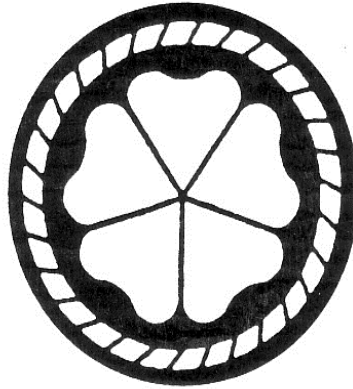


Great Bardfield Primary School



Behaviour and Discipline Policy

Review date: July 2016

Review date July 2018

Ratified by Governors: **July 2016**

‘Behaviour is everybody’s responsibility’

Rationale

At Great Bardfield Primary School, we are committed to a whole school approach towards the encouragement and expectation of good behaviour.

It is the primary aim of our school to create a caring, stimulating, purposeful, and happy atmosphere where every member of the school community feels welcome, valued, and respected, and where everyone is treated with care, consideration, and courtesy.

The school behaviour policy is therefore designed to support all members of the school in working together to encourage our pupils to become positive, responsible, and increasingly independent members of the school community.

We aim for every pupil to learn to accept responsibility for their own behaviour, contributing to an environment where everyone feels happy, safe and secure, free from racism, and any other form of social intolerance.

In our school, poor behaviour is not tolerated as it impacts on everyone, inhibiting the rights of other pupils to learn and teachers to teach.

At Great Bardfield School, we expect our pupils to demonstrate five Key Skills-the **5 ‘R’s**- which underpin our school values. These are at all times to show:

RESPECT, RESILIENCE, RESOURCEFULNESS, RESPONSIBILITY and REFLECTION.

RESPECT is the most important Key Skill. Pupils are expected to have **RESPECT** for:

- **Themselves**
- **Each Other**
- **The school and wider environment**

Pupils demonstrate these key skills by following the Golden Rules that they we have agreed together as a school community.

Our Golden rules are:

- We are caring, kind and helpful, and we treat others with respect.
- We are kind, helpful and polite
- We are honest
- We listen to and cooperate with all other pupils and adults
- We look after our own belongings, and take care of school property and the environment, both in and out of school.
- We work to the best of our abilities, and allow others to do the same.
- We are honest and accept the consequences of our actions.

These expectations are discussed with pupils and all staff, parents and governors. They are displayed prominently throughout the school, and are discussed regularly during Circle Time and assemblies.

Class rules/codes and individual teacher expectations for each year are discussed during the ‘moving up day’ in July, and established within the first week of the new school year. These rules, or codes, can then be seen as signed contracts and are displayed in the classroom.

Responsibilities

ALL members of the school community have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other. This applies not only in the classroom, but also throughout all areas of the school, including the playground and beyond the school gates.

The role of the headteacher:

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school and beyond the school gates. Additionally when requested, to report to governors on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety, and welfare of all pupils in the school. The safeguarding of pupils at Great Bardfield Primary School is the number one priority and therefore the implementation of the behaviour policy is carried out with this as the number one priority.

The headteacher leads the staff by setting standards of behaviour, and by supporting staff in the implementation of the behaviour policy. There is zero tolerance of bullying at Great Bardfield Primary School and it is the responsibility of the headteacher to ensure that the policy is implemented consistently, that good and positive behaviour is fostered to do everything possible to prevent the occurrence of bullying.

The headteacher has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may exclude a pupil following the DCFS guidance.

At all times the headteacher must have regard to any guidance or notification provided by the governing body which may include the following:

- screening and searching pupils;
- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
- pastoral care for staff accused of misconduct.

The headteacher will decide on teachers' powers to discipline, including the power to discipline pupils even when they are not at school or in the charge of a member of staff eg: on a school trip, residential visit or beyond the school gates.

The role of the class teacher and support staff

Staff are expected to set an appropriate example to pupils in all relevant areas, including punctuality, dress and overall commitment.

