



## Behaviour Policy

<b>Chair of Governors:</b> Mr Shrivastava	<b>Headteacher:</b> Miss Cotchin
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### 1. Aims

This policy aims to:

- 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 consequences**

### 2. Introduction - Atmosphere and Ethos of School

We are a nurturing school and believe all behaviour is a form of communication. Our aim is that our values curriculum underpins all we do to promote good behaviour and relationships. We encourage our pupils to be the best version of themselves and make appropriate choices.

We are very proud of our pupils at our school. We aim to be consistent with our approach so that our pupils and staff know what we expect from them and what they can expect from us. High expectations are promoted at all times, within all aspects of school life.

All members of staff are responsible for helping to maintain the standard of behaviour in the school. Good behaviour is based on mutual respect and trust between pupils and staff. Pupils are taught to have a sense of pride in their school, and in their environment. We follow a positive behaviour approach.

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor attitude
- Non-completion of classwork or homework
- Incorrect uniform
- Leaving classrooms without permission
- Refusing to return to the classroom

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Significant disruption of learning or disruption of school life
- Damage to property
- Any form of bullying or child-on-child abuse

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation. A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual
- Sexual harassment which is unwanted behaviour of a sexual nature which: violates your dignity, makes you feel intimidated, degraded or humiliated, creates a hostile or offensive environment.
- Vandalism
- Theft
- Fighting
- Smoking / vaping
- Violence towards staff
- Racist, sexist, homophobic or discriminatory behaviour

### Possession of any prohibited items

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). These could be; knives or weapons, alcohol, illegal drugs, stolen items, tobacco/cigarette papers, e cigarettes / vapes or Fireworks.

**Any prohibited items 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 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](#). Searching will be carried out with consent of the pupil unless staff believe that a pupil has a prohibited item, in which case a search may be carried out without consent.

School staff will liaise with the police or other agencies if pupils are found to be in possession of any illegal item, including, data, images or videos on a pupil's phone. We reserve the right to delete any data or files from a pupil's mobile phone if we have a good reason to do so. If items are deleted, parents will be informed what was deleted and why.

## 4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Homophobic	Name calling, spreading rumours, teasing about a pupil's sexual orientation or believed sexual orientation
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## 5. Rights and Responsibilities

We believe that everyone in the school community has rights and responsibilities.

These are:

<p><b>Rights of Pupils</b></p> <ul style="list-style-type: none"> <li>To be able to learn to the best of their ability</li> <li>To be treated with consideration and respect</li> <li>To feel valued</li> <li>To feel happy</li> <li>To be listened to by adults</li> <li>To feel safe</li> <li>To be treated fairly</li> </ul>	<p><b>Responsibilities of Pupils</b></p> <ul style="list-style-type: none"> <li>To be polite, kind and helpful to everyone</li> <li>To refrain from behaving in a way that brings the school into disrepute, including when outside school</li> <li>To behave in an orderly and self-controlled way</li> <li>To show respect to members of staff and each other</li> <li>In class, make it possible for all pupils to learn</li> <li>To move quietly around the school</li> <li>To treat school buildings/school property with respect</li> <li>To wear the correct uniform at all times</li> <li>To accept consequences when given</li> <li>To work well and try their best</li> <li>To follow instructions given by staff</li> </ul>
<p><b>Rights of Staff</b></p> <ul style="list-style-type: none"> <li>To be treated with respect by pupils, parents and colleagues</li> <li>To be treated as professionals</li> <li>To be able to teach without unnecessary interruption</li> <li>To feel safe</li> <li>To be able to come to work without being harmed verbally or physically</li> </ul>	<p><b>Responsibilities of Staff</b></p> <ul style="list-style-type: none"> <li>To implement the behaviour policy consistently</li> <li>To model positive behaviour</li> <li>To provide a personalised approach to the needs of particular pupils (e.g. Wellbeing Plan)</li> <li>To create a safe environment</li> <li>To treat everyone with consistency and respect</li> <li>To communicate regularly with parents at a mutually convenient time</li> <li>To ensure that children know what is expected of them</li> <li>To record behaviour incidents on CPOMS</li> </ul>
<p><b>Rights of Parents</b></p> <ul style="list-style-type: none"> <li>To be treated fairly and with respect</li> <li>To know their children are safe</li> <li>To be able to raise concerns with staff</li> <li>To be supportive and involved if difficulties arise</li> </ul>	<p><b>Responsibilities of Parents</b></p> <ul style="list-style-type: none"> <li>To get their children to school on time, ready to learn</li> <li>To treat staff with respect</li> <li>To inform the school of any changes in circumstances that may affect their child's behaviour</li> <li>To discuss any behavioural concerns with the class teacher promptly</li> <li>To reinforce and support the School Behaviour policy and Wellbeing Plans</li> <li>To recompense the school for damages their child makes</li> </ul>

