



Behaviour Policy 2022-2023

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Behaviour Policy: Introduction

Legislation, statutory requirements and statutory guidance referred to in the policy.

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 - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

Definitions Used

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes

- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

› Vandalism

› Theft

› Fighting

› Smoking

› Racist, sexist, homophobic or discriminatory behaviour

› Possession of any prohibited items. These are:

- 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)

Mental Health and Wellbeing

We have trained staff members across school to support our children with any Mental health concerns.

- ELSA: Our pastoral team are trained in ELSA (Emotional Literacy Support Assistants) and tools and resources are regularly used in small sessions across the school.
- MHFA / SMHL: Mental Health First Aider and a Senior Mental Health Lead. Please see our webpage to inform you of any planned work and events across the school. [Mental Health | Sherrier \(sherrierprimaryschool.co.uk\)](http://sherrierprimaryschool.co.uk)
- Jigsaw PHSE: a mindful approach to PHSE. This is used in classrooms across school aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.
- Forest School Approach: Sherrier has 2, Level 3 trained Leaders who ensure all children are involved in this holistic approach. Children develop a wide range of skills as well as chance to improve confidence self esteem and the benefits of being outside in the natural environment.

The Sherrier Way- Community-Minded, Compassionate and Creative

Aims and Values

The expectations of behaviour in our school are deeply rooted in our mission statement.

Teach children how to live and they will remember it all their lives (Proverbs 22:6)

We therefore aim to encourage and be role models for positive behaviour in school as this is a vital element when promoting the *Sherrier Way of behaving*.

As leaders of the school we are committed to maintaining high standards of behaviour at Sherrier. We aim to achieve this in the following ways:

Community- we will teach children how we expect them to behave as part of the Sherrier community (in class, around the school and on the playground).

Compassion-Throughout their time at Sherrier, children will understand how to care for themselves and others. When dealing with behaviour, staff at Sherrier will do so with compassion.

Creativity- As part of the resolution to issues, children will learn how to look at incidents from other children's point of view.

Expected behaviour will have key characteristics at Sherrier and children will be encouraged to be:

- ✓ Respectful towards each other and all adults in school.
- ✓ Supportive of each other.
- ✓ Considerate of everyone's interests around school.
- ✓ Welcoming and positive to visitors.
- ✓ Able to set high standards for themselves and become role models for others.
- ✓ Taking responsibility for their own behaviour.

These attributes have a positive impact on teaching and learning.

Core Values

Our values are underpinned by many faiths and are centred around the virtues of:

- | |
|--|
| • LoveWe aim to foster a love of learning by being part of a loving community that cares for and nurtures its members. |
| • Generosity We aim to show the quality of being kind and generous. |
| • Peace We aim to resolve conflict by talking and negotiating. |
| • PatienceWe aim to listen with care to the views of others. |
| • Kindness We aim to encourage a positive caring attitude to one another and for the school environment. |
| • Friendship We aim to make friends that care about us whatever happens! |
| • Celebrating diversity We aim to make sure everyone is accepted for who they are and help protect anyone who is struggling to be involved at school. |
| • Self -ControlWe aim to respond to each other in a polite, thoughtful and respectful manner. |

- **Respect**.....We aim to treat others as we would wish to be treated.
- **Forgiveness**.....We aim to accept apologies and try to understand and help others who find it difficult to be kind and caring.
- **Compassion**We aim to empathise with others and show respect for them in doing so.
- **Trust**We aim for all children to be able to trust that adults will keep them safe.
- **Justice**.....Children understand the concept of fairness and how the rewards and sanctions.

The policy ensures that all members of the Sherrier community work together. The following responsibilities are linked to the fact that all children, staff and families have the right to come to school and be treated fairly and with respect.

