

Gossops Green Primary School



Behaviour Policy (including Anti-Bullying)

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| Approved by: LGB |
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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Vision

- To create an environment in which children can develop as caring and responsible people, regardless of gender, social background, race, ethnicity, special educational needs or disabilities, young carers duties or sexual orientation
- To foster self-respect, consideration and respect for others, respect for authority, care for the environment and a spirit of cooperation. This includes good attendance and punctuality
- To actively teach the connection between an individual's rights and responsibilities
- We aim to establish parent partnerships that respects and values their contribution and appreciates that their support in the processes of teaching and learning are vital for children's educational and emotional well-being with all parents annually signing the Home-School Agreement and the Parent Code of Conduct in their child's diary to support this
- All members of the School Community will work to develop a clear understanding of our policy and apply it with a consistent approach

3. Legislation and Statutory Requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the *Education Act 2002*, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88 to 94 of the *Education and Inspections Act 2006*, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the *Education (Independent School Standards) Regulations 2014*; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

4. Definitions

4.1 Good Behaviour is defined as:

- Making good choices that lead to positive outcomes
- Everyone demonstrating good manners
- Exhibiting consideration and empathy towards others
- Children being actively engaged, listening well and fully participating with their learning
- Playing fairly on the playground, being kind and respectful to others
- Following the instructions of staff and speaking respectfully to them
- Walking quietly and calmly when inside the building
- Sitting quietly in assemblies, listening carefully and participating appropriately
- Always using kind words, hands and feet
- Respecting and taking care of property and the school environment
- Demonstrating all the relevant above behaviours outside of school, including online
- Demonstrating inclusive attitude which respect the diverse school community

Adults, including parents, are expected to follow the same principles as pupils

4.2 Unconscious distressing conduct is defined as:

- Using inappropriate language that staff have reason to believe, the child does not fully understand.
This could include, but is not limited to:
 - Anti-LGBTQ+ language
 - Racist language
 - Swearing
 - Sexualised terminology
- Making gestures or actions that staff have reason to believe, the child does not fully understand

4.3 Misbehaviour is defined as:

- Disruption in lessons which prevents themselves and/or others from learning
- Disruption around the school and at break and lunchtimes
- Refusal to complete work appropriately
- Showing a lack of respect for others
- Poor attitude
- Not following adult instructions
- Communicating inappropriately with their peers online

4.4 Serious misbehaviour is defined as:

- Repeated breaches of the behaviour expectations
- Physical abuse (towards pupils and/or adults) such as significant hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Online behaviour that facilitates, threatens and/or encourages abuse
- Fighting (including retaliation)

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Discriminatory behaviour (including):
 - Racism
 - Sexism
 - Anti-LGBTQ+
- Swearing
- Abuse in intimate personal relationships between peers – child-on-child abuse
- Sexualised behaviours (from paragraph 49 from KCSIE)
 - sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
 - upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Vandalism
- Theft
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- Possession of any prohibited items. These may include, but are not limited to:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Responding to Incidents

5.1 All incidents will be investigated by a member of staff and the response of the school will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Whilst we will not tolerate poor behaviour, we will not demonise anyone. We will support and listen to all of the pupils involved and the alleged perpetrators will be offered support so that they can change their future behaviour. We will also consider the age of the alleged perpetrator. Due to a wider-societal culture of victim blaming, pupils may be afraid of reporting incidents of abuse and harassment reflects on them. However, at Gossops Green we create a culture ethos of respect, tolerance, acceptance and diversity, making it easier for all pupils to call out incidents and for anyone to get away from inappropriate behaviour. This is support by our RHE and PSHE curriculum, which covers what respectful behaviour looks like and how to be good citizens.

5.2 Our pupils know that we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

5.3 School's response

5.3a How the school will respond to in-school distressing conduct or misbehaviour

When a child reports a concern, the member of staff will act immediately, however small the incident is perceived to be. Staff will always:

- Listen to the alleged victim
- Listen to the alleged perpetrator
- Consult with any witnesses
- Offer support to the victim
- Respond to the perpetrator in a proportionate way, in line with this policy:

Unconscious distressing conduct (see section 4.2) – explain why this behaviour wasn't ok and ask the child to apologise on the spot

Misbehaviour (see section 4.3) – the response will be in line with section 7 of this policy

Serious misbehaviour (see section 4.4) – the response will be in line with section 7 and 8 of this policy.

