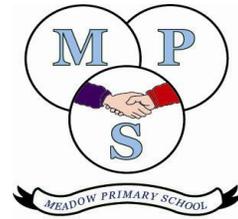


# MEADOW PRIMARY SCHOOL

## Behaviour policy



## **Mission Statement**

Our children will leave Meadow Primary School as confident, resourceful and respectful individuals who are ready to transition into a successful life at secondary school and beyond.

## **Vision**

At Meadow Primary School, we intend that all children should enjoy their learning, achieve their potential and become independent life-long learners. Children, staff, parents and governors will work together to create a safe and supportive environment where every child can thrive in their work and play. We will aim high, striving for every child to achieve more than they thought possible. Our curriculum will nurture curious minds, stretch the imagination and provide opportunities for every child to discover their particular talents. We believe that education should take place in a fully inclusive environment with equal opportunities for all. Our school strives to be at the centre of the local community with positive and effective links to the wider world.

## **Our Values**

***Friendship, Honesty, Perseverance, Respect, Responsibility, Teamwork***

## **Aims**

The purpose of this Behaviour Policy is to encourage the highest levels of behaviour and to support pupils in their responsibility for their own behaviour management. Good behaviour and self-discipline have strong links to effective learning and are vital skills for pupils to carry with them both during and after their school years. It is important to note that teachers have the power to discipline pupils for misbehaviour which occurs in school, and in some circumstances, outside of school.

This policy extends to all members of the school community and has been devised in agreement with staff, pupils, governors, parents and carers.

This Behaviour Policy aims to:

- Ensure expected standards of behaviour are shared with the school community.
- Ensure all adults and pupils understand, support and promote the principles underpinning the policy.
- Ensure boundaries, sanctions and rewards are consistent and understood by all.
- Enable pupils to develop reasoned, self-discipline and socially acceptable behaviour, demonstrating respect towards each other and adults.
- Allow all to reach a high level of self-esteem where they are happy, feel good and enjoy each others' company.
- Maintain high standards of appearance and orderliness around the school, encouraging Pupils and adults to take a pride in themselves, their school and the wider community.
- Ensure effective learning opportunities for all.
- Ensure inclusive practice and equality of opportunity.

### **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:

- 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 online

This Behaviour Policy should be read in conjunction with the following additional policies and documents:

- Staff Code of Conduct
- Anti-bullying
- Teaching and Learning
- Inclusion Policy
- Safeguarding Policy
- Online Safety Policy
- Safe Handling of Pupils
- Home-school agreement

### **Expectations**

#### **Pupils are expected to:**

- To show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.
- To know the behaviour policy and engage in discussions about it.
- Participate in discussions in school, and at home, that are aimed to develop an understanding of the behaviour policy.
- Adhere to the behaviour policy whilst in school, on off-site visits, and to and from school.
- Take pride in their work and being a pupil of the school.
- Be active in challenging and preventing bullying.

#### **Parents and carers are expected to:**

- Indicate that they will respect and support the school's expectations and the authority of the school staff.
- To know the behaviour policy and actively support it through discussions with their child(ren) as appropriate, role modelling and leading through example to support the expectations of the school.
- To ensure their child(ren) adhere to the school's expectations; that they are in school on time, appropriately dressed, rested and equipped.
- To inform the school of any changes in circumstances that may affect behaviour.

- To work with the school to support the implementation of the behaviour policy to ensure a positive school atmosphere.

**Staff are expected to:**

- Set and model high standards of professional behaviour, politeness, self-discipline and respect to all.
- Listen to pupils, making it clear through their response that pupils' comments are being taken seriously and are of importance.
- Provide a personalised approach to the specific behavioural needs of particular pupils.
- Develop and embed a positive behaviour culture.
- Actively support the behaviour policy through discussion with pupils, role modelling the expectations at all times in and out of school and leading through example.
- Work with parents/carers proactively in partnership.
- Discipline pupils whose behaviour is unacceptable, who break school expectations or who fail to follow a reasonable instruction (section 90 and 91 of the education and inspections act 2006).
- Discipline pupils at any time the pupil is in school or elsewhere under their charge.
- Apply the principles, rewards and sanctions as detailed in the behaviour policy as part of their classroom and behaviour management.
- Report concerns related to behaviour of pupils, staff, governors and parent/carers to the relevant member of the SLT or agency as laid out in this policy or other policies (such as safeguarding or whistle blowing).

**Governors are expected to:**

- Refer all matters regarding discipline to the Head teacher / behaviour lead who, in consultation with relevant parties, will investigate all issues.
- Know the school's Behaviour Policy and actively support it, in particular role modelling the expectations at all times whilst in and out of school.

**The role of the Local Governor Committee**

The Local Governor committee has provided a written statement of general behaviour principles to guide the Headteacher. The governors support the head teacher in carrying out these principles. The Headteacher must take into account any advice from the Governors when making decisions about matters of behaviour.

