs are distributed well in advance of starting Skippers Hill
- receiving of any Safeguarding / pastoral information through the myconcern portal or via direct conversations
- senior student workshops across a number of themes which prepare student for senior schools
- parent presentations on senior schools
- future schools events
- visiting senior school speakers and former pupils to address senior prep students
- support and guidance from the headmaster on scholarships and senior school choices

Cross-references

This policy takes account of the guidance offered to staff in the following policies

- the section regarding the use of reasonable force and other physical contact in the safeguarding policy
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies
- dealing with screening, searching and confiscation of possessions in the screening and searching policy
- dealing with malicious allegations against staff in the safeguarding policy

<u>RECORD OF PHYSICAL INTERVENTION OR RESTRAINT</u>
Date of incident: Time of incident:
Pupil Name: D.o.B:
Member(s) of staff involved:
Adult witnesses to restraint:
Pupil witnesses to restraint:
<u>Outline of event leading to restraint:</u>
<u>Outline of incident of restraint (including restraint method used):</u>
<u>Outcome of restraint:</u>

<u>Description of any injury(ies) sustained by injured pupil and any subsequent treatment:</u>
<u>Description of any injury(ies) sustained by adult restrainer:</u>
<u>Date parent/carer informed of incident:</u>
<u>Time:</u>

By whom informed:

Outline of parent/carer response:

Signature of staff completing report: Date:

Signature of Teacher-in-charge: Date:

Signature of Head STS: Date:

Appendix 1 - Whole School – Lunchtime Rules

Everyone can enjoy lunch if...

- We queue sensibly
- We remember to say hello, please and thank you to the lunch time staff
- We use a knife and fork correctly
- We eat our own lunch and keep food on the table
- We finish what we are eating before we speak
- We stay at the table until we have eaten our lunch
- We pick up any food or rubbish we drop
- We scrape our plates clean and we help clear our tables
- We always walk in the dining hall
- We put our hand up if we need help
- We always talk in a quiet voice and wait our turn to speak
- We respectfully join in when grace is being said
- Pupils in Year 1 and below should ask an older pupil to help clear their plates

Rewards

1. Verbal thanks, praise and encouragement. record in ISAMS.
2. Citizenship in celebration assembly
3. Postcard or phone call home

Sanctions

In dining hall:

1. Verbal warning
2. Loss of 5 minutes of playtime (supervised by an adult)

Outside

1. Verbal reminder about playing sensibly
2. Verbal warning
3. Time out with duty staff: Record in ISAMS

All poor behaviour at break and lunchtimes should be reported to the class teacher at the end of play in the first instance unless extremely serious. This should also be recorded if there are playground observations notes being recorded. Serious incidents may result in bypassing earlier sanctions. Parents are informed where playtime behaviour gives cause for concern.

Appendix 2 - Wet Breaktime Guidelines

Everyone can enjoy a Wet break time if...

Year 4 upwards

- If you have a snack to eat then this must be eaten in the dining hall without exception.
- If you are not eating then you must go upstairs. You must not be in your classroom unsupervised by an adult.
- We pick up any food or rubbish we drop
- We always walk in the school building, no running around the corridors.

There will be one member of staff supervising snack in the dining room and one upstairs. This is to ensure everyone's safety and also to prevent food being trampled into the carpet.

Year 1 - 3

- Wet breaks will be in two classrooms, staff will tell you which ones
- Snacks will be eaten in the classrooms where you will be based.

All poor behaviour at break and lunchtimes should be reported to the class teacher in the first instance unless extremely serious. Serious incidents may result in bypassing earlier sanctions. Parents are informed where playtime behaviour gives cause for concern.

Appendix 3: SKIPPERS HILL BEHAVIOUR CONTINUUM.

Steps 1 & 2

- Showing a lack of respect for learning or property;
- Not listening;
- Time-wasting;
- Distracting self and others;
- Lack of effort;
- Unfinished tasks;
- Deliberately producing poor quality work.

Steps 3 & 4: Imposition

- Rudeness;
- Serious conflict;
- Failure to follow instructions;
- Aggressive presentation;
- **Minor**, deliberate violence against others / equipment.

Steps 5 & 6

- **Serious** Violence against pupils
- **Serious** destruction of equipment / furniture;
- **Bullying**
- Accumulation of impositions

Step 1

- Positive reminders;
- Verbal reminder of the system;
- Verbal warning of lost learning;
- Move seats in the classroom; Imposition;
- Record on ISAMS

Not necessarily progressive

Step 2

- 5 minutes lost learning paid back at next break administered by subject teacher

Step 3 (KS1) ISAMS RECORD

Extended time out with pastoral leader. ISAMS Imposition record

Step 3 (KS2) ISAMS RECORD

Detention. ISAMS Imposition record

Step 4 RECORDED ON ISAMS

Send pupil (accompanied) to Pastoral leader or Deputy Head teacher with reason but no work. Work must be repaid during break/ lunchtime.

Step 5 (INTERNAL EXCLUSION) RECORDED ON ISAMS

- Detention or internal exclusion during any other period of the day (as deemed appropriate) with a middle leader or deputy head or the pupil will sit a deputy heads detention.

Step 6 (EXTERNAL EXCLUSION) RECORDED ON ISAMS

Headteacher will instigate

Misdemeanours during break / lunchtimes: Time out with duty teacher
More than 2 repeats results in next break Internal Exclusion and RECORDED ON ISAMS

N.B: The behaviour continuum is intended as a guide and cannot cover all circumstances. The school reserves the right to bypass sanctions at any stage to ensure a proportionate and reasonable sanction depending upon the context.

The above flow chart is a guideline for staff in terms of the escalation of sanctions. There may be situations whereby decisions surrounding behavior will need to be discussed by the SLT and sanctions taken in line with the behaviour.

Appendix 4 - The Continuum of Need

The Continuum of Need is a visual tool used by practitioners and volunteers working with children and families in East Sussex.

Using the 4 Levels means that services who work with children share a common language to describe needs and risks.

Using the Continuum

- The Continuum of Need cannot replace professional judgement or decision making, and should not be used as a checklist or an assessment of need.
- Families will not keep a fixed position on the Continuum of Need, it will change as their situation changes.
- The practitioner should consider which needs take priority when identifying the appropriate level.