Allegation – see Child Protection and Safeguarding policy

5.3b How the school will respond to out-of-school distressing conduct or misbehaviour

Although we have no control over incidents outside of school, we will inform parents of all involved of any reported incidents. However, if the children are wearing school uniform, we reserve the right to impose sanctions within school as a result of the child bringing the reputation of the school into disrepute.

Furthermore, the school may need to act where behaviour outside of school impacts on behaviour in school.

6. Rewards

6.1 Individual

- Verbal Praise – this is used by all staff regularly to reinforce good behaviours
- Recorded Praise – evident in pupil's work, around the classroom / school (on display) or in the newsletter / school website
- Teachers' own Reward System – this may be supported by the use of the agreed Peg Chart (see Appendix C and D)
- Informing Parents – verbally or through written communication in their child's Home-School Diary
- Stickers – awarded for good behaviour or good work
- House Points – awarded to individuals by staff for positive behaviours or effort with their learning
- Gold Card – for exceptional effort or achievement in area of school life. The recipients will be seen by the Principal, their achievement will be celebrated and they will be given a Gold Card to take home. This can be awarded for effort or achievement both inside and outside of the classroom
- Star Learner of the Week – one child is chosen from every class each week and a certificate awarded in the final assembly of the week
- Good Citizen Award - one child is chosen from every class each week and a certificate awarded in the final assembly of the week
- Tregear Trophy – a memorial shield is awarded every July to two Year 6 pupils (one boy and one girl) for sustained contribution to the life of the school
- Sportsman Cup – awarded every July to one Year 6 pupil who has contributed to the sporting life of the school, by having a positive attitude

6.2 Collective Rewards

- House points – collated at the end of the week into team totals and the winning team awarded with a token which is added to the display. These totals are announced each half term
- House Cup – awarded annually
- Sports Day Cup - awarded to the winning house team at the end of each Sports Day
- Class reward systems used by the teachers which lead to earned class rewards
- TT Rockstars – any class achieving 100% participation weekly is rewarded with an extra break. Any class that achieves 85% participation is rewarded with a star – five stars in a half term is rewarded with an extra break
- Attendance – if a class achieves <95% in a half term they receive an extra break
- Mealtime Mindfulness – the KS2 class each week with the ‘Best Manners’ is awarded an extra break. In KS1 and EYFS – the 6 children with the best manners are invited to the Golden Table on a Friday

7. Behaviour Management Strategies

See Classroom Behaviour and Consequences Chart – (Appendix A)

7.1 In class

Start on the appropriate action in accordance with Appendix A

- **Non-Verbal Warning** – such as a ‘look’ to show the child their negative behaviour has been recognised
- **Verbal Warning** – clear and precise, referring to the consequences of continued poor behaviour
- **1st Visual Warning – Agreed class-based system** - poor behaviour following an ignored verbal warning will result in the use of the agreed peg chart or other established, effective, tiered class behaviour management system
- **2nd Visual Warning** - as above
- **Time Out** - this is both a ‘calm down’ action and /or a consequence. The child will be sent to their Year Leader. A written note will be put in their Home-School Diary and the teacher will record on CPOMs if this happens more than once
- **Involvement of Senior Leadership Team (SLT)** - if the child continues to be disruptive/refuse to work for the Year Leader, a member of SLT should be called upon to offer support. This may result in the child spending time in the HUB
- **HUB** – Year Leaders/SLT will send all children who reach Level 3 (on *Appendix A – Behaviour and Consequences Chart - Classroom*) to the HUB at lunchtime. See section 7.3

7.2 Playtime/Lunchtime Sanctions

See Behaviour and Consequences Chart – Playtime and Lunchtime (Appendix B)

- **1st Verbal Warning** – for a Level 1 incident
- **2nd Verbal Warning** - for a further Level 1 incident
- **Time Out** – following two Level 1 incidents or in response to a Level 2 incident. Adult sends the child to sit on the outside wall for 5mins or if in the lunch hall, move and sit alone
- **HUB** - The child will be sent to the HUB (Helping Understand Behaviour) in response to a Level 3 (on *Appendix B – Behaviour and Consequences Chart – Playtime and Lunchtime*). See section 7.3

7.3 The HUB (Helping Understand Behaviour)

The HUB is a space for children to reflect on their behaviour and to help them understand the consequences of this behaviour. It is staffed every lunchtime, by a member of the Nurture Team.