Rights and Responsibilities

CHILDREN'S RIGHTS	RESPONSIBILITIES
<i>To learn in a safe place</i>	To follow safety rules/ keep yourself and others safe BE SAFE
<i>To learn and have a good education</i>	To do your best and let others learn and the teachers teach ALWAYS DO YOUR BEST
<i>To be respected</i>	Respect others- opinions / differences/ authority RESPECT YOURSELF, OTHERS AND EVERYTHING YOU USE.
<i>To use a variety of school equipment, books and materials</i>	To take care of all the things you use ALWAYS DO YOUR BEST
<i>To be treated fairly</i>	To accept consequences and treat others fairly RESPECT YOURSELF, OTHERS AND EVERYTHING YOU USE
<i>To have your own personal space</i>	To respect others privacy BE SAFE RESPECT YOURSELF, OTHERS AND EVERYTHING YOU USE
<i>To be heard</i>	To listen to others and to tell someone when there is a problem BE SAFE

STAFF RIGHTS	RESPONSIBILITIES
<i>To be respected</i>	To model courteous / respectful behaviour towards each other, children and parents RESPECT YOURSELF, OTHERS AND EVERYTHING YOU USE
<i>To have opinions heard</i>	To listen to others. Give opinions in a constructive manner RESPECT YOURSELF, OTHERS AND EVERYTHING YOU USE
<i>To be supported by colleagues</i>	Ask for help when needed. Offer support to other colleagues RESPECT YOURSELF, OTHERS AND EVERYTHING YOU USE
<i>To be made fully aware of systems and policies</i>	To find out information and use lines of communication ALWAYS DO YOUR BEST
<i>To receive appropriate training to improve skills of positive behaviour management</i>	To support others in promoting positive behaviour. Be willing to try new ideas. ALWAYS DO YOUR BEST, RESPECT YOURSELF, OTHERS AND EVERYTHING YOU USE

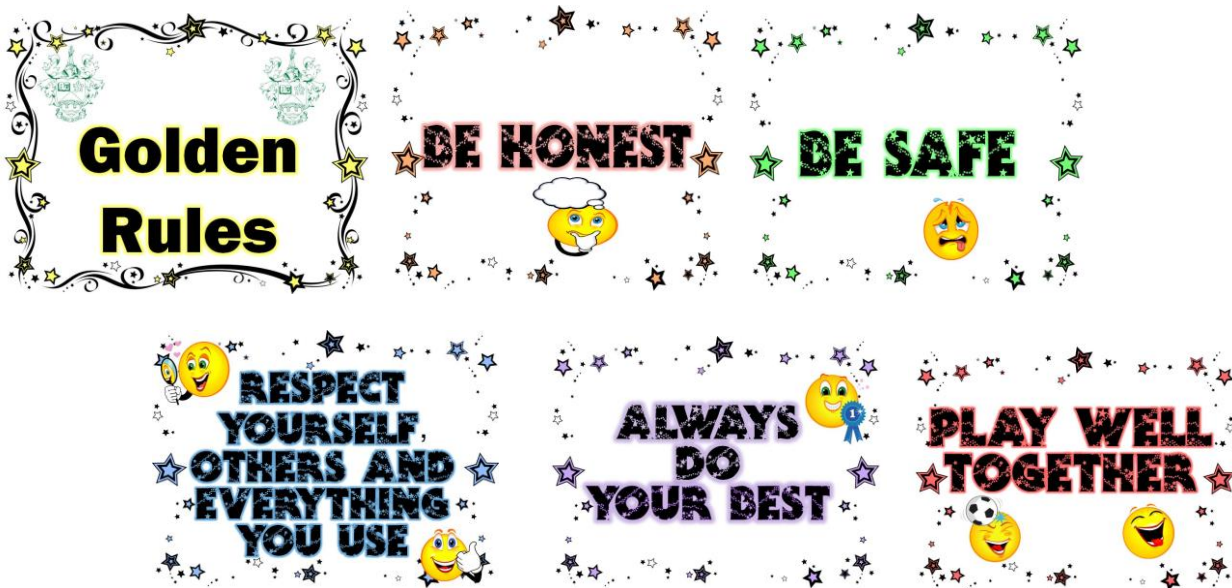
To receive appropriate pastoral care in such times of allegations of misconduct are made –School will follow guidance laid out in ‘Dealing With Allegations against Staff’

To follow all Safeguarding advice given by the Head teacher and report concerns to relevant DSL’s (Designated Safeguarding Lead).

