



Policy for Promoting Positive Attitudes and Behaviour for Learning 2025-26

	Staff <ul style="list-style-type: none">• Read it• Opportunity to feedback	FGB/Sub committee <ul style="list-style-type: none">• Approved	Accessible <ul style="list-style-type: none">• Website link
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Safeguarding Statement

Everyone at Dinnington First School shares and objective to keep children and young people safe by contributing to:

- Providing a safe environment for young people to learn in school
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at school

Rationale

Children have the right to learn and teachers the right to teach. We know that children learn best when they know what to expect. Good behaviour underpins good learning. We will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure all pupils can achieve and learn as well as possible.

Our purpose is:-

- to ensure that behaviour or attendance levels do not inhibit learning or impede potential for any child.
- to maintain good levels of behaviour that support learning and personal development
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to maintain good levels of attendance and punctuality
- to provide a consistent approach in responding to poor attendance and punctuality.

Our policy is based on the belief that:

- Children will behave well if they CAN
- Forming and maintaining positive relationships between staff, children and parents is the key to encouraging the children to be confident, reflective and positive in their behaviour choices.

"The more healthy relationships a child has, the more likely they will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love"
Bruce Perry, 2007



- Behaviour and attitude can change, that every child can be successful and that we as teachers can assist children to manage their behaviour more effectively;
- Actions have consequences and we are all responsible for the choices we make;
- The enhancement of self-esteem and the development of self-discipline and positive relationships are crucial to behaviour management;
- Using a positive system of rewards increases children's self-esteem and helps them to achieve more;

We will:

- be good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect;
- have high standards of expectation in all aspects of school life;
- raise the levels of pupils' self-esteem and self-efficacy;
- plan engaging learning opportunities based on pupil need, with a strong emphasis on basic skills, broadening experience with high challenge and low threat
- track pupil progress, set challenging, achievable targets and support children in achieving them, so that they know their efforts are valued and that progress matters.
- encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- make provision for a happy working atmosphere in school by promoting the pastoral care of children and supporting emotional development needs using a PACE , a trauma informed approach. Staff will give support and guidance to each individual child.
- consistently and fairly implement reward and sanctions systems using class dojo and a behaviour system tailored to the school.
- encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

SEND Pupils

We do not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement on an individual basis and on the facts of the situation. We will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we will refer to the [Equality Act 2010 and schools guidance](#). We will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have.

We will seek to try and understand the underlying causes of behaviour and whether additional support is needed.



Our Dinnington First Values are:

Dinnington **R.O.C.K.S**

- **Resilient:** To create independent learners who are self-motivated, problem solvers and life-long learners. To **LEARN** through working hard, being determined, motivated and adaptable.
- **Open to new experiences:** To inspire enthusiasm for learning for life; to provide an inspirational range of experiences to develop the whole child both in and outside of the classroom. For children to **ENJOY** learning and embrace new experiences and challenges and discover 'what makes them tick'.
- **Community Spirit:** To be a welcoming and inclusive school. To create rounded children for the future who see the benefits of collaboration and teamwork in the pursuit of happiness and success.
- **Kindness:** To actively teach kindness, consideration and respect so that it permeates our lives and the lives of others. To promote self-belief and belief in others. To acknowledge that everyone is different but to celebrate our differences. To understand we need to be kind and look after ourselves, others and the environment.
- **Success:** To provide a progressive, sequential curriculum across all subject areas and to cater for the differing needs of all our children in terms of knowledge, skills and abilities. To celebrate everyone's successes in all areas of life. To recognise that we all have different strengths and are proud when we work hard and when we **SUCCEED TOGETHER**.



Our Rules –

These are simple rules that permeate through school

1. We listen	2. We follow instructions
3. We are honest	4. We look after property
5. We work hard	6. We are kind and helpful

In addition we have simple rules for listening and lining up and for times of the school day. These may look slightly different between classes but are clear and consistent for the children.