If a child’s behaviour is listed under Level 3 on Appendix A or B, the child will be sent to the HUB at the next opportunity – for 15mins if they are in EYFS or KS1 and 30mins if they are in KS2(this may roll over to the next

day). Incidents listed under Level 4 or 5, dealt with by the Principal or Deputy, are also likely to result in the child spending extended time in the HUB. This will be recorded on CPOMS by the member of the Nurture Team in the HUB and a member of SLT will be informed. While they are in the HUB, children will be supported to reflect on their behaviour and consider:

- Why they made the behaviour choice
- The impact on them and the people around them
- How they could make a better choice going forward

7.5 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy. Please refer to our Child Protection Policy (Sept. 2022), Section 6.9 and 9.4 for more information on responding to allegations of abuse. The Principal will also consider the pastoral needs of staff accused of misconduct.

8. Further Sanctions and Support

The following sanctions may be applied dependent on the severity of the circumstance. These may be administered or agreed by any member of the Senior Leadership Team (SLT) or SENDCO.

8.1 Next Steps (to support repeatedly challenging behaviour)

- **Action 1 Reward Chart - Individual Class-Based**
- **Action 2 Positive Behaviour Plan (PBP)** – should the individual class-based Reward Chart be ineffective, a six-week PBP will be put in place, involving both pupil and parents (see Appendix E)
 - **Purpose** – In order to engage parents and pupils in taking responsibility for pupil behaviour and finding ways together, to ensure a positive outcome
 - **Who** – It is for those pupils who we see a pattern of regular and unacceptable behaviour emerging
 - **What** – A maximum of three targets are agreed between the teacher and the pupil
 - **Process** - Rewards, sanctions and an agreed length of monitoring time are set by the teacher and pupil. Teacher and parents monitor weekly for agreed time, 3 – 6 weeks
- **Action 3 Weekly Report Record** (see Appendix F) – following a meeting between a member of SLT, the class teacher and parents / carers, the child will be placed on Weekly Report
 - **Purpose** - In order to engage parents and pupils in taking responsibility for pupil behaviour and finding ways together, to ensure a positive outcome
 - **Who** - It is for those pupils who have not been successful with a PBP or where behaviour has deteriorated very quickly and seriously. For those who are at risk of being excluded
 - **What** - A two-week report record will be put in place that records behaviour on a session-by-session basis, using a colour system. One target is set and agreed between the child, and the class teacher. The parent/carer is informed. This is signed by parents daily and by SLT at the end of the week
 - **Process** – Report card must be coloured at the end of each session and signed by the teacher at the end of the day. Parents sign the report daily. A member of SLT and the teacher discuss the pupil's progress at the end of each week. A member of SLT will speak to the parent at the end of the process to give a progress report/outcome
 - **Record** – Scans of the report card to be put on to CPOMS
- **Action 4 Sent to Principal** – Parents / Carers will be required to attend a meeting with the Principal to discuss how the behaviour can be managed, going forward

8.2 Individual Behaviour Plan (IBP) - (see Appendix G)

If a child's behaviour is persistently deemed a risk to him/herself or others, an IBP will be put in place. The parent/carer will be informed and asked to sign a copy. This will be reviewed at the end of each term

8.3 Loss of privileges

After school activities, including representing the school at team sports or on school outings, may be missed if a child's behaviour is poor

8.4 Continuous poor behaviour or serious misbehaviour

For continuous poor behaviour or serious misbehaviour (see Section 4.4), a child may be excluded, either internally or for a fixed term

- **Internal Suspension** – The excluded child will be in school, overseen by an adult, but will be unable to have contact with other pupils. This may be used when a child is at risk of fixed term or permanent exclusion
- **Suspension** – normally this only occurs if there is a history of interventions that have failed – except in extreme cases. Parents will normally have had warning that this is the next stage. It is a very serious and rarely used sanction
- **Permanent Exclusion** – in the most serious cases, a child may be permanently excluded

8.5 Suspension / Exclusion Process

- Whenever a pupil is suspended from school, the parent/carer is notified immediately by phone and will be given documentation recording the incident and the suspension
- Work is set by the school for the pupil to complete
- The Chair of Governors is informed that a suspension has occurred
- A re-integration meeting (parents and child) is held when the pupil returns to school.
- Within one school day of a permanent exclusion or a suspension of longer than five days duration in any one term, the Local Authority and Local Governing Body are informed
- The school follows the Local Authority guidance on exclusion

9. Mindfulness Mealtimes

Mindfulness Mealtimes ensures pupils have the opportunity to focus on enjoying their food, developing awareness of etiquette and good table manners, in a respectful and calm environment. Simple visual aids are displayed to encourage pupils to take responsibility for noise levels whilst calm music is played to enhance the ambience. The pupils attention is gained through the use of chime bars – we do not use a whistle. Pupils experience a minute's mindful silent reflection if noise levels are too raised, and this helps to re-set expectations.