PARENT’S RIGHTS	RESPONSIBILITIES
<i>To be treated with respect</i>	To behave respectfully towards others RESPECT YOURSELF, OTHERS AND EVERYTHING YOU USE
<i>To have concerns listened to</i>	To listen to others. Give opinions in a constructive manner RESPECT YOURSELF, OTHERS AND EVERYTHING YOU USE
<i>To be kept informed about child’s behaviour and progress</i>	Support school with behaviour issues. Keep school informed about any issues likely to have an effect on behaviour. Look at your child’s behaviour points on Class Dojo regularly.
<i>To be made fully aware of systems and policies</i>	To find out information and use lines of communication such as use of Class Dojo or emails.

Sherrier School Rules: The Golden Rules

Our school has five golden rules that were decided jointly with staff and children. They encompass all aspects of positive behaviour that we expect.



These rules are displayed in all classrooms and are used regularly to praise children and act as a reminder for those who need it.

Expectations of behaviour throughout the day

Activity / Time of Day	Who is responsible	Expectation
Before school starts	Parents until 8.40am(KS2) and 8:45am (FS/KS1) (Until drop-off at gates as from Sept 2020) Pastoral Manager outside from 8:40-8:55am	Children will only be on site from 8.40am. The play equipment is not to be used during this time. Children to come into directly into the classroom.
Lining up – any time of school day or in an emergency	Sherrier Adults / Children	Class lines silent and orderly.
Register – morning and afternoon	Sherrier Adults / Children	Children are marked off as they enter the classroom in the morning. Silence unless it is your turn to answer.
Moving around school – any time of day	Sherrier Adults / Children	Walk sensibly and quietly so as not to disturb the learning of others.
Playtimes	Break / Lunchtime Supervisors / Children	See separate playtime rules.
Assembly (when allowed to restart)	Sherrier Adults / Children	Class lines enter and leave hall in silence / Show respect to others when in assembly and during the prayer or time of reflection.
Leaving School at End of the day	Sherrier Adults until children off site / Parents / Children	The play equipment is not to be used at this time. Walk quietly / Be safe and go straight home or to your after school activity or after care provision. Children will inform and adult or report to the office if there is problem or a query about going home.

Ensuring consistency

Ensuring a consistent approach to behaviour management and developing effective classroom management

As a school we continually monitor and evaluate our Reward and Sanctions Systems and how they are applied throughout the school.

1. The children's views are always considered when evaluating and changing these at Sherrier.
2. We have a moral code that promotes rights and responsibilities of staff, pupils and their families that incorporates high expectations of behaviour.

3. At the start of the academic year, staff have input into revising the 'Agreed Expectations' booklet that clearly outlines The Sherrier Way of supporting and dealing with behaviour.
4. Other policies that link to this one: Anti-Bullying/ Online Safety/E Safety/Computing, Staff Conduct/Staff Handbook, Safeguarding, Assessment/Behaviour for learning and Child Protection.

Encouraging appropriate behaviour

We feel it is very important to encourage appropriate behaviour at Sherrier and also to model and teach the different ways that this can be achieved. The ethos of the school is central to establishing and maintaining high standards of behaviour. The HMI report "Good Behaviour and Discipline in Schools" emphasises the part played in this by the example set by teachers and other adults;

"...where teachers are seen by pupils to work hard, to put themselves out in the interests of pupils, to have high standards, to co-operate successfully and to treat each other courteously, these same attitudes flourish more readily among pupils themselves ... where teachers insist, firmly but fairly, on hard work and commitment from pupils and on high standards of behaviour, they are more likely to obtain them."
(Paragraph 53).