**School expectations that apply at all times to pupils, staff, parents, volunteers and visitors**

- Always be on time.
- Maintain a good attendance. Pupil regular attendance is expected by law and the school takes attendance very seriously. A register is taken at the start of each day and disciplinary action will be taken against any pupil who is discovered to be truanting. More information can be found in the school Attendance Policy.
- Unauthorised absences will be managed by in line with the school Attendance Policy.
- Keep your appearance smart and tidy; pupils are expected to wear regulatory school uniform at all times to and from school.

- Be polite and respectful at all times.
- Be considerate of all others within your environment.
- Take care of your environment; keep it tidy and place litter in the bin.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- The following items are not allowed in school
  - alcohol
  - drugs (in the case of where a pupil needs to take medication during the school day, please refer to the school's Medication Policy)
  - items that can be smoked, such as cigarettes, cigars
  - matches, lighters
  - chewing gum
  - weapons
  - material that is inappropriate or illegal for children to have, e.g. that is racist or pornographic

### **Behaviour Outside of School**

#### **Off-Site Visits**

The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit.

#### **Travel to and from school**

The expectations provided in this Behaviour Policy apply whilst pupils are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school.

#### **In the Community**

The school will respond to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to the school. Responses and sanctions will be in line with this policy and will involve the pupil's parents or carers. As in-line with legal requirements, staff will discipline the pupil on the school premises or in a place where the pupil is under the lawful charge of the staff member.

### **Behaviour Management**

#### **School Approach**

Our emphasis is on reinforcing positive behaviour, rather than a focus on failures or lapses. We believe in creating a positive behaviour environment through our key values: ***Friendship, Honesty, Perseverance, Respect, Responsibility and Teamwork***

**Rewards** – The most common reward is praise, informal and formal, public and private, to individuals and groups. There are also some more formal reward systems which currently include:

**House Team points, Stickers and Certificates** – House Team points and stickers are given out by staff for good work and behaviour. Formal Certificates are given out for good work, attendance and other achievements.

**Positive Behaviour Minutes** - All children can earn minutes for their class through positive behaviour - with 3 different time rewards to achieve: 20minutes, 45minutes and 90mins within a half term/term. As a class/year group the children can discuss and then vote on what they would like to do during the reward time earned. The aim is to bring the class together by making them focusing on achieving positive praise towards their learning and social interaction within all of school life.

**Encouraging Positive Play** – In order to encourage positive play at lunchtimes, a range of play equipment is provided. Its distribution and management is organised by LSA's, Lunchtime supervisors and Y5/6 Play Leaders.

### **Sanctions**

Making mistakes in the way we behave is a natural part of the learning process, each mistake being an opportunity to learn and grow. However, repeating mistakes, especially where this is wilful, is not acceptable and in order to reinforce the learning of good behaviour it is sometimes necessary to apply sanctions or take other action to emphasise its importance. Sanctions should be viewed as reinforcement of learning rather than in terms of retribution. Sanctions can also be a deterrent and a means of showing that our code of behaviour is important and needs to be followed.

### **Early Years**

Each day the children will start on the sunshine. If the children complete a rainbow challenge they will move up to the rainbow and will receive a rainbow sticker at the end of the day to take home. If a child has been unkind or is not following an adults instruction a child may be placed on to the cloud. This a warning to remind the child to think about their behaviour. If a child's behaviour continues or they are aggressive towards another child or adult their name will be placed on the thunder cloud and will miss their special time at the end of the day. An adult will speak to their parent if a child is on the thunder cloud. Children can earn extra minutes towards special time as a class if they show positive behaviour towards learning and social interactions throughout the school day.

### **Key Stage One and Two**

The school has devised a **code system** to deal with unacceptable behaviour in a consistent way across the school. It also addresses the issue of persistent reoccurrence of low level disruptive behaviour, as this not only affects the learning of the person responsible but can also prevent other children from learning to best effect. Examples of the different levels of unacceptable behaviour and a suggested response can be found at the end of this policy. It must be emphasised that these are for **guidance only**, as each individual case and each child's needs, including **special**

**needs** and **behaviour plans**, and **personal context** are also taken into consideration. It is also impossible to describe every instance or type of misbehaviour. Below is a brief outline of our code system:

**Code 1** – Minor codes given e.g. not following instructions in class, forgetting equipment etc. These codes can be earned back usually by displaying good behaviour opposite to why the child was given the code. By giving children the opportunity to earn back a code 1, the children will understand that even if they make a wrong choice, they have the opportunity to correct their mistake through showing positive behaviour and learning from any wrong choices made.

**Code 2** – Slightly more serious. Children that receive a code 2 will be asked to stay in at lunchtime the same day or the day after. By doing this, the incident/s will be fresh in the child's mind meaning that the lunchtime follow up discussion will have a greater impact. It will help to develop/support the child in moving forward so that the likelihood of a reoccurrence of the code behaviour is reduced.

