



# Shawfield Primary School

## Behaviour and Discipline Policy

January 2020

Written: November 2019

Reviewed: November 2019

Next Review: January 2021

## **Behaviour and Discipline Policy**

The Governors and Staff of Shawfield Primary School believe that the school Behaviour and Discipline Policy should reflect the following principles:

1. Shawfield Primary School provides a safe environment in which all pupils are supported to achieve their potential, academic and social, and are provided with support to overcome any barriers to learning they may face.
2. Respect – for each other, staff and other adults they may come across in the course of their school life and for their environment is at the heart of the school's ethos.
3. Courage and resilience to overcome difficult situations and move on from them positively, restoring good relationships with others.
4. Perseverance in their attitudes- in both the school and their work.
5. Pupils are prepared to face the challenges and responsibilities of adult life and to this end they should be encouraged to develop self-discipline and to take responsibility for their actions.
6. All members of the school community have the right to expect a clear Code of Conduct with accompanying rules and regulations which are well publicised, clear and consistently implemented.
7. Collaboration throughout school - The school works in partnership with parents/carers and families and with other agencies who may be involved with a pupil.
8. The school is fully inclusive and actively promotes equality of opportunity for all members of the school community regardless of race, religion, gender, sexual orientation or disability. The school will challenge derogatory or discriminatory language and behaviour. The school will monitor the impact of all its policies and be alert to disproportionate impact on vulnerable groups.
9. The school Behaviour and Discipline Policy should be based on the principles of positive behaviour management. Whilst sanctions may sometimes be necessary and appropriate, wherever possible the school seeks to encourage the right behaviour rather than punishing the wrong.
10. All staff and pupils should actively seek to keep the promises made in the school commitment. The Behaviour and Discipline Policy should be read in conjunction with the following policies:

Anti-Bullying

SEND

Equality Policy

Child Protection and Safeguarding

Health and Safety

Responding to Parent/Carer concerns

Intimate Care and Toileting Policy

## **Parents/Carers**

Shawfield Primary School aims to work in partnership with parents at all times. Parents/carers are expected to support the school in upholding the school rules and creating an orderly climate for learning. They have the right to be informed promptly of any emerging difficulties their children present. They have particular responsibilities in ensuring regular and punctual attendance at school and in ensuring their children are in the right place during any fixed period exclusion. Parents/carers are expected to attend a Reintegration Interview following any period of fixed period exclusion.

On admission to the school all pupils/parents are required to sign the school's Home School Agreement which can be found in the Appendix. Parents/carers who fail to support their child appropriately may be asked to sign a Parenting Contract. In extreme cases the school may apply to the Magistrates' Court for a Parenting Order.

All parents/carers sign the Home/School Agreement when their child starts at Shawfield Primary School and in doing so agree to support the school in the implementation of the Behaviour Policy. All staff and pupils sign the staff behaviour policy in which they promise to use their best endeavours to promote the aims and values of the school. This policy is available on the school website and also upon request at the school office.

**Pupils** The school encourages pupils to behave well, develop a positive behaviour culture and show self-discipline and respect both in school and in the community. All pupils have the right to complete their work unhindered by the poor behaviours of a minority. The school encourages pupils to take a pride in their work and in their school. Pupils are encouraged to be active in challenging and preventing bullying.

**Staff** at Shawfield Primary School must implement the policy fairly and consistently, always having an awareness of SEND needs of individuals. Staff have the right to regulate pupil behaviour and to impose disciplinary sanctions when pupils fail to observe the school rules or other rules and regulations. The school seeks to work in partnership with parents/carers at all times and expects them to support the school in creating a calm, ordered environment where adults can teach and pupils can learn. We wish pupils to take a pride in both their school and their work. All staff are expected to model positive respectful behaviours at all times. This policy links directly to the school Staff Behaviour policy.

## **Anti-Bullying**

Shawfield Primary School is determined that all pupils should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying. The school's policy on anti-bullying can be found in the Anti Bullying Policy. The school is aware of the pressures and dangers that may present through new technology and our anti bullying and E-Safety policies make explicit how we will educate and protect our pupils. Pupils who are involved in any form of bullying behaviour will be subject to the school's sanction procedures.