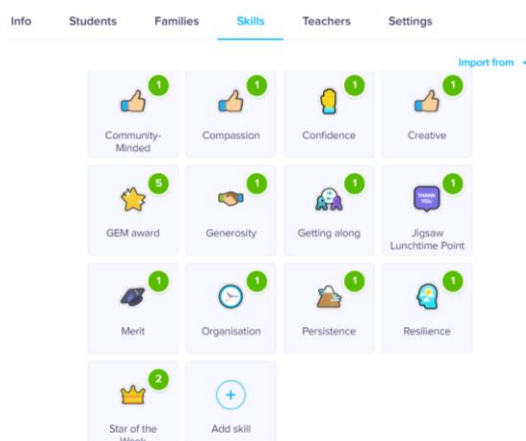
Two ways that we try to encourage good behaviour are through the use of praise and a system of rewards that we can efficiently record for the children.

Praise

As a general rule, adults should try to give more positive praise than negative reminders – at least 5 positive comments for every 1 negative. Praise can be given in formal and informal ways, in public or in private, in order to attain good standards as well as for particular achievements. The idea of what is appropriate school behaviour is not automatically learned, and we must help to show children what acceptable behaviour is.

Class Dojo

Throughout the day, each child's behaviour is recorded using the behaviour app 'Class Dojo'. This communicates to parents any positive behaviours seen and any warnings that have had to be issued consistently across a day. Examples of what our rewards can be given for.



Rewards

A range of rewards for children are given at Sherrier. A child can be recognised as an individual, as part of the whole class and as part of the whole school.

Individual: Amongst those rewards used at present are:

- Acknowledging when children have achieved the learning intention and related success criteria.
- Giving Merit Points for work that indicates that children have done their best (*Whole school*) these will be added to their Class Dojo throughout the day.
- After every 20 merits children receive a certificate: Bronze, Silver and Gold.
- Star of the Week certificates given in special assemblies (*Whole school, currently in classrooms*).
- Verbal praise that describes the positive behaviour witnessed.
- Being given a GEM award (Going the Extra Mile) for any work showing excellent effort or achievement or any behaviours that are recognised as excellent.

Class rewards: Each class can earn points if all the class work as a team to meet the target set by the teacher. This is known as 'Marble In the Jar' system.

Whole school: Team Points

The House System The house system at Sherrier C of E Primary School aims to reward positive behaviour and foster the feeling of teamwork and belonging among the children. There are four houses:

Topaz (Yellow)

Emerald (Green)

Amethyst (Blue)

Mica (Red)

House points can be awarded by any adult to any child and are given in recognition of;

1. Outstanding behaviour, achievement and effort.
2. Keys to Success.
3. For displaying the Christian values or attributes of the Sherrier Way.

Captains for the teams are appointed following an application process where they outline their skills and commitment to the job for the entire year. The house display board, by the hall, shows fortnightly, cumulative totals for each house as well as the top scorers in each house. Children can be divided into House teams within the classroom or for other events such as Sports Days. The winning house each year is awarded the trophy decorated in their house colours.

Foundation Stage:

In Foundation Stage, the children are encouraged to follow our school's Golden Rules and all take part in 'The Race'. Each child's photograph is initially placed at the start of 'The Race' then each child has the opportunity to earn the reward of moving up to the next stage (numbered 0-10) if they have tried their best on a piece of work, demonstrated sharing, displayed an act of kindness etc. Once a child reaches number 10 they win a Golden Ticket, which allows them to receive 10 Dojo points and a gift of their choice from their class teacher's treasure box.

Following our school behaviour policy, there may be times where children 'crash' off the track for breaking our Golden Rules. Children would ordinarily receive a 'warning' if they are not abiding by our rules and

need a reminder; however, after receiving positive encouragements, if a child's behaviour/ actions continue then they would receive a second warning (photograph moved to the orange spot) and finally a third warning (photograph moved to the red spot), which would result in crashing off the track with 5 minutes time out for reflection. Throughout the process, the children are given opportunities to make the right choices and earn their place back on the track (being placed at the same number).