**Code 2+** - Impulsive or hot headed fighting or hurting another pupil deliberately. Violent or aggressive behaviour e.g. kicking, hitting, aggressive physical contact, verbal aggression. Same sanction as a Code 2, with the child completing a Restorative Justice form (see below for further information) with their class teacher or another member of staff. Parents informed of the incident and sent a copy of the form.

**Code 3** – Serious behaviours or a build-up of slightly more serious behaviours resulting in parents attending a meeting. If appropriate, a monitoring form will be implemented to help support the children. The child will be unable to represent the school in any capacity whilst monitoring is taking place. Issues with code 3 should be taken up with the year leader / phase leader.

**Code 4** – Very serious behaviours resulting in the child spending time apart from their cohort or out of school. This decision will be at the discretion of the school. Issues with code 4 and above will be taken up with the Deputy Head/ Head of School.

**Code 5** – Extremely serious behaviour resulting permanent exclusion from school.

### **Restorative Approaches**

To manage unwanted and challenging behaviour/conflict we use Restorative Approaches (RA) within the school. RA is based on the approach used by the police – Restorative Justice. The aim is for it to build on children's motivation and self-awareness and in time to enable the school to use less high end sanctions. It gives our pupils the chance to tell their side of the story and express their feelings. The pupils are given the time to understand how a situation occurred and how it could be avoided in the future. We believe that RA allows pupils to feel understood by the others involved, to have an acknowledgement of the harm caused and to find a way to move on and feel better about themselves.

5 Restorative questions are used to help the adult dealing with the situation and understand what has occurred. They are:

- **What happened?** (*objective is for the pupil to feel understood and heard*)

- **How were you feeling? What were you needing?** (*identifying and understanding the underlying feelings and needs that cause behaviour can often be enough to resolve it*)
- **What were you thinking?** (*objective is to help the child express their perspective at the time of the incident*)
- **Who else has been affected? How do you think they might be feeling?** (*objective is to help the pupil develop empathy and emotional intelligence towards others*)
- **What have you learnt and what will you do differently next time?** (*opportunity to work with the pupil to find strategies moving forward*)

**\*Recording:** Once an incident has been fully investigated and if codes (above code 1) are given, a **record of the incident will be placed on the child's file on CPOMs**. Restorative Justice Forms are also attached to a child's file.

### **Bullying**

Meadow Primary School will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. The school aims to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills.

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.

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   |

|                                  |   |
|----------------------------------|---|
| <b>Sexual</b>                    | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| <b>Direct or indirect verbal</b> | Name-calling, sarcasm, spreading rumours, teasing   |
| <b>Cyber-bullying</b>            | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites   |

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. The school aims to combat bullying and other harmful behaviour using, amongst others, preventative strategies through active development of pupils' social, emotional and behavioural skills. Further information and advice is detailed in the school's Anti-bullying and online safety policies; copies of which can be obtained from the school office or on the school's website.

#### **Pupils with Special Education Needs and Disabilities**

Those pupils with Special Education Needs and disabilities (SEND) as well as those with additional challenges that some pupils may face will be taken into consideration when administering sanctions and rewards.

The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school's SENCO and will have an Individual Education and Behaviour Plan in place. Other agencies may become involved to assess the needs of the pupil.

The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified the school aims to ensure the pupil receives appropriate support.

#### **Race Equality and Equal Opportunities**

Our school is fully inclusive and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability. We are committed to tackling discrimination of any kind. Derogatory or discriminatory language or behaviours will be challenged. Any incidents of a racist nature will be dealt with in line with our school policies and parents/carers will always be informed if their child has been involved in a racist incident.

#### **Transition**

We carefully manage the transition of pupils as they progress from one year group to the next and, to a greater extent, from Key Stage to Key Stage. Pupils have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff. We are especially careful in ensuring that transitions for pupils with particular needs are fully prepared at each stage both internally and externally.

We have good communicative relationships with local senior schools and pupils are encouraged to attend taster days and visit prospective new schools. Relevant staff will also visit schools and liaise with the Heads of Year 7 in order to ensure smooth transition for pupils. Not only are pupils prepared for the academic transition of moving to secondary school, but also the social side. Ex-pupils come back to talk to the current Year 6 about what secondary school is like.

### **ELSA Groups**

Certain pupils who receive a code 3 or above will attend a Nurture intervention group or 1:1 sessions at the discretion of the school. These sessions will aim to identify the behaviour/action leading to the Code 3 or above, discuss alternative courses of action and build resilience for how to deal with these situations in the future. If deemed necessary, the child may attend another course of intervention (e.g anger management group, social skills group etc) to further work on their difficulties. All sessions will be recorded by the adult leading the group with relevant information passed on to the child's class teacher and a member of SLT where necessary.

