



Behaviour Policy

Governor Review Date	Summer 2017
Review Frequency	Annual
Date for Next Review	Summer 2018
Head Teacher Approval	
Governor Approval	

Statement of ethos and values

At Caedmon Primary School, we believe that all members of our school community have a responsibility towards the creation of a positive and supportive learning environment. Teachers and support staff work to give every child the skills and confidence that will enable them to make choices in their lives; this extends to the choices that are made in terms of behaviour.

In the vast majority of circumstances and for the vast majority of pupils, we promote a consistent approach to dealing with all incidences of undesirable behaviour. We do, however, recognise that our pupils are individuals and that they each have unique strengths, areas of difficulty and, in some cases, very specific emotional/behavioural problems. We recognise that, at times, it may be necessary to be more flexible than usual if a child acts out of character and against the agreed rules. Consideration should always be given to the cause of unusual behaviour when dealing with a situation. Similarly, pupils with recognised and specific emotional/behavioural problems require a prescribed and planned response which must be followed by all staff members.

As well as the above, we ensure that we:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

Values & Principles

1. We value all the children in our school equally;
2. We aim to create a positive climate with realistic expectations;
3. We emphasise the value of being valued as an individual within the group;
4. We promote, through example, honesty and courtesy;
5. We provide a caring, effective learning environment;
6. We encourage relationships based on kindness, respect and understanding of the needs of others;
7. We ensure fair treatment for all, regardless of age, gender, race, ability and disability; and
8. We reward good behaviour rather than merely deterring poor behaviour.

Expectations

We set the following high expectations of pupil behaviour;

1. Pupils will treat all members of our school community with respect and kindness;
2. Pupils will adhere to school rules;
3. Pupils will adhere to playground rules when playing outside;
4. Pupils will adhere to the dining hall rules when in the hall;
5. Pupils will walk along corridors and respect that other classes will be working by walking around school silently;
6. Pupils will walk in the dinner hall, ensuring their chairs are stored safely and that they take their turn in the queue;
7. Pupils will enter the hall for assembly silently, in a calm manner;
8. Pupils will maintain the same high standards of behaviour in after school clubs as they do in school time;
9. Pupils will appreciate that they are representing the school when taking part in excursions and residential, maintaining an exemplary standard of behaviour throughout;
10. Pupils will use lesson time for 'learning';

Roles & Responsibilities

During their time at Caedmon Primary School, pupils are taught to take responsibility for their actions and behaviour. They are supported in meeting our high expectations by receiving support and guidance from all staff members;

Head teacher

- Lead the development of a positive climate in which successes and achievements are celebrated;
- Establish what is acceptable and unacceptable conduct in school;
- Ensure that the school is a safe place for all staff members and pupils to attend;
- Lead the implementation of the contents of this policy and communicate its contents to all members of the school community;
- Establish positive and constructive relationships with parents/carers;
- Deal with incidents of high level behaviour and any behaviour referrals from class teachers;
- fixed term and permanent exclusions when necessary;

Deputy Head Teacher

- Assist the head teacher in the development of a positive climate in which successes and achievements are celebrated;
- Assist the head teacher in deciding what is acceptable and unacceptable conduct in school;
- Ensure that the school is a safe place for all staff members and pupils to attend;
- Lead the implementation of the contents of this policy and communicate its contents to all members of the school community;
- Establish positive and constructive relationships with parents/carers;
- Deal with incidents of behaviour and any behaviour referrals from class teachers;

Teachers

- Ensure that pupils adhere to the school rules;
- Teach and model positive communication and conflict resolution strategies;
- Maintain a working atmosphere within the classroom with an appropriate level of noise for the activity.
- Ensure that pupils move around school in the expected manner, supervising them as they do so until pupils have reached their destination (e.g. playground, hall etc) and that another member of staff is ready to commence the supervision;
- Monitor pupils during assemblies, presentations etc;
- Intervene if a child is not meeting the expectations set out above;
- Reward pupils for good behaviour;
- Apply the agreed consequence(s) in the event of undesirable behaviour, ensuring that the reasons for the consequence(s) have been explained to the pupil in an appropriate manner and at a time when the pupil is calm and able to listen;
- Follow the 'planned response' guidance for pupils with recognised emotional/behavioural problems, located on their behaviour plan and positive handling plan;
- Refer to KS Leader/DHT/headteacher in the event of persistent high level behaviours;
- Communicate effectively and promptly with parents.

