

POSITIVE BEHAVIOUR POLICY

Introduction

The creation and maintenance of an orderly working environment is a pre-requisite to effective learning and teaching. To achieve this, we aim to establish a positive ethos, which is conducive to learning and in which the individual child is respected.

Reflecting this ethos, our school's positive behaviour policy seeks to set guidelines that support our children within a caring framework and lead them to a position of self-discipline and personal responsibility.

Discipline needs to be seen in the much wider framework of how a school seeks to moderate and improve the behaviour of its children.

Our positive behaviour policy is based on a whole school approach, is widely disseminated and is clearly understood by staff, children and parents/carers. There are clear procedures for dealing with breaches of discipline, and these will be consistently and fairly applied.

Part of growing up is about learning what is acceptable and unacceptable and gradually taking responsibility for one's own behaviour. Our approach to discipline is to encourage and celebrate good behaviour and positive achievements in all children.

All staff will make every effort to reinforce good behaviour and to promote a sense of achievement within all children.

Aims

To produce an environment where everyone and especially children feel safe, secure and respected, enabling children to develop a sense of self-worth and a respect and tolerance for others. (Reference 'Circle Time'/'Golden Time' policies).

To focus attention on the promotion of good behaviour and on shared responsibility for dealing with instances of unacceptable behaviour.

To promote a shared approach to dealing with discipline issues by all adults in school and enable children to develop self-discipline by understanding and operating a code of behaviour.

What is Good Behaviour?

Characteristics of Good Behaviour

- Responding obediently and politely to all requests and rules.
- Being considerate towards other people and property: politeness, kindness, patience, helpfulness, caring, friendliness, respect, attentiveness, good manners.
- Making an extra effort to make life better for each other: giving everyone opportunities, letting others go first, helping others who need assistance.

How We Encourage Good Behaviour

Example and Expectations

- All staff will set an example in their own behaviour.
- All staff will have high expectations for good behaviour.

Teaching and Learning

Good behaviour in the classroom will be greatly enhanced through the provision of high quality teaching that meets the needs of the individual learner.
(Reference: Learning and Teaching Policy).

Code of Conduct

In order to encourage good behaviour the children, staff, parents/carers and the Board of Governors have agreed a Code of Conduct which is further simplified in our 'Golden Rules' below, it provides the guidance for positive behaviour and therefore creates an environment conducive to effective teaching and learning.

Children are expected to:

- arrive at school on time;
- wear the school uniform;
- show respect to adults and other children;
- be truthful, well-mannered and kind;
- co-operate withal members of staff;
- do all their work in school and at home to the best of their ability;
- take care of the school buildings/equipment;
- look after their books;
- walk sensibly and quietly when in the classroom and corridors;
- keep the school tidy and free from litter;
- set a good example to other children;
- exercise self-control;
- be honest;
- line up quickly and quietly when the bell rings.

Our 'Golden Rules'

We are gentle.....We don't hurt others

We are kind and helpful.....We don't hurt anybody's feelings

We listen.....We don't interrupt

We are honest..... We don't cover up the truth

We work hard.....We don't waste our own or others' time

We look after property.....We don't waste or damage things

Other Rules

Classroom - Each teacher works with his/her children to produce a set of classroom rules. These rules are prominently displayed in the classroom.

Dining Hall - Rules to encourage a calm and positive atmosphere are displayed in the dining hall.

Playground Rules – Rules for positive playground behaviour are displayed in both playgrounds.

Use of Mobiles Phones in School

It is our policy that children **should not** bring a mobile phone to school. Should it be necessary for a child to bring a mobile phone to school we insist that all given to their class teacher until the end of the day and only used after school hours to contact their parents/guardian.

School Uniform Policy

It is our policy that all children should wear a uniform when attending Omagh County Primary School, or when participating in a school organised event outside normal school hours.