### **Involvement with Outside Agencies**

The school will undertake reviews of the needs of pupils and involve external agencies, such as the Behaviour Support Specialist Teachers, Educational Psychology Service, Occupational Therapy and Speech and Language Therapy where it is deemed by the school to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/carer beforehand and signed consent will be necessary in order to engage outside agency involvement.

### **Isolation**

The school may use isolation for pupils who have displayed behaviours that warrant this sanction in line with the Behaviour Policy. As with all other sanctions, the school will ensure health and safety, safeguarding and the pupil's welfare are addressed. Periods of isolation will be for a maximum of one school day. The time spent in isolation will be used constructively, with class teachers preparing work for pupils to complete. At least two members of staff will be present at any one time in the isolation room.

### **Exclusion**

Meadow Primary School is committed to using exclusion as an absolute last resort after all other sanctions have been exhausted.

Permanent exclusion is extremely rare and is never used for particularly vulnerable pupils. (e.g. for those who are 'Looked After' by the Local Authority or who have statements of SEN where other alternatives are sought.)

The school's use of Fixed Period Exclusion is extremely rare as this could be perceived as rewarding poor behaviour with a 'day off' and this would be counter-productive. Where exclusion is used the school conforms to the Local Authority and DfE Guidance.

If pupils are excluded for a period of less than 5 days the school will provide work – it is the parent's responsibility to ensure the pupil completes the work and returns it to the school for marking. Parents/carers must also make sure that pupils will not be in a public place during an exclusion.

In the event of a permanent exclusion the Local Authority will contact parents with details of the day 6 provision.

Reintegration interviews are considered to be a vital part of the reintegration process and provide parents/carers, the pupil and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a pupil's successful readmission.

If parents/carers do not attend a scheduled reintegration interview, additional measures may be taken to facilitate their full participation in the process.

Permanent exclusions are extremely rare and only used when the school has exhausted all other strategies. Wherever possible the school works with other local schools to facilitate 'Managed Moves' or a referral to alternative provision which may make permanent exclusion unnecessary.

Statutory Guidance: A decision to exclude a pupil permanently will only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

### **Confiscation**

Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned. We will also confiscate any items that is harmful to the order of the school and the school's behaviour policy. These items will be returned to pupils if appropriate following a discussion with senior leaders and parents. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### **Use of Reasonable Force**

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of pupils may use reasonable force to: **prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise.**

The school does not encourage the use of force and it should only be used as a last resort. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. **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 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.

### **Malicious Allegations**

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the pupil and supports the person who is the subject of the allegation.

### **Communicating the Policy to Parents/Carers, Staff, Volunteers and Pupils**

For the Behaviour Policy to be successfully implemented it is essential that its contents are communicated effectively to all members of the school community. The school believes that parental support and acknowledgment of how behaviour is managed within the school will enhance the effective partnership between home and school.

The school works with parent/carers and pupils so that effective learning communities can be established. The school will report behaviour, appropriate and inappropriate, to parent/carers regularly. Parents are encouraged to communicate with the school if they have a concern about their child's behaviour or well-being, initially with their class teacher.

- School expectations will be reviewed at the beginning of each academic year in conjunction with all staff and pupils.
- School expectations will be placed in prominent places in all areas of the school and also in the Home/School Agreement information of which parent/carers and pupils are asked to sign. These agreements are reviewed with parents and children annually and are the focus for regular discussion in class as well as during whole school assemblies.
- The policy will be reviewed at the beginning of each school year, to ensure that all staff and pupils are fully aware of its contents and are implementing it consistently.
- For clarification on any of any points in the Behaviour Policy, parent/carers, volunteers and pupils are asked to discuss this with a member of staff.

### **Monitoring and Evaluating**

The school will regularly monitor the behaviour system to ensure expectations, rewards and sanctions are appropriate and effective. The information from our monitoring procedures will be used to identify good practice and to identify opportunities for staff professional development.

Information and feedback regarding the effectiveness of this policy across the school is sourced from informal discussions and reports from members of the school community; from classroom and playground observations; questionnaires from parent/carers, staff and pupils; formal data such as the number of pupils receiving sanctions; number of individual behaviour plans in place and through specific monitoring by staff and governors.

