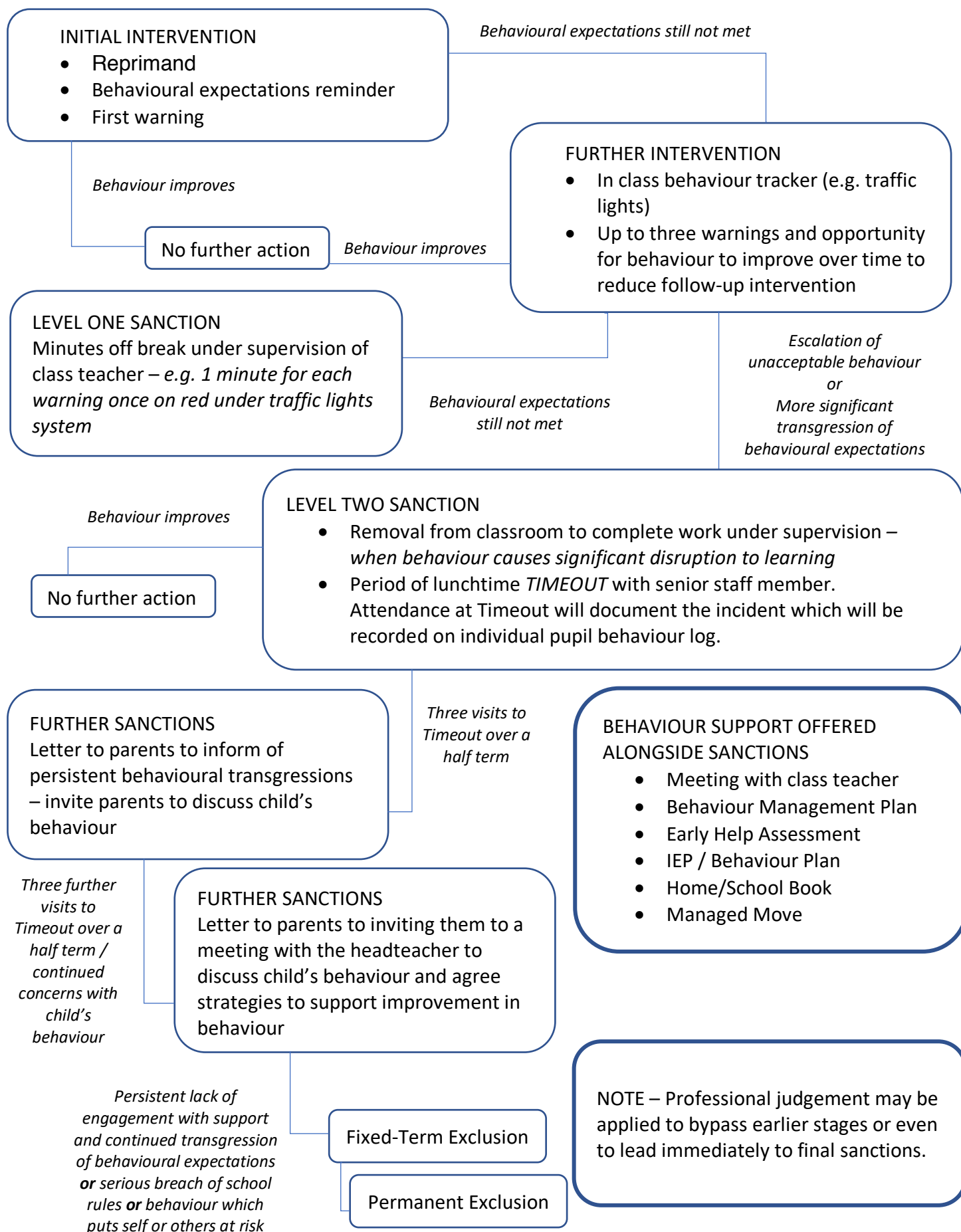




Appleby Primary School Behaviour Policy -Behaviour Strategy Flowchart Guide

SANCTIONS AND INTERVENTIONS





SANCTIONS AND INTERVENTIONS DURING BREAK OR LUNCH TIMES

INITIAL INTERVENTION

- Reprimand
- Behavioural expectations reminder
- First warning

Behavioural expectations still not met

Behaviour improves

No further action

Behaviour improves

FURTHER INTERVENTION / LEVEL ONE SANCTION

- Ask pupil to spend time with member of staff on duty
- Pupil to sit on behaviour bench
- Report and discussion with class teacher at the end of break

*Escalation of unacceptable behaviour
or
More significant transgression of behavioural expectations*

LEVEL TWO SANCTION

- Removal from dinner hall to eat lunch under supervision – *when behaviour causes significant disruption*
- Period of lunchtime **TIMEOUT** with senior staff member. Attendance at Timeout will document the incident which will be recorded on individual pupil behaviour log.
- Escalate to FURTHER SANCTIONS as appropriate

PLAYGROUND/LUNCHTIME BEHAVIOUR SUPPORT OFFERED ALONGSIDE SANCTIONS

- Discuss strategies for supporting behaviour with class teacher, senior leader or headteacher
- We recognise that pupils may need support to resolve problems or conflicts when playing with others and members of staff will support pupils to find a solution to problems or conflicts themselves. Staff members may support discussions, offer possible resolutions or mediate in disagreements.

EXAMPLES OF BEHAVIOUR WHICH MAY LEAD TO IMMEDIATE LEVEL TWO OR FURTHER SANCTIONS MAY INCLUDE BUT ARE NOT LIMITED TO:

- Fighting / physical assault
- Foul or abusive language
- Refusal to engage with support or early intervention by a staff member
- Threatening behaviour
- Behaviour which may put child or others at risk



Rewards and Recognition

Appleby Primary School operates a positive behaviour policy. The emphasis is very much on reward and positive reinforcement of expected behaviour. Staff will use a range of strategies to praise and reward pupils in order to reaffirm and reinforce behaviour expectations and to reward and recognise when pupils' behaviour reflects those expectations.

INFORMAL RECOGNITION/REWARD

- Verbal praise
- Written praise in marking / feedback

*Behaviour merits
further recognition*

IN-CLASS FORMAL RECOGNITION/REWARD

- Class-based behaviour recognition e.g. stickers, class dojo points, team points, gems or marbles
- Teacher informs parent of child's positive behaviour or good work
- Child shows work to another teacher or Headteacher.

WHOLE SCHOOL FORMAL RECOGNITION/REWARD

Pupils will be nominated for three awards which will be presented in a whole school "Celebration Assembly" each Friday:

- Teacher's Award – Nominated by the class teacher for consistent work, a single piece of work or act meriting recognition.
- Behaviour for Learning Award – pupil who receives most points, stickers or beads from Class Reward for the week. Where team awards are in place, the class teacher will nominate from the team receiving most gems or marbles over the week.
- Headteacher's Award – Nominated by the class teacher on a weekly theme

*Behaviour merits
further recognition*

Award winners posted to a central display board including each child's photograph.

*Behaviour
over time
merits
further
recognition*

TERMLY AWARD ASSEMBLY

Termly assembly with invited parents. Pupils share good work from over the term. Termly awards for most awarded or (in absence of a clear winner) nominated recipient for:

- Termly Teacher's Award
- Termly Behaviour for Learning Award