## Responsibilities of Governors

The Full Governing Body is responsible for reviewing and approving policy. They will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness. The

governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. They will support the school in reinforcing the School Behaviour policy and support staff, pupils and parents.

## 6. List of rewards and consequences

We encourage and promote *positive* behaviour using a range of strategies. This is not a definitive list - teachers will select, modify, alter and add to them as appropriate.

Positive behaviour will be rewarded with:

- Positive language to emphasise desired behaviours and attitudes
- Non-verbal communication e.g. a smile, thumbs up or a reassuring nod
- Highlighting excellent work and/or working habits to the class
- Complementing pupils who are working well
- Use of house points as individual accrual of points and contributing towards a weekly total for their house; reinforcing the team element. Children earn a certificate that is presented in a whole school assembly for every 50 house points. The weekly House Point team will be displayed
- Using the gem incentive system to promote good examples of behaviour of individuals and/or groups of children against the School Values, SMSC (Spiritual, Moral, Social and Cultural) and BV (British Values)
- Giving children responsibilities or privileges and various individual monitors
- Sending children to the Year leader, or a member of SLT (Senior Leadership Team) or a colleague for praise
- Reinforcing successes in assemblies
- Use of daily behaviour traffic light system

In order to be moved up to the star pupils need to:

- Show our motto and going above and beyond – aim high, work hard, be kind
- Demonstrate LORIC characteristics
- Show additional research into topics being studied outside of the classroom
- Discussions with individuals, classes or the whole school highlighting the positive behaviour to marginalise unacceptable behaviour
- Communications, telephone calls or conversations with parents to inform them how well their children are doing.
- Display and celebration of children's work
- Enrichment Time
- Star of the Week, Star of the half term and other praise-based certificates
- Personalised rewards as part of Wellbeing Plans or pastoral support

Consistent standards and expectations are essential to ensure fairness. The school may use one or more of the following consequences in response to unacceptable behaviour:

- Non-verbal communication e.g. a frown, shaking of head
- Comment aimed at returning the child to purposefully remind them of the behaviour expected
- Positively re-phrasing what a child has said e.g. if a child says, "I want a calculator!" you could say, "Do you mean - Is it O.K for me to use a calculator please?"
- Giving pupils choices e.g. "You can either complete your work now or finish it at lunchtime."
- Reflection as a strategy used to reduce the amount a child feels under pressure
- Extra work and/or repeating work until it meets required standard
- Extra written tasks i.e. apologies
- Loss of privileges, trip attendance or pupil leader roles
- Loss or direction of enrichment time
- Isolation or moving the child or children to sit in another area of the classroom
- Moving down the behaviour traffic light system
- Written and/or oral communication with parents i.e. reporting procedures and interviews
- Liaison with colleagues and, where necessary, referral to the SLT or Head

- Removal from the classroom to work in a link class or supervised by a member of the extended leadership team – agreed in advance with SLT
- Referral to the SENCo (Special Educational Needs Coordinator) & external support agencies such as the Education Psychology Service or Pupil Referral Unit
- Suspensions for a fixed period of time or permanent exclusion

## **7. Off-site behaviour**

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, on the bus or travelling on the way to and from school. Schools have the power to sanction pupils for misbehaviour outside of the school premises.

We may use consequences for non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school in the following situations:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Where a pupil has misbehaved off site, we will follow our in-school behaviour policy to determine the consequences for the behaviour, this may include suspension or permanent exclusion.