Our school uniform is important to us. It is one way in which we identify ourselves as a school family and it promotes a strong, cohesive school identity which supports high standards and expectations in all areas of school life. It promotes harmony between different groups represented in the school, and it enhances security, assisting the school to identify individual children in order to maintain good order and spot intruders more easily. **(Reference: School Uniform Policy).**

It is the belief of the school that the wearing of a school uniform by children, helps promote effective discipline and therefore contributes to more effective learning and teaching.

The Positive Side of Discipline

The class teacher will make every effort to reinforce good behaviour and a sense of achievement within their classrooms. Ranges of strategies are used to encourage positive behaviour. Praise can be given in formal and informal ways, in public or in private for maintenance of good standards as well as for particular achievements.

- a quiet word of encouragement;
- a positive written comment in a book;
- a public word of praise in front of the child's class or in assembly;

- PATHS Certificate and Pupil of the Week Certificates in assembly;
- a visit to another member of staff, the Vice-Principal, or Principal for commendation, signature or certificate;
- a system of merit cards, star charts in the classrooms or at whole school level, which celebrate good work or good behaviour;
- use of a positive behaviour strategies E.g., 'Golden Time' as designed by Jenny Malsey, behavioural specialist; (Appendix 2 Losing and Gaining Golden Time, Appendix 3 Earning Back Golden Time Contract)
- parents informed by letter, newsletter, end of year school report etc., of specific special action or achievement deserving praise;
- use of the end of year school report to comment on behaviour and general attitudes.

The staff of the school use the following guidance when promoting formal and informal strategies to acknowledge and promote positive behaviour:

Formal Rewards

Children are awarded stickers, stars, stamps etc., for work and/or behaviour. In assembly PATHS certificates are awarded as well as Pupil of the Week. Assembly is also used to celebrate other school successes Eg. Paired Reading, Cycling Proficiency, Sentinus Awards, etc

Informal Strategies to acknowledge and promote positive behaviour:

Praise

- Builds up self-esteem and is positive.

Positive Staff Attitude

- Concern, respect children, value opinions. Empathising is important and making positive statements to children.
- Try to resolve grievances honestly.
- Criticise the act not the person.
- If possible try to suggest ways to improve rather than to criticise.

Developing Positive Relationships

- Show a willingness to give up time for them.
- Listen, make genuine effort.

- Search for common ground between teacher and child.
- Get to know the children.

Environment

- Seek to create a supportive environment within the classroom.

Group Dynamics

- Encourage peers to give praise.
- Maturely agree rules.
- Work to improve peer group relationships within the classroom.
- Defuse situations in a low-key manner before they escalate.

Playtime and Lunchtime Supervision

Children are aware of the agreed rules when they are in the playgrounds. The children are not allowed to play ball games in the playgrounds before school starts.

The children are allowed to enter the school building from 8.40a.m. onwards. A daily duty rota is in place for teachers and the non-teaching staff to supervise the playgrounds at break time.

Supervisory assistants and classroom assistants are employed to supervise the children in the playgrounds at lunchtime.

The lunchtime supervisors are asked to report incidents of inappropriate behaviour to child's class teacher or the relevant member of the school's senior leadership team on duty on that particular day.

All staff are encouraged to offer praise for good behaviour. Depending on the seriousness of incident at lunchtime, the staff on duty will give a verbal warning with an explanation of the consequences of future inappropriate behaviour. If the incident is more serious or there is a recurrence by the same child, the matter will be referred to a member of the teaching staff. If appropriate, children may have limited playing with other children for a period of time in order to reflect on their behaviour or calm down.

Sanctions

Inappropriate behaviour is dealt with by the class teacher in the first instance. Cases of more challenging behaviour are dealt with by the Vice-Principal or the Principal. If a child's behaviour is considered serious enough, parents/carers will be informed and, if appropriate invited to attend an interview in school, to discuss the matter.

Should children persistently breach the school's 'Code of Conduct', 'Golden Rules' and or 'e-Safety' policy recommendations, then a range of sanctions will be consistently implemented by all teachers throughout the school.