The teacher is the main influence in creating a positive environment in class.

In order to encourage good behaviour the staff will:

- Treat all children fairly and with respect.
- Raise children's self-esteem and develop their full potential.
- Provide a challenging, interesting and relevant curriculum.
- Recognise that each child is an individual and to be aware of their special needs- make adjustments to learning programmes to provide personalised learning.
- Create a safe, pleasant environment both physically and emotionally.
- Set out and use rules and consequences clearly and consistently.
- Ensure rewards and consequences are followed through.
- Be a good role model and set a good example.
- Form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Offer a framework for social education and encourage children to be aware of the needs of others.
- Develop rules with children so that they are very clear about how they are expected to behave.
- Encourage children to take care of their own property, their school, and the property of others.

Discipline at Great Bardfield Primary School– teachers' powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.

- Teachers can confiscate pupils' property.

The role of parents/carers

We believe that it is important that parents are involved in the reinforcement of positive behaviour. On enrolment in our school, both parents and pupils sign a Home School Agreement which clearly sets out expectations of behaviour, attendance, and punctuality.

Pupils should be encouraged by parents to come to school with a willingness to co-operate with others and accept responsibility for their own behaviour. Parents should ensure that their children know the standard of behaviour expected of them in school and understand the consequences of breaking the schools expectations code.

We ask parents to support the school in the implementation of the behaviour code Parents will be made aware of any problem with behaviour as early as possible. If a serious problem arises, the Headteacher will contact parents. If the school has to use specific sanctions to reprimand a pupil, parents are informed, and they are expected to support the actions of the school.

If parents have any concern about the way that their child has been treated, **they should initially contact the class teacher**, and then if not resolved, the Headteacher. If concerns remain, they should contact the school governors. If ensuing discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The school works in close partnership with outside agencies which provide support for the school, as well as information and classes for parents wishing to learn more about how they can support good behaviour and attendance.

On occasions, a class teacher may liaise with external agencies to support and guide the progress of an individual pupil. The class teacher may, for example, discuss the needs of a pupil with the education social worker or LA behaviour support service.

The role of Pupils

Pupils are taught to understand the schools behaviour expectations code and their corporate responsibility in making Great Bardfield Primary School a happy and secure place to learn. Pupils are also taught about the consequences of their actions and the breaking of the school behaviour code.

Pupil Voice

The School Council helps to give pupils a sense of involvement and citizenship in the school community, providing an effective opportunity for all individuals to express their views, and a forum in which all suggestions on behaviour can be considered. The School Council have been consulted on this policy; their opinion is sought if any problems concerning the school behaviour code arise.

The fostering of positive behaviour at Great Bardfield Primary School:

Fish Philosophy

Children are encouraged to look at the actions of their peers and to consider other children's' behaviour in relation to

- Making someone's day
- Choosing the right attitude

- Being there for each other
- How they play and have fun

Children design and write a note on a Fish which they then pass on to another member of the school community linked to one of the above. The Fish are brought to an assembly and shared as a whole community.

Being a Bucket Filler

This concept is based on the book 'Have you Filled Your Bucket' by Carol McCloud. It encourages everyone to consider if they have been a bucket filler by doing good deeds for others or a bucket dipper which means that they take happiness out of someone else's bucket. There is a Half Termly assembly, presented to parents, to remind everyone about being a bucket filler

The role of governors

The Governing Body has the responsibility of formulating these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors' role is to support the headteacher in carrying out the guidelines.

The headteacher or deputy in their absence has the day-to-day authority to implement the school behaviour and discipline policy.

The Curriculum, learning environment, and classroom management

At Great Bardfield Primary School we believe that an imaginative and creative curriculum, delivered through quality first teaching, leads to effective learning and to good behaviour.

