



# Chandlers Field Primary School

## Behaviour Policy

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# Behaviour Policy

At Chandlers Field we have high expectations of all our children. Our emphasis is on positive reinforcement, rather than a focus on failures or lapses. This policy is to be read in conjunction with the anti-bullying policy and adheres to the Equality Act 2010.

We have 3 school rules. They are:

***To follow instructions***  
***To keep hands, feet and other objects to yourself***  
***To be kind, polite and respectful***

## INTRODUCTION

At Chandlers Field we will give our children the skills and experiences to enable them to:

- be confident, independent and active learners.
- experience success and do even better than they thought they could.
- continue the journey towards a full, successful and happy adult life.

We expect to fulfil these aims through a consistent approach to children's behaviour and the implementation of these guidelines.

## AIMS

1. A positive school ethos, built on high expectations and standards of behaviour, is essential for successful learning environment and for a happy, thriving place in which to learn and work.
2. The school has 3 school rules, but this policy is not simply a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
3. This policy makes a major contribution towards the achievement of the school's Aims and Values, and in particular:
  - to ensure that the children leave Chandlers Field Primary School able to meet the further personal and academic challenges that lie ahead
  - to guide children in the development of their own individual ideas, beliefs, attitudes and standards within a framework of acceptable social behaviour
  - to make significant contributions to the social, moral, physical, emotional, spiritual and aesthetic development of each child
  - to instil in the children a respect for and understanding of all people
  - to encourage self-discipline, the development of independence and initiative and the acceptance of the need for responsibility, honesty, trustworthiness, reliability, perseverance and determination
  - to provide a happy, safe, stable and welcoming environment and atmosphere for all
  - to have all children and those who work in the school feel confident that they have a positive and valued part to play in the life of the school to create an environment and atmosphere which encourages positive attitudes to teaching and learning, and the relationships between all members of the school community

## OBJECTIVES

- to create an environment which encourages and reinforces good behaviour
- to define acceptable standards of behaviour
- to encourage consistency of response to both positive and negative behaviour, and to provide clear guidance to help achieve that consistency
- to promote self-esteem, self-discipline and positive relationships
- to ensure that the school's expectations and strategies are widely known and understood
- to encourage the involvement of both home and school in the implementation of this policy

## **BUILDING A POSITIVE SCHOOL ETHOS**

The adults who work with the children at school have an important responsibility to model and encourage high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

We should aim to:

- create a positive climate with realistic expectations
- teach children to take responsibility for their actions, including both successes and lapses, as part of the learning process.
- emphasise the importance of being valued as an individual within the group
- promote, by example, honesty and courtesy
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of all members of the school community
- ensure fair treatment for all regardless of age, gender, race and abilities
- show appreciation for the efforts and contribution of all

## **BEHAVIOUR CONCERNS AND SPECIAL NEEDS**

- For most children a short set of interventions or sanctions and a restorative approach session following the guidance above will be sufficient to affect a change in behaviour. However, where a child has been given the chance to correct their behaviour and has been unable to take the steps to do so on a regular basis, special provision may be required.
- Children who exhibit these behaviours are sometimes described as experiencing social, emotional and mental health difficulties. Children, who need support on a regular basis, and above that which is generally made available for the majority of pupils of the same age, require Special Educational Needs Provision. Reference should be made to the Special Educational Needs Policy and the Local Educational Authority's Behavioural Support Team.
- All staff will have a part to play in developing and improving children's behaviour.
- If the child's behaviour causes concern over a period of time and the teacher, SENDCo and parents agree, interventions, over and above that which is normally available, will need to be provided for the child, then interventions, that are additional to or different from the school's strategies, are needed

## **THE CURRICULUM AND LEARNING**

- We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Planning to meet the needs of different learning styles and individual pupils, the active involvement of pupils in their own learning and structured feedback all help to encourage positive emotional responses which will promote good behaviour. Pupils should have clarity around the purpose of each lesson and how it relates to the broader subject.
- Through PSHE particularly, and the curriculum generally, children are actively taught what constitutes acceptable behaviour. They are encouraged to make informed decisions to take responsibility for their own behaviour.
- Children are made aware of correct learning behaviour through assemblies, posters and regular reminders by the class teachers and other adults.