Unacceptable Behaviour

There is no place for the following types of behaviour at Sherrier Church of England Primary School and these must always be discouraged and reacted to with reasonable sanctions.

- disrupting the learning of others
- violence against any other child or member of staff
- bullying (see our separate anti-bullying policy)
- harassment (racial, sexual or homophobic)
- vandalism
- rudeness
- inappropriate language
- stealing
- lying
- spitting
- For full list of all behaviours see appendix 2
- Low level disruption (see appendix 7)

These behaviours have a negative impact on learning and teaching

The Behaviour logs are reviewed by the behaviour lead in order to monitor behaviour and identify possible patterns and trends. Sanctions and programmes are decided upon on an individual basis in order to support children who display unacceptable behaviour. If children are causing concern, then;

- Staff will enquire further into the incidents and decide on the course of action to be taken.
- Staff will contact parents or (delegate others to ring) in order to find solutions to the challenging behaviour.

Safeguarding issues can manifest themselves through inappropriate behaviour and/or child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyber-bullying), gender-based violence/sexual assaults and sharing nudes and semi-nude images. These will be dealt with on a case-by-case basis and with the direction of a DSL. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Child Protection and Safeguarding policy for more information

Sanctions – see Appendix 3

It is expected that all disturbances to learning of any kind are reacted to in some way. The sanctions system starts with warnings and chances for children to make the right choices. (See Appendix 3)

Where rules are broken; there must be a system of appropriate sanctions. Where possible, sanctions should be seen to match the offence in order to be most effective.

Minor infringements will be dealt with by the adult responsible for the child at the time.

Sanctions to be used in the classroom are:

1. You will be warned that your behaviour is unacceptable. An adult will explain how you should behave.
2. You will be warned and reminded for a second time, moved from the green to yellow on class traffic light.
3. You will be moved to another place within your classroom, added to Class Dojo parents informed.
4. You will be taken to the other year group classroom to do your work.
5. You will be taken to a Phase leader with work, meeting with parents organised.
6. You will be taken to Behaviour lead with work.

These sanctions are used consistently throughout the school. They are displayed in all classrooms. Most children should not need to move beyond sanction 2. Children are given the opportunity to make the right choices at sanction 1 and 2 where adults make it clear what the unacceptable behaviour is that they are witnessing and what the acceptable alternative is. Verbal praise will be given if the child changes their behaviour and chooses to behave acceptably. Use of the traffic light system/behaviour log:

Each class should have displayed a laminated "Traffic light" that records behaviour. The school has a behaviour log where incidents are recorded.

If a child reaches red then they will automatically lose their playtime and will complete work with the Lunch Time Behaviour staff member during the next lunchtime. (this should be no longer than 20 minutes).

Should a child receive 3 warnings or more, then an incident will be created on Class Dojo at the end of the day. These are monitored by the Behaviour Lead. If three behaviour incidents are issued then parents are called in for a meeting with the Phase Leader and the Class Teacher. If this behaviour continues a further meeting will take place with the Behaviour Lead and parents. The Deputy Head Teacher and Head Teacher are to be involved if behaviour does not improve following a meeting with the parents. (See Appendix 8a for flow chart.)

Lunchtimes

Lunchtime supervisors are valued members of staff and integral to maintaining the positive behaviour and ethos of the school. Provision is made for active and healthy lunchtimes. If a child behaves inappropriately during lunchtime, the member of staff will give the child a verbal warning to improve their behaviour. If the child does not rectify their behaviour, the child will be referred to the Behaviour Duty (a class teacher available at lunchtimes). If the behaviour is not acceptable this is placed on Class Dojo. In the event of this, the lunchtime supervisor or behaviour duty member should inform the class teacher at the end of lunchtime.

If a child is disrespectful to a member of our lunchtime staff, or a serious incident occurs, this should be reported to the class teacher, who will take the appropriate actions.

