

Behaviour Strategies

Level One				
Behaviour Evidence	Action	How should the behaviour be recorded?	Who should be involved?	Consequences
<p>Minor misdemeanour by child/ren who are acting out of character e.g.</p> <ul style="list-style-type: none"> • Playtime incident • Falling out with friends • Accident and/or minor injury as a result of a rough game • Conflict during football & games • Fake allegations • 'Cheeky or disrespectful responses' ▪ Swearing ▪ Name calling ▪ Kicking 	<ul style="list-style-type: none"> • Take the incident seriously • Listen to both sides • Seek 'witness' statement • Talk through how they could have managed the incident • Ensure apologies are exchanged • Inform the class teacher • 'Time out' for five minutes to consider their actions and gain some personal space 	<ul style="list-style-type: none"> • Record incident in class (and playground) red behaviour folder. 	<ul style="list-style-type: none"> • The children • Witness • Playground supervisors (staff) • Class Teacher 	<ul style="list-style-type: none"> • Apologise • Incident dealt with and children return to play • If the same children are involved in similar incidents then go to level two • Required to wear plimsolls if kicking <p style="text-align: center;">MOVE TO LEVEL TWO IF THIS BEHAVIOUR IS REPEATED</p> <p style="text-align: center;">LET THE CLASS TEACHER KNOW</p>

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Level Two				
Behaviour Evidence	Action	How should the behaviour be recorded?	Who should be involved?	Consequences
<p>Children who repeat misdemeanours e.g.</p> <ul style="list-style-type: none"> ▪ Children who are repeatedly unkind to the other children either physically or emotionally through name calling, isolating the child, not letting the child join in with the games/play ▪ Fake allegations ▪ Disrespectful responses ▪ Repeated swearing ▪ Repeated name calling ▪ Disruption in class ▪ E-Safety – Accidental access to inappropriate materials 	<ul style="list-style-type: none"> ▪ Take the child seriously ▪ Ask all the children to write down or draw what they think is happening ▪ Ask witnesses to write down/provide verbally their version of events 	<ul style="list-style-type: none"> ▪ Dated details of the incident must be recorded in the class teachers red behaviour folder ▪ Witness statements to be kept as evidence ▪ Contact parents to let them know that this is the 2nd incident, let them know how you are managing it and how you will keep them informed ▪ Agreements made with parents must be recorded even if agreement is made over the telephone 	<ul style="list-style-type: none"> ▪ Class teacher ▪ Playgrounds supervisor/s ▪ Middle Leader ▪ ICT / E-Safety Leader 	<ul style="list-style-type: none"> ▪ Children have to miss their play by attending ‘detention’ (Key Stage 2) and then by being in a time out area until the agreed time has been reached. Key Stage One children are kept in ▪ Walk around at playtime with the teacher/supervisor on duty ▪ Inform parents ▪ Agree a strategy with the child/ren where they can report back on playtime/lunchtime behaviour ▪ Ensure apologies are exchanged ▪ Make sure the child is identified to colleagues and playtime behaviour is monitored ▪ Agree regular meetings with parents from both parties ▪ Hold regular meetings with the child/ren even if things seem ‘fine’ ▪ Child/ren to be designated a seat in the class (as appropriate) ▪ Write a letter of apology ▪ Text home and letter sent to parents child has attended detention <p>MOVE TO LEVEL THREE IF THIS BEHAVIOUR IS REPEATED LET THE CLASS TEACHER KNOW</p>