## **CLASSROOM MANAGEMENT**

- Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment, and classroom climate, give clear messages to the children about the extent to which they and their efforts are valued. Relationships between staff and children, strategies

for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

- Learning support assistants and other support staff should be well briefed and, as appropriate, should be involved in the management of behaviour
- Classrooms should be organised to develop independence and personal initiative. The overall classroom should provide a welcoming environment.
- Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that enables children to work and play in cooperatively.
- Praise should be used to encourage good behaviour as well as good work. Children are particularly concerned with fairness: the extent to which there is an absence of favouritism, and consistent link rewards in the classroom and actual performance.
- Criticism should be used constructively and should be employed as a developmental strategy

## **RULES**

- School Rules and procedures are designed to make clear to the children how they maintain acceptable standards of behaviour.
  - Clear boundaries for acceptable behaviour should be established early in the school year. In addition to School Rule each class should produce a set of Class Rules at the beginning of the school year. Both the class teacher and the children agree these Class Rules. Rules and procedures should:
    - be kept to a minimum
    - be positively stated, telling the children what to do rather than what not to do
    - actively encourage everyone involved to take part in their development
    - have a clear rationale, made explicit to all
    - be consistently applied and enforced, and discussed and revisited throughout the year to keep them in focus, current and relevant to the needs of the group
    - promote the ideas that every member of the school has a responsibility for maintaining behaviour

## **UNACCEPTABLE BEHAVIOUR AND SANCTIONS**

Making mistakes in the way we behave is a natural part of the learning process, each mistake being an opportunity to learn and grow. However, repeating mistakes, especially where this is wilful, is not acceptable and in order to reinforce the learning of good behaviour it is sometimes necessary to apply sanctions or take other action to emphasise its importance. Sanctions should be viewed as reinforcement of learning rather than in terms of retribution. Sanctions can also be a deterrent and a means of showing that our code of behaviour is important and needs to be followed. During/after sanctions, it is important that the restorative approach is completed so that the pupil is clearly able to identify where they went wrong and what they should do next time in a similar situation.

### **General Principles:**

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future sanctions
- It should be the behaviour rather than the person that is criticized
- The sanction should 'fit the behaviour', and care should be taken not to issue sanctions in the 'heat of the moment'. If an adult cannot think of a suitable sanction at the time of the incident, the child should be asked to return to the member of staff at a later time rather than be given an unrelated or unsuitable sanction, or one that is the result of annoyance rather than a consideration of the child's needs. All sanctions should be related to the code system/rainbow, sun, cloud for EYFS and Year 1.
- Group punishments should generally be avoided as they can breed resentment and a sense of injustice. However, it is also appropriate in some cases to consider corporate responsibility. We may be regarded

in some cases as members of the whole school community or a class or group unit, and as such maybe part of a collective need for particular behaviour to which all are bound. Where there is general dissatisfaction with a significant number of children and where individuals are not clearly identifiable, it may be appropriate to, for example, ask a whole class to practice lining up at break time, or to keep a whole group back at lunchtime to reinforce expectations.

- Physical punishments must never be used, nor any that are likely to cause any form of physical distress, e.g. standing for long enough to cause discomfort. If a child needs to wait in one place as a sanction, a chair should be provided.
- Children must never be left unattended e.g. outside classrooms, or in a classroom at break / lunchtime without an adult present. Remember open door policy when dealing with children.
  - The restorative approach will be used during the sanction to help the pupil understand how their actions have impacted someone.

