



Care and Conduct Strategy

Within the framework of the agreed policy for pupil discipline, there are several key issues for classroom practice. These include emphasis on **positive, consistent approaches** throughout the schools, and the need for the **children to be actively involved** in the process. These objectives may best be achieved through caring but assertive teaching styles, within which children can clearly identify the agreed pattern of rewards and sanctions.

It is good practice to establish a code of conduct (charter) for classroom behaviour, through discussion and negotiation with the children. This should then be displayed in the classroom and used as a point of reference in P.S.H.E. sessions. This will be in addition to the Golden Rules and Liss Infant and Junior School Values.

REWARDS

GOLD STARS – Infant School

Pupils who reach the Gold Cup in class each day will earn a Gold Star sticker.

PERSONAL POINTS – Junior School

All pupils are automatically awarded 1 point each day for good conduct. Points will be used to reward children for good conduct and may be awarded at any time during the school day – during lessons, playtimes or lunchtime.

25 Points Bronze Certificate – awarded in class, signed by Teacher

50 Points Silver Certificate – awarded in class, signed by Teacher

100 Points Gold Certificate – awarded in assembly, signed by Executive Headteacher

250 Points Commendation – awarded in assembly, signed by Executive Headteacher

GOLDEN FEATHERS / LEAVES

Golden feathers / leaves are awarded to pupils who consistently follow our Golden Rules and Liss Values. They may be awarded for conduct in the classroom and out on the playground or around school. Children who earn a Golden Feather or Leaf are sent to the Executive Headteacher with it, the leaf is then presented by the Executive Headteacher in a whole school assembly.



STICKERS

Class teachers and learning support staff are all encouraged to use stickers to give positive praise and reinforcement to children for their work and conduct. The Executive Headteacher and Assistant Headteachers have stickers to reward special effort or achievement; class teachers are invited to send individuals to receive these awards.

CLASS CREDITS

This is a class system, which involves the pupils in evaluating their conduct as a class in order to achieve a reward. When a class has earned 25 points they may choose a reward such as additional PE or cooking in the cob oven. Classes may bank their points for a larger reward such as watching an appropriate DVD.

BLP CERTIFICATES

BLP certificates are awarded at the end of Autumn 1 and 2, Spring and Summer Terms.

ATTENDANCE CERTIFICATES

Attendance certificates are presented termly and annually for 100% attendance and punctuality. Children who 'just miss' are awarded a sticker and children whose attendance shows improvement are also given a sticker.

LUNCHTIMES

The midday supervisory team uses a parallel reward system, supported by classroom praise and encouragement. Children are given lunchtime stickers to acknowledge helpfulness, good behaviour and co-operative play.

TIDY CLASS CERTIFICATES

Tidy class certificates are presented in a whole school assembly on Friday. Classes are nominated for this award by our cleaning staff.

BEST LINE CERTIFICATE

The class with the greatest number of points over a week, at break and lunchtimes, is awarded the Best Line Certificate.



SANCTIONS

All sanctions are based on the fundamental principle that each child is responsible for her/his own conduct, and that s/he makes choices in any situation. This is closely linked with the schools' values.

Children need to be taught that specific sanctions will be imposed in identified circumstances, and that they have control of their own decision-making processes. Inappropriate conduct should be clearly seen to be derived from a child's inappropriate choice of action.

It is essential that sanctions, like rewards, be imposed firmly but fairly, with consistency throughout the school. Whenever possible, positive conduct should be recognised and praised in parallel with the imposition of sanctions.

Whilst encouraging children to make a new start every day, teachers need to be aware of recurring patterns of negative behaviour, and these, together with significant incidents, should be noted, in diary form or on ABC record sheets, in the child's records.

*As far as possible, sanctions should be applied equally to all children. However, with a small number of individuals, there may be specific emotional needs that necessitate a modified approach. These should be identified through Individual Education Plans, in consultation with the SENCo. Whilst procedural details may be re-negotiated to enable individuals to achieve specific targets, **no verbal or physical abuse will be tolerated to adults in school.** Any such incidents must be referred immediately to the Headteacher for action.*

CLASSROOM SANCTIONS

Level 1:

* For disruptive behaviour, contravening the agreed premise that 'children have the right to learn, and teachers have the right to teach':

1. Verbal warning
2. Child is sent to the 'Thinking Space' for 5 minutes and is spoken to by an adult in the class to discuss poor choices and remind them of expectations.
3. Child is taken to a member of the SLT with a work pack. Following discussion, they are taken to work in another class (for 15 minutes in KS1 and for the remainder of the session in KS2) and should report back to the senior member of staff before returning to class for the next session. (If



necessary, the pack will be sent home for completion that evening). Parents will be informed by the class teacher.

Level 2:

If a child is sent for time in another class more than once in a week, or has been particularly disruptive, they will receive an internal exclusion for a fixed period of time. This will usually be half a day or a day depending upon the severity of their misconduct. This will mean that they will have to complete work that is set for them by their teacher in a supervised area away from other pupils. They will lose the right to any breaks and their parents will be informed by a senior member of staff and asked to attend a meeting with an Assistant Headteacher or the Executive Headteacher. Parents will always be informed if this action is to be taken.

Level 3:

If a child is persistently disruptive or uncooperative, they may be given a detention after school.

Level 4:

For extreme cases when the previous levels have not had the desired effect or for highly abusive, threatening or physical behaviour, a fixed term exclusion may be given. ***This is always used as a last resort or in response to a very serious incident.*** All fixed term exclusions are recorded appropriately and parents are asked to attend the school; work is always set for pupils for the period of exclusion. Parents are required to attend a re-integration meeting with their child upon their child's return to school.

SUPPORT SYSTEMS

With low incidence problems, the Assistant Headteachers act as initial supporters, for advice, withdrawal or help. The Executive Headteacher is also available for support.

Serious misconduct incidents (such as overt aggression, racist behaviour, bullying, defiance or verbal / physical abuse of adult or the misuse of drugs) **must be referred immediately to the Executive Headteacher. The Executive Headteacher will inform parents accordingly, by letter or through interview; periods of exclusion from school will be imposed, if necessary, following exclusion procedures defined by the LA.** Class teachers must record incidents that occur, using interviews to inform the situation; where possible, these should include recognition of antecedents



triggering the situation, with consequences, in addition to the details of the incident.

Any adult in school has the right to use reasonable force to prevent an attack against themselves or others. However, only staff who are Team Teach Trained are authorised to use physical restraint under other circumstances. In these situations, the guidelines issued by Hampshire County Council (2010, updated 2015) must be observed in addition to the DFE guidance on Use of Reasonable Force.

LUNCHTIMES

Lunchtime Supervisors have the same authority as teachers and will apply the same sanctions i.e. reprimanding, removing and completing a Specific Incident slip to inform the class teacher and Executive Headteacher. If an incident is particularly serious, children will be sent in to the Senior Lunchtime Leader, or the Executive Headteacher. If deemed appropriate, the child may be internally excluded for the rest of the day (with supervised work set for them to complete), or they may be internally or externally excluded at lunchtimes for a set period.

In the event of a serious incident, it is reported to the Executive Headteacher who will inform the parents by letter of the school's concern. Parents are invited to respond to the letter, through signing to acknowledge its receipt, and may wish/be asked to make an appointment to discuss the problem.

This strategy was formulated by the staff and governors of the Federation of Liss Infant and Junior Schools and will be reviewed every three years, or as necessary.

Date of review: 26/07/18

Date of FGB ratification: 03/09/18