10. Bullying

Bullying is any deliberate, hurtful, upsetting, frightening, humiliating or threatening behaviour by an individual or a group that intentionally hurts another individual or group either physically or emotionally. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember **STOP** – it happens **Several Times On Purpose**)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

- Difficult to defend against

Bullying is **not**

- The *odd occasion* of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone
- When children fall out or say things because they are upset

When occasional problems of this kind arise it is not classed as bullying, it is an isolated incident. **It is an important part of children's development to learn how to deal with friendship breakdowns and develop social skills to repair relationships.**

Whole school initiatives and proactive teaching strategies, (primarily through our PSHE and RHE curriculum) will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

11. Reasonable Adjustment

The school recognises its legal duty under the Equality Act 2010 to prevent certain pupils from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. Therefore, Gossops Green is an inclusive school and prioritises the need for an equitable education. We recognise that some pupils may, at times, require adults in the school to make reasonable adjustments when applying our behaviour policy, in order to support individual needs. It is important that we understand the meaning behind some pupils' behaviour in order to support their difficulties. Some of our pupils come with a range of communication and social interaction challenges. Some may have attachment difficulties and may have heightened anxiety when presented with certain situations. Examples of such students might include:

- a. Students experiencing SEED (social, emotional, economic disadvantage)
- b. Students with SEND
- c. Looked after children and previously looked after children
- d. Students with English as an additional language
- e. Students who act as young carers
- f. Minority ethnic and faith groups, travellers, asylum seekers and refugees

Whilst it is important to acknowledge the need to personalise support, we do not accept these reasons as excuses for significantly inappropriate behaviour. All students are expected to adhere to the behaviour policy at all times and will be supported to do so by all adults within the school.

Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, Medical Practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Parents will always be consulted, advised of this involvement and outcomes will be shared.

12. Use of Reasonable Force

We follow agreed procedures outlined in the Gossops Green Safe Handling Policy. Incidents of physical restraint are always reported to parents and recorded on CPOMs.

13. Roles and Responsibilities

13.1 The Local Governing Body (LGB)

The LGB is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

13.2 The Principal

- The Principal is responsible for reviewing this behaviour policy
- The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently

13.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
 - Serious incidents recorded on CPOMS
 - Class teachers responsible for keeping records of behaviour
- Providing a challenging, interesting and relevant curriculum
- To treat all children fairly and with respect

13.4 Parents

Parents are expected to:

- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Be aware of and support the school rules and expectations
- Foster good relationships with the school

13.5 Pupil Responsibilities

Pupils are expected to:

- Work to the best of their ability and allow others to do the same
- Treat others with respect
- Take care of property and the environment around the school
- Follow instructions of school staff
- Speak out if they are worried or concerned about any kind of abusive behaviour they have experienced or witnessed, inside and outside of school, including peer on peer

14. Searching and Confiscation

Any prohibited items (listed in section 4.4) found in pupils' possession will be confiscated. These items will not be returned to pupils

We will also confiscate any item which is harmful or detrimental to school discipline. These items will only be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

15. Training

- Our staff are provided with training on managing behaviour as part of their induction process
- Behaviour management will also form part of continuing professional development

- Staff are given opportunities to discuss effective practice and raise any issues or concerns they have about behaviour of a pupil in school
- Identified staff are fully trained in Safer Handling and this is renewed where necessary

16. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection policy
- Safe Touch and Positive Handling policy

APPENDICES

APPENDIX A

Behaviour and Consequences Chart – Classroom

See behaviour policy for further steps to support behaviour.