The severity of the offence will determine which sanction is imposed. It is important that all children understand the 'Code of Conduct', 'Golden Rules', 'e-Safety Policy' and endeavour to behave in an acceptable manner.

The quality of education of all children in the school will be the over-riding consideration. Should this be jeopardised over a period of time, the Board of Governors will consider suspension or exclusion of an offending child, following DENI and Education Authority set procedures for suspension and expulsion of children.

A one-off lapse in conduct will not be dealt with in the same manner as a continuation of persistent, unacceptable behaviour. However, school reserves the right to impose any sanction in **Appendix 1** if an incident is serious enough to warrant it.

The Special Educational Needs (SEN) Code of Practice

Children with additional needs such as ADHD, ASD, SEBD, Dyslexia etc. may be placed on the school's 'Special Education Needs' Code of Practice. The aim of placing a child with behavioural difficulties on the SEN Code of Practice is to lead to a change/ modify behaviour.

All children in school are expected to adhere to the school Positive Behaviour Policy and therefore subject to the consequences.

Children with additional Social, Emotional Behavioural Difficulties and on the SEN register are not exempt from these consequences. The school will, however, take account of these needs and modify the strategies and consequences put in place accordingly.

(Appendix 5 TATT Instructions, Appendix 6 Weekly Behaviour Report, Appendix 6 Risk Reduction Plan

Parental/Carer Support for the Positive Behaviour Policy

We, in Omagh County Primary School acknowledge the formative influence of parents/carers on their children's behaviour and we seek to engage their support in promoting good behaviour.

Parent/carer consultation has the triple advantage of being a sanction - since many children dislike having their parents/carer involved; throwing more light on the problems behind inappropriate behaviour, and hopefully providing joint, consistent support between school and home.

Parents can assist the discipline process by:

- telling the Principal/child's teacher if there are problems at home which might affect a child's behaviour in school;
- discussing concerns about major behaviour changes involving their child with the class teacher;
- contacting the school if there are concerns about something that has happened;
- attending parent/carer consultations.
- supporting the school in implementing the Positive Behaviour Policy

External Support

The main sources to support schools in promoting good behaviour are the Educational Psychology Service (EPS), EAWR Curriculum Advisory and Support Services (CASS), the Education Welfare Service (EWS) and the Education Authority Western Region's Behaviour Support Team.

Links with these agencies aid:

- staff development in aspects of discipline and classroom management;
- our ability to diagnose and interpret child behaviour.

Links with other Policies

This policy is seen as an integral part of the School Development Plan and can be linked directly and indirectly with all of the other school policies such as:

- ✓ Pastoral Care
- ✓ SEN
- ✓ Child Protection
- ✓ Anti-Bullying
- ✓ Health and Safety

- ✓ Use of Reasonable Force
- ✓ E-Safety
- ✓ Golden Time Policy;
- ✓ Circle Time; and
- ✓ School Uniform Policy.

Without good discipline teaching and learning cannot take place.

Therefore good behaviour is an integral part of the whole school curriculum.

Staff Development

This policy has been formulated in consultation with staff and it is the intention of the staff to review and update it regularly

Conclusion

It would be hoped that through the adoption of this positive behaviour policy, with the teachers, children and parents/carers working together we will provide a safe secure happy and structured atmosphere for effective learning.

Monitoring and Review of the Positive Behaviour Policy

We acknowledge that sustaining appropriate behaviour creates a need for continuous assessment of the effectiveness of approaches to behaviour management in our school. We regularly seek views from staff, parents/carers and children to evaluate the success of our policy and make changes where necessary.