## **8. Behaviour management**

All school staff are responsible for setting the tone and context for positive behaviour both within the classroom and around the school through a positive focus.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Set high expectations for behaviour and respect
- Display the consequence charts alongside the traffic light system to promote positive behaviour
- Be punctual at the start of lessons and when collecting pupils from locations
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Establish clear routines
- Develop a positive relationship with pupils, which may include greeting pupils in the morning/at the start of lessons, conclude the day positively and starting the next day afresh
- Follow Wellbeing Plans and EHCPs

## **9. Physical restraint/Reasonable force**

Reasonable force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

In a school, force is used for two main purposes – to control pupils or to restrain them.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Where a pupil is guided or

escorted, parents may not be informed. Parents will only be informed if there are specific additional needs or where there is an escalation in behaviour later in the day.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Incidents of physical restraint must:

- ***Always be used as a last resort***
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Recorded in the bound book (numbered pages and clear record of event)
- Recorded on CPOMS including the events that caused the behaviour and the behaviour leading to the need to restrain
- Follow the Step Up approach
- Be carried out only by Step Up trained staff

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Schools do not require parental consent to use force on a pupil.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment

The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result.

## **10. Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. 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.

Pupils with additional needs, who exhibit behaviour needs, will have a Wellbeing Plan created. The Behaviour Policy will be adapted for their needs so that expectations and consequences are appropriate.

### **11. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher during the summer term. In addition, staff members hold transition meetings to discuss pupils needs.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Wellbeing Plans will be shared with all staff working with a pupil and will be updated half termly. These will also form part of transition discussions.

### **12. Training**

Our staff are provided with training on managing behaviour. Behaviour management will also form part of continuing professional development. Staff are provided with de-escalation training through the Step On approach. A small group of staff are provided with Step Up training to enable them to restrain a pupil if needed. A staff training log is located with the IPSL who is responsible for safeguarding training.

### **13. Monitoring arrangements**

This behaviour policy will be reviewed by the head teacher and Full Governing Body every year. At each review, the policy will be approved by the head teacher.

### **14. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions DfE guidance and Bucks guidance
- Child Protection policy
- Physical Restraint Policy
- Anti-Bullying policy
- Child-on Child Abuse Policy

### **15. Suspension and Permanent Exclusion**

We continually work with pupils, parents and other professionals to support any pupils who are struggling to understand and manage their behaviour.

In some cases, we may consider it necessary to suspend a pupil for a fixed period of time or permanently exclude a pupil from the school. This decision will be made by the Headteacher following an investigation of the behaviour and the cause of the behaviour.

Parents will be informed of the reasons for the suspension and the length of suspension, or the permanent exclusion, verbally on collection of the pupil and also in writing. Parents are expected to collect pupils as soon as possible once they have been informed of the need to collect their child. If they are unable to collect, they must notify the school of another person who will collect on their behalf. Again, the person must collect as soon as possible. The pupil will not be returned to class whilst waiting to be collected. If a pupil is not collected within a reasonable time then the suspension may be rolled to the next day.

Some examples of reasons for suspension are listed below:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy e.g. vaping, alcohol, drugs
- Inappropriate use of social media or online technology
- Misbehaviour beyond the school site
- Bullying
- Racist abuse
- Theft
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Sexual abuse or harassment
- Significant or persistent disruption of school life or learning
- Damage to property or the learning environment
- Attempting to, or leaving the school site
- Unsafe behaviours including wilful and repeated transgression of protective measures in place to protect public health

### **Legislation and statutory requirements**

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [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
- Buckinghamshire County Council Exclusion Guidance September 2019 (which is a schoolsweb login required document)
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require 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
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

### **Glossary for Behaviour Charts below**

CT – Class teacher

YL – Year Leader

AHT – Assistant Headteacher

DL – Mr Liddle

DS – Mrs Skinner

DHT – Deputy Headteacher

HT – Headteacher



IPSL – Inclusion, Pastoral and Safeguarding Lead

CPOMS – Site used for logging behaviour

MDS – Midday Supervisors

TA – Teaching Assistant

ET – Enrichment Time

**Behaviour Consequences KS1/2 start the day on green positive. Positive Praise is key. Child will move back up if correct choices are made. N.B Any child who is not learning through disruptive behaviour should be kept in at lunchtime to complete work. Make link between behaviour and the consequence e.g. clean up the mess made, write an apology**