## **Behaviour Out of School**

Pupils are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Pupils may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

Shawfield Primary School cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to Shawfield Primary School children.

## **Promoting Positive Behaviour**

At Shawfield Primary School we believe that good behaviour needs to be modelled and taught by all adults in the setting. All staff (including support staff) have access to a range of CPD opportunities to develop their behaviour management and skills in order to ensure they are able to fulfil the Teachers' Standards 2012. Suggested strategies for promoting positive behaviour are available in the Appendix and regularly reviewed and discussed. We encourage staff that are experiencing difficulties with individual or groups of pupils to discuss and share practice ideas. We ensure that all supply teachers are provided with a summary of both our Behaviour and Anti Bullying Policies and recommended strategies for promoting good behaviour. We recognise the need for good behaviour to be 'taught' and ensure that appropriate behaviour is discussed within the 'whole day' curriculum (assemblies, early work, PSHE etc.) as appropriate. We also ensure that pupils new to the school are fully inducted into the expectations of the school and that they understand both the Behaviour and Anti Bullying Policies.

## **Shawfield School Rules**

The School Rules are attached as an appendix. They are very simple and are:

**Ready**

**Safe**

**Respectful**

They can be found in classrooms and are communicated to parents on admission to the school. An up to date version of the rules can be found on the school website.

## **Rewards**

Shawfield Primary School believes that rewarding desired behaviour is more effective than sanctioning unacceptable behaviour. The school has a range of rewards available. Rewards are based on children being positively recognised for their efforts, conduct and attainment above and beyond the norm. (See Rewards section in Appendix)

## **Sanctions**

Teachers, teaching assistants and other paid staff with responsibility for pupils Shawfield Primary School have the legal power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. They may impose any reasonable and proportionate sanction, always taking into accounts any special needs and or disabilities. Incidents that are deemed Level 3 and 4 are logged on our 'BeeGood' system. Behaviours that are deemed a level 5 or 6 behaviour and above are logged into CPOMS. (See behaviour levels and response chart) Low level disruption will be managed initially by the class teacher, then by members of the Senior Leadership Team (SLT). Class teachers to keep a record of persistent low-level disruption through the 'BeeGood' System and judge when an escalation of seeing SLT is necessary.

The school takes malicious allegations against adults very seriously; these may incur a very high level of sanction as deemed appropriate. Where there are high level breaches of the school behaviour policy the school may involve outside agencies e.g. police / local community police officer. Aggressive behaviour is defined as: hitting, pushing, punching, verbal abuse and kicking. For any of these actions a child is removed from the situation and dealt with by SLT. Parents will be contacted by a member of staff. These constitute a level 4 and above behaviour. All aggressive incidents are logged in the pupil's electronic CPOMS file.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. Depending on the nature of the offence this may include immediate, permanent exclusion. Appendix gives a

guide of the types of behaviour and the step on the system that would probably be applicable. We use a computer based behaviour system to record and monitor behaviour.

### **Detentions**

Missing morning and lunch playtimes are sanctions used regularly at Level 2 and 3 of the system. The school may choose to use after school detentions. These are mainly used where children are consistently reoffending and/or where the in-school sanctions are not having an effect. However teachers may keep individuals or groups of children for up to 15 minutes after school with no prior warning for specific incidents of a one of nature.

Where a full after school detention is deemed to be the appropriate sanction, class teachers will alert the Leadership Team. A letter will go home with the child giving 24 hours notice of the detention to parents. Children will be expected to attend the detention on the day stated in the letter. If the child is absent or does not attend the detention they will be expected to attend the next day they are in school. Teachers do not need parental permission to keep children after school.

### **Pupils requiring Additional Support**

Shawfield Primary School recognises that some pupils are vulnerable and may require additional support in order to conform to the expectations of behaviour of the school. Children are identified by any member of staff as we are all responsible for the welfare of the children.