Policy Reviewed: Summer Term 2017 Next Review Date: Summer Term 2018

Making Consequences appropriate to Inappropriate behaviour

| Examples of Low Level Inappropriate behaviour | Range of Consequences |
|--|--|
| <p>Talking out of turn</p> <p>Shouting out</p> <p>Leaving seat at the wrong time</p> <p>Not doing homework</p> <p>Not listening</p> <p>Not paying attention</p> <p>Distracting others</p> <p>Making noises</p> <p>Failing to keep on task</p> <p>Leaving work area untidy</p> <p>Pushing in the line</p> <p>Running in the corridors</p> | <p>A quiet word or look by the child's teacher often will prevent more major problems from developing.</p> <p>Reprimand by the class teacher.</p> <p>Children may be expected to finish classwork at home.</p> <p>Clean up mess</p> <p>Move seat</p> <p>Relocation in class - for a set period only and within the teacher's vision and direct control.</p> <p>Verbal warning - two verbal warnings should be given before issuing a yellow card</p> <p>Complete homework the following night</p> <p>Mix and Match Strategies - Appendix 4</p> |
| Examples of Moderate Level Inappropriate behaviour | Range of Consequences |
| <p>Persistently talking out of turn</p> <p>Persistently shouting out</p> <p>Persistently leaving seat at the wrong time</p> <p>Persistently not doing homework</p> <p>Persistently not listening</p> <p>Persistently not paying</p> | <p>Record action in the class incident book</p> <p>Shadowing staff in playground</p> <p>Time out at play-time</p> <p>TATT Strategies Appendix 5</p> <p>Removal from the class to another class for a short period.</p> <p>Child may be sent to: (ii) Vice-Principal</p> |

| | |
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| <p>attention</p> <p>Persistently distracting others</p> <p>Persistently making noises</p> <p>Persistently failing to keep on task</p> <p>Persistently leaving work area untidy</p> <p>Hitting / pushing / fighting</p> <p>Refusal to co-operate</p> | <p>(iii) Principal</p> <p>Completion of a task or tasks at break or lunch time appropriate to the seriousness of the unacceptable behaviour. This sanction is also used to isolate children causing problems in the playgrounds at break or lunch time.</p> <p>Parents/carers informed if appropriate.</p> <p><u>Step 1:</u> Issue a yellow card</p> <p><u>Step 2:</u> Issue a second yellow card</p> <p><u>Step 3:</u> Issue a red card.</p> <p>After a second red card in the same week the Vice Principal should be informed</p> <p><u>Step 3:</u>After a third red card child should be sent to Principal and the parent is informed of child's behaviour</p> <p>Weekly Behaviour Report initiated- Appendix 6</p> <p>Risk Reduction Plan - Appendix 7</p> <p>Positive Behaviour Action Plan - Appendix 8</p> <p>Consider putting child on the SEN Register for SEBD</p> |
| <p>Examples of Serious Level Inappropriate behaviour</p> | <p>Range of Consequences</p> |
| <p>Disregarding adults within the school</p> <p>Stealing</p> <p>Physically/emotionally hurting someone</p> <p>Serious physical/verbal threat</p> | <p>Immediate red card</p> <p>Parents are informed</p> <p>If all previous sanctions fail, or in the case of very serious misconduct, parents/carers will be informed and if considered appropriate a formal interview with the parents/carers will be arranged.</p> |

| | |
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| <p>made to staff</p> <p>Displaying violence</p> <p>Leaving school without permission</p> <p>Deliberate injury to/striking another child</p> <p>Use of bad or inappropriate language</p> <p>Regularly not completing homework</p> <p>Deliberate destruction of property</p> <p>Repeatedly breaking safety rules.</p> | <p>(Parents/carers may be involved informally at an earlier stage at the discretion of the class teacher) and a formal record made of the outcomes which will be selected from the following:</p> <p>Withdrawal from participation in play at break and/or lunch time</p> <ul style="list-style-type: none"> ✓ Child spends time with a member of staff during break and/or lunch free time. <p>Placement in Another Class</p> <ul style="list-style-type: none"> ✓ For short periods only. <p>Weekly /Daily Report - Appendix 6</p> <ul style="list-style-type: none"> ✓ A report card where the child's teacher or the Principal comments on the child's behaviour. This report card is signed by the parent each day. Children are normally placed on a report card for a period of five school days. After five days, the children' behaviour will be reviewed with the aim that the report card is removed. <p>Risk Reduction Plan - Appendix 7</p> <p>Positive Behaviour Action Plan - Appendix 8</p> <p>Time Out</p> <ul style="list-style-type: none"> ✓ For a short periods only. The child concerned is removed from the class and completes work under the supervision of the Principal or another member of staff. <p>Withdrawal of privileges</p> <ul style="list-style-type: none"> ✓ E.g., exclusion from after-school activities, school trips, school sports' teams etc. <p>Referral</p> <ul style="list-style-type: none"> ✓ Child may be referred to the Education Board's Psychology Department. This may lead to support from the Primary Behavioural Support Service, or the child being issued with a Statement for Emotional and Behavioural Difficulties. <p>Suspension</p> <ul style="list-style-type: none"> ✓ Suspension - for serious inappropriate behaviour the school may follow the Procedures for the Suspension and Expulsion of Children in schools as outlined by the Department of Education for Northern |
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Ireland.