| | Level | Behaviour | Consequence |
|-----------|-------|--|--|
| Classroom | 1 | <u>Low level disruption e.g.</u> <ul style="list-style-type: none"> • Calling out/constant chatting • Interrupting/ silly noises • Ignoring instructions • Being silly/pushing in line • Throwing/flicking small objects/being silly • Wandering around the classroom • Not following any other established classroom rule • Refusing to work • Answering back/walking away • Purposeful disruption of teaching and learning • Rude/ inappropriate responses • Taunting/teasing/winding up • Breaking equipment through silliness • Rough play (EYFS/Y1) • Leaving the classroom without permission • Deliberately not telling the truth (lying) | Application of the behaviour policy. <ol style="list-style-type: none"> Non-verbal warning Verbal warning Visual warning – class-based system - peg down, name on board etc. Visual warning – as above |
| Classroom | 2 | <ul style="list-style-type: none"> • Repeat occurrence of level 1 behaviour after warnings • Rude/threatening gestures • Name-calling | Time Out – this is both a ‘calm down’ action and /or a consequence. The child will be sent to their Year Leader. A written note will be put in their Home-School Diary and, if this happens more than once, the teacher will record on CPOMs. |
| Classroom | 3 | <ul style="list-style-type: none"> • Continued repetition of any of the above during Time Out with Year Leader • Deliberately aiming and throwing objects at someone • Harming someone • Intimidating others • Purposeful damage to property • Swearing (physical or verbal) • Sexist discrimination • Unconscious distressing conduct - Using inappropriate language that staff have reason to believe, the child does not fully understand. <i>(see 4.2 of the behaviour policy)</i> | Involvement of Senior Leadership Team (SLT) - a member of SLT should be called upon to offer support. HUB – The child will be sent to the HUB during the next lunchbreak (15mins EYFS and KS1/30mins KS2) |
| Classroom | 4 | <ul style="list-style-type: none"> • Continued repetition of any of the above • Discriminatory Behaviour, including: <ul style="list-style-type: none"> ○ Racism ○ Anti-LGBTQ+ language • Sexualised behaviour • Serious harm to others • Purposefully throwing dangerous objects with the aim of causing harm • Serious damage to property • Threatening physical violence • Stealing • Leaving school premises | Taking into consideration age and additional needs of perpetrator: Principal/Deputy Involvement – likely to lead to further sanctions or support (see Section 8 of the Behaviour Policy) May lead to Internal Suspension or Suspension |
| Classroom | 5 | <ul style="list-style-type: none"> • Continued repetition of any of the above • Extremely violent behaviour • Harmful Sexual Behaviour (HSB) • Serious physical abuse to pupils or staff | Suspension In the most serious cases Permanent Exclusion could follow. |

March '23

APPENDIX B

Behaviour and Consequences Chart – Playtime and Lunchtime

See behaviour policy for further steps to support behaviour.

| | Level | Behaviour | Consequence/Action |
|------------------------|-------|---|--|
| Playground/ Lunch Hall | 1 | Low level disruption e.g. <ul style="list-style-type: none"> Refusing to listen to adult instructions Pushing in the line/talking in the line Answering back to an adult Not playing fairly In the building without permission Shouting across the lunch hall Throwing/dropping food at others or on the floor Bad table manners – spitting food etc | i. Verbal warning ii. 2 nd Verbal warning iii. Time Out - following two Level 1 incidents an adult sends the child to sit on the outside wall for 5mins or if in the lunch hall, move and sit alone. |
| Playground/ Lunch Hall | 2 | <ul style="list-style-type: none"> Repeat occurrence of level 1 behaviour after warnings Arguing with an adult Walking away from an adult Rude/ inappropriate responses Rude/threatening gestures Taunting/teasing/winding up Name-calling Use of swear words Misuse of equipment, causing it to break Rough play Deliberately not telling the truth (lying) | Taking into consideration age and additional needs of perpetrator: Time Out - an adult sends the child to sit on the outside wall for 5mins or if in the lunch hall, move and sit alone. |
| Playground/ Lunch Hall | 3 | <ul style="list-style-type: none"> Continued repetition of any of the above following Time Out Purposeful damage to property Physically hurting someone with malicious intent Deliberately aiming and throwing objects at someone with malicious intent Fighting Intimidating others Swearing (physical or verbal) Sexist discrimination Unconscious distressing conduct - Using inappropriate language that staff have reason to believe, the child does not fully understand. (see 4.2 of the behaviour policy) | Taking into consideration age and additional needs of perpetrator: Taken to the HUB - this may roll over to the next day (15mins EYFS and KS1/30mins KS2). |
| Playground/ Lunch Hall | 4 | <ul style="list-style-type: none"> Continued repetition of any of the above, over time Discriminatory Behaviour, including: <ul style="list-style-type: none"> Racism Anti-LGBTQ+ language Sexualised behaviour Serious harm to others On-going bullying or inciting others to bully Verbal or physical abuse of staff Threatening physical violence Serious damage to property Purposefully throwing dangerous objects with the aim of causing harm Stealing Leaving school premises | Taking into consideration age and additional needs of perpetrator: Principal/Deputy Involvement – likely to lead to further sanctions or support (see Section 8 of the Behaviour Policy) May lead to Internal Suspension or Suspension |
| Playground/ Lunch Hall | 5 | <ul style="list-style-type: none"> Continued repetition of any of the above Extremely violent behaviour Harmful Sexual Behaviour (HSB) Serious physical abuse to pupils or staff | Suspension In the most serious cases Permanent Exclusion could follow. |