#### **Recording:**

Recording of incidents should be as soon as possible after the incident on CPOMS. Once an incident has been investigated and if codes (code 2 and above) are given, a record must be placed on the child's file on SIMs of the code given and on CPOMS.

#### **Report Cards:**

Report cards are used for more serious misbehaviours or 5 code 2s

### **EARLY YEARS**

In Reception, Year 1 and Year 2 (up to the beginning of the Summer Term), teachers will have a permanent Rainbow, Sun and cloud displayed in the classroom for recording children's names who have demonstrated good and unacceptable behaviour.

If a child demonstrates acceptable behaviour normal reward systems identified in this policy will be used. If a child demonstrates unacceptable behaviour they will receive a warning from the teacher (verbal), if unacceptable behaviour continues then the name of the pupil is written on the cloud. The child can earn back minutes of the break / lunchtime by showing good behaviour. If a child loses all of break and lunch time, an incident form must be completed on CPOMS.

### **COMMUNICATION AND PARENT PARTNERSHIP**

- We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.
- Where the behaviour of a child is giving cause for concern; it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process is the class teacher.
- A positive partnership with parents is crucial in building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged.
- The school will communicate policy and expectations to parents, through the Home- School Agreement, and from time to time, through a focus on particular aspects in the school Newsletter. Where behaviour of individuals is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. If parents have a concern regarding their child's behaviour then the class teacher will usually be their first point of contact.

## **RESTORATIVE APPROACH**

When any behaviour incident occurs, we use the restorative approach which is an opportunity for the pupil to reflect on their behaviour choices and understand that all actions have consequences, either positive or negative. When using the restorative approach, we have the following aims:

- To enable the pupil to understand where they went wrong with their behaviour choices.
- To enable the pupil to understand how their behaviour has impacted others
- To support the pupil in understanding how to prevent this situation from occurring again.

### **RESTORATIVE APPROACH STRATEGIES/QUESTIONS**

- What has happened? Listen to both points of view.
- What's the problem here?
- Ask both/all disputants, 'how did that make you feel?'
- How do you think X is feeling?
- Why do you think X is feeling like that?
- What can you/we/your friends do to help X feel better/put things right?
- What can you/we do to stop this from happening again?
- Do you understand that if you keep hurting/teasing/being unkind to someone, even after they have asked you to stop, that is bullying/racism?
- Would you like this to be happening to you?
- (To victim of unkind behaviour): If someone says or does this to you again, put your hand up, palm facing them, and say in a firm voice, 'Don't say/do that, I don't like it/it hurts/it makes me feel sad!' (Then get the child to practise doing this).
- (To child accused of aggression/unkindness): If someone says to you 'don't do that, I don't like it/it makes me feel sad,' what would you do?
- Look at the school rules, identify and discuss with perpetrator which one they have broken.
- Look at the schools Behaviour Policy sanctions and decide upon an appropriate disciplinary sanction. Tell the perpetrator what the sanction will be and why.

It is our intention that by having these discussions, more than one if necessary, we can teach the children to respect one another's feelings and promote more peaceful playtimes.






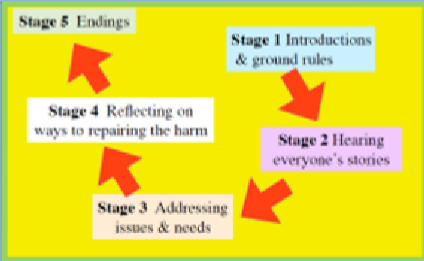
### **Confiscation of Inappropriate Items**

The school follows the government guidance should anyone bring an offensive weapon onto the school site. This is in line with the Offensive Weapons Act, 2019.

Detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in "Screening, Searching and Confiscation – advice for head teacher, staff and governing bodies"

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

# Appendix 1: Child Friendly Behaviour Policy

<p>Rewards</p>  <p>If I make the right choice, I will know by...</p>	<p>Chandlers Field School Rules</p> <p>To be kind, polite and respectful. To keep my hands, feet and other objects to myself. To follow instructions</p>	<p>Consequences</p>  <p>If I make the wrong choice, I will know by...</p>
<p>My teacher saying 'well done!'</p> <p>Stickers</p> <p>House Points</p> <p>Privilege time</p>		<p>Code 1</p> <p>Being unkind to others Not telling the truth Disturbing others Calling out Running in the corridor</p>
<p>A delivery through my letter box at home.</p> 		<p>Code 2</p> <p>5 x code 1s</p> <p>Refusal to follow instructions Arguing, rudeness, answering back Disrupting lessons Hurting others Swearing, spitting, stealing, damaging property</p>
<p>A certificate in celebration assembly</p> 	<p>Chandlers Field Primary School</p>  <p>#yeswecan</p> <p>Our Child Friendly Behaviour Policy</p> <p>Restorative approach</p> 	<p>Code 3</p> <p>5 x code 2s</p> <p>Severe disruption to lessons Bullying Vandalism Challenging behaviour Causing offence</p> <p>If I continue not to follow the school rules, I will move to a code 4 or 5.</p>

This policy was created with the pupils.



## Appendix 2: Code Overview

This is a summarised version of the code system **for guidance only**. A more definitive list and definitions of behaviours is included in the full behaviour policy. Each individual case should consider the child's needs and personal context, including those children with special needs.

	Example Behaviours	Possible Action Taken by Adult	Recording and Communication.
C O D E 1	Talking out of turn/in assembly/when moving around the school from Y1 onwards; inappropriate or silly noises, disturbing others/chatting, wasting time wandering around the school; inappropriate responses; disorganisation or missing homework/equipment 'O'; deliberate mistreatment of property e.g. throwing a pen across a table or inappropriate drawing on W/B ; not working on task / not participating in a group situation; using unkind language; initial instance of lying to an adult; not dressed appropriately (shirt un-tucked), looking scruffy or not in school uniform without a note; playing ball games before or after school; in the school building without permission from an adult (blue card or club pass); passing notes in class; deliberate disruption of other children's	Rule reminder, name on board / record sheet, 5 minutes loss of Privilege Time for each code 1.  For Nursery, Reception and Year 1: Give warning, name on cloud and loss of part of playtime spent with class teacher.	None unless repeated occurrence.
C O D E 2	<b>Cumulative Code 2</b> Repeated Incidence of 5 x Code 1 behaviours or: <b>Automatic Code 2</b> Unwillingness to cooperate/follow instructions; minor challenge of authority; more than 3 consecutive missed deadlines for homework; deliberate disruption of lesson; rudeness to any adult working in school; play fighting; impulsive or 'hot headed' fighting or hurting another pupil deliberately; swearing or foul language spoken for effect; deliberate mistreatment of property resulting in damage; spitting e.g. on floor; repeated instance of lying to adults; dropping litter, theft (teachers discretion); deliberately lying to an adult	Complete incident form on CPOMS. Time out within class (moved to another table); discussion with adult who gave codes; Withdrawal of break or lunchtime play if repeated instance of code 2 or more code 1's that week; written/spoken apologies made; warning about loss representational activity/forthcoming event; Once a code 2 has been given / reached, it cannot be earned back. For missing homework – speak to parents directly  For Reception and Year 1: Immediate name on cloud and miss 1 min of playtime with teacher. With 5 tallies - miss 15 mins of playtime/ lunchtime spent with Key stage leader / class teacher. At the beginning of the summer term in year 1, children will start to attend code 2 to complete a restorative approach session with a member of the leadership team.	Key stage leader informed Incident form completed on CPOMS Contact Parent (phone call first) / meeting arranged if repeated and parent consultation form completed.
C O D E 3	<b>Cumulative Code 3</b> Repeated Instances of 5 x Code 2 behaviours <b>Automatic Code 3</b> Severe disruption where the lesson cannot continue; initial instance of bullying (see anti bullying policy); swearing or foul language intended to cause offence; spitting at others; racist comments or harassment; deliberately seeking a fight; minor vandalism; more serious challenge to authority; theft (teachers	Behaviour report system used (Child monitored for all sessions) Regular meetings with SLT with monitoring form. 'Time Out' in another class ( Key stage Leader). Consideration of special needs route for child and possible referral to outside agencies. Loss of representational activity/forthcoming event/privileges at the Headteachers discretion.	Key stage leader to work with child SLT informed Meeting with parents arranged with class teacher and Key stage leader. Monitoring form started for 6 weeks. Racist incident form completed if appl. Bullying incident form completed if appl.
C O D E 4	<b>Cumulative Code 4</b> Repeated instances of Code 3 behaviour. (3 x Code 3s in a term) <b>Automatic Code 4</b> Organised / pre-meditated or unprovoked violent behaviour; persistent aggressive disputes; verbal abuse of staff; leaving classroom / school / playground without permission or deliberate truancy; repeated theft of property; serious repeated vandalism/damage; continuation / redirection of bullying.	Further loss of privileges / representational activity, fixed period of internal exclusion (child in school but no contact with other children), if no improvements consider fixed period of exclusion in accordance with LEA guidelines. <b>3 x Code 4s in a term = fixed term exclusion (e.g. 1 day)</b>  Further loss of privileges / representational activity, fixed period of internal exclusion (child in school but no contact with other children), Behaviour contract initiated and advice sought from outside agencies. <b>2 x Automatic Code 4 in a term = fixed term exclusion.</b>	Head teacher / Deputy Head /Assistant Head and/or SENDCo involved immediately, parents informed in writing byletter, arrange meeting with parents.  Head teacher / Deputy Head /Assistant Head and/or SENDCo involved immediately, parents informed in writing by letter, arrange meeting with parents. Parents would be fully involved in PSP