Pupils who require additional support may be:

- Offered support from a phase leader, Pastoral Care Lead and SENDCO and be regularly monitored. We also have ELSA Teaching assistants who can also provide support in some cases. These may be recorded on an Individual Behaviour Plan
- Referred for a multi-agency assessment
- Referred to alternative education provision

The schools will regularly review all pupils who are referred for additional support in order to ensure that their needs are being met. Where inadequate progress is being made the school will consider what else may be available both from within the school and from a range of outside agencies with whom the school has contact (eg CAMHS, Social Care).

### **Use of Force**

Shawfield Primary School aim to provide a supportive environment and it may be appropriate from time to time to lightly touch a pupil in order to guide or reassure. We are alert to pupils whose personal circumstances may make even this inappropriate. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Schools can use reasonable force to:

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit which endangers the individual or comprises the safety of the group or adults;
- 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; and
- restrain a pupil at risk of harming themselves through physical outbursts.

In accordance with the Education and Skills Act 2006 any member of staff may on occasion need to control or in extreme circumstances restrain a pupil in order to ensure that they do not:

- Hurt themselves
- Hurt somebody else
- Damage property
- Prejudice the good order of the school.

In the event of this requiring anything other than a light touch to the upper body an Incident Report Form will always be completed and parents/carers informed. If a pupil requires restraint parent/carer's will always be informed, wherever possible on same the day, and a full debrief of pupil and staff involved held. As a mainstream school we proactively train our staff in positive behaviour support techniques, designed to reduce anxiety and challenging behaviour. We do not routinely train our staff in restrictive physical interventions but will organise such training if a pupil's Individual Behaviour Plan indicates this may be necessary. (For more information see DofE Guidance August 2013) and will seek advice from the Local Authority Guidance - 'Touch and the use of physical intervention when working with children and young people'

### **Confiscation and Disposal**

Staff at Shawfield Primary School have the power to confiscate any item which is illegal or banned from school. In most circumstances staff will confiscate items which are banned from school and return them to pupils at the end of the day. However, on occasions this will not be appropriate and in those cases the following principles will apply. Illegal items (weapons or substances) will be handed to the Police. Legal but banned consumable items (tobacco, alcohol, sweets or foodstuffs, e.g. chewing gum) will be disposed of.

High value items (£20+) e.g. mobile telephones, MP3 players etc., which are confiscated will be held securely until a parent/carer makes arrangements to collect them.

### **Allegations**

Any allegation of misconduct against a member of staff will be taken seriously and referred to the LADO and dealt with using the Local Authority procedure. All allegations must be reported to the Head of School in the first instance. However, if the allegation is against the Head of School, the Chair of Governors will be responsible for referring the matter. Pastoral support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governing Body for action. Staff are advised to familiarise themselves with the school's 'Staff Behaviour policy' in order to minimise the risk of allegations being made.

### **Exclusions**

Shawfield Primary School is committed to using exclusion as an absolute last resort after all other sanctions have been exhausted. Permanent exclusion is extremely rare. The school seeks to use Fixed Period Exclusion extremely rarely believing that rewarding poor behaviour with a 'day off' is counterproductive.

Where exclusion is used the school conforms to the Local Authority and DfE Guidance. If pupils are excluded for a period of less than 5 days the school will provide work – it is the parent/carer's responsibility to ensure the pupil

completes the work and returns it to the school for marking (NB parents/carers can be fined if pupils are found in a public place during an exclusion).

In the event of a permanent exclusion the Local Authority will contact parents with details of the Day 6 provision.

Reintegration interviews are considered to be a vital part of the reintegration process and provide parents/carers, the pupil and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a pupil's successful readmission. If parents/carers do not attend a scheduled reintegration interview, additional measures may be taken to facilitate their full participation in the process.

Permanent exclusions are extremely rare and only used when the school has exhausted all other strategies. Wherever possible the school works with other local schools to facilitate 'Managed Moves' or a referral to alternative provision which may make permanent exclusion unnecessary.

### **Roles & Responsibilities**

All staff play an important role in positive behaviour management and discipline. Class teachers will, in the first instance, manage the behaviour of their pupils. If behaviour continues to be poor, SLT may be required to support the member of staff. Senior Leaders within the school will support all staff in ensuring a positive learning environment.