Debarment

- ✓ Debarment during the lunch break. In the case of a child whose conduct is becoming unacceptable, the parents/carers will be informed, that if their child's behaviour does not improve, he/she may not be allowed on the school's premises during the times specified. Should there be no subsequent improvement in their child's behaviour, the parents/carers will be informed in writing of the times during which their child is not allowed on the school's premises.

Expulsion

- ✓ Suspension - for serious and persistent inappropriate behaviour the school may follow the Procedures for the Suspension and Expulsion of Children in schools as outlined by the Department of Education for Northern Ireland. Sent to the Principal

Record action in central child record

Earning Back Golden Time Contract

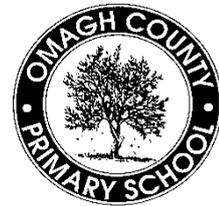
I agree to

(target)

in order to earn back _____ minutes of Golden Time.

Signed _____ (Child)

Signed _____ (Teacher)



Mix and Match Strategies

1. First give a whole-class time reminder followed by a private reminder to Danny
2. Alternate Danny's activities-between those tasks which require sitting and those which require movement
3. Teach Danny to use the AFL traffic light model to evaluate his understanding of both his targets and his success criteria -

Green = He fully understands what he is aiming for & what success looks like;
Amber = He is a little unsure and needs more practice/help;
Red = He does not understand (needs help)
4. Write all the children names on cards. Pick names out at random to reduce opportunities for any student to shout out and ignore the 'Hands Up' rule
5. Intervene early when Danny shows signs of restlessness - provide agreed diversionary activities e.g. word puzzles, number games, sorting exercises
6. When Danny has lost control provide an arranged supervised, safe, quiet and private area away from other children for him to regain composure
7. When Danny chooses not to comply with a request/instruction repeat it calmly using the Broken Record technique to avoid being drawn into an argument
8. When it is necessary for Danny to receive a reprimand for his behaviour ensure it is given 'privately' to avoid public humiliation
9. Teach Danny to review outcomes using the **S.T.A. R. technique** - S=Stop; T=Think; A= Act and R= Review the consequences of his actions
10. When giving Danny a private verbal warning add in an agreed appropriate non-verbal hand signal to reinforce the message
11. Check Danny understands instructions given to the class by asking him privately: to tell you in his own words what it is that you need him to do, affirm

and if necessary clarify before asking Danny the question, "and now Danny, what are you going to do first?"

12. Use the Language of Choice to help Danny take responsibility for his behaviour:

"Danny, either put your comic on my desk or in your bag - which are you going to choose?" (Give your preferred option last! Walk away & give Danny Take-Up-Time (TUT). If he complies, 'Danny, thank you for making a good choice.' If not remind Danny of the consequences

'Danny, if you choose not to put the comic away you will be choosing to stay behind during break.' Close expecting compliance - 'Comic in the bag now, thanks Danny'

13. In a one-to-one debriefing session use one of these to help Danny understand the connection between his choices and the consequences which follow:

(a) Think Time Discussion Sheet

(b) Worth a Rethink model

14. Apply Grandma's rule when then: 'Danny when you are in your seat then I'll check your work with you'

15. Define, teach and practice Danny's agreed replacement behaviour - e.g. 'hands up'. Remind and rehearse the targets and strategies with Danny at the beginning of a lesson/session.

