



ATTITUDE, BEHAVIOUR AND DISCIPLINE POLICY

OVERVIEW

This Attitude, Behaviour and Discipline policy has been written following consultation with pupils, parents, staff and the Local Authority's Behaviour Support Service and with reference to Department of Education's current guidance; *Behaviour and Discipline in Schools, Use of Reasonable Force in Schools, Keeping Children Safe in Education, Searching, Screening and Confiscation at School*. This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

This policy should be read in conjunction with the Safer Handling Policy, Anti-Bullying Policy, Safeguarding and Child Protection Policy and Management of Allegations Against Staff Policy

Norwood Primary School is an inclusive school and we believe in creating opportunities for all pupils to be successful. The Governors are committed to working with pupils, parents and carers and where appropriate with support from internal and external agencies, to modify behaviours and improve progress. We support each pupil to achieve their best and access their learning by striving to provide an appropriate curriculum through the delivery of well-planned lessons. Within this we realise that every pupil has a right to a safe environment, and that the unacceptable behaviour of the individual must not threaten the education or well-being of the school community.

OBJECTIVES

1. Create an ethos of good behaviour, self-discipline and respect in school.
2. Staff to have a high standard of pupil expectation in all aspects of school life.
3. Provide a consistent approach to behaviour management
4. To outline how pupils are expected to behave
5. Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
6. To outline our system of rewards and sanctions
7. Encourage pupils to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
8. To make provision for a happy working atmosphere in school by promoting the pastoral care of pupils, with staff giving support and guidance to each individual child.
9. To encourage school/parental partnership, to promote pupils' education and maintain standards of behaviour.

ROLES

Pupil Role:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To follow the instructions of all school staff and visitors.
- To follow the school rules
- To take care of property and the environment in and out of school.
- To co-operate with other pupils and adults.

Parent / Carer Role

- Support their child in adhering to the school behaviour expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- To make pupils aware of appropriate behaviour in all situations.
- To support the school in the implementation of this policy.

Staff Role

- To treat all pupils fairly and with respect.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Record behaviour incidents
- Be responsible for ensuring that the policy and procedures are implemented consistently.
- To liaise with parents to make them aware of their child's behaviour

Governor / Head Teacher Role

- The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).
- The Governing Body will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.
- The governing body will review the policy annually with attention to government guidance.
- The Head Teacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (Appendix 1). The Head Teacher will also approve this policy.
- The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

STRATEGIES

Citizenship and RHE

At Norwood each year group follows the National Curriculum for RHE. 1Decision is used to enable pupils to talk through RHE issues in a supportive situation.

Core Values

Norwood's core values are: Aspire, Respect & Enjoy. These values underpin our expectations for behaviour and encompass what makes our school. Pupils are encouraged to demonstrate these values and are rewarded with specific dojos when they are observed by members of staff. Star of the Week certificates can also be given in recognition of pupils demonstrating these values in and around school.

Behaviour Guidelines Procedures

Our Listening Code
When I am asked for my attention I: 1. STOP - what I am doing 2. PUT - down anything 3. LOOK - with my eyes 4. LISTEN - with my ears

Our Moving Code
<ul style="list-style-type: none">• We walk in school.• We stay on the left-hand side.• We use quiet 'indoor' voices.

Lunchtime

Physical Activity Leaders (PAL) is a partnership between Year 5 and 6 and the younger children. The aim is to encourage younger pupils to be more active, and develop the older pupils' leadership skills. This enables them to be healthier, in a fun and enjoyable way and encourages pupils to work as a team. The older pupils set out and lead the activities. Midday Supervisors bring both good and poor behaviour to the attention of the class teacher.

Rewards

It is important that praise and reward should have emphasis. Pupils will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for

the steady maintenance of good standards as well as for particular achievements. Positive behaviour can be recognised and celebrated in numerous ways.

- Positive reinforcement
- Sincere, private verbal praise
- Additional comments on written work
- Peer congratulations
- Work on display in the classroom
- Work on display in public areas/website
- Positive referral to another teacher
- Positive message home
- Mentioned in assembly
- Extra responsibility
- School certificates

We believe all praise is important in building self-esteem and resilience and we intentionally avoid depending on a single extrinsic (external) reward. We aim to balance appropriate recognition and reward with intrinsic motivation - Intrinsic motivation is an inner drive that propels a person to pursue an activity, not for external rewards, but because the action itself is enjoyable.