#### **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Inclusion policy
- On-line safety policy

|                     |             |                       |
|---------------------|-------------|-----------------------|
| <b>Approved by:</b> | L Benardout | <b>Date:</b> 27.11.20 |
|---------------------|-------------|-----------------------|

|                            |               |
|----------------------------|---------------|
| <b>Last reviewed on:</b>   | November 2020 |
| <b>Next review due by:</b> | November 2021 |

### Appendix

| <b>Code 1</b>                                  | <b>Examples</b>                                    | <b>Positive Strategies</b>  |
|--|--|---|
| Code 1<br>Disruptive<br>Classroom<br>Behaviour | Not listening                                      | Rule Reminder; varying teaching styles; visual reminder – notes on board, using different colours; Directing questions at specific children; thinking about positioning of child and if appropriate TA  |
|  | Fidgeting  | Take object as you continue lesson – don't let it stop the flow; eye contact; insert name into the flow; for some children, blu-tac or permitted item is allowed; for some children, plan seating position  |
|  | Rocking on chair                                   | Non Verbal Signal – nod, look, hand gesture; Go behind chair and tap or gently tip to correct position; remind of safety – the 'dreadful anecdote'; warning; chair removed for set amount of time   |
|  | Talking out of turn                                | Praise / choose children who are sitting quietly waiting their turn; refer to expectations / Golden Rule; stop, fix, glare; ignore or acknowledge depending on child / circumstance   |
|  | Calling out, silly noises                          | Strategic ignoring and tackling later to lessen disruption to flow; praise those who do the right thing, going to those who put hand up; set routines early and show no tolerance. It has to be dealt with sometime; eye contact; when a child who often calls out puts hand up, ensure praise / recognition. |
|  | Disturbing others / chatting                       | No tolerance, but be aware of attention seeking; move to lone position, facing away; close supervision or near to adult   |
|  | Unkind language or treatment of others             | Be consistent in your response and clear about what is not acceptable; discuss with child one to one; consider circle time and ask 'How would you feel?'  |
|  | Chatting or not on task                            | Eye contact; name; working separation; time targets for completion of activity  |
|  | Wandering  | Remove excuses for wandering – pens, equipment all ready; make expectations clear, challenge, remind of rules, consider brain breaks  |
| Code 1   | Talking when moving around the school or lining up | Set the tone early; send to back / front for some children; line up in register order; encourage children to avoid lining up next to pupils who may cause distraction; if majority of class, return to try again or practice at break time.   |
|  | Talking in assembly                                | Say name to let them know you have seen them; move to front and see that at following break. Consider the timing, to avoid disruption   |
| Other  | Wilful disorganisation or                          | Explain why good habits are important; offer constructive help with reminders; send to homework club or put reminder in homework diary / home school book.  |

|                  |  |   |
|------------------|--|---|
| general examples | missing homework   |   |
|                  | Careless treatment or not looking after own or others property, or school property | If undamaged talking to child about importance. If accidental or careless damage to other's property involved, staff may refer to HT if recompense is likely to be sought.                    |
|                  | Not working in a group situation   | Review at the end of the lesson; focus on group skills expected when giving instructions for activity   |
|                  | Inappropriate responses to reminders about behaviour e.g. shrug, or 'yeah?'        | Expect to be talked to with appropriate level of formality for situation – children need to learn this; but be careful not to cloud original issue with a focus on consequential misbehaviour |

| Code 2                              | Examples                                       | Suggested responses   | Who else to involve  | Recording                  | Communication with parents/carers  |
|-------------------------------------|--|---|--|----------------------------|--|
| Repeated instances of Code 1 and/or | Unwillingness to cooperate/follow instructions | <p>Strategies</p> <ul style="list-style-type: none"> <li>talk one to one, away from classroom situation; set clear expectations for improvement; be clear and specific about targets - it is suggested no more than one or two; remain focused on primary behaviour rather than consequent behaviour; give chance to improve</li> <li>removing items e.g. sweets, and returning at time decided by teacher</li> <li>Time Out in class</li> <li>sending to another class to complete work</li> <li>homework organisation charts and prompts</li> </ul> | Inform Year Leader, seeking guidance and support, who may then decide to intervene directly. | Incident recorded on CPOMs | <p>Open Evening, if behaviour forms part of a pattern or 'collection' of level 1/2 instances.</p> <p>Consider note in Link Book (or letter if pupil post felt to be unreliable)</p> <p>Involve and inform parents. (Informal phone call first. If problems persist</p> |
|                                     | Minor challenge to authority of adult          |   |  |                            |  |
|                                     | Persistent problems with homework              |   |  |                            |  |
|                                     | Deliberate disruption of lessons               |   |  |                            |  |
|                                     | Rudeness to any adult working in               |   |  |                            |  |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  | school   | <p>Sanctions:</p> <ul style="list-style-type: none"> <li>• withdrawal of break or lunchtime play, perhaps for a longer period</li> <li>• apologies, verbal or written, may be appropriate, but these should be meaningful and sincere. Staff should check that this has been carried out.</li> <li>• Short term loss of representational activity e.g. School Council, School Teams.</li> <li>• Short term loss of forthcoming events. <i>Note that some events are more appropriate than others e.g. the difference between missing a non-uniform day or the school disco and an educational visit.</i></li> </ul> <p>Loss of lunchtime play equipment privileges is reserved for lunchtime problems.</p> |  |  | <p>then possible meeting arranged before child moves onto cumulative code 3. Year leader and class teacher attend meeting.</p> |
|  | Impulsive or 'hot head' fighting                                   |  |  |  |  |
|  | Swearing for effect  |  |  |  |  |
|  | Deliberate misuse of property, or disregard for school environment |  |  |  |  |
|  | Breaking rules - e.g. having sweets, swaps, play fighting          |  |  |  |  |
|  | Spitting e.g. on floor   |  |  |  |  |