Lunchtimes can be problematic for some children, as they are in school but outside the normal classroom environment. We do expect that school rules will apply at playtimes as well as during the rest of the school day. Lunchtime supervisors should be treated with the same respect as other adults in the school and are expected to use the school system of rewards and sanctions.

Any occurrences of "Unacceptable Behaviour" described above taking place at playtime are dealt with appropriately as mentioned previously.

Children who find lunchtimes challenging will be discussed and programmes put into place that may involve the following:

- Identify an adult that the child can refer to if experiencing difficulties
- Peer support through peer mentors
- Attendance at lunchtime /Time Out opportunity to improve behaviour (Lunch club)

Time Out Space:

The Hive classroom will be used if ever necessary as an area to give space and time from the rest of their class in order that they complete work set. There will be an adult supervising that this work is completed and that the child receives the appropriate time for eating, drinking and going for comfort breaks.

Behaviour plans:

For some children in school further behaviour monitoring is required and a Behaviour plan is used to assess risk of negative behaviours and how to prevent them. De-escalation strategies are record to support individuals during these behaviours. It is the responsibility of Sherrier staff to follow these in line with the school's behaviour system. All behaviour plans are discussed and shared with parents and adults working with the individuals and reviewed.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

We aim to anticipate and remove triggers of misbehaviour below in the following ways:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long periods
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (outside or the hub) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Exclusions and Hate incidents.

Suspensions and Exclusions

All pupils have the right to a full-time education and as such a suspension or exclusion will only be considered as a last resort or when the safety of the other children and adults in the school is threatened. When serious incidents occur or persistent disruptive behaviour is evident, suspension from the classroom may be necessary. In most cases this will take on the form in an internal suspension within school.

Extreme physical behaviour and aggression or persistent disruptive and challenging behaviour may very occasionally lead to an external pupil suspension. Only the Headteacher has the power to suspend a child from school for one or more fixed periods, for up to 45 days in any one school year. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

The Headteacher may also exclude a pupil permanently. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

Any suspensions or exclusions will be in line with guidance given by the Department for Education under the Guidance for Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2022). The Head teacher informs the Local Authority, Trust CEO and the Governing Body about any suspensions or permanent exclusions.

Prejudice Related Incidents

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, travellers
- religion, belief or lack of religion/belief
- sex /gender

- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature.

Other vulnerable groups include

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home

Circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity, they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. If there is any evidence that this wording has been used with intent this will be recorded on CPOMs under the relevant category.

Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying under our Anti-Bullying policy.

Sexual harassment and sexual violence

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

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.

Self taken nudes and semi nudes

- Self taken nudes and semi -nudes refers to when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone whatever their age, gender or sexual preference.
- However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these offences under the Sexual Offences Act 2003.

Up skirting

- Is when someone is caught taking a photograph or video recording beneath the skirt or dress of a person (or enabling another person to do the same), without their consent for the purpose
- Any incidents of this must be reported to a DSL/Behaviour Lead. All incidents are recorded via CPOMS and parents will be informed.

Anti-Bullying: see separate policy

It is the responsibility of the whole school community to eradicate bullying by ensuring the development of a caring and supportive ethos. Our aim must be to enable children to develop the skills to allow them to deal with situations that they may encounter.

What do we mean by bullying?

Besag, 1989 stated

"Bullying is an attitude rather than an act. It can be defined as bullying, by measuring the affects the acts have on a vulnerable child"

Bullying is defined as the repetitive, intentional harming of 1 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: <ul style="list-style-type: none">• 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 or gaming sites

Identifying the problem

Children who are being bullied at school will not always be prepared to tell those in Authority. It is important therefore that staff can recognise specific behaviour patterns in children. Signs of bullying might include:

- unwillingness to come to school
- withdrawn, isolated behaviour
- complaining about missing possessions
- refusal to talk about the problem
- easily distressed
- damaged or incomplete work

Staff will be able to use their knowledge of their pupils to identify changes in their behaviour that might indicate bullying.

Staff should regularly remind children that problems can be discussed confidentially at their request.

