



St George's Primary School is a Church of England school that promotes the spiritual, moral, cultural and physical development of each child.

Our School Aim: to help all children reach their full potential and develop an enthusiasm for lifelong learning within a caring and Christian environment, preparing them to be valuable members of society.

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Policy Title:	Behaviour
LT Responsibility:	Headteacher
Review Body:	Executive Head Teacher
Date:	September 2019
Review:	September 2020

We recognise that our pupils bring with them a wide variety of behaviours influenced by life experiences outside school. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will take into account the views of parents and families, colleagues and external agencies together with any Statement of Special Educational Need or Education, Health and Care Plan. We will also ensure compliance with the trust's Equality Policy taking into account pupils with protected characteristics and making reasonable adjustments for pupils with a disability within the meaning of the Equality Act 2010. Both the school and trust respects the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. By following the trust's Equality Policy, the school seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation.

*This policy should be read in conjunction with the Trust's Equality Policy .
<https://www.aquinastrust.org/>*

Ethos

St George's School provides a school environment that is safe, caring and stimulating for the children. Every member of the school community should feel safe, valued and respected. The school values are built on mutual trust and respect for each other. This behaviour policy is in place to support these ideals.

1. Aims

1. We lead by example and our main aim is for the children to develop a positive and respectful attitude to themselves, to others and to other people's property.
2. We have a clear idea of agreed acceptable behaviour and work with the children to become responsible, confident and independent members of the community.
3. We support children in developing the skills to resolve conflicts and make good relationships with one another and the adults with whom they learn.



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4. We treat everyone fairly and apply this policy in a consistent way.
5. We recognise that there are children who will need personalised behaviour management strategies.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Achieving these aims

- Class charter – at the beginning of each school year each class will develop their own class charter based on the Golden Rules. Each child will sign the charter plus the teacher, TA and midday supervisor
- Behaviour triangles – all classes in KS1 & KS2 follow the same behaviour management system. These show clear steps of behaviour levels and rewards/sanctions are linked with these steps. (Appendix 1 – Behaviour triangles). Each teacher has a behaviour book in their classroom where they keep records of inappropriate behaviour.
- When children fall consistently below expected behaviour, their teacher will analyse the possible reason and develop strategies to support the child in changing their behaviour.
- Rewards and sanctions are agreed and used fairly and consistently by all adults in the school. We ensure, through regular training that all members of staff model and teach the values and skills embodied in this policy. We ensure that the policy is administered consistently and fairly and that everyone knows their roles and responsibilities in behaviour management.
- We communicate the Behaviour Management policy to parents/carers when they join the school, we display it on our website and seek their consent/support by asking the parents to sign a Home School Agreement (Appendix 2).
- We develop and foster children's emotional intelligence and conflict resolution skills and their sense of responsibility for themselves through our PSHE curriculum which is taught throughout the school.
- Staff will refrain from physically restraining a child unless an intervention is justified due to the need to defending themselves or others from an assault or if there is a need to prevent a child inflicting serious harm to themselves or others or to prevent a child from running away. See guidance on Use of Physical Intervention and Physical Contact (Appendix 3).

Roles and Responsibilities



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- All staff have high expectations of the children's behaviour everywhere in the school and ensure that the children work to the best of their ability and make positive relationships with one another and all the adults working with them
- All staff treat each child fairly, with respect and understanding
- All staff are informed, on a 'need to know basis' of children's behaviour needs and plans
- Teaching assistants and midday supervisors ensure they inform teachers/Head of School of any serious or continued behaviour problems arising whilst children are in their care.

The Role of the Head of School

- It is the role of the Head of School to implement the school Behaviour Policy consistently throughout the school. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all members of the school.
- The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of this policy.
- The Head of School keeps records of all serious incidents of misbehaviour and concerns that are reported to her or incidents with which she has dealt.
- The Head of School operates an 'Open Door policy'

The Role of the Parent

- The school works collaboratively with parents, so children receive consistent messages about how to behave at school and home.
- The school rules are explained in the 'Home School Agreement' and shared with parents in Meet the Teacher sessions. Parents are expected to support these.
- Parents are also expected to support their child's learning, and to co-operate with the school, as set out in the 'Home/School Agreement'. We try to build a supportive dialogue between the home and school; we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If parents are concerned about the sanctions given to their child they should speak initially to the class teacher, then to the Phase Leader and after the Head of School



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and if the issue remains unsolved, finally to the Executive Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of the Inclusion Manager

- This role is to support children, parents and staff with all aspects of school life. Children, parents and staff can access the Inclusion Manager during the working week on Wednesdays, Thursdays and Fridays.
- The Inclusion Manager has an 'Open Door policy' to encourage and maintain good home / school communication.