March '23

APPENDIX C

Star Learners



Amazing

4



Fantastic Effort

Ready to Learn

3



Disappointing

2



One Warning

Learning needs to improve

Poor

1



Two Warnings

Learning has stalled

Time Out and parents informed

APPENDIX D

Star Learner



Amazing

6



Fantastic Effort

Good

5



Good Effort

Ready to Learn

4



Disappointing

3



One Warning

Learning needs to improve

Poor

2



Two Warnings

Learning has stalled

Unacceptable

1



Three Warnings

Learning has stopped

Stay in to catch up and a note in diary

APPENDIX E



| Name: | | Start Date: | | |
|--|-----------------------|-----------------------------------|-------------------|------------------------|
| Class Teacher: | | Review Date (6 weeks from start): | | |
| My Individual Positive Behaviour Plan | | | | |
| My Targets | What do I need to do? | Who is going to help me? | Agreed reward | Agreed consequence |
| | | | | |
| | | | | |
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| | | | | |

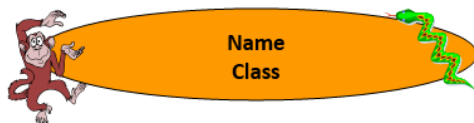


| Have I made progress this week? | | | | | |
|---------------------------------|--|--|--|--|--|
| Tick ✓ for each target | | | | | Additional comments from me and the adults who work with me: |
| Week 1 | | | | | |
| Week 2 | | | | | |
| Week 3 | | | | | |
| Week 4 | | | | | |
| Week 5 | | | | | |
| Week 6 | | | | | |

| | |
|--|---|
| Signatures | |
| Pupil..... | Teacher..... |
| Parent (week 1)..... Date:..... | Parent (week 6)..... Date:..... |
| Tick agreed action after six weeks | |
| <input type="checkbox"/> Continue with behaviour plan. | <input type="checkbox"/> Behaviour plan no longer needed. |



APPENDIX F



Name
Class

My targets:

•

| | Monday | | | Tuesday | | | Wednesday | | | Thursday | | | Friday | | |
|---------------------------|--------|--|--|---------|--|--|-----------|--|--|----------|--|--|--------|--|--|
| Date | | | | | | | | | | | | | | | |
| Morning task | | | | | | | | | | | | | | | |
| Lesson 1 | | | | | | | | | | | | | | | |
| Assembly | | | | | | | | | | | | | | | |
| Break | | | | | | | | | | | | | | | |
| Lesson 2 | | | | | | | | | | | | | | | |
| Lunchtime | | | | | | | | | | | | | | | |
| Afternoon Lesson | | | | | | | | | | | | | | | |
| Home Time | | | | | | | | | | | | | | | |
| What has gone well today? | | | | | | | | | | | | | | | |
| Signed by teacher | | | | | | | | | | | | | | | |
| Signed by home | | | | | | | | | | | | | | | |

This Success Chart must be brought to school and be signed by a parent daily. If this is not achieved you will need to visit Mrs Dunne to explain why not.

| |
|---|
| Colour the box in green if you have achieved your targets! |
| Colour the box in yellow if you have had to be reminded more than twice about your targets. |
| Colour the box in red if you have not achieved your targets. |



IBP – Individual Behaviour Plan

| | | | | |
|-----------------------------|--|-----|--|-------|
| Name | | | | photo |
| Year Group | | | | |
| Class | | | | |
| Diagnosis/Medical Condition | | | | |
| SEND/EHCP | | | | |
| SALT Needs | | PSP | | |
| Agencies | | | | |

| Previously Seen Triggers / Known Triggers | Behaviours Previously Displayed |
|--|--|
| <ul style="list-style-type: none"> | <ul style="list-style-type: none"> |

| Stages | Behaviour | Actions |
|---------|-----------|--|
| Stage 1 | | |
| Stage 2 | | |
| Stage 3 | | |
| Stage 4 | | Parents/Carers called Fixed Term Suspension |

| | |
|---------------------|--|
| Parent Signature | |
| Date | |
| Date to be Reviewed | |