	Behaviour	Action	Consequence Timings: KS1/KS2	How will I get back up to green?
1	<b>Calling out, interrupting, silly noises, rudeness</b> Wandering around the classroom <b>Not keeping hands/feet to themselves. Ignoring instructions, pushing in the line. Name calling. Disruption</b> to learning, <b>refusals</b> to join in/work, <b>fiddling</b> to cause disruption. <b>Being somewhere without permission</b>	<b>1<sup>st</sup> verbal warning</b>	<b>Rule reminder</b> Proximity praise to others Teacher 'look' or agreed visual sign	I will do my best and work hard. <b>perseverance</b> I will work hard. <b>responsibility</b> I will own up and realise my wrong. <b>Honesty</b> I will ensure I am not disrupting others. <b>Inclusion</b>
2	<b>Repeat occurrence</b> of above	<b>2<sup>nd</sup> verbal warning</b>	<b>Warning</b> and choices, rule/consequence reminder, praise those making the right choices. Proximity praise	I will ask to be moved and take <b>responsibility</b> I will tell staff what is wrong <b>collaboration</b>
3	<b>Spitting</b> not directed at someone, <b>swearing</b> not aimed at others <b>Bullying behaviours</b> (one off instances) <b>Repeat occurrence</b> of above	<b>Name moved down to orange</b> <b>End of day orange = 3/5 mins off ET</b>	<b>Reflection within own classroom 5/10 mins</b> Child/adult move name down the behaviour display for visual reminder. Proximity praise to others	I will say sorry and reflect. <b>responsibility</b> I will show <b>respect</b> and do my work. I will show my behaviour will be better. <b>perseverance</b>
4	<b>Continued</b> occurrence of above, disruption/obstruction. <b>Inappropriate rude language</b> aimed at others. <b>Challenge of authority</b> e.g. slow movement. <b>Treating classroom without respect</b> e.g. damaging displays, damaging equipment, <b>petty theft</b> e.g. blutack, <b>graffiti</b> (walls or furniture)	<b>Named moved down to red</b> <b>End of day red = 5/10 mins off ET</b>	<b>Reflection within link classroom 10/20 mins</b> CT contact parent verbally & complete parent contact on CPOMS, alert YL & support CT if necessary	I will work hard. <b>perseverance</b> I will show my behaviour will be better. <b>Perseverance</b> I will do my reflection. <b>responsibility</b>
5	<b>Lying</b> (once proven), <b>repeat occurrence</b> of above OR <b>Continual refusal</b> to complete set tasks <b>*Serious and deliberate actions to disrupt (Call for Behaviour Team)</b>	<b>Send to link class</b> <b>10/15 mins off ET</b>	<b>Sent to link class with work 20/30 mins</b> YL conversation with child, YL contact parent verbally & complete parent contact on CPOMS (YL & CT) <b>* Behaviour Team de-escalate and send to link class</b>	I will show that I am sorry. <b>responsibility</b> I will do as my link teacher says. <b>collaboration</b> I will complete my work. <b>perseverance</b>
6	<b>Highly disruptive &amp; unsafe behaviour</b> (slapping or pushing), <b>Leaving room without permission. Deliberate, persistent known offensive/ abusive language, cheating in tests</b>	<b>Behaviour Team call DL</b> removal from class <b>15/20 mins off ET</b>	<b>Reflection time (½ day)</b> DL conversation with child, contact parent & complete parent contact on CPOMS (DL & CT)	I will promise not to act the same way again and understand that it is not ok. <b>perseverance</b>
7	<b>Stealing. Intentional</b> (with understanding) <b>racist, religious, bullying, homophobic, child-on-child sexual abuse. Behaviour targeting others, threats. Use of mobile phone / not handing in mobile phone</b>	<b>Behaviour Team call DL</b> removal from class	<b>Reflection time (½ day or full day)</b> DL conversation with child, contact parent verbally & complete parent contact on CPOMS (DL & CT)	<b>Link classes</b> These will be within the year group – YL to organise link classes
8	<b>Continued repeat of above or Extremely violent behaviour, high risk to safety of themselves or others</b> (throwing tables/chairs) <b>Serious and intentional abuse / violence</b> to staff/children (punching, biting, kicking, head butting, spitting at someone, verbal abuse). <b>Leaving/attempting to leave school premises. Disruption of school life. Vaping / having a vape in school</b>	<b>Behaviour Team call DL/DS</b> removal from class	<b>Immediate Removal</b> DL/DS conversation with child/contact parent verbally & parent contact on CPOMS. Plan an immediate meeting with parents (DL & CT) <b>Reflection time or suspension</b> agreed by HT. <i>Office/police informed (runners)</i> Behaviour Support/ IPSL/Safeguarding team involved. <b>Possible permanent exclusion</b>	