The Role of the Aquinas Advisory Council

- The Head of School has the day to day authority to implement the school Behaviour Policy; the advisory council may give advice to the Head of School about particular disciplinary issues.

Monitoring

- The Head of School monitors the effectiveness of this policy on a regular basis. She reports to the Aquinas Advisory Council on the effectiveness of this policy.
- The school keeps a variety of records of misbehaviour: the class teacher records classroom incidents, but generally minor incidents are not recorded, unless they are part of a close monitoring programme that has been set up for a particular child.
- Should the class teacher be concerned about general behaviour of any child in their class they speak directly to the Inclusion Manager.
- The Head of School/Assistant Head of School/ Inclusion Manager record incidences when a child is sent to them for poor behaviour.
- Staff on duty deal with incidents at break time but the more serious incidents are reported to either the Head of School /Assistant Head of school / Inclusion Manager who will take the appropriate action. Incidents are then recorded in their behaviour books.

Rewards

Each class in KS1 and KS2:



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- Throughout the day children can work their way up the Positive Behaviour triangle earning rewards for each step.
- The Head of School welcomes children to her room to share achievements.
- Special postcards are awarded to children identified for any success. These postcards are sent in the post.
- Peer praise is encouraged.
- The school acknowledges all the efforts and achievements of children, both in and out the school, for example music or swimming certificates during the Monday Collective Worship.

3. Sanctions

Children need to discover where the boundaries of acceptable behaviour lie, as this is part of growing up. There will be times when children behave unacceptably and they are reminded that they are responsible for their own actions and that breaking rules has consequences. The class teacher deals with minor breaches of discipline in a caring, supportive and fair manner, having regard to the age of the child. Each case is treated individually and fairly. Children are made aware that poor behaviour needs to be changed and sanctions will ensue.

St George's Primary School has standard strategies for serious breaches of discipline. The strategies progress in stages/levels (see Appendix 4), however, they may be used in any order and more than one may be used at the same time. Failure to improve at any stage leads automatically to the next stage. Each stage is recorded. Incidents involving violence, racism or verbal abuse are formally recorded. This type of behaviour is rare at St George's and it is the duty of the Head of School or if she is unavailable the senior management team to deal with it promptly.

Exclusions:-

St George's Primary School is an inclusive school, committed in policy and practice to recognition of the equal value of each member of the community and to equality of opportunity for all. Exclusions are used sparingly and only as part of the overall Behaviour Management Policy. However, exclusions may be used when other strategies and sanctions have not been effective.

The school complies with the statutory framework as set out in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and the statutory guidance Exclusion from Maintained Schools, Academies and pupil referral units in England (September 2017) published by the Department for Education.



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Fixed Term Exclusions

In all cases the Head of School gathers evidence and takes advice from colleagues who are working with the pupil. Excluding a pupil from school is a serious step to take. The Head of School alone has the statutory power to exclude a pupil from school. Where the Head of School is temporarily off-site or absent from school they must be consulted and have access to relevant evidence and information prior to the final decision being made. In the case of the Head of School being absent for an extended period of time the Executive Headteacher will have the power to exclude in place of the Head of School.

The Head of School will decide on the length of exclusion in all cases. The length of the exclusion will depend on a number of different factors which may include, but are not limited to, previous exclusion record, severity of incident, risk to others and where and how the incident arose. Parents will be informed either by telephone, letter or email on the day the pupil is excluded. The pupil will be seen by the Head of School and sent home with details of work to undertake in their exclusion letter.

In exceptional circumstances, where further evidence comes to light, a further fixed period exclusion can be issued or a permanent exclusion to take effect after the initial fixed term ends.

Permanent Exclusion

A decision to exclude a pupil permanently is a very serious one and therefore can only be taken by the Head of School. It can be the final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed to secure improvement. Where a pupil is permanently excluded for a build-up of negative events, it is an acknowledgement by the Head of School that the school has exhausted all support strategies and interventions for the pupil and that to allow the pupil to remain in school would seriously harm the educational welfare of the pupil or others in the school.