Listening Code-Show me 5

When I am asked for my attention I:

1. Stop what I am doing
2. Empty hands/show me five
3. Look at the teacher
4. Keep quiet and still
5. Listen to instructions

Line up Code

When I am asked to line up I:

1. Walk to the end of the line
2. Leave a person space
3. Keep my hands and my feet to myself
4. Keep quiet and still
5. Listen to instructions



Behaviour Guidelines and Procedures

We adults share responsibility for the behaviour of all children across the school day. We know our children well and understand that many incidents of inappropriate behaviour can be pre-empted with forward thinking and planning.

We use the PACE approach developed by Dan Hughes which focusses on building safe and trusted relationships with children and young people.

The acronym PACE stands for:

1. **Playfulness:** Encouraging a playful and engaging interaction with the child.
2. **Acceptance:** Demonstrating unconditional acceptance and empathy.
3. **Curiosity:** Showing genuine interest in the child's experiences and emotions.
4. **Empathy:** Providing emotional support and understanding.

Using this approach allows us to foster safe, trusting relationships that enable children to feel secure, build esteem and develop emotional regulation skills needed for successful learning and personal growth.

Procedures

- **Use clear instructions and reward the positive**
- **Know the potentially difficult points for individual and groups of children**
- **Put in place supervision arrangements for an individual child where needed during less structured time (playtime, PE, etc.)**
- **Strategically place a child next to an adult**

Use sentence stems to begin conversations when children are finding it difficult

- **I notice ...**
- **I can see ...**
- **I imagine ...**
- **I am thinking**
- **I wonder ...**

A '**no shouting**' policy is in operation and shouting must not be used as a classroom management technique. There may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc. or when there is a safety issue.

Movement in and around School

- All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school.
- Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).
- Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded (class dojos)



- Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).
Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.
The consequence should directly relate to the action the child was not doing correctly.

Movement Around School - Procedures for Large Groups

- Call the group together using a familiar phrase: **'Show me 5'**
- Staff should wait until this is done and the children are quiet.
- Tell the children when they can lower their hands.
- Give out any instructions and set expectations.
- Use and enforce 'Our Line Up Code'.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

Movement around school - Procedures for Individual Children

- Walk around school on the left hand side
- Choose appropriate individuals for messages – one (KS2) or two (EYFS, KS1).
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

Playground procedures

- Teachers and teaching assistants are responsible for overseeing their children at times of transition including playtimes, at the beginning and the end of the day. Any inappropriate behaviour at playtime should be dealt with by the teachers, or reported to a senior member of staff according to severity or frequency.
- Monitor that children are following behaviour expectations and praising good behaviour
- Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.
- After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices)
- If it is felt that the playground is too big a boundary and the time too unstructured and there is a risk of the child not being able to keep themselves or others safe, this should be



preempted by staff and arrangements made for that child to have their playtime in an designated area of the playground with support

Behaviour Guidelines	Rewards
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It is very important that meaningful praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure. **Praise** has a reinforcing and motivational role. It helps a child believe they are valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards - General

- Praise and encouragement in and out of lessons should be used as much as possible.
- Favourable comments can and should be entered on pieces of work.
- School reports –Written reports should comment favourably on good work, behaviour, involvement in and general attitude to school life.
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of awards etc.
- Children’s work can/should be displayed as much as possible both in the classroom and corridors of the school.
- Phone call home or positive message to parents on collection
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. ambassadors, School’s Council etc.

Whole School Reward System: class dojo

Dinnington First School has an online system used for rewarding positive behaviour linked both to the Dinnington values and attendance.

To link to the values children will be rewarded for being kind, trying something new, community actions, being resilient, and being successful (making progress).

Working to ‘succeed together’ – table points will be awarded where a question has been posed to the class and children work together to find the answer.

When awarding the merit the member of staff should reinforce the good behaviour e.g. ‘You can have a merit for (and state the value the child was demonstrating e.g. being respectful’.

Children will accumulate merits to spend on treats and experiences. A merit will be awarded for each day the child is in school to promote good attendance.

In EYFS the system builds towards this system as children receive stickers and move their way up the reward ‘tree’ to the castle on display.

Children do not have rewards removed as a punitive measure.



Certificates

A weekly Celebration assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress to one of our Dinnington ROCKS values.