<b>Behaviour Consequences Breaktime and Lunchtime (Walkie Talkies for MDS and duty teachers at lunchtimes)</b>			
	<b>Behaviour</b>	<b>Action</b>	<b>Consequence/Script</b>
1	Teasing, interfering, name calling Running in and out of toilets/cloakrooms. Playing unsafely, being somewhere without permission	1 <sup>st</sup> warning MDS/TA	"At WH we expect you to keep our hands and feet to ourselves... or... Respect school property...or... Treat each other kindly. Let's have a great playtime."
2	Repeat of above	2 <sup>nd</sup> warning MDS/TA	"This is your second reminder. We expect you to... If you continue, you are choosing a behaviour consequence. Please make the right choices."
3	Spitting not directed at someone, swearing not aimed at others Repeat occurrence of above	5 mins reflection time with MDS/TA. MDS/TA record in behaviour log book Teacher to sign book & move down on traffic light class display	"If you do not complete your reflection time, your reflection time will be longer" "It is your choice, let's make the right one."
4	Continued occurrence of above Arguing back, rudeness, swearing. Damage to property. Refusing to follow instructions. Challenging authority	10 mins reflection time with MDS/TA record in behaviour log book Teacher to sign book & move down on traffic light class display	"If you do not complete your reflection time, I will send for a teacher and you will lose more of your time and maybe have to go in." "I know you can make the right choice, I want you to. Let's do the 10 mins and then you can enjoy your playtime. "
5	Lying (once proven), repeat occurrence of above. Serious and deliberate actions to disrupt play continual refusal to complete set tasks. Running off and refusing to come in / line up	Call for duty teacher. MDS/TA record in behaviour log book Teacher to sign book & move down on traffic light class display	Duty teacher to take child inside for 15 mins reflection time, conversation with child. CT contact parent verbally & complete parent contact on CPOMS A reflection lunchtime inside may be appropriate (SLT to decide)
6	Serious verbal abuse to adults. Unsafe behaviour that causes significant harm e.g. play fighting / pushing. Verbal abuse to peers/staff, being inside without permission. Actual fighting with deliberate intent to cause harm. Repeated recurrence of above within the same break / lunchtime	Call for duty teacher MDS/TA record in behaviour log book CT to sign book & move down on traffic light class display	Duty teacher to take child inside for 15 mins reflection time, conversation with child. Duty teacher contact parent verbally & complete parent contact on CPOMS As discretion of ELT pupils may have multiple reflection lunchtimes inside
7	Bullying Intentional (with understanding) racist, religious, bullying, homophobic, child-on-child sexual abuse incident. Behaviour targeting others. Threats. Use of mobile phone	Call for DL MDS/TA record in behaviour log book Teacher to sign book & move down on traffic light class display	Protect other children by moving them away. Immediate Removal by DL DL to take child inside for reflection time, conversation with child. Contact parent verbally/meeting & complete parent contact on CPOMS (DL, YL & CT) As discretion of ELT pupils may have reflection lunchtimes inside
8	Continued repetition of above Extremely violent behaviour, high risk to safety of others, Leaving/attempting to leave school premises Serious and intentional abuse / violence to staff/children (punching, biting, kicking, head butting, spitting at someone, verbal abuse).	Call for DL/DS MDS/TA record in behaviour log book	Immediate Removal by DL, conversation with child/ contact parent verbally, complete parent contact on CPOMS. Plan an immediate meeting with parents (DL & CT) Behaviour Support/ IPSL/Safeguarding team involved. Office/police informed (runners) Reflection time (1/2 day or full day), suspension or possible permanent exclusion to be agreed by HT
<u>Behaviour log books</u> – to be collected by a <b>named pupil</b> who takes these out and puts them on the playground and hands back to the teacher. <b>MDS MUST fill in log books.</b> The <b>teacher must initial</b> to say they have read the notes and actioned and books stay in the classroom ready for the next day. <u>MDS to write up notes, deliver to the class immediately after lunchtime.</u>			

**Behaviour Consequences EYFS children start the session on green positive** regardless of the previous day's behaviour/consequences. Positive Praise is key. **Child will move back up if correct choices are made.** N.B Any child who is not learning through disruptive behaviour should be kept in at lunchtime to complete work.