### **Review and Evaluation**

This policy is subject to regular review and evaluation by:

Governors –e.g. walkabouts, reports on data, conversations with pupils/parents, focused visits etc. SLT – analysis of behaviour data including rewards and sanctions, lesson observations on Behaviour for Learning impact, impact of any additional provision offered e.g. nurture groups, lunchtime clubs, off site provision etc.

Staff – questionnaires, feedback from staff meetings, behaviour is an agenda item at every staff meeting

Parents/carers - questionnaires Pupils - agenda item at school council, pupil questionnaires and School Ambassadors

### **APPENDICES**

1. School Rules
2. Rewards
3. Behaviour, Response and Sanction Chart
4. Strategies for promoting positive behaviour
5. Home School Agreement

**At Shawfield Primary School we are:**

**Ready**

**Safe**

**Respectful**

## Shawfield Primary School Reward System

Our aim is 1st attention to best conduct!

Praise in Public, Reprimand in Private

**At Shawfield Primary School positive recognition is expected of all staff and children by:**

- Welcoming children in the morning with a handshake, before entering the classroom.
- Including each other
- Giving compliments to each other, by recognising not rewarding
- Recognising qualities in others

**Staff will recognise achievement:**

- Raffle tickets given to children and exchanged for a collective class reward (this might be a marble, gem or pompoms, stored in a jar)

**Recognition will still be given for:**

- Using initiative and showing responsibility
- Exceptional work/effort for individual child
- School Values linked behaviour

Individuals may be awarded shine points for actions, deeds and attitudes which are also deemed noteworthy and may include. Once a shine point has been awarded it cannot be deducted.

- Particularly good effort in their work.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.
- Putting the school values into action

These are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

**The reward system is graded as follows:-**

Any noteworthy behaviour 1 Shine Point (recorded on class chart)

10 Shine Points Teacher commendation: recorded on individual achievement card and applauded in class

50 Shine Points Team Leader commendation: Bronze Award presented by Team Leader in Key Stage assemblies.

100 Shine Points Headteacher commendation: Silver award presented by Head of School in achievement assembly

150 Shine School commendation: Gold award presented by a Governor in a special whole school assembly to which the child's parents will be invited to share in their child's achievement.

School Value Recognition Certificates will be awarded in celebration and achievement assembly on a Friday. Post cards will be sent home to children in recognition of their above and beyond achievements.



Level 1	Level 2 (Yellow)	Level 3 (Amber) Record on behaviour log	Level 4 (Red) Record on behaviour log	Level 5 (Record on CPOMS)	Level 6 (Record on CPOMS)
Bringing toys into school  Time wasting during transitions  Throwing objects rather than passing them  Lack of effort  Calling out  Running inside	Talking in class at inappropriate times  Talking over adults. Interfering with another persons property  Arguing/answering back with an adult  Walking away from an adult when being spoken to  Not lining up properly  Using school equipment inappropriately  Swearing as part of a conversation  Distracting others  Making irritating noises.  Wandering around the classroom  Persistent level 1 behaviour	Leaving the classroom without permission  Persistent answering back and arguing with adults.  Making fun of another child's work or efforts (including online)  Teasing or deliberately winding up other children (including online)  Telling lies  Misuse of toilets and wash area  Persistent name calling  Defacing book/desks  Non compliance to a reasonable and understood request  Damaging school property  Persistent Level 2 behaviour	Insulting a member of someone's family  Unsafe behaviour - Climbing fences/bookcases  Minor physical aggression e.g.: poking, pushing, pulling, punching and pinching.  Refusal to take part in learning.  Swearing at another person  Deliberate misuse of classroom equipment  Persistent level 3 behaviour	Serious actual or threatened violence against another child  Threatening and intimidating behaviour  Stealing (pre-meditated)  Destroying school property  Refusal to go to the Head/SLT  Spitting at/on someone  Racist/Minority group remarks (including online)  Refusal to follow safety instructions  Fighting	Bullying (repeated and persistent) Threatening, intimidating behaviour (including online)  Leaving the school grounds without permission  Physically violent behaviour (attacking others)  Serious actual or threatened violence against a member of staff  Racist/Minority group remarks (including online)  Serious deliberate damage to school property