Class Dojo:

The school has designed and adopted a consistent approach for encouraging our core values of ASPIRE, RESPECT and ENJOY. This rewards good behaviour, effort and manners based on the collection of Dojos using the ClassDojo app. ClassDojo is accessed by all staff within the school and parents have a personalised login to view their child's report. Dojos are collected as part of the overall Dojo Championship awards both weekly and at the end of each term. Behaviour Dojos will be awarded for:

ASPIRE	RESPECT	ENJOY
Being prepared for ...	Appreciating others	Engaging in all learning
Working hard	Being kind, helpful and polite	Great participation
Perseverance	Being punctual (on time)	Responding in lessons
Challenging yourself	Collaboration /Teamwork	Being involved in school life
Your best presentation	Looking after school /equipment	Enthusiasm
Super homework	Super listening	Smiling
	Being honest	

At the end of each term all dojos will be counted to determine the overall 'Dojo Champion' for each class. There will also be an Aspire Champion, a Respect Champion and an Enjoy Champion award for each class. These children will be awarded a special certificate and a letter of recognition. Everybody will take part in an end of term celebration to reward the dojos earned by all children.

Star of the Week Certificates:

Pupils will receive good work/attitude certificates during the Star of the Week Assembly. These can be given for **any** personal achievement and are **not** just awarded for behaviour. These are not based on a specific points system but for outstanding achievements seen by a teacher on a particular week or consistently high standards shown over a time - for this reason they can be achieved at any time by any child. Children are recognised for:

- aspiration
- hard work
- an exceptional piece of work
- a personal improvement or achievement
- showing exceptional respect and care for others
- determination
- outstanding attitude
- going above and beyond

The first time a child is recognised as 'Star of the Week' they are awarded a bronze certificate - this should be achieved by all pupils. The vast majority of children will gain a second award which is a silver certificate. Those children who maintain excellence in attitude and behaviour throughout the whole year will achieve a gold certificate. A small number of children who consistently demonstrate the attitudes and behaviours above will gain a platinum certificate.

Rules

Rules have been developed to relate to our school values (see Class Dojo Awards above) and to be meaningful to pupils. They are all designed to develop courtesy, good manners and mutual respect. They are to protect pupils from injury, to care for equipment and to maintain a safe, positive environment.

Sanctions

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion. See Appendix 2.

Red dojos are given to pupils who have broken the school rules and they lose one or more minutes of playtime depending on the behaviour displayed.

Staff always use professional judgement when giving sanctions. In the use of sanctions, pupils learn from experience to expect fair and consistently applied sanctions which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

The Head Teacher may decide to not allow any child to represent the school at any event or visit if their behaviour:

- is not representative of the excellent behaviour and actions expected of Norwood pupils
- could damage the reputation of the school

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. See suggested sequence in Appendix 3.

Use of reasonable force

All members of school staff have a legal power to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others, damaging property or from causing disorder.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

(See Safer Handling Policy)

Searches

On occasion, pupils may need to be searched. We will always take a 'safeguarding first' approach if any search is deemed necessary. A search will only be undertaken where there are reasonable grounds for suspicion. Prohibited items may be seized. Prohibited items mean:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Searches will only be carried out by a member of staff who has been authorised to do so by the Head Teacher, or by the Head Teacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Head Teacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils. A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails - e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the designated safeguarding lead (or deputy), to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the school rules. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Searching pupils' possessions:

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules. An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item

- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

SERIOUS BEHAVIOURS

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Often repeated over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy which can be found on the school website.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information

Malicious Allegations

All allegations of abuse are taken seriously by the school and are subject to local authority guidance to ensure that both the pupil and member of staff subject to an allegation is supported and protected through the investigative process. Where it is found that a pupil has made a false or malicious accusation against a member of staff, the Head Teacher will consider a range of sanctions including exclusion. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Beyond the school gate

Whilst this Behaviour Policy refers mainly to the behaviour of pupils on school premises, the schools reserve the right to apply the same principles beyond the school gate. Our policy covers any inappropriate behaviour when pupils are:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some way identifiable as a pupil of Norwood Primary School;
- posing a threat to another pupil or member of the public;
- adversely affecting the reputation of the school.