Teaching Assistants

- Model positive communication and conflict resolution strategies;
- Support the teacher in ensuring that pupils move around school in the expected manner, supervising them as they do so until pupils have reached their destination (e.g. playground, hall etc) and that another member of staff is ready to commence the supervision;

- If present, monitor pupils during assemblies, presentations etc;
- Intervene if a child is not meeting the expectations set out above;
- Reward pupils for good behaviour;
- Apply the agreed consequence(s) in the event of undesirable behaviour, ensuring that the reasons for the consequence(s) have been explained to the pupil in an appropriate manner and at a time when the pupil is calm and able to listen;
- Follow the 'planned response' guidance for pupils with recognised emotional/behavioural problems, located on their behaviour plan and positive handling plan;
- Refer to the class teacher in the event of children breaking the school rules;
- In the event of teacher absence, communicate effectively and promptly with parents.

Lunchtime Supervisors

- Model positive communication and conflict resolution strategies;
- Instigate and supervise playground games;
- Monitor pupils as they line up for lunch, walk through school to the dining hall, move around in the dining hall and sit at their tables;
- Intervene if a child is not meeting the expectations set out above;
- Reward pupils for good behaviour;
- Apply the agreed consequence(s) in the event of undesirable behaviour, ensuring that the reasons for the consequence(s) have been explained to the pupil in an appropriate manner and at a time when the pupil is calm and able to listen;
- Follow the 'planned response' guidance for pupils with recognised emotional/behavioural problems;
- Refer to the teacher on duty in the event of undesirable behaviour.

Parents

- Communicate concerns to appropriate members of staff;
- Support the school rules with regard to arriving and leaving school;
- Attend meetings arranged by members of staff and cooperate in devising strategies, planned responses etc which will address any undesirable behaviour.

Pupils

- Work hard to follow the school rules;
- Accept responsibility for their behaviour and their choices;
- Support the school rules with regard to arriving and leaving school;
- Respect the thoughts and feelings of all members of our school community

School Rules

At Caedmon Primary School, we have three sets of rules; classroom, playground and dining hall rules.

School Rules	Playground Rules	Dining Hall Rules
<p>I do as I am asked first time.</p> <p>I speak politely and kindly to others - I call people by their proper names and say please, thank you and excuse me.</p> <p>I keep my hands and feet to myself.</p> <p>I listen carefully when other people are speaking.</p> <p>I put my hand up when I want to speak.</p> <p>I work and talk quietly and let others concentrate on their work.</p> <p>I always do my best and try to finish my work on time.</p> <p>I help look after our school and other people's work and belongings.</p> <p>I walk in the corridors and the classroom.</p>	<p>I do as I am asked first time.</p> <p>I speak politely and kindly to others - I call people by their proper names and say please, thank you and excuse me.</p> <p>I keep my hands and feet to myself.</p> <p>I ask if I need to go to the toilet.</p> <p>I stay inside the safe area of the playground.</p> <p>I let others play their games without spoiling them.</p> <p>I help to keep the playground free from litter.</p> <p>I use the playground equipment safely.</p> <p>I ask a teacher to help if I am having an argument.</p>	<p>I stay in my seat and at the same table.</p> <p>I put my hand up if I need something.</p> <p>I only eat my own food.</p> <p>I use a quiet voice.</p> <p>I help keep the dining hall clean and tidy.</p> <p>I walk in the hall and corridors.</p>

We praise and reward acceptable behaviour rather than repeatedly focussing on undesirable behaviour.

We use the language of '**choice**' and stress that children must choose to either behave in an acceptable manner or accept the consequences. At all times, children are encouraged to '**fix**' their behaviour so that no further consequences need apply.