Classroom management and teaching methods have an important influence on pupils' behaviour. The classroom environment gives clear messages about the extent to which pupils' efforts are valued. (see Teaching and Learning Policy)

Key information:

Rewards

Staff should recognise that positive encouragement promotes good behaviour and helps to raise self-esteem. Therefore, staff will endeavour to praise and reward pupils for good behaviour in a variety of ways:

- instant non verbal signs- thumbs up; verbal comments, positive notes e.g. written in the Home School Diary,
- class-based reward systems initiated by the class teacher or/and LSA
- pupils showing their good work to another member of staff or/and the headteacher
- success stickers given by teachers, LSA's and midday assistants
- weekly "celebration assembly" focusing on effort and achievement. Children are rewarded with certificates for special effort or achievement, for good presentation and for being an avid reader.
- attendance and punctuality celebrated termly
- Team rewards in the form of a ' Housepoints' system which awards particular targets being met within the class, when pupils have worked co-operatively towards an activity or event, and succeeded
- inspirational work displayed

- class raffle tickets given to children for various activities leading to a small reward
- pupils praise for consistent good work or behaviour, particularly hard efforts and acts of kindness in school, and 'good news' notes are sent home to parents,
- all classes can lead an assembly where they are able to show examples of their work, or present it in drama, words or music. The whole school attends; parents and relatives are invited to attend
- weekly award for the best kept learning environment, judged by the caretaker

The school aims to acknowledge all the efforts and achievements of pupils, both in and out of school. The Best of the Best noticeboard beside the entrance door to the school shows examples of a variety of achievements in and out of school, for example in music, sport, or in a particular hobby. Children are awarded certificates for excellent behaviour in a weekly Celebration Assembly and these are shown on the Celebration Board in the entrance hall.

Inappropriate and Unacceptable Behaviour

We recognise that from time to time, pupils behave in a way which is considered unacceptable and not conducive to learning.

We aim to ensure that at these times the pupil understands that it is their *behaviour* which is not acceptable, rather than the pupil as a person.

The school employs a number of sanctions and consequences to ensure that pupils and staff are part of a safe and positive learning environment. We employ each sanction and consequence appropriately to each individual situation. We develop the positive behaviour approach aiming to raise self-esteem of all pupils, through the use of SEAL (Social Emotional Aspects of Learning) and PSHE (Physical, Social and Health Education) and by implementing interventions such as social stories, circle time, bubble time and focused friendship groups.

Staff are able to use the "Levels of Intervention" grid (see appendix) to support them in assessing and dealing with situations involving unacceptable behaviour. Group punishments are avoided as they breed resentment. We aim to make a clear distinction between minor and major offences

Behaviour and sanctions

Our clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy is supported and backed-up by senior staff and the head teacher.

At Great Bardfield Primary School we encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

We have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with our behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

When poor behaviour is identified, sanctions will be implemented consistently and fairly in line with the behaviour policy. At Great Bardfield Primary school we have a range of disciplinary measures including:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'mufti' days).
- Missing break time.
- Detention including during lunch-time, after school and at weekends.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.
- In more extreme cases schools we may use temporary or permanent exclusion.

Strategies: Step by Step Procedures

Sanctions & consequences should be applied fairly and should be appropriate for the behaviour, in terms of severity and duration. The purpose of the sanction is to:

- help children understand that consequences follow actions
- deter the children from misbehaving again
- deter other children from misbehaving
- to show that a community or society needs and has rules

The expectation is that most children will respond to these strategies and that the class teacher will take the responsibility for behaviour within their class.

For pupils whose ongoing behaviour consistently causes concern beyond that which can be successfully dealt with by the class teacher the following will take place:

- letter or phone call from Headteacher to parents
- pupils placed on Essex Stages for behaviour issues
- advice sought from other agencies as appropriate
- parents informed that there could be a possible internal exclusion, lunchtime exclusion or fixed term exclusion
- fixed term exclusion
- attendance at a Pupil Referral Unit or the 'Grow Project'
- permanent exclusion

Lunchtime supervision

At lunchtime, supervision is by the Midday assistants (MDAs). They are responsible for promoting positive behaviour and maintaining order, by modelling behaviour and the 5 'R's and reminding the children of the standard of behaviour expected.