In the incidences above, The Head Teacher may notify the Police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the Police will always be informed.

SPECIAL ARRANGEMENTS OR CIRCUMSTANCES

Every child is entitled to a safe environment. All children, benefit from: praise and reward for appropriate behaviour; clear rules about behaviour; and consequences for inappropriate behaviour. We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these pupils. Where necessary we will ensure that Individual Behaviour Plans are in place. Although some children's condition means there are times they find it difficult to control their behaviour we regard this as a challenge, not an excuse. There is always the expectation that extreme behaviours e.g. hitting, biting, throwing are not acceptable and that behaviours will improve as there are alternative ways to communicate these feelings of distress. In addition to this, we want to:

- encourage children to take responsibility for their actions.
- explain what is acceptable and unacceptable behaviour.
- provide a clear, consistent structure for behaviour management throughout the school.

Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils:

- behaviour charts and books to motivate and enable celebration of good behaviour
- increased communication between home and school
- Individual Behaviour Plans which may include personalised rewards and sanctions separate from the whole school system

- support from the SENDCO, identified teaching assistants and teachers
- small group work or 1:1 support in self-esteem, emotional literacy, anger management etc.
- additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- alternative curriculum provision
- reduced timetable
- referral to outside agencies such as Educational Psychologist, Mental Health Worker, Behaviour Specialists. Pupil Referral Unit etc.

While the school will take all reasonable steps to meet individual need and help individuals to improve, it will not tolerate behaviours which do not show due regard for the well-being or learning of others. In circumstances where a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the school this would place the pupil at high risk of suspension or exclusion.

Transition

There are key transitional times when pupils, particularly those with additional needs, will require support. At Norwood we seek to support successful transition by the following means:-

When moving classes in school

- To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year.
- Opportunities are made to visit the new class / teacher.
- Transition books are made containing key information.

Year 6-7 transition

- Each year pupils visit their forthcoming secondary school for taster sessions and also secondary teachers from the local schools visit and discuss the needs of pupils to help ease the transition from Year 6 to Year 7.
- High school open evening dates are notified to the parents.
- Liaison days take place for Year 5 pupils to visit all local high schools
- Class teachers and teaching assistants prepare pupils for high school through RHE and sessions and social stories with opportunities to discuss questions the pupils may have.
- The SENDCO will contact the high school to discuss the specific needs of children and the nature and level of support which has had the most impact.
- In some cases, additional multi-agency meetings may be arranged to create a more detailed transition plan which may include more visits to the new school and/or additional visits from the new school.
- When appropriate summer school sessions can be offered (depending on the high school).

RECORDING INCIDENTS

Significant behaviours should be recorded on CPOMS this should also include actions taken. Recording should be factual and not express opinion.

OUTCOMES

- Maintain levels of good behaviour and strive for excellence
- Provide a consistent approach in rewarding good behaviour
- Provide a consistent approach in responding to unacceptable behaviour
- Ensure that behaviour does not inhibit learning or impede potential.

REVIEW

This policy will be reviewed annually by the Full Governing Body.

APPENDIX 1

GOVERNOR BEHAVIOUR PRICIPLES STATEMENT



- At Norwood Primary School positive behaviour is at the heart of everything we do and is reinforced through our values of Respect Aspire and Enjoy.
- Positive role model behaviour is expected by all our staff, pupils and visitors, so that staff, pupils and visitors feel safe and happy and will not experience any form of discrimination
- Families and the school are to work in partnership in order to maintain high standards of behaviour.
- The Attitude, Behaviour and Discipline policy is understood and followed by both staff and pupils.
- Rewards and sanctions are used consistently by staff in line with the Attitude, Behaviour and Discipline policy.
- Pupils are encouraged to understand and follow the school rules and take responsibility for their actions.
- Exclusions will only be used as a last resort.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