Rewards

Pupils are rewarded for good behaviour in the following ways:

- Each week, one pupil from each class is chosen to win the Caedmon Badge. In order to be eligible for the class badge, a pupil must receive no behaviour consequences for the week, be in school each day on time and have completed their reading each night. One pupil from the whole school is chosen to win the headteacher's badge, for doing something special over the course of the week.
- Children can earn 'behaviour' points by following class rules or meeting the expectations set out above. These points are recorded on a 'behaviour' chart which is displayed in each classroom. The child with the most points at the end of each week is announced as the 'best behaved' pupil that week;
- Children can earn 'team points' for good work, working well as a team etc. This is then added to the team totals which are announced during assembly each week.
- Each week, the child with the most behaviour points is entered in to the 'behaviour' draw, which is drawn during celebration assembly every Friday. The winner receives a prize and the other pupils receive a 'headteacher's' sticker;
- When praising good behaviour, all staff members are specific (e.g. I really liked the way you walked sensibly to line up for dinner).
- Teachers may also use prizes or stickers, at their discretion, for 'star of the lesson' or 'star of the day'. There is no expectation for a staff member to do this.

Bullying

Further information and guidance can be found in our Anti Bullying Policy.

Consequences

Every member of staff expects **all pupils** to follow the rules. Any child who breaks a school rule will receive the consequence listed below. **Time cannot be earned back.**

EYFS Consequences

The children are taught the school rules towards the end of the Nursery year. The following consequences are applied. However, it depends upon the age and development of the child.

Reception Autumn Term (first month)	
1	Warning
2	Warning
3	Time out for five minutes.

Reception (rest of the year)	
1	Warning
2	Time out for five minutes.

If a child bites another child or purposefully breaks or damages school property, parents will be contacted immediately and invited into school to resolve the situation.

All time-outs will be logged and kept by the classroom teacher. All time-outs will be reported to parents by the classroom teacher.

The classroom teacher will make phone calls home if required.

After February half term, the children will receive the same consequences as the other children for name calling, violence etc.

KS1 Consequences

If a child breaks a school rule, the following consequences will be applied:

1	Warning – “Think about which school rule you are breaking. Please make the right choice.” If the pupil stops breaking the school rules, no consequence will be applied.
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If the pupil continues to break school rule, the following steps will be followed until behaviour improves.			
	In school	At playtime	In the dinner hall
2	5 minutes missed playtime, writing lines.	5 minutes missed playtime, writing lines.	Wait until the last table in the row has gone for dinner before being allowed to join the queue.
3	10 minutes missed playtime, writing lines.	10 minutes missed playtime, writing lines.	10 minutes missed playtime, writing lines.
4	15 minutes missed playtime, writing lines.	15 minutes missed playtime, writing lines	15 minutes after school detention.
5	Remove (working in another classroom or remove room for the remainder of the morning/afternoon). Letter sent home and DHT informed. The child will start a two week behaviour monitoring chart.	Lunchtime detention with DHT.	Lunchtime detention with DHT.

There are other consequences that are **additional** to those listed above. These are:

Action	Consequence
A child breaks the rule 'I keep my hands and feet to myself' at playtime.	The child will miss 2 days of play, writing lines. The child will start a two week behaviour monitoring chart.
A child is involved in a violent incident .	The child will spend the rest of that morning or afternoon with the DHT or a member of the senior leadership team. The child will start a two week behaviour monitoring chart.
A child swears (this must be heard by an adult or admitted to by the child).	The child will be removed for the rest of the morning or afternoon. The child will start a two week behaviour monitoring chart.
A child uses racist language	The child will be removed for the rest of that day. The child will start a two week behaviour monitoring chart.

A child used homophobic language .	The child will be removed for the rest of the morning or afternoon. The child will start a two week behaviour monitoring chart.
A child calls another child a name .	It is instantly 5 minutes missed playtime, writing lines.
A child runs in the hall or corridor .	It is instantly 5 minutes missed playtime, writing lines.
A child hits/kicks/punches a wall/door or something similar	The child will miss the next playtime, writing lines.
A child causes significant damage to furniture, equipment or something similar.	The child will be removed for the rest of the day. Please refer this to the HT or DHT.
A child swings on a chair.	It is instantly 5 minutes missed playtime, writing lines.
A child uses graffiti on or damages a piece of school property.	Removed for that morning or afternoon. The child will start a two week behaviour monitoring chart.