	Behaviour	Action	Consequence Timings: EYFS	How will I get back up to green?
1	<b>Calling out, interrupting, silly noises, rudeness</b> Wandering around the classroom <b>Not keeping hands/feet to themselves. Ignoring instructions, pushing in the line. Name calling. Deliberate disruption</b> to learning, refusals to join in/work	1 <sup>st</sup> verbal warning	Rule reminder Proximity praise to others Teacher 'look' or agreed visual sign	I will do my best and work hard. <b>perseverance</b> I will work hard. <b>responsibility</b> I will own up and realise my wrong. <b>Honesty</b>
2	<b>Repeat occurrence</b> of above	2 <sup>nd</sup> verbal warning	<b>Warning</b> and choices, rule/consequence reminder, praise those making the right choices. Proximity praise to others	I will ask to be moved and take <b>responsibility</b> I will tell staff what is wrong <b>collaboration</b>
3	<b>Repeat occurrence</b> of above	Name moved down to orange <b>1 Minute time out immediately</b>	<b>Reflection within own classroom 1 minute</b> Child/adult move name down the behaviour display for visual reminder. Proximity praise to others	I will say sorry and reflect. <b>responsibility</b> I will show <b>respect</b> and do my work. I will show my behaviour will be better. <b>perseverance</b>
4	<b>Continued</b> occurrence of above, disruption/obstruction. <b>Inappropriate rude language</b> aimed at others. <b>Challenge of authority</b> e.g. slow movement. <b>Treating classroom without respect</b>	Named moved down to red <b>5 Mins time out immediately</b> Send to link class	<b>Sent to link class with work 5 minute</b>  CT contact parent verbally & complete parent contact on CPOMS, alert YL & support CT if necessary	I will work hard. <b>perseverance</b> I will show my behaviour will be better. <b>Perseverance</b> I will do my reflection. <b>responsibility</b>
5	<b>Repeat occurrence</b> of above OR <b>Serious and deliberate actions to disrupt, Continual refusal</b> to complete set tasks	Call for Behaviour Team <b>5 Mins time out immediately</b>	YL conversation with child, YL contact parent verbally & complete parent contact on CPOMS (YL & CT)	I will show that I am sorry. <b>responsibility</b> I will do as my link teacher says. <b>collaboration</b> I will complete my work. <b>perseverance</b>
6	<b>Highly disruptive &amp; unsafe behaviour</b> (hitting or pushing), <b>Leaving room without permission. Deliberate, persistent known offensive/ abusive language.</b>	Behaviour Team call DL removal from class to quiet area in setting <b>10/15 minutes exclusion from choosing</b>	<b>Age appropriate Reflection time</b> DL conversation with child, contact parent & complete parent contact on CPOMS (DL & CT)	I will promise not to act the same way again and understand that it is not ok. <b>perseverance</b>
7	<b>Stealing. Intentional (with understanding) racist, religious, bullying, homophobic, child-on-child sexual abuse incident. Deliberately harming another child or adult</b>	Behaviour Team call DL removal from class to quiet area in setting <b>20 minutes exclusion from choosing or until safe to re-enter choosing</b>	<b>Age appropriate Reflection time</b> DL conversation with child, contact parent verbally & complete parent contact on CPOMS (DL & CT)	<b>Link classes</b> These will be within the year group – YL to organise link classes
8	<b>Continued</b> repeat of above <b>Extremely violent behaviour, high risk to safety of themselves or others</b> (throwing tables/chairs) <b>Serious and intentional abuse / violence</b> to staff/children (punching, biting, kicking, head butting, spitting, verbal abuse). <b>Leaving/attempting to leave school premises. Disruption of school life</b>	Behaviour Team call DL/DS removal from class to quiet area in setting <b>30 minutes exclusion from choosing or until safe to re-enter choosing or suspension</b>	<b>Immediate Removal</b> DL/DS conversation with child/contact parent verbally & parent contact on CPOMS. Plan an immediate meeting with parents (DL & CT) <b>Reflection time or suspension</b> agreed by HT. <b>Office/police informed (runners)</b> Behaviour Support/ IPSL/Safeguarding team involved. <b>Possible permanent exclusion</b>	