The decision to exclude permanently may also be taken by the Head of School when there has been a one-off serious breach of the school's published Behaviour Management policy and where the Head of School believes that to allow the pupil to remain in school would seriously harm the educational welfare of the pupil or others in the school. Such a decision may be taken as a result of any serious incident of any of the offences listed below and includes assault towards a member of staff or pupil, fighting, bringing offensive weapons into school, and the use or distribution of controlled substances within the school and its immediate vicinity.



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Incidents for which fixed term or permanent exclusion will be considered, but are not limited to, include:

- Persistent low/mid-level disruption of the learning environment;
- Verbal abuse of adults and others;
- Verbal abuse to pupils;
- Physical abuse of/attack on adults and others;
- Physical abuse of/attack on pupils;
- Indecent behaviour;
- Damage to property;
- Misuse of illegal drugs;
- Misuse of other substances;
- Theft;
- Serious actual or threatened violence against another pupil or adult;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Arson;
- Unacceptable behaviour over time for which previous sanctions and other initiatives have not been successful in modifying the behaviour;
- Any other behaviour which may bring the name of the school into disrepute.

This is not an exhaustive list and there may be other situations where the Head of School makes the judgement that exclusion is an appropriate sanction.

Incidents of Misbehaviour Occurring Outside School

The school may impose an exclusion on a pupil for non-criminal misbehaviour occurring outside school where it is reasonable to do so including:

- Misbehaviour which occurs when the pupil is taking part in a school organised or related activity, or travelling to or from school, or wearing the school uniform, or can be identified in some other way as a pupil of the school; or
- Misbehaviour at any time that could have repercussions for the orderly running of the school, or pose a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

The school may also sanction pupils for criminal behaviour occurring outside school even where the police have decided to take no formal action against the pupil.

Exclusion Procedure

Most periods of exclusion are for a fixed term and short in duration. Only the Head of School can exclude a pupil and this must be on disciplinary grounds. A pupil may be



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excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. In exceptional circumstances, where further evidence comes to light, a further fixed period exclusion can be issued or a permanent exclusion to take effect after the initial fixed term ends.

The Trust has established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for over 15 days in a school term or missing a public examination. The Trust has established arrangements to review fixed term exclusions which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately, where possible. A letter will be sent giving details of the exclusion and the date the exclusion ends save for in the case of a permanent exclusion. Parents have a right to make representations to the review panel.

In the case of a fixed term exclusion, a reinstatement meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the leadership team and other colleagues where appropriate.

During the course of the fixed term exclusion, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility. It is the school's responsibility to provide work for the pupil for the first five days. If the fixed term exclusion is in excess of 5 days, suitable full time education must be arranged from the sixth day. In the case of the a permanent exclusion, the school is responsible for providing work for the pupil for the first five days, on the sixth day it is the responsibility of the local authority to provide suitable full time education.

General Factors the School Considers Before Making a Decision to Exclude
Before deciding whether to exclude a pupil either permanently or for a fixed period the Head of School will:

- Ensure appropriate investigations have been carried out;
- Consider all the evidence available to support the allegations taking into account all relevant policies;
- Allow the pupil to give their version of events, where possible;
- Collect evidence from a range of sources and/or witnesses, where reasonable.

When establishing the facts in relation to an exclusion decision the Head of School



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will apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true rather than the criminal standard of 'beyond reasonable doubt'. If the Head of School is satisfied that on the balance of probabilities a pupil did what they are alleged to have done, an exclusion will be the outcome.

Exercise of Discretion

In reaching a decision to exclude, the Head of School will look at each case on its own merits. In considering whether permanent exclusion is the most appropriate sanction, the Head of School will consider:

- i. the gravity of the incident, or series of incidents as detailed in the behaviour log, and whether it constitutes a serious breach of the Behaviour Management Policy;
- ii. the effect that the pupil remaining in the school would have on the education and welfare of other pupils and adults. Nonetheless, in the case of a pupil found in possession of an offensive weapon, whether there is an intention to use it or not, it is the school's usual policy in this particularly serious matter to issue a permanent exclusion.