KS2 Consequences

If a child breaks a school rule, the following consequences will be applied:

1	Warning – “Think about which school rule you are breaking. Please make the right choice.” If the pupil stops breaking the school rules, no consequence will be applied.
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If the pupil continues to break school rule, the following steps will be followed until behaviour improves.			
	In school	At playtime	In the dinner hall
2	5 minutes missed playtime, writing lines.	5 minutes missed playtime, standing against the wall/fence.	Wait until the last table in the row has gone for dinner before being allowed to join the queue.
3	10 minutes missed playtime, writing lines.	10 minutes missed playtime, writing lines.	10 minutes missed playtime, writing lines.
4	15 minutes missed playtime.	15 minutes missed playtime.	15 minutes missed playtime.
5	Remove (working in another classroom or remove room for the remainder of the morning/afternoon). Letter sent home and DHT informed.	Lunchtime detention with DHT.	Lunchtime detention with DHT.

There are some exceptions to these consequences:

Action	Consequence
A child walks/runs out of the classroom .	The child will be given 5 minutes to come back. If this does not happen, send for the DHT or HT. The parents of the child will be contacted and asked to come in to school to help resolve the situation.

A child breaks the rule 'I keep my hands and feet to myself' at playtime.	The child will miss 3 days of play, writing lines. The child will start a two week behaviour monitoring chart.
A child causes an issue on 2 occasions at lunch time (this begins when they line up to go outside and ends when they are back in the classroom ready to learn) over a period of one half term.	The child will miss the following break time and dinner time, writing lines. The child will start a two week behaviour monitoring chart.
A child is involved in a violent incident.	The child will be removed for the rest of the morning or afternoon. The child will start a two week behaviour monitoring chart.
A child swears.	The child will be removed for the rest of the morning or afternoon. The child will start a two week behaviour monitoring chart.
A child uses racist language.	The child will be removed for the rest of the morning or afternoon. The child will start a two week behaviour monitoring chart.
A child uses homophobic language.	The child will be removed for the rest of the morning or afternoon. The child will start a two week behaviour monitoring chart.
A child calls another child a name.	It is instantly 5 minutes missed playtime, Writing lines.
A child runs in the hall or corridor.	It is instantly 5 minutes missed playtime, writing lines.
A child hits/kicks/punches a wall/door or something similar.	The child will miss the next playtime, writing lines. The child will start a two week behaviour monitoring chart.
A child causes significant damage to furniture, equipment or something similar.	The child will be removed for the rest of the day. Please refer this to the HT or DHT.
A child swings on a chair.	It is instantly 5 minutes missed playtime, writing lines.
A child uses graffiti on or damages a piece of school property.	Removed for that morning or afternoon. The child will start a two week behaviour monitoring chart.

Additional – if a child is removed from class, they must be sent to work with a team leader

From	To
KS1 SEN	SB/KW/CRo
Y1	SB/KW/CRo
Y2	SB/KW/CRo
Y3	SB/KW/CRo

Y4	SB/KW/CRo
Y5	SB/KW/CRo
Y6	SB/KW/CRo

If a child is removed from class or breaks the 'hands and feet' rule at break time or dinner time, they will begin a two week behaviour monitoring period (see guidance on next page).

Exclusion

A child will only be excluded from school for extremely serious behaviour. **This** will be decided by the HT.

Modifications

At times, it may be necessary to adapt the rules and consequences based on current behaviours. **This is at the discretion of the HT.** For example, if there was an issue with a significant number of children making inappropriate noises, then the HT or DHT may decide to apply the 5 minutes missed playtime consequence without warning. Children will be informed of any changes.

Football

If there are any issues with children playing football, a rota will be created with the children.