C o d e 5	Serious Assault or physical abuse which requires Police involvement or requires external medical treatment, major theft/criminal damage, possession of offensive weapon / illegal substances.	Likely to result in permanent exclusion from school, in accordance with and subject to LEA procedures.	Full recording of details. All staff, parents, Chair of Governors informed. Police may be contacted if appropriate.
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## CODES OF BEHAVIOUR

Code 1	Examples	Positive Strategies
Code 1 Disruptive Classroom Behaviour	Not listening	Rule Reminder; varying teaching styles; visual reminder – notes on board, using different colours; Directing questions at specific children; thinking about positioning of child and if appropriate LSA
	Fidgeting	Take object as you continue lesson – don't let it stop the flow; eye contact; insert name into the flow; for some children, blu-tac or permitted item is allowed; for some children, plan seating position
	Rocking on chair	Non Verbal Signal – nod, look, hand gesture; Go behind chair and tap or gently tip to correct position; remind of safety – the 'dreadful anecdote'; warning; chair removed for set amount of time
	Talking out of turn	Praise / choose children who are sitting quietly waiting their turn; refer to expectations / School Rule; stop, fix, glare; ignore or acknowledge depending on child / circumstance
	Calling out, silly noises	Strategic ignoring and tackling later to lessen disruption to flow; praise those who do the right thing, going to those who put hand up; set routines early and show no tolerance. It has to be dealt with sometime; eye contact; when a child who often calls out puts hand up, ensure praise / recognition.
	Disturbing others / chatting	No tolerance, but be aware of attention seeking; move to lone position, facing away; close supervision or near to adult
	Unkind language or treatment of others	Be consistent in your response and clear about what is not acceptable; discuss with child one to one; consider circle time and ask 'How would you feel?'
	Chatting or not on task	Eye contact; name; working separation; time targets for completion of activity
Code 1 Other general examples	Wandering	Remove excuses for wandering – pens, equipment all ready; make expectations clear, challenge, remind of rules, consider brain breaks
	Talking when moving around the school or lining up	Set the tone early; send to back / front for some children; line up in register order; encourage children to avoid lining up next to pupils who may cause distraction; if majority of class, return to try again or practice at break time.
	Talking in assembly	Say name to let them know you have seen them; move to front and see that at following break. Consider the timing, to avoid disruption
	Wilful disorganisation or missing homework	Explain why good habits are important; offer constructive help with reminders; put reminder in homework diary / home school book.
	Careless treatment or not looking after own or others property,	If undamaged talking to child about importance. If accidental or careless damage to other's property involved, staff may refer to SLT if recompense is likely to be sought.
	Not working in a group situation	Review at the end of the lesson; focus on group skills expected when giving instructions for activity
Inappropriate responses to reminders about behaviour e.g. shrug, or 'yeah?'	Expect to be talked to with appropriate level of formality for situation – children need to learn this; but be careful not to cloud original issue with a focus on consequential misbehaviour	