Other Unacceptable Behaviour not necessarily observable in school

The Government have clarified school's position of intervention outside of the school grounds. In Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupil's conduct when they are not on school premises. This means the school may record incidents that occur near the school, or on the children's way between school and home e.g. taxis to and from school and online (social media).

At Sherrier, teachers may discipline pupils outside of school if a pupil is;

- ❖ taking part in any school-organised or school-related activity, or
- ❖ travelling to or from school, or
- ❖ wearing school uniform, or
- ❖ in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- ❖ could have repercussions for the orderly running of the school, or
- ❖ poses a threat to another pupil or member of the public, or
- ❖ could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Use of Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) 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.

Searching a pupil

Searches will only be carried out by a member of the safeguarding team who has been authorised to do so by the headteacher, or by the headteacher 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 headteacher, 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.

These items at our school include the following, shown in alphabetical order. This is not an exhaustive list and the Head teacher may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress or injury to another

	Sherrier banned items
A-C	Aerosol cans (including deodorant and hair sprays) Any item fashioned to cause injury-(sharpened sticks/ shards of glass) Blades such as craft blades and Stanley knives Cable ties / Catapults / Chains / Chewing gum
D-F	Dangerous chemicals) acids, hair dyes, bleaches, nail varnish remover) E- cigarettes / Energy drinks
G-I	Hammers / Gas cannisters
J-L	Laser pens / Lighters
M-O	Matches / Metal nails Needles (Syringes if required for medical grounds should be kept in accordance with the pupil's own care plan and the schools own drugs/medical policy) Offensive material -pornographic, racist, homophobic, extremist material
P-R	Pepper spray Ropes of any kind
S-U	Saws /Screwdriver / Scissors /Smoke bombs / Solvents of any kind/ Stink bombs
V-Z	Vapes

.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 a DSL, 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 identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

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 (listed in section 3) 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.

Informing the designated safeguarding lead (DSL)

If the staff member who carried out the search is a deputy DSL then they 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 as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). 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

Support after a search

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.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Additional Areas of Consideration

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

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 (LADO), 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.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by Amy Farnsworth Behaviour Lead.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of Governors.

(Appendix 1) Behaviour observation form: Acceptable Behaviour:

Name..... Class.....

Always Do Your Best:	
Read and follow the Success Criteria for each lesson	
If you notice that something needs doing, do it yourself rather than wait for someone else	
Join in with all activities	
Cooperate with the people you are working with	
Feel proud of yourself and your work	
Respect Yourself, Others and Everything You Use:	
Keep your hands and feet to yourself	
Listen to the person that is speaking	
Look at the person that is speaking to you	
Put your hand up to take your turn to speak	
Be quiet when other people are talking	
Be polite – remember to say please, thank you, excuse me	
Get help if someone is hurt or upset	
Do as adults at school say straight away without arguing or answering back	
If you can't say something nice, don't say anything at all	
Let other children get on with their work	
Put things away	
Use equipment correctly – if you are not sure ask an adult to help	
Take care of displays	
Take care of your work and the work of others	
Put all litter in the bins provided	
Hang up coats	
Put bags away	
Do Be Honest	
Tell the truth at all times, even when it is difficult	
Own up if you have done something wrong	
Do Play Well Together:	
Allow other children to join your group or game	
Keep your hands and feet to yourself	
Keep Safe:	
Think before you act!	
Keep your chair tucked under the table	
Walk quietly around the classroom	
Walk quietly and sensibly around school	
Hold the doors open for other people	
If another child causes you a problem, tell an adult straight away. They will help you to solve the problem	
Follow instructions adults at school give you	
Keep your hands and feet to yourself	