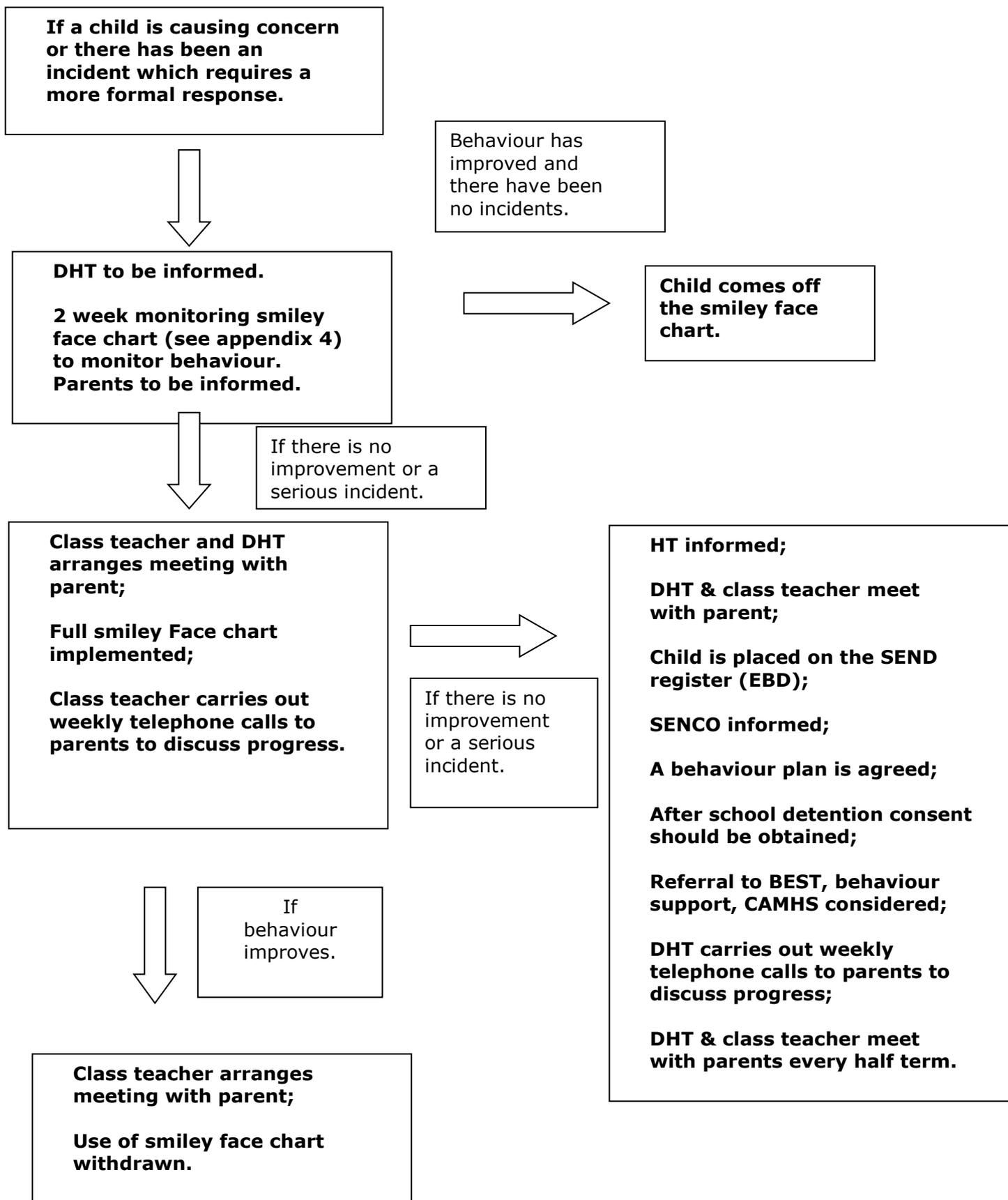
If a child plays football and it is not their day, they will not be able to play for a week.