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Level Three				
Behaviour Evidence	Action	How should the behaviour be recorded?	Who should be involved?	Consequences
<p>Persistent misbehaviour</p> <ul style="list-style-type: none"> ▪ Persistent name calling ▪ Disrespect to staff ▪ A general racist remark ▪ A general sexist remark ▪ Mild tampering with school equipment ▪ Minor vandalism (e.g. graffiti that can be removed, pulling plants out, breaking school property) ▪ Aggressive physical behaviour ▪ Persistent disruption in class where the child's behaviour disrupts other children's learning ▪ E-Safety – Deliberate Sabotage of pupils work, ▪ Behaviour deemed to be sexually harmful between two children of similar age / developmental stage 	<ul style="list-style-type: none"> ▪ Take the child seriously ▪ Ask all the children to write down or draw what they think is happening ▪ Ask witnesses to write down/provide verbally their version of events ▪ Discuss with the children how they should have managed their behaviour ▪ Agree daily targets so that the child is very clear about them and about expected behaviour 	<ul style="list-style-type: none"> ▪ Dated details of the incident must be recorded in the class teacher's red behaviour folder ▪ Any written statements to be kept ▪ Agreements with parents must be recorded even if an agreement is made over the telephone ▪ Notes of any interviews regarding the incident 	<ul style="list-style-type: none"> ▪ Class Teacher ▪ Parents ▪ Another Senior Member of staff ▪ Learning Mentor (as appropriate) ▪ Inclusion Manager (as appropriate) ▪ Key Stage Manager kept informed ▪ ICT / E-Safety Leader 	<ul style="list-style-type: none"> ▪ Child is sent to detention for 3 lunchtimes ▪ Child writes a letter of apology ▪ All parents of pupils concerned contacted ▪ Children report to Senior staff on a daily basis. This helps to ensure that there is regular feedback between the child and the school regarding their behaviour ▪ Agree what the next step will be if child persists ▪ Behaviour Leader to provide behaviour monitoring checks and to review against the Code of Practice ▪ An Individual Education Plan or Behaviour Support Plan may be created ▪ Text home and letter sent to parents child has attended detention <p>MOVE TO LEVEL FOUR IF THIS BEHAVIOUR IS REPEATED</p> <p>LET THE CLASS TEACHER KNOW</p>

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Level Four				
Behaviour Evidence	Action	How should the behaviour be recorded?	Who should be involved?	Consequences
<ul style="list-style-type: none"> ▪ Stealing ▪ Continued disrespect/abuse towards staff ▪ Violent and/or physical violence ▪ Damaging other children's possessions ▪ Leading a group in continued emotional torment towards another child which constitutes as bullying (see policy on Anti Bullying) ▪ Direct Racist remarks ▪ Direct Sexist remark ▪ Continued sexually harmful behaviour between children of a similar age/ developmental stage ▪ A single incident of sexually harmful behaviour between children of different ages/ developmental stages ▪ Major Bullying ▪ Serious Vandalism (e.g. breaking windows, damage to staff cars/property, deliberate flooding of toilet areas) 	<ul style="list-style-type: none"> ▪ Take all the children seriously ▪ Ask all the children to write down or draw what they think is happening ▪ Ask witnesses to write down/provide verbally their version of events ▪ Discuss with the children how they should manage their behaviour ▪ Put child/ren on a daily reporting system ▪ Call parents into school for a meeting with Head of School ▪ Formal written warning sent to parents explaining next step could be a fixed term exclusion 	<ul style="list-style-type: none"> ▪ Dated details of the incident must be recorded in the class teachers red behaviour folder ▪ Any written statements to be kept ▪ Agreements with parents must be recorded even if an agreement is made over the telephone ▪ Notes of any interviews regarding the incident 	<ul style="list-style-type: none"> ▪ Class Teacher ▪ Parents ▪ Head of School ▪ Learning Mentor (where appropriate) ▪ Key Stage Manager kept informed ▪ Inclusion Manager ▪ ICT / E-Safety Leader 	<ul style="list-style-type: none"> ▪ Child is sent to extra time for 5 days ▪ Child writes a letter of apology ▪ Parents contacted of all pupils concerned ▪ Meeting held with all parents and their children ▪ Children report to Head of school on a daily basis ▪ Inform the family that the next step will be a fixed term exclusion ▪ Inclusion Manager to write a Pastoral Support Plan in conjunction with the Head of School ▪ Text home and letter sent to parents child has attended detention <p style="text-align: center;">MOVE TO LEVEL FIVE IF THIS BEHAVIOUR IS REPEATED</p> <p style="text-align: center;">LET THE CLASS TEACHER KNOW</p>