**Response and Sanctions**

<p>Positive Reinforcement</p> <p>Verbal responses to everyday situations (See Appendix)</p>	<p>Missing part of break (5 mins)</p> <p>Missing part of lunchtime (5 mins)</p> <p>Positive book set up</p> <p>Timeout (within classroom)</p> <p>Talk to parents about behaviour at end of the day</p> <p>Call parents</p> <p>Support by Pastoral team</p>	<p>Consider KS Report</p> <p>Sent to a member of SLT (SP/DG/EH)</p> <p>Timeout with SLT (SP/DG/EH)</p> <p>Community Service</p> <p>Telephone call to parents</p> <p>Parent meeting</p> <p>Sent back to class (If doing an out of class activities e.g. PE)</p> <p>Missing part/all of break</p> <p>Missing part/all of lunchtime</p> <p>After school detention</p> <p>Complete a Behaviour Profile Form- See appendix – To be recorded on CPOMS. File a hard copy with SENDCO.</p>	<p>KS Report</p> <p>Sent to a member of SLT (SP/DG/EH)</p> <p>Timeout with SLT (SP/DG/EH)</p> <p>Community Service</p> <p>Telephone call to parents</p> <p>Parent meeting</p> <p>Proactive Behaviour Plan</p>	<p>Internal exclusion (1to5 sessions)</p> <p>Proactive Behaviour Plan</p> <p>Risk assessment</p> <p>Letter to parent</p> <p>Racial incident form</p> <p>Sent to Head/Assistant Head</p> <p>Head's Report</p>	<p>Fixed term exclusion</p> <p>Proactive Behaviour Plan</p> <p>Risk assessment</p> <p>Letter to parent</p> <p>Racial incident form</p> <p>Sent to Head/Assistant Head</p> <p>Head's Report</p>
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## **Promoting Positive Behaviour**

At the heart of encouraging positive behaviour is ensuring that the behaviour policy is known and understood by all and consistently implemented. Positive professional relationships with pupils, parents and other staff are emphasized within the Teachers' Standards 2012.

The Code of Conduct should be prominently displayed and regularly referred to. All staff are expected to adhere to the rewards and sanctions hierarchies. Pupils will perceive inconsistency as unfairness and will be to try to 'get away' with poor behaviour unless they are certain that they will get caught and that misbehaviour will be followed through.

Certainty is more effective than severity. All staff are expected to model the behaviour we expect to see in our pupils and in particular to address pupils courteously and with respect and avoid escalating situations by shouting and failing to listen.

1. Teacher to be there before students – if that is not possible ensure pupils know they should line up outside and wait.
2. Teacher stands at door of classroom to 'meet and greet'. Ensure pupils understand every lesson is a 'fresh start'.
3. Ensure pupils sit in allocated seat
4. Starter activity to be available immediately and accessible to all.
5. Ensure start of lesson routine is understood and kept to.

## **DURING LESSON**

1. High expectations of work and behaviour.
2. Good and outstanding teaching encourages good behaviour – pay attention to planning, pace, interest and variety, differentiation, visual cues. Make learning EXCITING.
3. Stimulating environment with motivating displays of pupil work – pay attention to layout of room ensuring easy access/exit routes for latecomers/miscreants, that all can see IWB etc.
4. Ensure Code of Conduct, rewards and consequences are visible to all – use the rules as a buffer – depersonalise.
5. Praise consistently (5:1 ratio minimum) – 'Catch them being good'. Use reward system.
6. Know your pupils well and understand their needs SEND etc). Ensure you use strategies recommended in provision management tools.
7. Make opportunities to build positive relationships in unstructured time
8. Watch language, tone, posture, body language etc. Remain calm and cool at all times.
9. Plan the use of any additional adults to support pupils who need extra help to meet the lesson objectives.
10. Use of AfL encourages motivation and engagement.
11. Never threaten – promise. Ensure you always follow through on what you have said.
12. Criticise the behaviour – not the pupil. Avoid punishing the whole class for the actions of a few.
13. Follow up – if something goes wrong in your lesson even if SLT become involved, make yourself responsible.
14. Reflect!!!! Don't be afraid to admit you got it wrong, seek advice and change your practice the next time.