| Code 3                               | Examples   | Suggested responses   | Who else to involve   | Recording   | Communication with parents/carers  |
|--------------------------------------|--|---|---|---|--|
| Repeated instances of Code 2 and/or: | Severe disruption to point where lesson cannot continue          | <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Time Out in another class. This should be anticipated in advance and a 'foster class' identified. See below.</li> <li>• Behaviour Report with clear targets e.g. report system. See Appendix 7</li> <li>• children reviewing their involvement</li> <li>• Behaviour Contract - children to help in construction</li> <li>• consider Special Needs routes</li> </ul> <p>Possible Sanctions:</p> <ul style="list-style-type: none"> <li>• loss of representational activity</li> <li>• loss or exclusion from forthcoming events</li> <li>• further loss of privileges</li> </ul> | <p>Year Leader to work directly with child, who may <i>then</i> decide to refer on the DH/HT Phase leader informed.</p> <p>Inform DH/HT</p> <p>In case of severe disruption, use Adult Assistance Card</p> <p>Involve discussion of patterns/developments over year and strategies employed, in Transfer of Information Meetings at end of School Year.</p> | <p>Incident recorded on CPOMs</p> <p>Use report / monitoring form (Appendix 7)<br/>Copy sent to HT weekly.</p> <p>In case of racist incidents, record in Racist Incidents Log</p> <p>In case of bullying, record on Bullying form</p> <p>May also need an Individual Risk Assessment for Offsite Visits</p> | <p>Arrange formal meeting with parents and further meetings to review, where appropriate. Class teacher and year leader / phase leader.</p> <p>Report form used.</p> |
|                                      | Initial instance of bullying (follow procedures in Bullying Log) |   |   |   |  |
|                                      | Spitting at others and wiping 'snot' etc                         |   |   |   |  |
|                                      | Racist comments or harassment                                    |   |   |   |  |
|                                      | Fighting as in deliberately picking fights                       |   |   |   |  |
|                                      | Minor vandalism e.g. drawing on tables / walls /                 |   |   |   |  |

|  |                                      |  |  |  |  |
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|  | displays etc.                        |  |  |  |  |
|  | More serious challenges to authority |  |  |  |  |

**'Time Out'**

This offers respite for child, rest of class and teacher. It should involve an opportunity to calm down and get out of a deteriorating situation. It might also involve some reflective or review activity as appropriate. Information sheets are available in the staff room.

| <b>Code 4</b>                        | <b>Examples</b>  | <b>Suggested responses</b>  | <b>Who else to involve</b>  | <b>Recording</b>  | <b>Communication with parents/carers</b>   |
|--------------------------------------|--|---|---|---|--|
| Repeated instances of Code 3 and/or: | Organised/pre-meditated or unprovoked violent behaviour; persistent aggressive disputes with others. | Strategies:<br><br>Consider Special Needs register and involvement of external agencies, for specific guidance, see Appendix 1  | HT involved immediately;<br>Year leader and DH informed   | Incident recorded on CPOMs  | Parents informed in writing by letter<br><br>Arrange meeting with parents, and further meetings to review, |
|                                      | Verbal abuse of staff; lashing out at staff in temper  | Sanctions:  | All other staff informed as appropriate; in case of persistent disruptive behaviour consider support/case conferencing. | Child Observation Log   |  |
|                                      | Swearing or foul language, intended for effect or to deliberately cause offence                      | 1 (Further) loss of privileges<br><br>2 Loss of representational activity   |   | Report form used  |  |
|                                      | Leaving classroom/school/playground without permission; deliberate truancy from lesson or activity   | 3 Loss off or exclusion from forthcoming events (Where this occurs the child is still expected to be in school)<br><br>4 'Internal Exclusion'<br><br>5 Fixed term exclusion |   | Copies of Letters involved<br><br><i>When arranging an Offsite Visit, an Individual Risk Assessment</i> |  |