Repeated minor problems might result in the pupil being withdrawn from the playground activity: "time out". The MDAs keep notes of behaviour concerns or incidents in a log book and this is passed on to the Headteacher who reviews it daily. They also refer misbehaviour to the class teacher, Headteacher or a member of the Senior Leadership Team depending on the nature of the misbehaviour.

W's sheet

To prompt **Reflectiveness**, pupils may be asked to complete the W sheet which consists of 4 boxes in which the pupil writes or draws responses to the following questions,

What did you do?

Which rule did you break?

What should you have been doing?

What will you do next time?

Copies are kept either in the child's school file if appropriate or by the Headteacher in the Incidents log.

The 4 W's sheet can be found in the school office and can be completed with an LSA, Head, Deputy or teacher who was involved in the incident

Pupils' conduct outside the school gates

The Headteacher and members of the teaching staff have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" At Great Bardfield Primary School we will respond to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, by investigating the matter thoroughly, discussing the incident with parents and imposing the necessary sanction in line with our behaviour policy. In serious incidents this may involve detention or exclusion.

The headteacher and members of the teaching staff may discipline pupils for:

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or

- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the headteacher or member of teaching staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Detention

At Great Bardfield Primary School teachers have the power to issue a detention including a break or/ and a lunchtime detention.

Only the headteacher has the power to issue a detention outside of school hours to pupils as a sanction. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a) any school day where the pupil does not have permission to be absent;
- b) weekends - except the weekend preceding or following the half term break; and
- c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'non- contact days'.

Parental consent is not required for detentions and as with any disciplinary sanction a member of staff must act reasonably given all the circumstances. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

School staff will not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, the Headteacher will inform the child's parents and consider the following points when issuing a detention outside of school hours:

- Whether the detention is likely to put the pupil at risk.
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Absconding from school

If a child does leave the class but does not leave school premises, they will be coerced by a member of staff into returning into the school building either to a quiet place or the Head's office. Parents will be informed. If a pupil runs out of the school premises, parents will be informed immediately, and then the police. It is not appropriate for staff to attempt to chase and retrieve a child. Such incidents are treated very seriously and may result in temporary exclusion. Where the safety of a pupil cannot be guaranteed due to repeated attempts at absconding from school, where all reasonable steps have been taken to secure the school, it may be necessary to permanently exclude the pupil.

Exclusions

In the case of a child behaving in an exceptionally abusive or disruptive manner it will be at the discretion of the Headteacher (or Deputy Headteacher in the Headteacher's absence) to start the exclusion procedure. This may follow single or multiple occurrences of any the following behaviours

- actual or threatened deliberate violence by the pupil towards others.
- dangerous behaviour such as would lead directly or indirectly to serious injury to the pupil or to others, or to serious damage to property eg: climbing a tree and refusing to come down.
- an attempt or serious intention to leave the school premises
- extremely serious disruptive behaviour such as would prevent the proper conduct of the class
- complete refusal to follow a direct instruction from the headteacher (deputy headteacher in the headteacher's absence)
- immoral conduct of such a serious nature that other pupils or staff might be placed in danger
- theft
- cyberbullying
- particularly serious breaches of the school code of behaviour
- persistent bullying either physically, psychologically or by electronic means
- harassment, including abuse referring to another individual's race, gender, disability or sexual orientation

The length of the fixed term exclusion will depend on the severity of the incident and number of prior exclusions. In some more serious circumstances it may be necessary for a pupil to be educated off-site at a unit such as NEAPS or Grow to give the pupil the opportunity to reflect on and learn some new strategies to improve their behaviour. This is done in full consultation with the parents and it is the intention that the child will become reintegrated into the school community. If the pupil continues to seriously breach the behaviour policy it may be necessary to permanently exclude this pupil. In this instance The Governing Body will meet to consider the permanent exclusion.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The Governing Body pays particular attention to matters of racial equality; it seeks to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no-one is treated unfairly because of race or ethnic background.