Sanctions

Before sanctions are used staff should use their strong relationships to modify behaviour such as a 'look' or humour. Using the Thrive sentence stems or language is key to pre-empting and encouraging changes to behaviour. Children at a 'being' or 'doing' stage of emotional development do not have an understanding of cause and effect so sanctions need may need to follow a different pattern for these few children and should be discussed with the SENCO or Head Teacher. Children at an age appropriate level of development understand the concept of 'your choice, your consequence. Through the use of sanctions, pupils learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour.

Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENDCo and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** 'That is not okay' and never the **child** i.e 'That was an unsafe thing to do because...' and not 'You are a silly child'.

SANCTIONS PROCEDURE

- Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.
- Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:

Warnings:

Warnings are a chance to change and have no longer term consequence attached to them if they are successful in allowing the children to adapt their behaviour.

Warnings should be given in a low voice and emphasis kept to a minimum.

Up to 3 warnings are given



On the third warning the teacher should say 'this is your third and final warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

Time In (A) Still a time to reflect and change the behaviour

- Child sent to designated chair/area of classroom.
- 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.
- Support given by an adult to explain reason for Time In and what change in behaviour is needed.
- EYFS may use different methods such as sitting on a carpet spot with timer.
- Within the same session if a child repeats the same behaviours they should go to Time Out B. For unrelated behaviours go back through the sanction system.

If behaviour improves return to lesson.

*If not or if child refuses, move to **Time Out B***

For a child who is receiving regular Time in A's

- Record who, when, why on CPOMs
- Possible removal of treats / playtime etc.
- Discussion with Senior Leader and/or SENDCO : consider Behaviour Intervention

Time Out (B)

- Child escorted to designated colleague (parallel teacher where if appropriate but may be another member of staff/class).
- Up to 1 hour working alone without causing disturbance.
- Loss of special time, playtime and/or responsibility.
- Record details of incident on CPOMS
- Contact parents (phone call or on collection at home time)

If behaviour improves return to class.

*If not or if child refuses, move to **Time Out C***

For a child who regularly gets to the Time Out B stage:

- Discussion with Senior Leader and/or SENCO
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Parents informed by letter that behaviour is a cause for concern following the second Time Out B incident in one half term. A telephone conversation should take place in advance of the parent receiving the letter, usually from the class teacher.
- Parents discuss concerns agree targets/support.
- Weekly Record in place. Kept in school office. Monitored by class teacher and Behaviour Lead. Reviewed weekly.
- Improvements linked to rewards system



Time Out (C)

- Child escorted to work in The Head Teacher or Senior Leader
- Up to half a day supported learning without causing disturbance.
- Head Teacher informed of incident
- Parents informed of isolation by letter, following a phone call from the Head Teacher
- Class teacher discusses behaviour with Senior Leader / SENDCo.
- Details recorded on CPOMS
- Weekly Record in place. Kept in school office. Monitored by class teacher/Behaviour Lead. Reviewed weekly.

*If behaviour improves return to class. If not or if child refuses, move to **the next stage***

For a child who is receiving regular Time Out C's

- Discussion with SENCO and Head Teacher: consider the need for SEND or behaviour action plan.
- Initiate closer monitoring i.e. frequency monitoring, check ins
- Inform parents that child's behaviour is causing serious concern through phone call from Parent Liaison
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Look at changing the day/provision to pre-empt flash points in the day. Have designated time with support
- Referral to multi agencies
- Access to extra-curricular / enrichment activities dependant on progress.

On Report

- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc. Meeting with parents/child to agree the way forward.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible provision in The Place and exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- Consider EHC.
- Reports to last a minimum of 2 weeks/a maximum of 16 weeks, and reviewed fortnightly. Reports monitored by Behaviour Lead and weekly by Head of School.

If targets are achieved remove from On Report.

*If On Report failed, move to **Internal Exclusion***

(Head Teacher/ Deputy Head Teacher)

Internal Exclusion

- Parents informed. Meeting with parents.
- Targeted support plan put in place to contain behaviour and support emotional development.
- Adult-controlled access to playground, extra-curricular activity.

If behaviour improves return to class On Report.