## **END OF LESSON**

1. Allow time for plenary and reflection on whether Learning Objectives have been achieved – if not why not?
2. Orderly dismissal.

**OUT OF CLASS**

1. Noticing – ensure response is appropriate to time/place – follow up what you have noticed.
2. Duties – on time, in correct place. Take opportunity to build relationships with students.
3. Intervene whenever incidents occur – follow correct procedures.
4. Calming music to be played in public spaces as appropriate.
5. Corridors kept clean and tidy with motivating/informative displays

## Home School Agreement

1. Parents should agree to the following please,

I / We will:

- see that my child goes to School regularly, on time and properly equipped;
- let the School know about any concerns or problems that might affect my child's work or behaviour;
- support the School in the promotion of good behaviour;
- support my child in homework and other opportunities for home learning;
- attend parents' evening and discussions about my child's progress; -  
inform the School as soon as possible if my child is absent and send a note on my child's return;
- inform the School of medical problems which may affect my child or their peers;
- not take holidays in term time.

The School will:

- provide every child with access to a broad and balanced curriculum taking account of their individual needs and the requirements of the National Curriculum;
- provide a safe, secure and stimulating educational and playground environment;
- encourage and support every child to reach their full potential;
- contact Parents if there is a problem with attendance, punctuality or health;
- let Parents know about any concerns that affect their child's work or behaviour;
- send home annual reports and assessments and arrange parents' evenings during which progress will be discussed;
- set and mark homework as appropriate;
- keep Parents informed about School activities through letters home, newsletters, emails, texts and posters displayed outside the school.

Signed:.....(Parent) Signed:.....(Head of School)

## Shawfield Primary School – Behaviour Profile

Name: \_\_\_\_\_ Class/Year: \_\_\_\_\_ Date: \_\_\_\_\_

Code	Never	Rarely	Sometimes	Often	Mostly	Always
Score	0	1	2	3	4	5

### DESIRABLE BEHAVIOURS

DESIRABLE BEHAVIOURS						
<b>Conduct Behaviour</b>						
<b>Shows respect for staff</b> e.g. listens, follows instructions, answers politely, does not interrupt, call out, provoke, refuse, tell lies, argue or answer back	A					
<b>Shows respect for peers</b> e.g. interacts politely, listens, takes turns, shares, does not dominate, provoke, push in, take equipment from others etc	B					
<b>Seeks attention appropriately</b> e.g. does not distract or interfere with others, talk over someone else, call out, deliberately disrupt etc.	C					
<b>Is verbally peaceable</b> e.g. is not verbally aggressive, rarely retaliates, does not bully, tease, call names, racially abuse, swear, intimidate etc	D					
<b>Is physically peaceable</b> e.g. is not physically aggressive, avoids fights, rarely retaliates, does not bully, punch, kick, slap, nip, scratch, spit etc	E					
<b>Shows respect for property</b> e.g. cares for books and equipment, does not steal, damage, destroy, vandalise etc	F					
<b>Emotional Behaviour</b>						
<b>Has empathy</b> e.g. is tolerant of others, shows understanding and sympathy, shares with others, is considerate and caring	G					
<b>Is socially aware</b> e.g. interacts appropriately with others, has a circle of friends, does not appear isolated, a loner, is well liked, popular	H					
<b>Is happy</b> e.g. has fun at appropriate times, joins in, smiles, laughs, is cheerful, does not appear unhappy, tearful, depressed, detached etc	I					
<b>Is confident</b> e.g. has self-esteem, positive self image, relaxed, has a go, outward going, robust, does not fear failure, new things or risk taking	J					
<b>Is emotionally stable</b> e.g. has self control, patience, is not easily annoyed by others, does not suffer mood swings, over react, lose control, runaway etc	K					
<b>Accepts responsibility</b> e.g. will own up when things go wrong, accepts mediation, does not blame others, lie, bear grudges etc	L					
<b>Learning Behaviour/Effort</b>						
<b>Is attentive</b> e.g. shows interest, pays attention, concentrates, stays on task, completes work, is not easily distracted and does not try to distract others	M					
<b>Is organised</b> e.g. works systematically and at a reasonable pace, has necessary equipment, does not avoid or delay, forget or lose equipment etc.	N					
<b>Effective communicator</b> e.g. clear, coherent, audible speech, good eye contact, takes part in class discussion, will read aloud, offer answers and ideas	O					
<b>Effective group worker</b> e.g. takes part in discussion, contributes ideas, listens well, works collaboratively, takes responsibility within a group context	P					
<b>Independent learner</b> e.g. requires minimal support, adult intervention and guidance, remembers targets and works towards achieving them	Q					
<b>Level of Risk</b>						
<b>Does not appear to be at risk</b> e.g. appears clean, well groomed, well presented, well fed, alert, no disclosures, appointments kept	R					
<b>Presents no risk to themselves</b> e.g. adheres to rules; does not lose control, self harm, engage in substance abuse, runaway behaviour, truancy etc	S					
<b>Presents no risk to others</b> e.g. does not assault staff or peers, or require on-going supervision, limit setting or physical intervention.	T					
<b>Total:</b>						
Impaired	Unacceptable	Borderline	Acceptable	Good	Excellent	
0 – 19	20 – 39	40 – 54	55 – 74	75 – 89	90 – 100	