|               |  |   |  |   |  |
|---------------|--|---|--|---|--|
|               |  |   |  | <i>form should be completed.<br/>Refer to Offsite Visits Manual in School Office.</i> |  |
|               | Theft of property e.g. cloakroom stealing  | Pastoral Support Programme for persistent severe behaviour problems, where child has had fixed term exclusions and is in danger of permanent exclusion.<br><br>If no improvement results from implementation of PSP1, consider movement to permanent exclusion. | PSP will involve class teacher, HT, SENCO, parents and Behaviour Support Team. | Incident recorded on CPOMs<br><br>Standard paper work for PSPs.                       | Parents fully involved                         |
|               | Smoking or consuming alcohol   |   |  |   |  |
|               | Serious or repeated vandalism/damage   |   |  |   |  |
|               | Continuation or re-direction of bullying   |   |  |   |  |
| <b>Code 5</b> | Serious assault or physical abuse of another person<br>Major theft e.g. laptop; major criminal damage; extortion; possession of offensive weapons, drugs, etc. | Most likely to result in exclusion from school, in accordance with and subject to procedures set out in Hertfordshire Guidelines current at that time.  | All staff<br>Parents<br>Chair of Governors<br>Police, as appropriate           | Incident recorded on CPOMs<br><br>Full recording of all details                       | Parents informed immediately, then in writing. |

The Following guidance is intended to further distinguish between different interpretations of common terms such as fighting, or swearing. Like other guidance in this policy, this needs to be adapted to the wider context of each incident.

### 1) What do we mean by 'Fighting'?

|         | Example   | Action   | Recording and Communication   |
|---------|---|--|---|
| Code 2  | Play fighting   | Play fighting is not allowed at any time. It must not be tolerated as a playground game.<br>Talk with the child; remind about appropriate behaviour<br>Encourage child to apologise  | Restorative Justice Form completed<br>Inform class teacher<br>Inform Year leader<br>Log on CPOMS<br>Inform parents              |
| Code 2+ | Impulsive or 'hot headed' fighting; 'lashing out'   | Talk with the child; remind about appropriate behaviour<br>Encourage child to apologise<br>2 Weeks report to be set up if appropriate  | Restorative Justice Form completed<br>Inform class teacher<br>Inform Year leader<br>Log on CPOMS<br>Parents to attend a meeting |
| Code 3  | Deliberately seeking a fight<br>Additional incidence of Code 2 behaviour whilst on code 2 or 2+       | Longer talk with child<br>Miss break or lunchtime play<br>Consider short term removal from playground<br>Loss of privileges<br>Loss of representational activity (e.g. sports activities / monitor roles).<br>Behaviour report system used (Child Monitored for all sessions and report taken home for parents to sign daily Appendix 7)<br>Possible consideration for nurture groups. | Restorative Justice Form completed<br>Inform Year Leader and SLT<br>Log on CPOMS<br>Parents to attend a meeting                 |
| Code 4  | Organised / premeditated or unprovoked violent behaviour; persistent aggressive disputes with others. | Further loss of privileges<br>Loss of representational activity (e.g. sports activities / monitor roles)<br>Loss of forthcoming events<br>Fixed term exclusion for persistent offences   | Involved Head of school / Assistant head immediately;<br>Meeting with parent arranged and informed in writing.                  |

## 2) What do we mean by 'Challenging Authority'?

|        | Example  | Action  | Recording and Communication  |
|--------|--|---|--|
| Code 1 | Inappropriate responses to reminders about behaviour, such as turning away when being spoken to, answers such as 'yeah', 'so?' | Speak with the child. Reminder that this is not appropriate. (But beware of being drawn into a secondary problem which obscures the main issue.)  | None, unless rule is repeatedly broken.  |
| Code 2 | Minor Challenge to authority or adult; rudeness to any adult working in the school.  | Talk one to one, away from classroom situation or other audience. Set clear expectations. Remember open door policy. Withdrawal of break or lunchtime play.   | Inform class teacher<br>Inform Year leader<br>CPOMs  |
| Code 3 | More serious challenges to authority: e.g. refusing to do as asked; deliberate, public defiance.                               | If appropriate use 'room emergency cards' to reduce confrontational aspect.<br>Longer talk with child. Consider behaviour chart, with clear targets and child reviewing their improvement.<br>Loss of privileges.<br>Behaviour report system used (Child Monitored for all sessions and report taken home for parents to sign daily Appendix 7) | Inform Year Leader and SMT<br>Inform SENCo<br>Inform Parents<br>CPOMs  |
| Code 4 | Verbal Abuse of staff; lashing out at staff in temper, including offensive language.   | Further loss of privileges; loss of representational activity e.g. sports team / monitor roles; loss of forthcoming events.   | Involved Headteacher / Deputy immediately; inform SENCo<br>Meeting with parent arranged and informed in writing. |