Permanent exclusions

Only the headteacher (or the deputy headteacher in the headteacher's absence) has the power to exclude a pupil from school. This is done following

a detailed investigation of the incident in question and careful consideration of all circumstances. The Governing Body will meet to consider any permanent exclusions and parents will be fully informed of their decision. Parents will be given the opportunity to appeal the decision if they do not agree with it.

Bullying (see Anti Bullying Policy)

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to prevent any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils attend school free from fear.

Management of Force (see Reasonable Force and Restraint Policy)

The use of reasonable force is an absolute last resort, and it is very rare for these measures to be necessary. However in accordance with the Education and Inspections Act 2006, staff who are authorised by the headteacher have the right to use reasonable force to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility
- injuring themselves or others
- causing damage to property (including pupils' own property)

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Body on general behavioural issues.

Promoting positive behaviour-a daily approach.

In line with our Behaviour Policy, good behaviour and making sensible choices are always encouraged and rewarded at Great Bardfield Primary School.

If a child is unable to make an appropriate choice, the consequences must be followed through even if they decide to conform.

Consequences should

- only be given after warnings
- be clear and consistent
- be in conjunction with positive incentives
- be designed to help the child learn the desired behaviour i.e.if you run you go back and walk

Thinking Time

Offers an opportunity to reflect on feelings/ behaviour, repair and rebuild relationships. This also gives the child an opportunity to problem solve and choose to apologise for their behaviour.

White and Red Slips

Sometimes a child may exhibit more serious behaviours which break the school rules eg: fighting involving punching and kicking or deliberately damaging school property. In this instance a White Slip may be issued by the child's class teacher or a member of the SMT. Red Slips can only be issued by the SMT. Please see the table below as a guide to sanctions at Great Bardfield Primary School.

Behaviour logs

Teaching staff will endeavour to share any behaviour concerns with parents on a daily basis either through a discussion at the end of the school day or via the telephone. Behaviour is closely monitored and a teacher will record and concerns in their class behaviour log. The headteacher keeps a log of the more serious behaviour incidents that either they or the deputy head may have dealt with. This is to track any potential instances of bullying or patterns of behaviour.

Review

The Governing Body will review this policy every two years. The governors may, however review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

This policy has been written considering the latest guidance from the Department for Education, *Behaviour and discipline in schools*.

All members of teaching staff refer to this grid when deciding on appropriate actions and sanctions when behaviour is unacceptable.

Level of Intervention Grid

| 1 Low Level behaviour Anything that will stop others from learning. | Sanctions/ consequences | Comments Consequences |
|--|--|--|
| Fidgeting / fiddling Telling tales Dropping litter Noisy e.g. talking/shouting Failing to keep on task Wandering about unnecessarily Unkind remarks Time wasting Borrowing things from others without permission Leaving work area untidy Any <u>persistence</u> of low level behaviours would move into the moderate level | Tactically ignoring behaviour Eye contact from adult Diversion & distraction, Use of non verbal gestures Stern look Shake of the head Adult moving into the proximity of the behaviour Verbal reminders Change of seating Reminders of class/school expectations/ class code | Not recorded Remember- positive rule reminders & allow child time to decide what they should be doing rather than drawing attention to what they are not doing After several repetitions within a certain time period e.g. 3 incidents in a morning then move to next level. Discussions with child at break time Use circle time to discuss and rehearse appropriate actions Prefacing before an activity – remember to Where should you be? What should you be doing? Sit on your chair now..thanks |