Code 2	Examples	Suggested responses	Who else to involve	Recording	Communication with parents/carers
Repeated instances of Code 1 and/or	Unwillingness to cooperate/follow instructions	<p>Strategies</p> <ul style="list-style-type: none"> <li>talk one to one, away from classroom situation; set clear expectations for improvement; be clear and specific about targets - it is suggested no more than one or two; remain focused on primary behaviour rather than consequent behaviour; give chance to improve</li> <li>removing items e.g. sweets, and returning at time decided by teacher</li> <li>Time Out in class</li> <li>sending to another class to completework</li> <li>homework organisation charts and prompts</li> </ul> <p>Sanctions:</p> <ul style="list-style-type: none"> <li>loss of project time</li> <li>withdrawal of break or lunchtime play, perhaps for a longer period</li> <li>apologies, verbal or written, may be appropriate, but these should be meaningful and sincere. Staff should check that this has been carried out.</li> <li>warning about representational activity e.g. School Council, School Teams.</li> <li>warning about loss of forthcoming events. Note that some events are more appropriate than others e.g. the difference between missing a non-uniform day or the school disco and an educational visit.</li> </ul> <p>Loss of lunchtime play equipment privileges is reserved for lunchtime problems.</p>	Inform Key stage Leader, seeking guidance and support, who may then decide to intervene directly.	Incident form logged on CPOMS. (Repeated offences reported to Key stage leader and Behaviour Lead)	<p>Open Evening, if behaviour forms part of a pattern or 'collection' of level 1/2 instances.</p> <p>Consider note in Link Book (or letter by post if pupil felt to be unreliable)</p> <p>Involve and inform parents. (Informal phone call first. If problems persist then possible meeting arranged before child moves onto cumulative code 3.</p> <p>Key stage leader and class teacher attend meeting.</p>
	Minor challenge to authority of adult				
	Persistent problems with homework				
	Deliberate disruption of lessons				
	Rudeness to any adult working in school				
	Impulsive or 'hot head' fighting				
	Swearing for effect				
	Deliberate misuse of property, or disregard for school environment				
	Breaking rules - e.g. having sweets, swaps, play fighting				
	Spitting e.g. on floor				