APPENDIX 2

BEHAVIOUR CONSEQUENCES

Behaviours Step 1					
Chatting	Off task in lessons	Simple instructions not being followed	Lack of manners e.g. littering, shouting out	Swinging on chair	Not lining up sensibly
Not moving sensibly through school	Not being sensible in the lunch hall	Not being sensible coming to and from school	Irresponsible use of ICT/social media eg inappropriate joke comments, locking/turning off someone else's device		

Actions to follow
<p>1. Reminder 2. Warning 3. Red dojo or loss of 1 minute of playtime. Class or other teacher speak to child and an opportunity given to explain.</p> <p>Teachers responsibility.</p> <p>If behaviours are repeated, minutes lost will be increased up to 5 minutes and inform parents If behaviours are repeated 3 times go to level 2 consequences</p>

ALL CONSEQUENCES ARE APPLIED USING KNOWLEDGE OF THE INDIVIDUAL AND PROFESSIONAL JUDGEMENT

Behaviours Step 2						
Cheek/answering back/eye rolling/shrugs/tut/hand gestures/grunt/frown	Name calling / unkind comments e.g. You're smelly/stupid/fat	Sexist / inappropriate comments e.g. 'girls can't play football'	Disrespecting resources e.g. doodling on books, bending ruler, throwing food	Irresponsible use of social media e.g. name calling, unkind comments	Lying	Physical behavior or unkind hands e.g. Pushing / pulling at someone, tripping up, scratching, nipping
Actions to follow						
<p>Warning Red dojo or loss of 1- 10 minutes of playtime (Only a class teacher may give a red dojo) Inform parents Isolation in class/ wall in playground Record on CPOMS if repeated after initial consequence given Teachers' responsibility If behaviours are repeated 3 times, send to Phase Leader. Phase Leader to speak to child, giving them an opportunity to express frustrations and reasons for behaviours. Phase Leader decision if Step 3 consequences required. Phase Leader - send to another Phase Leader if child is in their class.</p>						

ALL CONSEQUENCES ARE APPLIED USING KNOWLEDGE OF THE INDIVIDUAL AND PROFESSIONAL JUDGEMENT

Behaviours Step 3 Defiant Behaviour					
Refusal to follow instructions	Disruption of lessons / disruptions of playtimes	Discreet reaction swearing e.g. under breath	Disrespect of teachers, other members of staff, supply teachers, visitors Refusal to listen/walking away including playground incidents	Irresponsible/malicious use of social media e.g. filming/sharing photos without permission	Any repeated behaviours of Step 1 or Step 2
Actions to follow					
<p>1-15 minute loss of playtime - teacher's decision. This can include Isolation in class/ wall in playground Inform parents Record on CPOMS Monitor and move to an IBP if required Potential loss of right to represent the school e.g. teams, performances If repeated 3 times, send to Assistant Head / Deputy Head. Opportunity to express frustrations and reasons for behaviours. AH/DH decision if Step 3 consequences required. Loss of playtimes (up to 3 days) – AH/DH decision.</p>					

ALL CONSEQUENCES ARE APPLIED USING KNOWLEDGE OF THE INDIVIDUAL AND PROFESSIONAL JUDGEMENT

Behaviours Step 4				
Swearing out loud or at someone or in front of others	Any incidents involving pupils from other schools e.g. matches, walking to/from school	Throwing equipment in defiance	Irresponsible/malicious use of ICT/social media e.g. using mobile phone in school	Unsafe behaviour e.g. pulling a chair away, pushing on stairs
Actions to follow				
1-20 minute loss of playtime - teacher's decision. This can include Isolation in class/ wall in playground Inform parents Record on CPOMS Monitor and move to an IBP if repeated If repeated, send to Deputy Head. Loss of playtimes (up to 5 days) - DH decision Potential loss of right to represent the school eg teams, performances				