Preventing Exclusion

Alternative strategies to avoid exclusion are included in the Behaviour Management Policy. The school works closely with the local authority and other primary schools to undertake managed moves where such a course of action would be of benefit both to the pupil and the two schools concerned. However, the threat of a permanent exclusion will never be used as the means to coerce parents to move their child to another school.

The school endeavours to avoid both fixed term and permanent exclusions. However, if the strategies implemented by the school have failed, then there will be a final interview with parents or carers where the possibility of exclusion will be discussed. This will be followed by a final written warning stating that the pupil is 'at risk' of exclusion/ permanent exclusion.

Staff Guidance and Training

Where unacceptable behaviour occurs at any time during the school day, the following procedures will be followed:



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- Through discussion, a colleague will investigate the incident with the children involved;
- Strategies to encourage positive behaviour will be given;
- Those at fault will be reminded of unacceptable behaviour and a suitable apology required;
- Possible consequences given in accordance with the 'behaviour triangles';
- Removal from planned curricular activities, such as swimming or PE, will not be used as a consequence unless the unacceptable behaviour relates particularly to the activity.

Training is given, as required, to newly-appointed staff, and to all other colleagues as changes are made by legislation. Pupil discipline is also regularly an item at meetings that involve teachers and support staff. Where there are particular problems, guidance is given to a teacher and support staff by the leadership team or Additional Educational Needs Team.

From time-to-time, a morning or afternoon session of a training day will be used to review the Behaviour Management Policy and for training in matters such as the positive handling of physically challenging pupils, identifying pupils that may be taking drugs or children whose poor behaviour arises from abuse or other safeguarding concerns, etc.

It is important that all children have equal access to rewards within the system. It can be easy to overlook the majority of children who work calmly and conscientiously all the time. We also need to acknowledge the high achievers on the same basis. Pupils with special educational needs, especially those with personal support plans that include objectives concerning behaviour, will often need a programme of additional strategies to meet their needs. These pupils' individual rewards will need to be channelled into this system, for example, the thresholds when rewards are achieved.

Those children with particular behavioural difficulties may have agreed additional procedures and strategies in place for them but where possible the above procedures will apply.

The Head of School is responsible for coordinating matters related to behaviour. If any colleague has any concerns in this area, they should raise it with the Head of School.

DATA PROTECTION



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St George's CE Primary School [The Academy] processes personal data, some of which will be sensitive personal data, in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.

All staff are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.



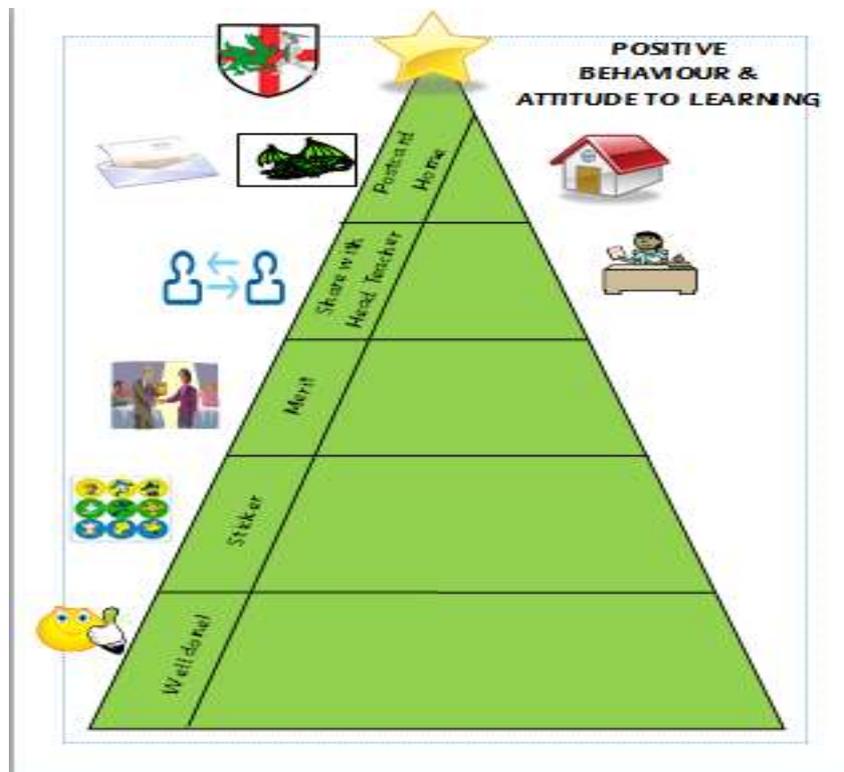
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Appendix 1