Record Keeping

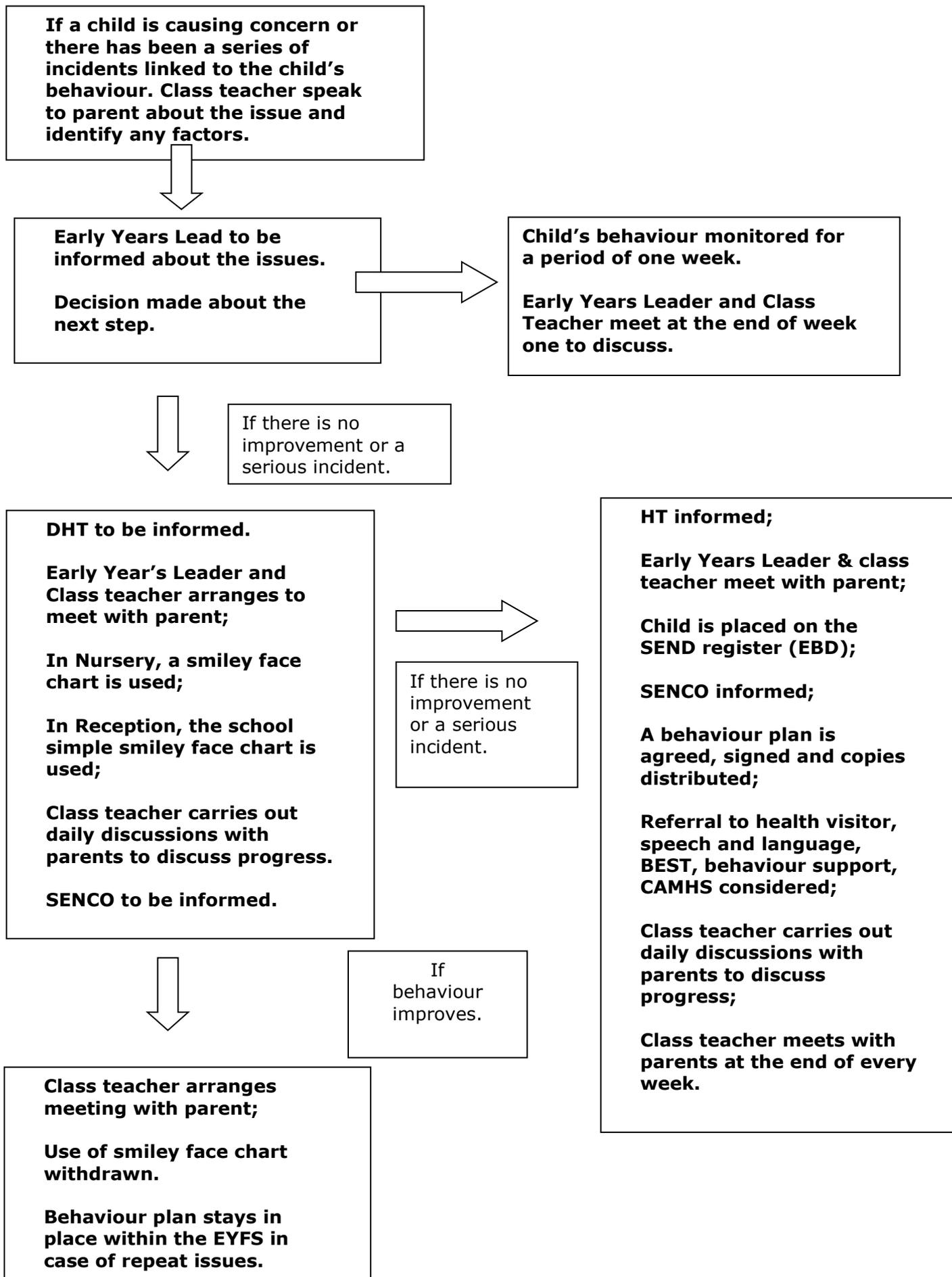
Please record any instances of undesirable behaviour (warnings, 5, 10, 15 minutes or removal) on the class behaviour chart, which will be displayed on the wall or on the teacher's desk.

The DHT updates a termly behaviour tracker with the data from the class behaviour charts on a weekly basis. Class charts are collected, analysed and stored by the DHT. Start and end dates of any children who are on two week behaviour monitoring are also recorded and smiley face charts are saved.

Intervention Procedures for Pupils with Persistent Behaviour Concerns



Intervention Procedures for Pupils with Persistent Behaviour Concerns within the EYFS.