Code 3	Examples	Suggested responses	Who else to involve	Recording	Communication with parents/carers
Repeated instances of Code 2 and/or:	Severe disruption to point where lesson cannot continue	<p>Strategies:</p> <ul style="list-style-type: none"> <li>• Time Out in another class. This should be anticipated in advance and a 'foster class' identified. See below.</li> <li>• Monitoring form with clear targets See Appendices</li> <li>• children reviewing their involvement</li> <li>• Behaviour Contract - children to help in construction</li> <li>• consider Special Needs routes</li> </ul> <p>Possible Sanctions:</p> <ul style="list-style-type: none"> <li>• loss of representational activity</li> <li>•</li> <li>• loss or exclusion from forthcoming events</li> <li>•</li> <li>• further loss of privileges</li> </ul>	<p>Key stage Leader to work directly with child, who may <i>then</i> decide to refer on to the DH/HT. SLT informed.</p> <p>Inform DH/HT</p> <p>Involve discussion of patterns/developments over year and strategies employed, in Transfer of Information Meetings at end of School Year.</p>	<p>Use monitoring form (Appendix 9) Copy sent to HT weekly.</p> <p>In case of racist incidents, record in Racist Incidents Log</p> <p>In case of bullying, record on Bullying form</p> <p>May also need an Individual Risk Assessment for Offsite Visits</p>	<p>Arrange formal meeting with parents and further meetings to review, where appropriate. Class teacher and Key stage leader/Behaviour Lead.</p> <p>Monitoring form used.</p>
	Initial instance of bullying (follow procedures in Bullying Log)				
	Spitting at others and wiping 'snot' etc				
	Racist comments or harassment				
	Fighting as in deliberately picking fights				
	Minor vandalism e.g. drawing on tables / walls / displays etc.				
	More serious challenges to authority				

'Time Out' This offers respite for child, rest of class and teacher. It should involve an opportunity to calm down and get out of a deteriorating situation. It might also involve some reflective or review activity as appropriate.

Code 4	Examples	Suggested responses	Who else to involve	Recording	Communication with parents/carers
Repeated instances of Code 3 and/or:	Organised/pre-meditated or unprovoked violent behaviour; persistent aggressive disputes with	Strategies:  Consider Special Needs register and involvement of external agencies, for specific guidance, see Appendix 1	Behaviour lead involved immediately; Key stage leader and SLT informed  All other staff informed as appropriate; in case of persistent disruptive behaviour consider support/case conferencing.	Child Observation Log  Monitoring form used  Copies of Letters involved  <i>When arranging an Offsite Visit, an Individual Risk Assessment form should be completed. Refer to Offsite</i>	Parents informed in writing by letter  Arrange meeting with parents, and further meetings to review – SLT  If a child is given a fixed term exclusion, a re-integration meeting must be arranged on the date of return to school. The child and parent must attend this.
	Verbal abuse of staff; lashing out at staff in temper	Sanctions:			
	Swearing or foul language, intended for effect or to deliberately cause offence	1 (Further) loss of privileges  2 Loss of representational activity			
	Leaving classroom/school/playground without permission; deliberate truancy from lesson or activity	3 Loss off or exclusion from forthcoming events (Where this occurs the child is still expected to be in school)  4 'Internal Exclusion'  5 Fixed term exclusion			
	Theft of property e.g. cloakroom	Pastoral Support Programme for persistent severe behaviour problems, where child has had fixed term exclusions and is in danger of permanent exclusion.	PSP will involve class teacher, HT, SENCO, parents and Behaviour Support Team.	Standard paper work for PSPs.	Parents fully involved
	Smoking or consuming alcohol	If no improvement results from implementation of PSP1, consider movement to permanent exclusion.			
	Serious or repeated				
	Continuation or re-direction of bullying				
<b>Code 5</b>	Serious assault or physical abuse of another person Major theft e.g. laptop; major criminal damage; extortion; possession of offensive weapons, drugs, etc.	Most likely to result in exclusion from school, in accordance with and subject to procedures set out in Surrey Guidelines current at that time.	All staff Parents Chair of Governors Police, as appropriate	Full recording of all details	Parents informed immediately, then in writing.

## **Addendum – Covid-19 Adaptions**

- If a child receives a Code 2, this will be completed with the child's teacher and the Behaviour Lead will be informed that the child has attended. This is to ensure there is no cross over of bubbles.
- Children who are on Code 3 will report to SLT at set times with their monitoring form to ensure no cross over of bubbles.
- Parents will be informed if their child has received a code 2 or above via a telephone call, rather than a face to face meeting.
- **If a child receives a code 4, they will be asked to attend a re-integration meeting to ensure they are ready to return to school. This will be via a telephone call.**