*If not move to **fixed term exclusion***



(Head Teacher) Fixed Short Term Exclusion (up to 5 days per term)

- Parents, Governing Body, LA Officer informed by letter.
- Parents may appeal.
- Governors may meet to discuss any appeal.
- Upon return to school, child stays On Report for a minimum of four weeks.

*If behaviour improves remove On Report to Weekly Record. If not move to **fixed long term exclusion***

(Head Teacher) Fixed Long Term Exclusion (up to 45 days per year)

- Parents, Governing Body, LA Officer informed.
- Governors meet (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school, or if reinstated, child stays On Report for a minimum of eight weeks.

*If behaviour improves remove from On Report to Weekly Record.
If not move to **permanent exclusion***

Permanent Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays On Report for the maximum 16 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated. In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

In all but the most exceptional circumstances, the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support. Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Behaviour books (for KS1 and less mature KS2 children).
- Behaviour Reports (for KS2).

Both use the school merit system for showing when targets are achieved over short periods (individual sessions/playtimes etc.) and any reason why they were not achieved.



Behaviour Targets when on report

- Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour e.g. "To stay on task at all times" is not a realistic target for the best behaved child let alone a troubled child.
- If clear targets cannot be identified - monitor (see appendix)
- Should provide clear consequences for breaking the agreement e.g. exclusion.

If in doubt, consult a senior member of staff.

Daily feedback on progress should be given and targets reviewed regularly either:

- to make targets more difficult as behaviour improves, to set new areas to tackle, **or**
- to remove completely from report.

Use of reasonable force

Use of force is only used as a last resort and then only when safety is an issue. Procedures are in place at our school to create a safe, calm, orderly and positive learning environment. Effective relationships are developed between staff and pupils and PSHE and our PACE approach support pupils in making positive choices for themselves. All staff are given guidance and training in effective behaviour management.

Staff Authorised to Use Force

All teachers, staff and the head who are authorised to have control or charge of pupils, automatically have the legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. This includes all teachers and support staff. Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

The Head Teacher has had comprehensive training in MAPPA to ensure safe use of reasonable force (Please see Use of Reasonable Force Policy). Other members of staff will also have training.

See Use of Reasonable Force Policy

Who can use Reasonable Force

All members of staff have a legal power to use reasonable force. This can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on an organised visit.

The school has a separate 'Use of reasonable force' policy which builds on the above key principles.

Kalmer Counselling

Kalmer Counselling Service is used to support children identified as 'Urgent Need' through discussions with parents and class teacher and possibly other outside agencies. This support will be identified in the child's individual action plan and will take place regularly one-to-one or in a small group.



Whenever a child is receiving support outside the classroom the overall responsibility for their learning and progress remains with their class teacher.

Roles and Responsibilities Staff

The school staff, both teaching and non-teaching, share a collegiate responsibility for consistently implementing school policy on positive behaviour. The Head Teacher has overall responsibility for ensuring positive behaviour.

Adults in School – Promoting Positive Behaviour

All adults are expected follow this policy in a consistent and fair way with all groups of pupils. Social skills and self-esteem issues are addressed in PSHE and in Circle-time in the classroom, through a variety of resources. School assemblies are based around the school R.O.C.K.S and are used to support positive behaviour.

Adults are supported if behavioural problems occur in the classroom. The training needs of adults are addressed as part of our staff development or as individual need arises. Volunteer helpers or work experience students should refer to the class teacher in the first instance.

When moving around school as a class the class teacher is responsible for ensuring appropriate behaviour is maintained, however, **all staff** are responsible for supporting this and addressing any unacceptable behaviour. Often, speaking directly to the individual or group will correct the behaviour but if it does not the class teacher should be informed so that appropriate sanctions may be applied.

Managing Behaviour in the Playground

At break times a teacher and support staff are on duty. At lunchtime the children are supervised by lunchtime supervisors. The Head Teacher, Deputy Head Teacher or another senior member of staff is always available.