Guidance for Staff Members

Approaching a distressed/angry pupil

If it is obvious that a pupil is extremely distressed/angry, no problem can be resolved while they are in this state - the first priority of all staff members should be to assist the pupil in calming down. The staff member should approach the pupil calmly, with arms by their side and palms facing forward. A quiet, gentle tone of voice should be used, and the staff member should give reassurance that the problem can be sorted, that the staff member is there to help and they should provide clear instructions as to where they can go to in school to calm down. The pupil should be taken to an empty classroom and given some time to compose themselves. Only when a pupil is fully calm should the staff member attempt to resolve the situation. If a pupil refuses to follow the instructions as to where to move to, the staff member should seek support from the DHT or HT. If a child still refuses to comply, their parents/carer will be asked to come into school.

Refusal to comply with a request

If a pupil refuses to comply with an initial request, they should always be given 2 or 3 further opportunities. When giving a 2nd or 3rd request to a pupil, it should be done using a calm, controlled voice, the instructions should be very clear and the consequences of the refusal should be explained (e.g. I would like you to follow me into the classroom so that we can discuss what has happened. You have 5 minutes to that. If you are not in the classroom in 5 minutes, the DHT or HT will be sent for. If the pupil complies within the time limit, no further consequence for **refusing a request** need be applied but the teacher should still apply any consequence for behaviour which occurred prior to the refusal. If the pupil continues to refuse, the staff member should send for the DHT/HT.

Dealing with violent incidents

Pupils involved in violent incidents should be separated and sent to different locations in school immediately. If a pupil persists in violent behaviour when asked to stop, staff members should ensure other children are safe and seek support from the HT or DHT. Pupils should be given time to calm down before the staff member begins investigating the incident. When discussing the incident with pupils, the staff member should remain calm and use a controlled voice at all times. After investigation, the teacher should decide on the appropriate next step/consequence and explain it fully to the pupils involved. The steps outlined above should be followed.

Supporting colleagues

In order that all staff members feel empowered to deal with pupil behaviour in school, they should initially deal with incidents of undesirable behaviour independently. All pupils are aware that every member of staff has the same expectations of their behaviour and that they should respond accordingly. However, pupils sometimes respond to colleagues who have less contact with them (TAs and teachers working in alternate key stages or classes, lunchtime supervisors etc) differently and colleagues should be prepared to support them in these circumstances. Any intervention should not be seen to undermine the member of staff being supported and steps taken should adhere to the contents of this policy. If a member of staff notices a child in another class breaking a school rule that the class teacher hasn't noticed (e.g. talking in the line) then that member of staff should apply the correct school consequence to the child and explain the incident to the class teacher.

Record Keeping

Where the behaviour of a child is a significant cause for concern, or their emotional and social needs require significant additional support, that child and the child's parents should be made aware of all concerns and their child's needs.

School will record the steps taken to meet the pupil's individual needs, along with the outcomes of consultation with parents, thus:

- A behaviour plan will be written in collaboration with parents and signed by the class teacher, parent and pupil
- All staff members will be directed to read the document to ensure consistency in approach.
- Smiley face charts will be implemented (See appendix 4).

Screening and Searching

The following items are banned from the school site. If found, items will be confiscated and a sanction may incur; Police may be informed as well. Teachers have the legal right to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

- Illegal drugs
- Any medicine which has not been prescribed to the student
- Tobacco
- Alcohol
- Fireworks
- Weapons (knives, firearms (including replicas) or any other item which is intended to be used as a weapon)
- Stolen items
- Substances or items which may be harmful or detrimental to good order and discipline
- Pornography

Students suspected of bringing a banned item onto the school site will be searched or screened which staff are empowered to do.

If a student refuses to be screened or searched for banned items, they will be refused entry on to the school site (which the school has the legal right to do). This is not classed as an exclusion but an unauthorised absence.

Beyond the School Gate

Subject to the school's behaviour policy, the teacher may discipline a pupil (to such an extent as is reasonable) for:

Any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing the 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.

As a result of any of these behaviours, the Headteacher or Deputy Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and may be invited into school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day.