| Level 2 Low level Behaviour – informal discussion with parents | Sanctions /consequences | Comments |
|--|--|--|
| <p>Not responding to teachers/ LSA & MDA requests Being more disruptive and deliberately causing disturbance Refusal to co- operate Consistently shouting out Distracting others Unprepared to and for learning Bad language (one off)</p> | <p>Tell the pupil what they should be doing Separation from the rest of the group Completion of unfinished work at playtime (not left unsupervised) or at home. Time out of class to work in a safe place as appropriate, either in another teachers class or other appropriate place where child cannot continue its work</p> <p>Contact with parents if behaviours continue by class teacher initially to discuss concerns and /or letter note home</p> <p>Individual targets set - reward scheme – discuss with parents Headteacher informed</p> <p>Bubble time, social stories, circle time to take place</p> <p>Loss of part of a playtime.</p> | <p>Minimal use of words when talking with child – direct assertive instruction without acknowledging inappropriate behaviour</p> <p>Remember-positive rule reminders & allow child time to decide what they should be doing rather than drawing attention to what they are not doing</p> <p>Incidents will be recorded in the class behaviour book and the child may be asked to miss a part of their playtime.</p> <p>Parents may be informally informed of the incident through discussion with the class teacher at the end of the day.</p> |

| Level 3 Moderate Level Behaviour-White slip given | Sanction | Comments |
|--|--|--|
| <p>Repeated refusal to do set tasks Continued or more serious disrespect to adults eg: answering back – challenge to authority Telling lies Running in corridors Pushing in line Deliberately throwing small objects with intention of breaking them Damaging school property, other child's property, deliberately defacing books Leaving class without permission Harmful/offensive name calling Threatening / aggressive behaviour Vandalism – graffiti etc Bullying Stealing</p> | <p>In order to get child to comply: First warning and choice & give time to comply Second warning and choice – repeat instruction reminding the child of incentives of behaving appropriately, that there are consequences to the choices that are made. Third and final warning Either you make a choice or.... Time out depending length of time dependent on the seriousness of the incident.</p> <p>Child may be asked to work in Headteacher's office for part of the lesson.</p> <p>The child will make good any damage caused and miss all of playtime.</p> <p>White slip will be issued to inform parents of the incident. This should be signed and returned to school the next day with the child.</p> <p>Parents may wish to make an appointment to speak with the class teacher about the incident.</p> <p>Daily/weekly targets/contract agreed</p> | <p>Thinking form to be completed by child during the missed playtime.</p> <p>Any consequences should be planned and logical. Management plan may be needed and included in IEP where there would need to be access to basic support & models of support</p> <p>All incidents will be recorded in the Headteacher's behaviour book.</p> |
| Level 4 Serious Behaviour –Red slip | Sanctions/Consequences | Comments |

| | | |
|--|---|---|
| <p>Fighting & intentional physical harm Persistent bullying Consistent disruption to a lesson Consistently telling lies Consistently using bad language Swearing at a member of staff. Serious challenge to authority or complete refusal to follow an instruction after three chances are given</p> | <p>A red slip will be issued by the class teacher. Parents will be invited into meet with the headteacher and the classteacher on the day of the incident.</p> <p>Child may be asked to work in the Headteacher's office.</p> <p>Child will miss all of playtime and lunchtime.</p> | <p>Thinking form to be completed</p> <p>Full information from all parties involved to be completed on Headteacher's behaviour book</p> |
| <p>Level 5 Exclusion</p> | | |
| <p>Extreme danger or violence to self, others or staff Verbal /physical abuse to any staff Running out of school</p> | <p>Follow guidance on exclusion. Governors to be informed</p> | <p>Follow up letter to parents stating the length of exclusion and reason for exclusion</p> <p>Reinstatement procedures carefully managed with meeting with parents and child and with full agreement of all concerned</p> <p>Behaviour/ Pupil support service to be informed if the behaviour continues.</p> |

Consequences should be considered as

- part of an agreement with parent(s)/carer(s) & School
- discussion with Behaviour Support re particular individual cases
- as part of a management plan identified on the child's IEP