16. Catch Danny being good - 3 As **acknowledge, approve and affirm** - 'Danny well done. You've met your target. Thank you for putting your hand up and waiting to be invited to speak';

17. Use positive scripts: 'Danny I want you to succeed in my class'; 'I won't give up on you, Danny'; 'Danny, you are responsible for your own behaviour and the choices you make.'

18. Encourage Danny to repeat desirable behaviour by always linking the praise to a description of the desired behaviour - 'Well done Danny. Thank you for putting your hand up.'

19. Do not give negative instructions. Use positive correction. E.g. 'Hands up now, thanks Danny,' instead of 'Stop shouting out, Danny.'

20. Use a rule reminder - 'Danny remember our rule for answering questions is hands up. I expect you to do that now, thanks'

21. Discuss and agree TATTS with Danny - Tiny Achievable Tickable Targets. Ensure Danny has a role in assessing his progress. Use an agreed score e.g. 4 = target fully met; 3 = target mostly met; 2 = target frequently met; 1 = regularly struggles to meet target.

22. Use a seating plan. Place Danny beside an agreed good class role model or ideally between 2 good class role models

23. Celebrate success to motivate and promote repetition: When a target has been met let Danny choose an individual acknowledgement - a sticker, a stamp, an IOU 1 minute card, a token, a badge, - 'Go on ask me why I got this badge?'

24. Teach and practice this relaxation exercise with Danny. Ask him to:

First to clench his fists tightly together

Next instruct him to slowly count back from 5, 4, 3, 2, 1

At the same time tell him to slowly uncurl his fingers while counting backwards.

When both hands are wide open Danny's adrenaline surge will have reduced

25. Use 'I' statements: 'Danny 'I' need you to return to your seat now, thanks'; I expect you Danny to have completed Q1-5 by 10.10am. I will be asking you then to share your answers with your writing partner.'

26. Allow Danny take-up time (TUT) to comply with instructions. Follow up with the Language of Choice if TUT isn't working. 'Danny if you continue to choose not to return to your seat you will be choosing to stay behind over break to complete your work.'

27. Distract and refocus Danny by; Asking him a direct question - Danny, what should you be doing? How can I help?

Using his name, 'Danny' + giving him the look (making eye contact) + adding in an appropriate non-verbal signal

28. Agree a private non-verbal signal to let Danny know when he's off task

29. Plan and agree legitimate opportunities for movement - e.g. give Danny a specific errand, either within or without the class.

Tiny Achievable Tickable Targets Instructions

Children beyond the normal motivational procedures such as your incentive and Golden Time systems will need to move onto the TATTs strategy. This involves letting go of the idea that this child can keep to the Golden Rules all the time. You need to negotiate with them specific times (using sand timers) during which they keep the Golden Rules for short periods. If the child reaches this target they will have a star/dot put into an appropriate box. You will agree tiny, easy targets at first which can be more challenging as each is reached. The secret of success lies in the agreed privilege which will accompany reaching the target. It is best when the child has a self-esteem reward, for example helping in another class/helping the caretaker. It is also best if you choose a different child from the class to accompany them each day as this encourages the others to support the child. Sometimes the most appropriate reward is a class certificate signed by all the children.

Tiny Achievable Tickable Targets

| | Early Morning Class | Break | Mid Morning Class | Lunch | Afternoon Class |
|------------------|----------------------------|--------------|--------------------------|--------------|------------------------|
| Monday | | | | | |
| Tuesday | | | | | |
| Wednesday | | | | | |
| Thursday | | | | | |
| Friday | | | | | |

My target is to get _____ stickers each day.