Following any incident, the Headteacher or Deputy Headteacher will consider whether it is appropriate to notify the police or Community Support Officers of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

Use of reasonable force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

All members of school staff have a legal power to use reasonable force.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

Members of staff can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground or classroom; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Misconduct

If a member of staff has been accused of misconduct, the member of staff will not automatically be suspended. The governing body will instruct the headteacher to refer to the DFE advice '*Dealing with allegations of abuse against teachers and other staff.*'

In any cases of allegations of misconduct, Redcar and Cleveland's Human Resources department will be contacted immediately to discuss pastoral care needed for the member of staff.



Appendix 1

Our School Rules

- I do as I am asked first time.
- I speak politely and kindly to others - I call people by their proper names and say please, thank you and excuse me.
- I keep my hands and feet to myself.
- I listen carefully when other people are speaking.
- I put my hand up when I want to speak.
- I work and talk quietly and let others concentrate on their work.
- I always do my best and try to finish my work on time.
- I help look after our school and other people's work and belongings.
- I walk in the corridors and the classroom.



Appendix 2

Our Playground Rules

- I do as I am asked first time.
- I speak politely and kindly to others - I call people by their proper names and say please, thank you and excuse me.
- I keep my hands and feet to myself.
- I ask if I need to go to the toilet.
- I stay inside the safe area of the playground.
- I let others play their games without spoiling them.
- I help to keep the playground free from litter.
- I use the playground equipment safely.
- I ask a teacher to help if I am having an argument.



Appendix 3

Our Dining Hall Rules

- I stay in my seat and at the same table.
- I put my hand up if I need something.
- I only eat my own food.
- I use a quiet voice.
- I help keep the dining hall clean and tidy.
- I walk in the hall and corridors.

Appendix 4

Management of Smiley Face Charts

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

A smiley face chart provides the following benefits.

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

If a teacher has a growing concern about a child or there is an incident which requires a more formal response, the child should be **monitored for 2 weeks** with the monitoring smiley face chart.

If, after the two weeks monitoring, there is no improvement or there is a serious incident, the child's behaviour should be discussed with the teacher, DHT and parents with the child placed on a 'full' smiley face chart.

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

- If they receive a warning or less, they will be awarded a smiley face. If they are given 5 minutes, they will receive a straight face. If they receive 10 minutes or more, the smiley face will be left blank.
- A maximum of two targets relating to the child's particular difficulties. These are to be linked to the school rules.
- Where on the points system the child will start i.e. initially he/she might need 7/11 each day.
- The system is progressive. If the child meets his target for ten constructive days then a higher target will be set. If a day is failed then the child goes back to day one. When the child achieves ten consecutive days on full marks minus one, then the chart will be discontinued.
- The frequency with which the chart will be sent home in order to be signed. Initially, it should go home every night rather than every week.
- The frequency with which the class teacher will provide feedback to parents

The chart should show.....

- The weekly date.
- What the child's behavioural targets are.
- What the child's numerical target is.
- Brief notes on the reason for a child not getting at least a straight face.
- What 'day' they are on i.e. day 10 means that a new numerical target is negotiated – normally one or two extra points per day.
- At the end of the day – the daily total.

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

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

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

- Daily praise for continuing settled behaviour
- Continuing weekly visits to the DHT / HT.

Smiley Face Charts

Name _____

Monitoring Chart

Week beginning _____

The behaviour I will improve: I will _____

Target _____

	9.00	10.00	10.45	11.00	12.15	1.00	2.00	3.00
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Name _____

Week beginning _____

The behaviour I will improve: I will _____

Target _____

	9.00	9.30	10.00	10.45	11.00	11.30	12.15	1.00	1.30	2.00	2.30	3.00	
Monday													Total
Tuesday													Total
Wednesday													Total
Thursday													Total
Friday													Total

Every care has been taken in the compilation of this policy and the information provided is correct at the time of publication.

Any policies that have been referred to in this policy are available on the school website (www.caedmonprimaryschool.co.uk) or are available upon request from the school office. Written information that is normally provided by the school can be provided in alternative forms.