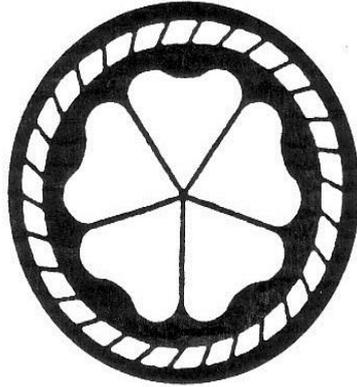


# **Great Bardfield Primary School**



## **Behaviour and Discipline Policy**

**Date Policy Agreed with staff: October 2020**

**Date of Review: October 2022**

## **‘Fostering Exemplary Behaviour is everybody’s responsibility’**

***Our behaviour policy is in addition to the Covid-19 Behaviour Policy (please see the school website) which is in place due to the exceptional circumstances of the pandemic.***

### **Rationale**

At Great Bardfield Primary School, we are committed to a whole school approach towards the encouragement and expectation of good behaviours; both Learning Behaviour and Social 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. Every child has a right to learn in an environment where they feel safe and secure and where they can achieve their best.

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 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 Respect adults who are teaching us by listening and following classroom rules.

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 PSHE 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 interactions 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 on school visits.

## **The role of the headteacher:**

It is the responsibility of the headteacher to implement the school Behaviour and Discipline 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 at the forefront of our actions.**

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 Behaviour Policy and The Anti Bullying Policy are implemented consistently. Also that tolerant and positive behaviours are fostered to prevent the occurrence of bullying.

The headteacher has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of misbehaviour or where a pupil has caused significant disruption to the learning of other children or where a pupil has repeatedly refused to follow the instructions of an adult. For repeated or very serious acts of anti-social behaviour, the headteacher may either temporarily or permanently exclude a pupil following the DFE guidance.

## **At all times the headteacher must have regard to any guidance or notification provided by the DFE such as:**

- 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 staff will:

- Treat all children fairly and with respect.
- Raise children's self-esteem and develop their full potential.
- Provide a challenging, interesting, stimulating 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' sanctions**

- Teachers have the 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 Learning Support 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 have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

## **The role of parents/carers**

We believe that it is key for parents to be involved in the reinforcement of positive learning and social behaviours. On enrolment at 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 desire to show RESPECT for everyone, a willingness to co-operate with others and to 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 school's rules. Parents should take responsibility for ensuring that their child comes to school ready to learn with a positive attitude to learning and a willingness to follow rules and instructions as asked.

We ask parents to support the school in the implementation of the behaviour code. Parents will be made aware of any concerns about their child's behaviour as early as possible, by the child's class teacher. If a serious problem arises, the Headteacher will contact parents to arrange a meeting. 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 who 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 Local Authority behaviour support service.

## **The role of Pupils**

Pupils are taught from the early stages of Foundation Class to understand the school rules and their responsibility in making Great Bardfield Primary School a safe, happy and secure place to learn. Pupils are also taught about the consequences of their actions if they break the school rules. They are taught about the importance of telling the truth, taking responsibility for their actions, accepting a consequence, reparation and then moving forwards by making a fresh start.

## **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 headteacher 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 a stimulating, 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)

### **Rewards**

Staff will recognise that positive encouragement of pupils 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; eye-contact, smiles
- verbal comments and 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.

- Headteacher awards for exceptional behaviour.
- Team rewards in the form of the ' Housepoints' system which awards particular targets being met within the class, when pupils have worked cooperatively towards an activity or event, and succeeded
- Teachers will put work on display
- Pupils have praise for consistent good work or behaviour, particularly when facing a challenge, acts of kindness in school
- all classes will lead an assembly in the Spring Term 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

The school aims to acknowledge all the efforts and achievements of pupils, both in and out of school. Children who are awarded certificates for their achievements, in the weekly Celebration Assembly 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 give 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 school behaviour policy is consistently and fairly applied and therefore underpins effective and positive learning. 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 by the headteacher, all teaching staff and governors.