## 3) What do we mean by 'Mistreating property/vandalism'?

|        | Example  | Action  | Recording and Communication   |
|--------|--|---|---|
| Code 1 | Careless treatment, not looking after own or others property, e.g. breaking rubbers, rulers.<br>Standing on tables / picnic benches.<br>Disregard for school environment e.g. muddy shoes, leaning against display; littering. | Speak with the child about importance;<br>Litter pick for one break or lunch<br>Help to repair display  | None unless rule is repeatedly broken.<br>If other's property involved and some form of recompense is appropriate, it would be wise to consult with SLT and/or year leader. |
| Code 2 | Deliberate misuse of property of school environment or   | Speak with the child about the importance, setting clear expectations for improvement. Lose of break for 'thinking' time; If appropriate repair damage or tidy. | Inform class teacher<br>Inform Year leader<br>CPOMs   |

|        |   |  |  |
|--------|---|--|--|
|        | equipment   |  |  |
| Code 3 | Vandalism: damaging property, graffiti e.g. drawing on desks, intentionally ripping displays, throwing wet paper on toilet ceiling. | Loss of privileges<br>Behaviour report system used (Child Monitored for all sessions and taken home for parents to sign daily Appendix 7)      | Inform Year Leader and SMT<br>Inform SENCo<br>CPOMs<br>Keep recorded notes – incident report form.<br>Inform Parents |
| Code 4 | Serious vandalism: destroying property, equipment which amounts to criminal activity  | Exclusion<br>Behaviour report system commence on return (Child Monitored for all sessions and taken home for parents to sign daily Appendix 7) | As per LEA guidelines.   |

#### 4) What do we mean by 'Homework problems'?

|        | Example   | Action  | Recording and Communication   |
|--------|---|---|---|
| Code 1 | Disorganisation or missing homework   | Listen to explanation for missing homework<br>Check that the child has understood the task set and has the correct resources<br>Ask for work to be brought to the teacher at the start of next school day, but also send to Homework Club where available.  | Keep records of homework in mark book<br>Notes in homework diary / home school book                               |
| Code 2 | Further problems with homework: frequent lateness, poor attempts at completion<br>3 or more pieces late | Speak with the child about organisation and opportunities to complete at home<br>Offer constructive help with charts to remind or prompt. Review after agreed interval<br>Still insist on completion.   | Cross refer with year colleagues if setting involved  |
| Code 3 | Persistent problems with homework   | Longer talk with the child; further help and guidance<br>Set out clear targets for improvements, to be reviewed and countersigned by parents<br>Insist on good habits and completion<br>Behaviour report system used (Child Monitored for all sessions and taken home for parents to sign daily Appendix 7) | Involve parents and year group colleagues; involve Phase Leader in any sense of lack of compliance / home support |
| Code 4 | Deliberate refusal to do or attempt homework  | Loss of privileges until issue is resolved  | Involve Headteacher / Deputy, who will further raise issue with parents and re-iterate schools expectations.      |

#### 5) What do we mean by 'Spitting'?

|        | Example   | Action  | Recording and Communication |
|--------|---|---|-----------------------------|
| Code 2 | Spitting on ground in playground / sports activity, | Speak with the child, remind not appropriate. Miss privilege time for 'thinking time' | None unless repeated        |

|        |   |   |  |
|--------|---|---|--|
|        | or on way in or out of school.  |   |  |
| Code 3 | Spitting on someone or wiping something on someone as part of a game, or during a 'play' fight; spitting on ground to show disrespect | Longer talk through with child.<br>Miss Lunchtime Break.<br>Behaviour report system used (Child Monitored for all sessions and taken home for parents to sign daily Appendix 7) | Inform Year Leader, who may also wish to speak with the child if part of a wider picture or if responses of child is inappropriate.<br>Inform parents<br>Restorative Justice form completed<br>CPOMs |
| Code 4 | Spitting at or on another person; deliberately wiping 'snot' on another person, or on their equipment or property, e.g. desk.         | Longer period of loss of privileges.<br>Behaviour report system used (Child Monitored for all sessions and taken home for parents to sign daily Appendix 7)                     | Involved Headteacher<br>Meeting with parents in school.  |

#### 6) What do we mean by 'Swearing'?

|        | Example   | Action   | Recording and Communication   |
|--------|---|--|---|
| Code 1 | Inadvertent swearing or blaspheming e.g. in pain or in anger                    | Speak with the child, remind not appropriate<br>Miss next break for thinking time  | None unless rule is repeatedly broken.  |
| Code 2 | Swearing or blaspheming for effect or to show off to friends                    | Longer talk<br>Miss lunchtime break  | Inform class teacher<br>Inform Year leader<br>CPOMs<br>If repeated, inform parents.   |
| Code 3 | Swearing or blaspheming or foul language intended to deliberately cause offence | Longer period of loss of privileges<br>Behaviour report system used (Child Monitored for all sessions and taken home for parents to sign daily Appendix 7) | Inform Year Leader and SMT<br>Inform SENCo<br>CPOMs<br>Restorative Justice form completed<br>Keep recorded notes – incident report form. (Copy to HT)<br>Inform Parents |
| Code 4 | Repeated instances of above; swearing or blaspheming at adults                  | If part of a wider series, include as described at Code 4 in main policy   |   |

Note: 'Swearing' also includes gestures and written foul language.