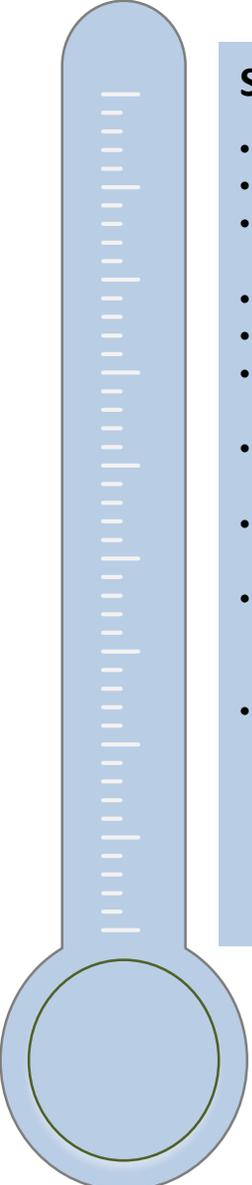
ALL CONSEQUENCES ARE APPLIED USING KNOWLEDGE OF THE INDIVIDUAL AND PROFESSIONAL JUDGEMENT

Behaviours Step 5						
Stealing	Spitting at someone	Threatening language or behaviour	Crude language or behaviour including sexual harassment	Racial, faith-based, sexist, homophobic, transphobic, disability-based name calling or behaviour	Vandalism	Misuse of ICT equipment e.g. deleting files, viewing inappropriate content, using someone else's logon inappropriately
Actions to follow						
<p>1-20-minute loss of playtime - teacher's decision. This can include isolation in class/ wall in playground Deputy Head. Loss of playtimes (up to 5 days) – DH decision Parents informed Record on CPOMS Monitor and move to an IBP / PSP if behaviours are repeated. If repeated 3 times, send to Head Teacher. HT decision could result in: Loss of rights to represent school e.g. teams. Loss of rights to participate in school events e.g. performances, trips, celebrations Loss of playtimes and/or lunchtimes (up to 5 days) Possible internal exclusion (up to 2 days) Possible Behaviour Contract</p>						

ALL CONSEQUENCES ARE APPLIED USING KNOWLEDGE OF THE INDIVIDUAL AND PROFESSIONAL JUDGEMENT

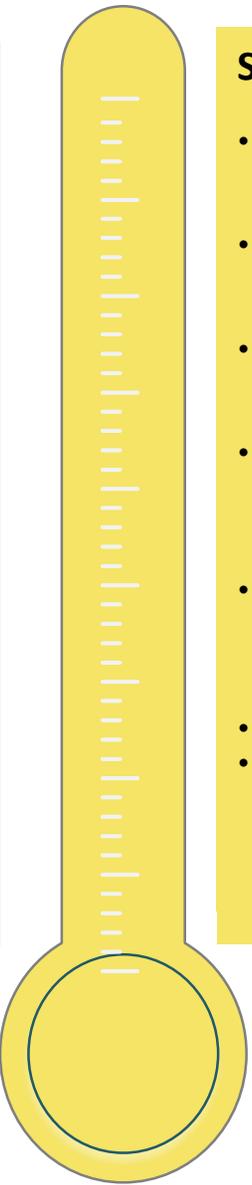
Behaviour Step 6	
Physical attack / Fighting (Retaliation is deemed as serious, but circumstances will be taken into consideration)	Bullying, including online e.g. cyber bullying “Bullying is an action repeated over a period of time by an individual or groups. It can be verbal, physical or psychological, and usually involves intent to cause distress”
Actions to follow	
Parents Informed Record on CPOMS Monitor and move to an IBP / PSP if behaviours are repeated. Sent to Head Teacher and loss of playtimes and/or lunchtime (up to 5 days) -HT decision PLUS Loss of rights to represent school eg teams. Loss of rights to participate in school events eg performances, trips, celebrations Isolation in class Loss of right to work with the class Possible internal exclusion Possible Behaviour Contract Possible exclusion Possible police involvement	

ALL CONSEQUENCES ARE APPLIED USING KNOWLEDGE OF THE INDIVIDUAL AND PROFESSIONAL JUDGEMENT



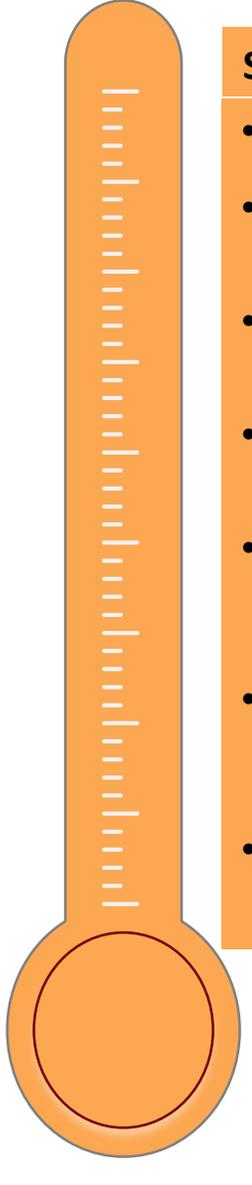
STEP 1

- Chatting
- Off task
- Not following instructions
- Lack of manners
- Swinging on chair
- Not lining up sensibly
- Not moving through school sensibly
- Not being sensible in the lunch hall
- Not being sensible coming to/from school
- Irresponsible use of social media/ICT eg joke comments, turning off someone else's device



STEP 2

- Cheek eg answering back, eye rolling, shrugs, tut, grunt
- Name calling or unkind comments eg stupid, smelly
- Sexist / inappropriate comments eg 'girls can't play football'
- Disrespecting resources e.g. doodling on books, throwing food
- Irresponsible use of social media eg name calling, unkind comments
- Lying
- Physical behavior eg pushing, pulling at someone, tripping up, scratching, nipping



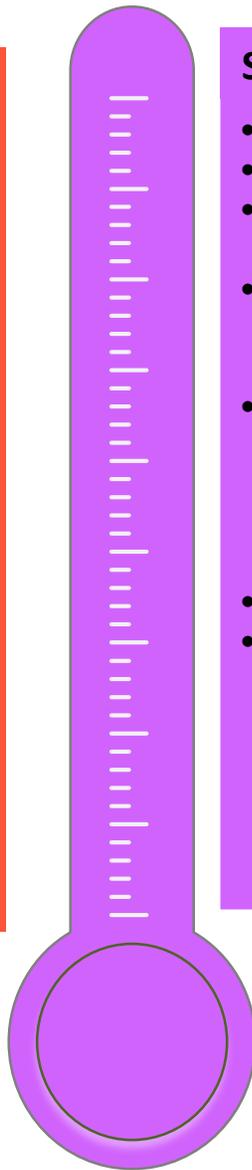
STEP 3

- Refusal to follow instructions
- Disruption of lessons / disruptions of playtimes
- Discreet reaction swearing e.g. under breath
- Disrespect of teachers, other members of staff, supply teachers, visitors
- Refusal to listen/walking away including playground incidents
- Irresponsible/malicious use of social media e.g. filming/sharing photos without permission
- Any repeated behaviours of Step 1 or Step 2



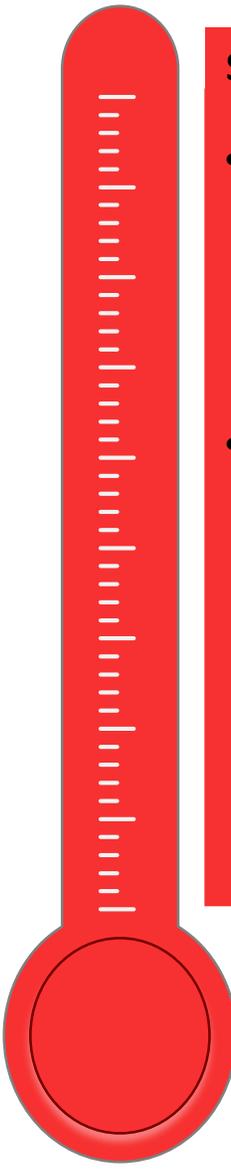
STEP 4

- Swearing out loud or at someone or in front of others
- Any incidents involving pupils from other schools e.g. matches, walking to/from school
- Throwing equipment in defiance
- Irresponsible/malicious use of ICT/social media e.g. using mobile phone in school
- Unsafe behaviour eg pulling a chair away, pushing on stairs



STEP 5

- Stealing
- Spitting at someone
- Threatening language or behaviour
- Crude language or behaviour including sexual harassment
- Racial, faith-based, sexist, homophobic, transphobic, disability-based name calling or behavior
- Vandalism
- Misuse of ICT equipment eg deleting files, viewing inappropriate content, using someone else's logon inappropriately



STEP 6

- Physical attack or Fighting (Retaliation is deemed as serious, but circumstances will be taken into consideration)
- Bullying, including online e.g. cyber bullying: "Bullying is an action repeated by an individual or groups. It can be verbal, physical or psychological, and usually involves intent to cause distress"

APPENDIX 3
Individual Behaviour Plans

Individual Behaviour Plan		Name:	Class:	Date:	
Targets:					
Behaviour Displayed:					
Triggers:					
Initial responses:					
Proactive Classroom Strategies:					

A safe area is an area in sight of where adults are working (as stated in school policy)

Proactive Break Time Strategies:		Additional Proactive Strategies:	
Sensory	Motivators/Rewards	After an incident	
		Complete a concern form	

Strategies for non-compliance:

In cases where individual pupils experience difficulty in behaving as we would expect them to, and little progress in modifying their behaviour is noted following the consistent use of the school's normal range of rewards and sanctions, an Individual Behaviour Plan (IBP) will be considered.

IBP Support Strategies

- Discussion with Inclusion team /SENCO: consider Individual Behaviour Plan (IBP)
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Call behaviour meeting with parents/carers, possibly seek further support for child from Pastoral Lead.
- Consider alternative strategies, inform other agencies as required.

Internal Exclusion/Suspension (Assistant/Deputy/Head Teacher) For initial high level incident - up to 2 days)

- Child has limited or no contact with own peers.
- Limited or no access to playground, extra-curricular or enrichment activity.
- Child has limited or no contact with peers at lunchtime
- Parents informed by Class Teacher
- Consider if referrals to outside agencies are required

Pastoral Support Programme (Head /DHT)

- Meeting with parents/carers and the HT/DHT
- PSP Meeting with parents/child to agree the way forward.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Weekly or daily record and the child receives personalised feedback
- Record to be presented at each session.
- Clear rewards/consequences identified for success/failure
- Daily feedback to child (each session), weekly feedback to parents.
- Involvement of all necessary agencies, eg. Behaviour Support, Educational Psychologist
- Consider Early Help.
- Consider High Needs Funding, In Year Fair Access, Education Health and Care Plan.
- PSP to last a minimum of 2 weeks/a maximum of half a term and reviewed fortnightly

**CONFIDENTIAL
PASTORAL SUPPORT PROGRAMME**

Name of Pupil:	Year:
P.S.P. Coordinator	Date:
PRECISE TARGETS	
Target 1	Target 2
STRATEGIES/ARRANGEMENTS (INCLUDE WHO, WHERE AND WHEN)	
Target 1 <small>(what are we going to do to support the child to meet his/her target?)</small>	Target 2 <small>(what are we going to do to support the child to meet his/her target?)</small>
SUCCESS/EXIT CRITERIA (INCLUDE MEASURABLE DESCRIPTION OF EXPECTED OUTCOME)	
Target 1	Target 2
REWARDS (NEGOTIATED WITH PUPIL AND AGREED WITH PARENTS)	
Home:	
School:	
SANCTIONS (NEGOTIATED WITH PUPIL AND AGREED WITH PARENTS)	
Review Date:	
Signed:	
Pupil:.....	
Parent/Carer:.....	
P.S.P. Coordinator:.....	

Behaviour Contract (Head Teacher) A last step before exclusion.

- Clear specific rules which the child must uphold to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Access to the playground, extra-curricular or enrichment activity reviewed weekly.
- Parents, Chair of Pupil Discipline Committee informed
- LA informed of likelihood of exclusion.

Fixed Short Term Suspension (Head Teacher) Up to 5 days per term

- Parents, Chair Governors informed, LA Officer informed, parents informed of the reasons, duration and arrangements for reintegration meeting.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school a reintegration plan meeting is held.

Fixed Long Term Suspension (Head Teacher) Up to 45 days per year.

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated a reintegration plan meeting is held and the child is put on Contract or PSP for a minimum of 10 weeks.

Permanent Exclusion (Pupil Discipline Committee)

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.
- Serious incidents need to be treated on an individual basis and the circumstances investigated.
- In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence.

Suspension/Exclusion

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore follows guidance from We refer to this guidance in any decision to exclude a child from school. Exclusion from maintained schools, academies and pupil referral units in England 2017

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.