When you are on duty the following points will help maintain positive behaviour:

- Be outside before the children
- Be consistent and enforce playground rules at all times
- Be vigilant and intervene early if a situation looks tense
- Move around the playground
- Encourage the use of co-operative, equipment and non-equipment games and Playground Friends/Buddies.
- The teacher(s)/adults on duty at break time will deal with behaviour incidents in line with policy.
- If there is a serious incident a senior member of staff should be sent for.
- Continue to use PACE/Thrive language and school rewards system

At lunch times – supervisors record incidents in and at the end of the break and the class teacher will be informed. After lunch all teachers record merits awarded at lunchtime. Any lunchtime incident should be recorded on CPOMS.

Parents/carers

Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour. We encourage them to support the school's behaviour



policy. Each parent will be asked to sign a Home/School Agreement as their child starts school. If a child's behaviour is causing concern, the school will ask parents to come into school to discuss the situation. Their child may be involved in this discussion. The policy is available on the school website.

Pupils: Pupils must be responsible for their own positive behaviour and meet the expectations set out by the school in keeping to the Dinnington Values.

Governors

The Head Teacher will report to the Governing Body on a regular basis about the behaviour in school and the implementation of the policy. Governors will be involved in policy review.

Monitoring

The implementation of this policy will be monitored via meetings and through observations.

Success Criteria

Indications that this behaviour code is succeeding could include:

- A reduction in the number of incidents recorded on CPOMS.
- A reduction in the number of incidents referred to the Head Teacher.
- Positive feedback from teachers, support staff, parents and pupils.
- Observation of positive behaviour in class rooms, corridors and yard.
- Improved pupil confidence and self-esteem.
- Improved achievement and standards.



Appendix A

KEY ELEMENTS OF GOOD PRACTICE

Essential to good classroom management is the quality of relationship between the class teacher, other adults and the children in the class.

- Talk quietly whenever possible to establish an atmosphere of calm.
- Set high standards
- Smile and relate - avoid confrontation
- Listen, stay calm, use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child
- **Remember** it is normal for children to test the boundaries of acceptable behaviour.
- Adults should make expectations clear and highlight those children meeting the expectations to reinforce them. Remember five positives to one negative! Target positive comments strategically - use 1, 2, 3 – when necessary without making eye contact – move to sanctions procedure.

The quality of provision – teaching and the curriculum have a considerable effect on children's behaviour. Good behaviour has a lot to do with children's motivation to learn.

- Ensure planned learning for the class is appropriate, suitably differentiated and includes activities where children can work co-operatively, enjoy and know how to be successful.
- Make sure the children know what they are doing and that their work is matched to their ability.
- Plan the role of all adults in the classroom.
- Be aware of what is going on around you.
- Make every minute count

Classroom organisation includes routines, systems and the learning environment

- Have clear routines and be consistent in your expectations and reactions - apply rules firmly and fairly.
- Be organised and “on top” of things.
- Explain the code of conduct in a way relevant to your class and display with rules, rewards and sanctions.
These should be routinely revisited and reinforced.
- Create an interesting, stimulating, attractive classroom environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
- Teaching is high challenge and low threat



We are committed to giving children a positive experience which will build their self-esteem.

Never:-

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

Appendix B

RECORDING Time Out NOTES

Time Out A : a class list

It is not essential or even desirable that all isolations are always recorded but do record if:

- Monitoring individuals
- Patterns in behaviour emerge
- An individual is frequently being isolated

Time Out B and beyond

All incidents of behaviour that warrants Time Out B or beyond must be recorded on CPOMS on the day of the incident. A senior leader should be alerted to the incident. Details of the incident should be factual and without judgement. Avoid opinions.

Statements/Comments should be brief but succinct, clear, unambiguous e.g.

'disturbing class', 'being a nuisance' meaningless and open to misinterpretation

rather : 'tore up another child's work', 'hit child x in the back', 'refused to sit for story etc

**In cases of bullying we will follow the procedures as laid down in Our Anti-Bullying Policy.
The school records all racist incidents and completes an annual return to the local authority.**



CHARTER OF RIGHTS

Children have the right:

To be treated with respect

To be treated kindly

To be listened to

To be helped

Not to be bullied

Not to be lonely

To be happy

To feel wanted

To be safe

To be special

To be treated equally



DINNINGTON FIRST SCHOOL

LEARN ENJOY SUCCEED TOGETHER