At Great Bardfield Primary School we encourage good behaviour through a mixture of an ethos which fosters mutual respect between all stakeholders, clear rules and high expectations.

We have in place 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 warning.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Working outside the classroom in a quiet space.
- Making a card in reparation for hurting or upsetting another person.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Working outside the classroom in a quiet space.

- 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 and/ or lunch time
- Detention after school.
- In more extreme cases we may use temporary or permanent exclusion as a sanction.

### **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 poor choices
- deter a child from making a further poor choice
- give the child the opportunity to make reparation for their poor choice.

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:

- the pupil will be spoken with by the headteacher
- letter or phone call from headteacher to parents
- parents informed that there will be a break time or lunchtime detention
- 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.

### **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. We will investigate the matter thoroughly, discuss the incident with parents and impose 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 consistently leaves the school building without permission and will not return inside this may result in a temporary exclusion.

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 under the guidance of the Headteacher in their 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 themselves or to others
- serious damage to property eg: climbing a tree and refusing to come down.
- an attempt or serious intention to leave the school premises
- serious disruptive behaviour such as would prevent the other children in the class from learning effectively in a calm and safe environment
- complete refusal to follow a direct instruction from the headteacher  
(or 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 is at the headteacher's discretion and will be a measured response depending 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 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 Headteacher will review this policy every two years. The headteacher 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.**

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

**Level of Intervention Grid**

<b>1 Low Level behaviour</b> Anything that will stop others from learning.	<b>Sanctions/ consequences</b>	<b>Next Steps</b>
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  <b>Any persistence of low level behaviours would move into the moderate level</b>	<b>Tactically ignoring behaviour</b> 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 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 PSHE 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..thank you  Assumed compliance

<b>Level 2 Disruptive, unkind or unsafe behaviour – informal discussion with parents</b>	<b>Sanctions /consequences</b>	<b>Comments</b>

<p>Not responding to teachers/ LSA &amp; 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)  Hurting others by hitting or kicking.  Being deliberately unkind or excluding another children from a group at playtime.</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 where child can continue their 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>Loss of part of a playtime.</p>	<p><b>Minimal use of words when talking with child – direct assertive instruction without acknowledging inappropriate behaviour</b></p> <p>Remember-<b>positive rule reminders &amp; allow child time to decide what they should be doing rather than drawing attention to what they are not doing</b></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>
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<b>Level 3 Serious concerns -White slip given</b>	<b>Sanction</b>	<b>Comments</b>
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<p><u>Repeated</u> 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><b>In order to get child to comply:</b> <b>First warning and choice</b> &amp; give time to comply <b>Second warning and choice</b> – repeat instruction reminding the child of incentives of behaving appropriately, that there are consequences to the choices that are made. <b>Third and final warning</b> Either you make a choice to turn it around or.... Time out depending length of time dependent on the seriousness of the incident. Child may be asked to work in Headteacher's office for part of the lesson. The child will make good any damage caused and miss playtime. <b>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.</b> Parents may wish to make an appointment to speak with the class teacher about the incident. Daily/weekly targets/contract m a y b e agreed</p>	<p>Any consequences should be planned and logical. A consistent Management plan may be needed and included in IEP where there would need to be access to basic support &amp; models of support All incidents will be recorded in the Headteacher's log.</p>
<p><b>Level 4 Serious Behaviour –Red slip</b></p>	<p><b>Sanctions/Consequences</b></p>	<p><b>Comments</b></p>

<p>Fighting &amp; 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>The child may receive an after school detention.</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><b>Level 5 Exclusion</b></p>		
<p>Extreme danger or violence to self, others of staff Verbal /physical abuse to any staff</p> <p>Total refusal to follow a direct instruction from the headteacher (or deputy headteacher).</p> <p>Behaviour which is continually deliberately, highly disruptive and prevents other children from learning.</p> <p>Leaving the school premises</p>	<p>Follow Local Authority guidance on exclusion.          Governors to be informed</p>	<p>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>