Behaviour Triangles

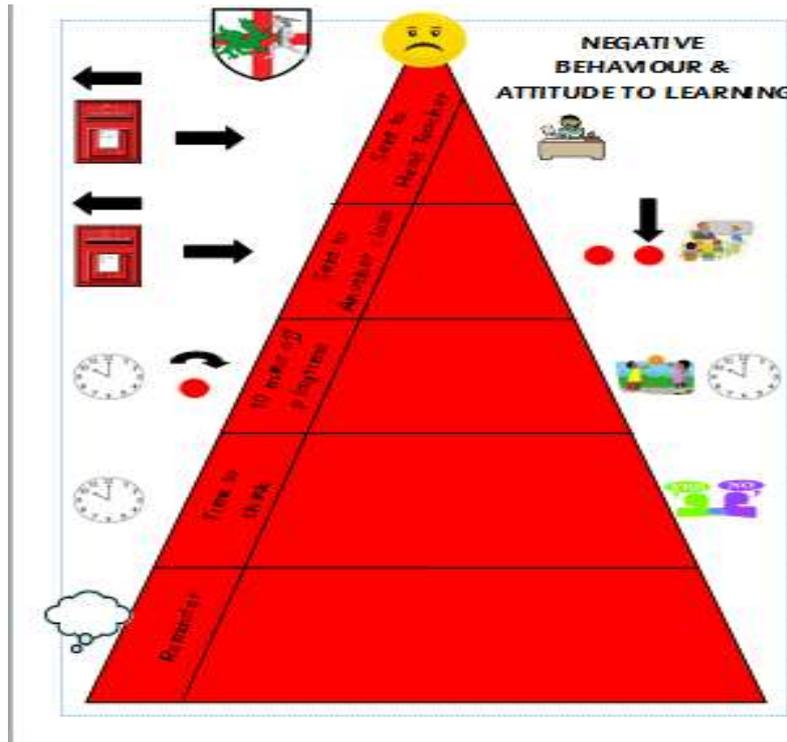




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Appendix 2 Home School Agreement

Parents/Carers

I/We will :

- Make sure my child arrives at school on time – 8.55am and is collected at 3.25pm
- Make sure my child attends regularly and ring the school office before 9am on the first day my child is absent
- Attend Parent evenings to discuss my child's progress once a term
- Support the school's policies and guidelines for behaviour and anti-bullying
- Let the school know about any concerns or problems that might affect my child's behaviour or work
- Be interested in my child's learning and support my child's home learning tasks
- Ensure my child wears a named school uniform, sensible shoes and provide a PE kit

The school will :

- Care for your child's safety and happiness
- Have high expectations for your child and encourage him/her to achieve their best
- Inform you of your child's progress at regular meetings and through an annual school report
- Offer a challenging, broad and relevant curriculum and inform you about what the teachers aim to teach each term
- Let you know about any concerns or problems that affect your child's work or behaviour
- Give suggestions for home learning (homework) and value the response
- Be open and welcoming and keep you informed about school activities through regular letters home, the school brochure, the school website, newsletters and notices about special events

Together we will :

- Support your child's learning to help them achieve their best at home and at school. Bullying will not be tolerated. Identify and address any special needs

The Aquinas Advisory Council's commitment :

The Aquinas Advisory Council is committed to providing an excellent education for all pupils, actively encouraging them in a secure environment to progress well and to achieve their personal best. We aim to achieve this by providing high quality and challenging teaching and by fostering the enjoyment of learning for both pupils and staff. The school's ethos will encourage the development of self-esteem and the ability to mix confidently with other people. Equal opportunities is integral to our school's philosophy.

Signed (parent/carer)

Signed..... (Head Teacher)



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Child's name Date

Please note that this is a statutory document.



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Appendix 3

Guidance on the Use of Physical Interventions

- All teaching staff are authorised to use reasonable force to control or restrain a child.
- Some members of the non-teaching staff, who have lawful control or charge of pupils at the school, can also be authorised by the Head Teacher to use reasonable force.
- Staff are authorised to search pupils without their consent for any dangerous or banned items (Education Act 2011).

Section 550a of the Education Act 1996 states that members of staff of a school are able to use reasonable degree of force in order to prevent a pupil doing any of the follow :

- Committing an offence
- Causing personal injury to, or damage to the property of any person or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school

Members of staff are authorised to use reasonable force in order 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 (including a member of staff)
- Causing damage to property (including the pupil's own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in the classroom during a teaching session or elsewhere.

Members of staff are entitled to use agreed physical interventions in the following situations :

- A pupil attacks a member of staff or another pupil
- Pupils are fighting
- A pupil is engaged in, or is on the verge of committing deliberate damage or vandalism to property
- A pupil is causing, or at risk of causing, injury to another, or rough play, or by misuse of dangerous materials or objects
- A pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others



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- A pupil absconds from a class or tries to leave school (NB: this will only apply if a pupil could be at risk if not kept in the classroom or at school)
- A pupil is behaving in a way that is seriously disrupting a lesson and persistently refuses to obey an order to leave the classroom.

Types of physical force that may be appropriate to employ in the above circumstances :

- Physically interposing between pupils
- Holding
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back.

All staff working at St George's Bickley will follow these guidelines and are authorised by this policy, to use reasonable force, should the necessity arise.

- Reasonable force will be used as the last resort when other behavioural management strategies have failed or when pupils or staff are at risk
- Physical intervention will be kept to a minimum to achieve the desired result.

Examples of appropriate touch may include the following:

- Respecting the personal privacy and personal space of children
- Responses affecting the safety and well being of the child (eg holding the hand of a child while crossing the street, holding a child gently but firmly during a temper tantrum)
- Hugs, lap sitting for younger children, reassuring touches on the shoulder, back rubs and touch for health and hygiene.

Examples of inappropriate touch may include the following:

- Coercion or other forms of exploitation of the child's lack of knowledge
- Satisfaction of adult needs at the expense of the child
- Violation of laws against sexual contact between adults and children
- Any attempt to change child behaviour with adult physical force, often applied in anger
- Forced kisses, corporal punishment, slapping, striking or pinching, tickling for prolonged periods, fondling or molestation.

Inappropriate touching will be grounds for immediate intervention by the Safeguarding Officer.



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*NB Therapeutic touch is used in situations where children are stressed. Research shows that it is unkind or will increase a child's distress if touch is not employed (New Guidance on the use of Reasonable Force in Schools – DfEE 1998).



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Appendix 4

Behaviour Management Levels/stages

EVERYONE TAKES RESPONSIBILITY – ANYTIME & ANYWHERE

Behaviour Management Levels:

We all:

- Constantly reward good behaviour
- Have high expectations of behaviour in the classroom, school and outdoor areas
- Provide good role models for the children
- Take responsibility for monitoring children's behaviour in all areas of the school and playground
- Challenge inappropriate or unacceptable behaviour
- Make it clear to the child/children what sanctions are being used and why

STEPS OF BEHAVIOURAL MANAGEMENT

Straight to Head of School for:

Bullying

Disrespect

Swearing

Racist remark

Physical harm

Level 1

Everyday misbehaviour with escalating sanctions – Behaviour Triangles

Level 2

Repeated patterns of misbehaviour – behaviour chart, parental involvement

Level 3

Child is sent straight to Head of School



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When Level 2 actions are not successful class teacher, Head of School, parent, Inclusion Manager, outside agencies are involved

Level 4

Persistent poor behaviour, strategies 1-3 have not been successful – child, Inclusion Manager, agencies, parent/carer involved

Guidance for behaviour management steps

Level 1

Level 1 behaviours are the everyday infringements of our school rules and good sitting, looking and listening. The teacher follows the sanctions on the Red Triangle. If the child persistently displays poor behaviour and is not responding to the sanctions and discussions about their behaviour, then the class teacher will move that child to Level 2.

Level 1 steps in the classroom:

1. Reminder – if child infringes class rules
2. Time to think – 5 minutes time out in the classroom if the child has continued to infringe the class rules
3. 10 minutes off playtime – if the poor behaviour continues the child is put in detention and will miss 10 minutes of their playtime. Parents are notified after 5 detentions and asked to come in and meet with the class teacher.
4. Sent to another class – if the misbehaviour continues they will be sent to another class for one session. On return, they have to tell the teacher what they will do to improve and then demonstrate these improved behaviours. The parents are notified if a child has been sent to another class.
5. Sent to Head of School – a child is sent to the Head of School if they have demonstrated extremely poor behaviour all day and not demonstrated improved behaviour on return from time out in another classroom. Or if they bully, show disrespect, swear, make a racist remark or physically harm



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another person. In these cases a child would be sent straight to the Head of School no matter where they were positioned on the Red Triangle.



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Level 1 steps in the playground:

1. Reminder – if a child misbehaves
2. Time to think – 5 minutes time out if the misbehaviour continues

Top playground – on a bench

Middle playground – by the fence to the quiet garden

Lower playground – on the grass by the path leading down from the middle playground

If the misbehaviour is repeated, the child has a further 10 minutes time out and the person on duty fills in a blank sticky label to inform the child's teacher of the misbehaviour

Straight to Head of School for: Bullying, Disrespect, Swearing, Racist remark, Physical harm. If the Head of School is unavailable then Assistant Head of School, Inclusion Manager, member of SLT

Level 2

Where Level 1 has not been effective and a pattern on misbehaviour has emerged, the class teacher moves the child to Level 2.

At Level 2, the Level 1 sanctions will still apply in the same order.

In addition, the class teacher:

1. Analyses the child's behaviour
2. Meets with the child's parents/carers to discuss the behaviour and find out more information that might help to understand the reasons for the behaviour
3. Develops a Behaviour Management Chart with targets, support strategies and rewards. This can take different forms depending on the child and whether it is classroom or playground based.



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4. This plan has a clear time frame and should be reviewed within six weeks or half a term with the child and the parents.
5. In addition, if appropriate, a contact book may be set up to aid home/school communication on the child's progress.

If there is progress, continue as long as necessary. If there is no progress then the child moves to Level 3.

Level 3

At Level 3, the Inclusion Manager and other outside professionals may be involved. The parents/carers will continue to be involved. At this stage, the child may meet Stage Action criteria and should be checked against this. A new behaviour management plan will be set up.

Level 3 is also the stage where children who display the following behaviours will be sent straight to the Head Teacher.

- Deliberate disrespect, non-compliance with an adult
 - Swearing
 - Hurting another child deliberately and causing them harm eg punching, kicking and biting
 - Racist language
 - Bullying
1. The Head of School or SLT member will discuss the behaviours with the child and agree appropriate reparation with injured party. The child will be sent to another class for a morning or afternoon, they will write/draw an apology.
 2. The incident is recorded in the Head of School's behavioural book and reported to the class teacher.



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3. The child's parents are contacted by phone and informed of the incident and asked to reinforce the good behaviour needed. The injured parties' parents are contacted and informed of what has happened.



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Appendix 5

National Standard List of Reasons for Exclusions and Permanent Exclusions

This list provides descriptors of reasons for exclusions and the main reason for exclusion should be used on the electronic reporting form. The 12 categories should cover the main reasons for exclusions and the 'other' category should be used sparingly.

The further detail suggesting what the descriptors cover should be used as a guide and this list is not intended to be used as a tick-list for exclusions. In reaching a decision on whether to exclude, head teachers need to refer to the Department's guidance published in January 2003, entitled *Improving Behaviour and Attendance: Guidance on Exclusion from School and Pupil Referral Units*.

Physical assault against pupil

Includes:

- fighting
- violent behaviour
- wounding
- obstruction and jostling

Physical assault against adult

Includes:

- violent behaviour
- wounding
- obstruction and jostling

Verbal abuse/threatening behaviour by against pupil

Includes:

- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- harassment
- verbal intimidation
- carrying an offensive weapon

Verbal abuse/threatening behaviour pupil

Includes:

- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and
- verbal intimidation
- carrying an offensive weapon e.g. knife would be an automatic exclusion

Bullying

Includes:

- verbal bullying
- physical bullying

Racist abuse

Includes:

- racist taunting and harassment
- derogatory racist statements



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homophobic bullying
racist bullying

swearing that can be attributed
to racist characteristics
racist bullying
racist graffiti