If I achieve my target I can _____

Signed _____ (Teacher)

Signed _____ (Child)



Omagh County PS
Weekly Behaviour Report

Name _____ Class: _____ Date: _____

| DAY | CLASS | BREAK | LUNCH | COMMENT |
|-----------------|-------|-------|-------|---------|
| MONDAY | | | | |
| TUESDAY | | | | |
| WEDNESDAY | | | | |
| THURSDAY | | | | |
| FRIDAY | | | | |
| OVERVIEW | | | | |

Parent's Signature

Date:

Principal's Signature

Date:

Form to be retained in child's file



OMAGH COUNTY PS

RISK REDUCTION ACTION PLAN

| BEHAVIOUR | VERY LIKELY 5 | LIKELY 4 | QUITE POSSIBLY 3 | POSSIBLE 2 | UNLIKELY 1 | FREQUENCY | | RISK FACTOR | |
|-------------------------------|---------------------|-------------|------------------------|---------------|---------------|-----------|---|----------------|-------|
| | | | | | | Hourly | 5 | | Daily |
| Disruption | | | | | | | | | |
| Vandalism | | | | | | | | | |
| Bullying | | | | | | | | | |
| Fighting | | | | | | | | | |
| Violent and aggressive | | | | | | | | | |
| Angry outbursts | | | | | | | | | |
| Kicking | | | | | | | | | |
| Punching | | | | | | | | | |
| Swearing | | | | | | | | | |
| Impulsive Dangerous Behaviour | | | | | | | | | |
| Self Harms | | | | | | | | | |
| Medically related behaviour | | | | | | | | | |
| Threatening and abusive | | | | | | | | | |
| Other (Please specify) | | | | | | | | | |

RISK FACTORS

| SCORE | RISK |
|-------|-----------|
| 25 | Very High |
| 15-20 | High |
| 8-12 | Medium |
| 6-10 | Low |
| 1-5 | Very Low |

Guidance for Supervisory Assistants and Classroom Assistants **Engaged in Lunchtime Supervision**

The playground must be a happy place where all children are well behaved and feel secure. All staff have a key role to ensure high standards of behaviour are maintained.

There is an expectation that all children will keep the Golden Rules and enjoy all their Golden Time.

Taking responsibility for a designated area of the playground will ensure the supervisors' presence will be observed by all children.

A child breaks a Golden Rule.

1. The adult speaks to the child about the inappropriate behaviour and if repeated a Warning is given (Child's name is placed on a post it note).
2. The child has an agreed time (rest of the day/to the end of the week) to earn the post it note back from the supervisor.
3. If the child cannot behave as expected the supervisor will give the teacher the post it with the child's name on and their teacher records it in their book or on the lost Golden Time sheet.
4. Where there is more serious incident in the playground where for example a child has been hurt due to foul play the child and sent to the Principal. The incident will be recorded in the Behaviour Incident Book with a loss of Golden Time and other appropriate sanctions.

Checklist for Supervisory Assistants

It is important that supervisory assistants deal with any undesirable behaviour is dealt with at the time of the incident. It is easier to deal with the matter when there is first- hand experience of the issue.

In resolving any issue remember to:

- Focus on the issue rather than the individual/s
- Defuse situation as quickly as possible
- Keep calm
- Be fair
- Be consistent

Supervisory Assistants must however report all undesirable behaviours to the child's class teacher.

Procedure for Issuing Red Cards

Children will be given a Red Card for serious inappropriate behaviour Eg

- Disregarding adults within the school
- Stealing
- Physically/emotionally hurting someone
- Serious physical/verbal threat made to staff
- Displaying violence
- Leaving school without permission Deliberate injury to/striking another child
- Use of bad or inappropriate language
- Regularly not completing homework
- Destruction of property
- Repeatedly breaking safety rules.

Red Cards will be given to children **only** by teachers

Classroom Assistants, Supervisory Assistants the Caretaker and Secretary **must only issue warnings**

Teacher will keep a record misdemeanour and log the loss of Golden Time in their class incident book