Behaviour Strategies

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| <ul style="list-style-type: none">▪ Absconding from Classroom – 1st time▪ E-Safety – Use of chats / forums in an inappropriate way. Deliberate accessing of inappropriate material | | | | |
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Behaviour Strategies

Level Five				
Behaviour Evidence	Action	How should the behaviour be recorded?	Who should be involved?	Consequences
<ul style="list-style-type: none"> ▪ Receiving more than 5 consecutive lunchtime detentions or 5 one day detentions within a week ▪ Persistent stealing ▪ Continued disrespect/abuse towards staff ▪ Physical violence that causes injury or harm to children or members of staff ▪ Persistent bullying ▪ Persistent vandalism ▪ Persistent sexist or racist remarks ▪ A second incident of sexually harmful behaviour between children of different ages / developmental stages ▪ High level of vandalism ▪ Absconding from Classroom – 2nd time ▪ Absconding from the premises to avoid sanction (need to ascertain reason e.g. social emotional, defiance etc before setting sanction) ▪ E-Safety – Use of chats / 	<ul style="list-style-type: none"> ▪ Take all children seriously ▪ Ask the children to record all events ▪ Ask for witness statements of the events ▪ Discussion with all children how they should have behaved ▪ Call parents into the school for a meeting with Executive Headteacher / Head of School to discuss the incident ▪ Give fixed-term seclusion to the child/ren ▪ Provide a letter to parents detailing the reasons for the seclusion and the length of seclusion ▪ Parents asked to attend initial seclusion meeting ▪ Provide work covering the curriculum that the child will miss during this period ▪ Collect work at the end of the fixed term seclusion, mark and assess ▪ Parents to attend a review meeting at the end of the seclusion ▪ Meeting convened during fixed term seclusion 	<ul style="list-style-type: none"> ▪ Dated details of the incident must be recorded in the class teacher's red behaviour file ▪ Any written statements to be kept ▪ Agreements with parents must be recorded even if an agreement is made over the telephone ▪ Notes of any interviews regarding the incident 	<ul style="list-style-type: none"> ▪ Class Teacher ▪ Executive Headteacher ▪ Head of School ▪ Inclusion Manager ▪ Parents ▪ Child Protection Officer / Police 	<ul style="list-style-type: none"> ▪ Fixed term seclusion ▪ If this is a repeated lunchtime incident then a lunchtime seclusion, initially of five days, will be given ▪ If this is a repeated classroom incident and other children's learning is affected, then a fixed term seclusion will be given of an appropriate length ▪ A Behaviour Support Plan will be put in place <p>*** In a case of Sexually harmful behaviour, the child will be always given a fixed term exclusion, rather than seclusion.</p>

Behaviour Strategies

forums in an illegal way, child at risk -child protection issues.	process to review a Pastoral Support Plan for the child/ren			
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Exclusion Process

- The Head of School or Deputy (advised by the Executive Headteacher) are the only members of staff who can carry out a fixed term seclusion
Seclusions can be for a fixed period i.e. a number of days or lunchtimes
- The school will only use exclusion if the seclusion has been used, but has failed to improve behaviour (i.e. 3 periods of seclusion during one half term, or in the case where the child has been the instigator in a second Sexually Harmful incident between children of different ages / developmental stages.
- The Head of School or Deputy (advised by the Executive Headteacher) are the only members of staff who can carry out a fixed term exclusion.
Exclusions can be for a fixed period i.e. a number of days or lunchtimes
- Fixed term exclusions cannot exceed 45 days in any one term

Children can be secluded from their class when:

1. There has been a serious breach of the school's behaviour policy (i.e. a child/ren has reached Stage 5 of the policy)
2. Other disciplinary sanctions have already been tried and poor behaviour has still continued
3. Allowing the child/ren to remain in school would seriously harm the education or welfare of others in school

Permanent Exclusion will normally take place after a number of fixed term exclusions and after advice has been sought from the Local Authority.

Discretion will be used in cases, which require sensitive handling which might be dictated by Special Educational Needs through the Inclusion Policy.