Name

Date Started

Target not met on more than one occasion today.	Target not met once today	Target Met Today
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Targets:

- 1.
- 2.
- 3.

Target	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					

What is required to have met target:-

.....

.....

.....

Targets met Yes/ No CONSEQUENCES: circle as appropriate

- \*Come off Report'      \*Stay on Report \*Go on to a PSP      \*Internal Exclusion
- \*Exclusion from Play/ Lunchtimes      \*Exclusion from extra-curricular activity

Signed \_\_\_\_\_

Teacher

Child

**Note: A child must have at least two weeks achieving all targets before they can be removed from report**

## **Verbal responses to everyday situations**

### **General**

The following are initial responses only and the use of consequences will normally follow.

Don't start with stop or don't

State the behaviour you want

Open palm – don't point

#### **1. Swearing at staff:**

a) "We speak nicely, thank you."

b) "No thank you." Reminder that we talk nicely

#### **2. Refusing to work:**

a) "Can I help you?" "This work will need to be done before....." Cover some of work over, walk away and then wait

#### **3. Swearing at another child:**

a) Praise other child for ignoring. Remind swearer that we talk nicely

b) "We speak nicely to each other".

#### **4. Child running in building:**

a) "We need to walk – thank you."

b) "Come back and walk nicely – thank you."

#### **5. Child throwing object in classroom:**

a) "No thank you. We are here to be safe. If you choose to be unsafe you will have to go out."

#### **6. Screaming or shouting to distract others:**

a) Praise/reward other children for keeping on task.

#### **7. Standing on furniture:**

a) Remind child of need to keep room safe. Praise others. Stand near others to prevent/restrict movement.

b) "We need to be safe in school" – "feet on floor."

c) "Let me help you down so you are safe."

#### **8. Kicking people:**

a) "Keep hands and feet to yourself thank you."

#### **9. Shouting in a public place:**

a) "we need to speak nicely and I need you to show me you can come out again."

b) "We would like to bring you here again." – "Show people how sensible you can be." – Remove quickly.

#### **10. Child asking 2nd adult after being refused by 1st**

a) "What has Mrs Smith said? I will just check

# Shawfield Primary School



## We Shine! My Shine Certificate



Name:.....

Year:.....

<b>Bronze Award</b>	<b>Silver Award</b>	<b>Gold Award</b>

Teacher's comments:

Parent's comments:

10	20	30	40	50
Bronze Award		Signed		Date:

60	70	80	90	100
Silver Award		Signed		Date:

110	120	130	140	150
Gold Award		Signed		Date: