HAMPDEN GURNEY
CE PRIMARY SCHOOL

Hampden Gurney Church of England Primary School

Behaviour Policy

"Ask and it will be given to you; seek and you will find; knock and the door will be opened to you." Matthew 7: 7

December 2023
Approved by Governors

Our vision:
"Ask and it will be given to you; seek and you will find; knock and the door will be opened to you." Matthew 7: 7

Our school vision is deeply rooted in the theology and Biblical teachings of Matthew 7:7, which speaks of the importance of prayer as a way of developing an enriched life and personal relationship with God as Father, Son and Holy Spirit.

At the heart of our school, community is a commitment to prayer and worship. Our curriculum provides children with a thirst for knowledge and wisdom, a high level of challenge and a deep understanding that we are all equal and made in the image of God. Our relationships with each other, our local community and global companions leads us to want to care and serve others.

Hampden Gurney CE Primary School wishes to provide a school environment that is safe and stimulating for all children in our care. This policy has been formulated in accordance with the school's vision statement and outlines set procedures to create a calm, secure and happy working environment for all.

The development of a strong spiritual and moral framework based on Christian values and school vision statement is an essential part of the education that is on offer at Hampden Gurney. Our behaviour policy reflects the overall positive approach we have in our school towards all aspects of children's learning and development. Hampden Gurney wishes to encourage children to coexist peacefully and to get along amicably with one another, being mindful of the knowledge that all are equal and made in the image of God in order to enable all children to achieve their full potential.

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Aims:

- To promote a positive, whole school approach towards behaviour and discipline, which contributes to good well-being, informed by the school vision statement, providing clear guidelines and establishing procedures for all members of staff, children and carers to follow.
- To encourage good behaviour by establishing a system of praise and reward for children of all ages and abilities.
- To make clear to children the expected behaviour in the school and the consequences that will follow any misbehaviour.
- To teach moral values and attitudes through our Christian vision and the school curriculum in order to promote responsible behaviour, self-discipline and respect for others and their well-being.
- To motivate children and to help them succeed by developing positive self-esteem.
- To ensure that positive behaviour management strategies enable all pupils to achieve the five outcomes of the former 'Every Child Matters' agenda (Be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic well-being) and reflect the school's six core values.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

Golden Rules

The Golden Rules derive from the school vision statement and core values. They are based upon three key behaviour words: **humble, respectful and safe.**

The teachers and children devised them as a basis for maintaining the safe and happy school where everyone is cared for.

- All members of the school community should respect one another.
- Show respect for your own and other people's property.
- Be polite and sensible around the school and in the classroom.
- Be honest and always tell the truth.
- Do your best and be responsible for your own behaviour and work.
- Be attentive and listen carefully during lessons.
- Be kind and helpful toward one another to make Hampden Gurney a friendly and happy school.
- Wear the correct school uniform and have the correct kit for PE.
- Based on the Golden Rules, the following expectations outline how to behave in and around the school.

Expectations around the school:

- To walk through the school sensibly and quietly
- To walk on the left hand side of the stairs sensibly, safely and quietly
- To tell the truth and to be honest and fair
- To take pride in the work displayed around the school
- To respect staff and pupils during lessons and at playtimes
- To be polite towards staff and pupils, greet them and ask how they are
- To look after the school building and all equipment with care and respect.
- To not enter the roof without an adult

Expectations in Collective Worship and Mass:

- To attend daily collective worship and weekly Mass (in coordination with collective worship opt out policy)

- To enter and leave the hall quietly and sensibly
- To listen to the content of collective worship and to participate in the discussions.
- To become Worship Ambassadors if they wish to be more involved in Collective Worship.

Expectations in the playground:

- To play together amicably
- To include other children in games, especially if they are new to the school
- To use the play equipment sensibly
- To share equipment and take turns whilst playing
- To take time out to reflect on poor behaviour
- To be mindful of the school values when using the playground
- To be open to reconciliation when disputes occur

Expectations at lunch time:

- To listen to the lunch time supervisors
- To eat sensibly using an 'indoor voice' and display good table manners
- To wait their turn when going up for food
- To be mindful of their own and others' space when moving around or eating in the hall

Expectations with regards to work and learning:

- To be punctual and prepared for lessons
- To raise a hand before contributing to class discussion
- To cooperate with and work collaboratively with others
- To show a positive attitude towards their own and others' work
- When offering feedback to their peers, remember to be kind and constructive
- To listen attentively to adults in the class

- To attempt, when required, tasks independently
- To try to achieve the highest possible standard in their work
- To attempt any given task without wasting time
- To complete homework tasks within the required time

The School vision, core values and Golden Rules are displayed prominently throughout the school; the expectations of behaviour are displayed around the school in the stairwells. Children are reminded of these rules at the start of the school year and all parents receive a child-friendly leaflet outlining the vision, core values, Golden rules and expectations. Additionally, all classes draw up a list of class rules that are relevant to encourage good behaviour during lesson time.

After-school clubs

To ensure the safety and well-being of all children during after-school clubs, the school can ask pupils, who have broken the rules, to miss a session and a refund will not be given. This can be for part or all of the session and offers children an opportunity for reflection and time to work on strategies to support improvements.

If misconduct persists and intervention strategies in place are deemed to be failing, the school may be duty-bound to remove the child attending permanently for that term in order to allow other pupils to continue their learning without disruption.

Encouraging good behaviour

A vital intent of this policy is to encourage children to exhibit good behaviour – this is reinforced with a system of praise and reward for all children.

Hampden Gurney uses a range of different systems to reward children for academic and non-academic achievements, for effort, good work and for behaviour.

These include:

- Playground buddies working with KS1 and EYFS
- The school's mentor programme
- The school council
- Class monitors
- House points for good choices which lead to a house trip
- Well done cards and stickers for good work in class

• Certificates for academic or behaviour achievement given in a weekly collective worship

• Notes and postcards homes celebrating good behaviour or good work

• Weekly celebration of awards and birthdays

• Annual awards day where children's good behaviour is recognised

• Attendance and punctuality certificates for classes

• Verbal praise

• Individual class rewards (e.g. table charts, stickers, class bear)

Discouraging unacceptable behaviour

There will be times when children behave unacceptably. The following sets out clearly, what the school agrees are appropriate sanctions and consequences to secure effective behaviour.

- All members of staff need to deal with unacceptable behaviour immediately.
- Approach the issue in the least intrusive way.
- Discuss the issue with the children involved reminding children of the school vision and core values
- Children should be offered opportunities to reflect on and make amends for their conduct.
- Children should be encouraged to follow our values and forgive.
- Staff should balance correction with encouragement and support and aim to re-establish relationships.
- All classes to display and use school system of traffic lights to maintain good behaviour – children are able to move down the traffic lights.
- If the unacceptable behaviour continues after a note has been sent home, the class teacher and senior management may organise a behaviour chart or an after-school detention as necessary.
- Demerits can be used as a sanction for undesirable behaviour.
- If behaviour continues, children should be sent to another classroom, with the teacher receiving that child informed by phone.

- The class and playground incident books should be used for recording poor behaviour, accidents and incidents of bullying or racism.
- Aim to hold a class circle time once a week or extra when it is felt to be necessary.
- Staff should set a good personal example for children to follow.
- If at any time, the safety of the child or other children is threatened, the Head Teacher or Assistant Head Teachers should be involved.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Purposeful non-completion of classwork or homework
- Poor attitude
- Behaviours which directly go against the Golden Rules

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or harassment
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are and not limited to:
    - Knives or weapons
    - Replica weapons or guns
    - Stolen items
    - E-cigarettes or vapes
    - 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)

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
- Repeated, often 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
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Please see our Anti-Bullying Policy for more information on measures and strategies in place to limit incidences of bullying at Hampden Gurney.

Roles and responsibilities

The Governing Board

The Governing Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Head Teacher

The Head Teacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards
- Pupils will be supported to meet the behaviour standards and will be provided with interventions where appropriate
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and will be provided for pupils who are new arrivals.

Positive approaches to behaviour used

Restorative Justice

Our school embrace restorative approaches which aim to build the school community and to repair and strengthen relationships within it. These approaches foster an awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process allowing participants to make amends for the harm caused. Restorative approaches acknowledge the intrinsic worth of the person and their potential contribution to the school community.

Restorative approaches aim to:
● Improve behaviour and attitudes
● Provide explicit tools within a defined framework to challenge unacceptable behaviour,
resolve conflict and repair harm
● Improve relationships; establish rights, accountabilities and responsibilities to the community
● Provide a safe philosophical basis for staff pupils and parents to share ideas and discuss issues

The Zones of Regulation and Self-regulation

The Zones of Regulation are a research-based intervention to promote positive behaviour. They help children to regulate their feelings in order to control overwhelming emotions that prevent them from learning, and achieving their best. When used effectively children feel empowered and in control of their emotions. The Zones of Regulation are particularly effective for children with SEND and SEMH needs.

In order for a child to be ready for learning they need to be able to self-regulate. For most children they are able to regulate with ease. For other children they will need 'tools' to help them self-regulate.

The Zones of Regulation help children to identify their feelings through the use of colours:

● blue - sad, sick, tired

● green, happy calm, ok

● yellow - frustrated, worried excited

● red - mad, angry, out of control.

With adult support children will learn to use their 'tools' to self-regulate. The zones are used not only for key children but for all children, adults and parents as a model to self-regulate emotions

Mindfulness

Mindfulness can help children to achieve their potential and to flourish. Mindfulness practice can
anchor children and help them feel grounded, safe and free to choose how they respond to a
situation.
● Well-being and mental health - as well as helping them to recognise worry, manage difficulties
and cope with exams, developing a more mindful awareness also helps children and young
people to appreciate what is going well and to flourish.
● Concentration and cognition - mindfulness trains us to understand and direct our attention with
greater awareness and skill. This may improve the capacity of children to concentrate and be
less distracted, as well as their working memory and ability to plan.
● Social and emotional learning - mindfulness is often taught in the context of PSHE. It helps to
develop a greater awareness of relationships and how to manage them (including difficult ones
at home), as well as offering a richer understanding of things like self-esteem and optimism.
● Behaviour - mindfulness may help the young to self-regulate more effectively, manage
impulsivity and reduce conflict and oppositional behaviour. It should not, however, be used as a
disciplinary tool

Early Years Foundation Stage

Children in the EYFS (Nursery and Reception) ages range from 3-5. Many of our children are only just beginning to understand their own emotions and can struggle to identify or label these. They therefore need a greater amount of staff support in managing their emotions and consequently their behaviour.

In recognition of this we support the children in understanding their emotions by discussing how the incident has made them feel, and support their management of these emotions by modelling self-soothing behaviours, such as deep breathing or rubbing their arms. This support not only helps them to calm themselves in order to deal with the behaviour, but will also support them later when they begin to use Zones of Regulation. We also ensure all our EYFS classrooms have areas that are comfortable, calmer and quieter in order for children to remove themselves, reduce anxiety and self soothe.

We work in the moment with the children, providing a curriculum that is personalised to their needs and therefore ensures they receive the support they need whilst minimising opportunities for negative behaviours. The staff use consistent approaches and support the children with clear expectations, for example through the use of visuals and sand timers for taking turns. We use praise in order to reinforce positive behaviours, ensuring we catch all children displaying these behaviours
Where appropriate, children will be given time to regulate their behaviour. Staff will then continue to support their behaviour choices with a restorative approach. All incidents are dealt with at the time and staff ensure they are supporting children to recognise the issues with their behaviour and make positive decisions.

Behaviour steps/procedures

These steps should be followed consistently and fairly and will usually be followed in the order set out below. There may be occasions, however, where the teacher moves straight to the caution or consequence, depending on the severity of the behaviour.

Step 1 - redirection/ de-escalation	A gentle reminder, a 'nudge' in the right direction, small act of kindness. Whole class reminder. 'Catch' them making the right choice as soon as you can. Praise, praise, praise. Redirection and de-escalation strategies include: ● Check the work ● Give a direction, praise 3 ● Positive repetition ● Catch them being good ● When… then…/First… then ● Partial agreement ● Circulating ● Proximity praise ● Naming ● Positive correction

	● Take up time ● Broken record ● Validate and redirect ● Rule reminders
Step 2- The Reminder	A reminder of the expectations of learners to be ready, respectful, safe delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing. *'Name' remember our school rule is… When you…. That's not….. I need you to…. Thanks.* Walk away and give 'take up' time. E.g *'Name,' remember our school rule is to be respectful. When you tap your pencil while I am talking, that's not respectful. I need you to put the pencil down, thanks'* Walk away to give 'take up' time. Repeat the reminder if reasonable adjustments are needed. 'Catch' them making the right choice as soon as you can. Praise, praise, praise
Step 3 - The Caution	A clear verbal caution is delivered privately to the learner, making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their previous good conduct to prove they can make good choices. This is done with a gentle approach, personal, non-threatening, side on, at eye level. Scripted 30 second intervention: • *'Name I have noticed that you are still…'* • At Hampden Gurney , we are always … (refer to one of the 3 school behaviour words – humble, forgiving and peaceful) • Because of that, you need to… • If you continue to …. The consequence will be… • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today. • Thank you for listening... then give the child some 'take up' time. E.g 'Name' I have noticed that you are still calling out while I am speaking. At Hampden Gurney we are always

	respectful. Because of that, I need you to stop calling out. If you continue to call out, you will have to give back 3/5/10 minutes at playtime. Do you remember in Maths when you put your hand up to ask a question? That's who I need to see today. Thanks for listening. Walk away and give 'take up' time. The amount of 'give back' time is at the adult's discretion. Giving back time may increase in small increments if reasonable adjustments are needed.
Step 4 - Consequence	If the child continues to make the wrong choice, privately tell them what the consequence will be. 'Name', you have continued to …. Now you will have to ….
Step 5 - Time Out	If the child continues to make the wrong choice after you have given the consequence, time out of class can be given. This can be in a parallel classroom, with a TA or with SLT. This message will be delivered privately to the child, with a gentle approach, in a personal, non-threatening way, side on and at eye level. Parents must be informed. If the step above is unsuccessful, or if a learner refuses to go take a time out then the child will be asked to leave the room. If appropriate, a member of SLT will escort the learner to a workspace.
Step 6 - Repair/Restorative Conversation	Following the consequence or time out, a restorative conversation **must happen with the adult who gave the consequence**. This will be done at a time when the child is able to engage in the conversation and not if they are angry, upset or heightened. Choose 2-5 of the following questions, depending on the incident and the age of the child. 1. **What happened**? Listen carefully and dispassionately, without interrupting or disagreeing. Then give your account from your perspective, without judgement. 2. **What were you thinking at the time?** 3. **What have you thought since?** 4. **How did this make people feel?** 5. **Who else has been affected?** They may think just them, here you can say 'What about ??? who was …' You are teaching them to use their conscience. You might end with 'That's quite a lot of people who have been affected, isn't it.'

	6. **How have they been affected**? 7. **What should we do to put things right?** This doesn't have to be an apology, especially if it isn't going to be sincere. 8. **How can you do things differently in the future?**

Consequences

We aim to be positive in our behaviour management, praising good behaviour and encouraging children to behave sensibly. At times, a pupil's behaviour may fall short of the Hampden Gurney C of E Primary School's expectations, and it needs to be corrected swiftly. A simple reminder and expression of disapproval is often adequate in correcting a child's behaviour. At other times, a consequence may be necessary to encourage pupils to recognise that their behaviour has consequences. This can also be determined by how children move through the school traffic light system.

The use of consequences should be characterised by certain features:

● A consequence involves the adult and pupil involved; staff should avoid bringing public attention to a reprimand or sanction
● It should be the behaviour rather than the person that is sanctioned.
● It must be clear why the consequence is being applied.
● It must be made clear what changes in behaviour are required to avoid future consequences.
● Group consequences are avoided
● There should be a clear distinction between minor and serious breaches of discipline
● Children are given the opportunity to reflect on their behaviour through a restorative conversation.

It is important that warnings and consequences are administered fairly and consistently. The behaviour chart below highlights which behaviours are considered minor, concerning and serious breaches of discipline, and the consequences of each. All staff members must implement it consistently.

Give back time This can happen at play or lunch time. The amount of time given back is at the adult's discretion and will depend on how serious the behaviour is.	Minor breaches of discipline include, but are not limited to: ● Shouting out (disrespectful and unsafe) ● Not listening (not humble and disrespectful)

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<td>This will usually happen in class with the teacher, but can happen with SLT.
This time can be used to complete missed learning, tidy up any mess they have made, etc.

If children ‘give back’ time 3 or more times in one week, parents will be called.</td>
<td rowspan="2">● Not following routines (unsafe and not humble)
● Not carrying out the work during the lesson (not humble)
● Attempts to distract others (disrespectful)
● Being noisy in the corridor (disrespectful)
● Talking during lessons (not humble and disrespectful)
● Talking during Collective Worship or Mass (disrespectful and not humble)</td>
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<td><u>Time out</u>
A short time away from the classroom with another class, TA, SLT. Parents must be informed.</td>
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<td><u>Internal Exclusion</u>
This can be half a day or a full day and will be decided in consultation with the Headteacher.

Parents must be informed.</td>
<td rowspan="3">Serious breaches of discipline include, but are not limited to:
● Persistent refusal to follow instructions to correct behaviour (unsafe)
● Persistent defiance and answering back (unsafe and disrespectful)
● Verbal abuse or physical assault resulting in a mark. (punching, slapping, hitting, biting, kicking) (disrespectful and unsafe)
● Threatening or aggressive behaviour (including spitting and shouting) (disrespectful and unsafe)
● Bullying, verbal/physical or cyber-bullying (disrespectful)
● Theft (disrespectful)
● Deliberate vandalism to school property (disrespectful and unsafe)
● Possession of prohibited substances on site (including dangerous weapons)
● Discrimination including racist, sexist, homophobic or transphobic abuse (disrespectful)
● Leaving the building without permission (unsafe)
● Sexual abuse or assault (disrespectful, unsafe)</td>
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<td><u>Fixed Term Exclusion</u>
A suspension will be for the shortest time necessary will usually be imposed when the school has offered and implemented a range of support and management strategies. However, there will be exceptional circumstances where it is appropriate to suspend for a first or 'one off' offence.

Parents must be informed.</td>
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<td><u>Exclusion</u>
A decision to permanently exclude is a serious one and will usually be the final step if the school has tried a range of consequences and other strategies to improve behaviour that is consistently falling below what is expected. However, there will be exceptional circumstances where it is appropriate to exclude for a first or 'one off' offence.

Parents must be informed.</td>
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Behaviour Consequences Action Plan

Type of incident	Action
Disruption in class - time wasting, disturbing others, calling out	Initial Responsibility: Class Teacher Initial Strategy: Give Back Time/Time Out Children move along class traffic lights: verbal warning, cool down time, miss play, time out, moved to another classroom (with the receiving teacher informed by phone). If consistent disruption over time occurs, then teacher to send child to Headteacher or Assistant Headteacher.
Disruption in the playground or in the lunch hall - ignoring instructions, talking back	Initial Responsibility: Playground Duty Staff Initial Strategy: Give Back Time/Time Out Children to receive a verbal warning. If behaviour continues, to go to the 'Reflection Area'. Record in class incident log. TAs to deal with behaviour and refer to lunchtime supervisor If consistent disruption over time occurs, then teacher to send child to Headteacher or Assistant Headteacher.
Not lining up properly after play	Initial Responsibility: Playground Duty Staff Initial Strategy: Give Back Time/Time Out Individual children to be removed from line and Reflection Area If the whole class is not lining up – whole class practises lining up at next play.
Dangerous behaviour on stairs	Initial Responsibility: Class Teacher

-talking and distracting others whilst using stairs -throwing items down the stairs or through the gaps - pushing others down the stairs	Initial Strategy: Give Back Time/Time Out/Internal Exclusion (depending on severity) Children to receive a verbal warning. If behaviour continues, to go to the 'Reflection Area' Child to practice using the stairs safely Record in class incident log Depending on intent- parents to be informed via Headteacher Please see below for exclusion
Disrespectful language or gestures - swearing, taunting	Initial Responsibility: Class Teacher Initial Strategy: Give Back Time/Time Out A reminder that these actions or words go against school rules and reported to SLT Discussion around the language to be held by class teacher and ensure that apologies are exchanged. If language continues, send immediately to Headteacher or Assistant Headteacher. Parents to have a meeting with Senior Manager/ Headteacher
Verbal or physical aggression - threats, punching, fighting, kicking	Initial Responsibility: Headteacher or Assistant Headteachers Initial Strategy: Give Back Time/Time Out /Internal Exclusion **Record on CPOMs** Allow cool down time before addressing in the 'Reflection Area'. If there is a high level of physical threat to child/ren, the above can be skipped.

	Please see below for exclusion child needs to be sent immediately to Headteacher or Assistant Headteacher.
Weapons For the purpose of this policy a "weapon" is: • a firearm of any description, including starting pistols, air guns and any type of replica or toy gun, pellet guns or BB guns • replica, toy or original knives, including all variations of bladed objects i.e., pocketknives, craft knives,scissors etc • razor, razor blades or chains • explosives, including fireworks, aerosol sprays, lighters, matches • laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use i.e., the purpose of keeping or carrying the object is for use, or threat of use, as a weapon; • num chukkas, death stars and other martial arts objects • screwdrivers, hammers, chisels,	Initial Responsibility: Headteacher or Assistant Headteachers Initial Strategy: Internal Exclusion/Fixed Term Exclusion **Record in CPOMS.** Child/ren need to be sent immediately to Headteacher Meeting between Headteacher and Parents to be held DSL to inform Children Services and Police Item confiscated and either disposed of or given to the Police Please see below for exclusion

bradles and any tool that could be offensively used	
Bullying - verbal, physical, emotional	Initial Responsibility: Class Teacher Initial Strategy: Give Back Time/Time Out **Record in CPOMS.** Bring to the attention of staff related to the relevant class and Learning Mentor. Escalate to the Headteacher where appropriate. Please see below for exclusion
Bullying - racist, homophobic, religious	Initial Responsibility: Headteacher or Assistant Headteachers Initial Strategy: Time Out/Internal Exclusion/Fixed Term Exclusion **Record in CPOMS.** Class teacher to investigate and inform parents Where appropriate, DSL to inform Children Services Please see below for exclusion
Vandalising school property - graffiti, breaking property or equipment with intent	Initial Responsibility: Class Teacher Initial Strategy: Give Back Time/Time Out **Record in CPOMS.** Consequence will depend on severity of vandalism – from missing playtime for minor offences to internal or fixed exclusion for severe offences. Parents to be informs for severe offences. Please see below for exclusion

Further behaviour strategies

If there are repeated incidents of unacceptable behaviour, this should be brought to the Head teacher or deputy head teachers' attention. The child can be placed on a daily report card or a home/school communication book could be used.

It is vital that parents are involved where pupils display repeated examples of poor behaviour. Class teachers need to communicate regularly via notes home, phone calls, meetings or by sending the behaviour report card home with comments recorded.

Behaviour IEPs, in consultation with the SENCO, can also be used to target unacceptable behaviour.

Cool down time will occur in class but away from children's activity. The child will use an egg timer (5 mins) to cool down and reflect on behaviour.

Time out during class will be held in the class in closest proximity (i.e. Year 3 → Year 4; Year 5 → Year 6).

Children sent to time out will take work to complete and will remain in the partner class until the end of the lesson or when invited back by their class teacher.

Pupils who need to miss play as a result of the traffic lights will do so for the specified time on the play decks.

Exclusion Information

The decision whether or not to exclude a child rests solely with the Head teacher, or the next in command, in her absence.

Reasons for exclusion:

- There is considered to be a risk to the emotional, moral or physical welfare of the pupil or any member of the school community.
- There is considered to be a significant detrimental effect on the educational welfare of the pupil or others in the school.
- There is a breakdown or failure of other strategies, e.g. removal from class, withdrawal of privileges, internal exclusion, detention, home/school communication books, meetings with parents or other strategies to improve behaviour.
- There is a risk of serious disruption.
- There is considered to be a risk of serious damage to or loss of school property.

Lunchtime exclusion:

Children may be excluded from school during the lunch break when their behaviour persistently causes concern at this time. Children will still be provided with a lunch should they be on School Dinners.

Fixed-term exclusion:

- A pupil may be excluded from school for a fixed number of days.
- For an exclusion of 1-4 days, the Head teacher will notify the parents in writing promptly.
- For an exclusion of 5 days or more, the parent will be informed, as will the Governing Body and the LA.

Permanent exclusion:

- This will be used as a last resort when all the above avenues have been exhausted.

A range of additional internal policies supports this Behaviour Policy:

- Anti-bullying policy
- Equal Opportunities and Anti-Racism Policy
- House system document
- Safeguarding Policy