(Appendix 2) Unacceptable Behaviours

Name **Class**

Behaviour seen	Date
Physical	
Punching	
Kicking	
Slapping	
Pushing	
Biting	
Pinching	
Coat / Hair pulling	
Tripping up	
Spitting	
Poking	
Verbal or Actions	
Racist behaviour	
Sexist behaviour	
Homophobic behaviour	
Name calling	
Whispering nasty things about people or starting rumours	
Swearing	
Shouting out	
Showing off	
Lying	
Preventing others getting on with their work	
Refusing to follow instructions	
Failing to produce work	
Damaging equipment	
Running around the school	
Ignoring people on purpose	
Other Threatening behaviour	
Throwing equipment	
Encouraging other children to do the wrong thing	
Writing nasty things about people	

Our Sanctions List



-  1
 - Warning about your behaviour
 - Reminder of what is expected
-  2
 - Reminder for a 2nd time
-  3
 - Moved to Time out in the classroom

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Our Sanctions List



-  4
 - Time Out in the other year group classroom
-  5
 - Taken to work with a Senior Leader
- 
 - Taken to work with Deputy or Headteacher

fppt.com

Appendix 4: Rewards posters

Star Of The Week

- When.....
You have shone 'like a star' in your work and behaviour

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Class Marbles

- When.....
 - The whole class works as a team
 - You will receive your reward when you earn 20 marbles



www.fppt.info

Merits

- When.....
 - You have done a good piece of work
 - You have made a massive effort in your work

www.fppt.info

Appendix 5 -Unacceptable Behaviours at playtimes and their Sanctions

Behaviour seen		Sanctions as decided by School Council – on class dojo
Physical	Punching	-3 points
	Kicking	-3 points
	Slapping	-3 points
	Pinching	-3 points
	Biting	-3 points
	Spitting	-3 points
	Pulling (hair or coats)	-3 points
	Pushing	-3 points
	Poking	-3 points
	Using a weapon	-3 points
	Inappropriate touching (where your swimming costume would be)	-3 points
	Inappropriate role pole	-3 points
Verbal	Lying	-3 points
	Racist remarks	-3 points
	Homophobic remarks	-3 points
	Sexist remarks	-3 points
	Inappropriate sexual language	-3 points
	Whispering things	-3 points
	Starting rumours	-3 points
	Swearing	-3 points
	Showing off	-3 points
	Name calling	-3 points
Answering adults back/rudeness	-3 points	
Actions	Refusing to follow instructions	-3 points
	Damaging equipment	-3 points
	Racist actions	-3 points
	Sexist actions	-3 points
	Homophobic actions	-3 points
	Encouraging others to do the wrong thing	-3 points
	Going out of bounds	-3 points
In lessons: Time Out Form	-2 points	

Appendix 6 - Positive Behaviour Reward Points

Reward	Positive Points shared on Class Dojo
Star of the Week	3 points
GEM Award	5 points
Team Point	1 point
Merit	1 point 20 for a certificate

Appendix 7 - Agreed List of Low Level Disruption Actions

The school council have created, agreed and ratified a list of actions that will be classed as Low Level Disruption in lessons and will result in a warning.

- ❖ Talking whilst the teacher talks
- ❖ Not following the noise level set by class teacher
- ❖ Distracting others
- ❖ Whispering inappropriately
- ❖ Letting members of the group down by not working
- ❖ Waving or making sounds to get attention
- ❖ Using annoying voices
- ❖ Hiding equipment
- ❖ 'Winding' others up
- ❖ Ignoring instructions
- ❖ Shouting out
- ❖ Not using the toilet at dedicated times (break and lunchtimes)
- ❖ Fighting over chairs
- ❖ Talking loudly / across the room
- ❖ Playing with blu-tak
- ❖ Drawing on whiteboard
- ❖ Scribbling on work
- ❖ Being 'nosey parkers'
- ❖ Making excuses / not being honest
- ❖ Talking off task
- ❖ Putting things in mouth (e.g. toolkit, cardigan, jumper)
- ❖ Sitting under or against table
- ❖ Fiddling with.....
- ❖ Swinging on chairs
- ❖ Gossiping
- ❖ Not being honest
- ❖ Not trying your best

This list is not exhaustive. Low Level disruption is any action that prevents an individual from learning to their very best. By not being fully attentive or acting in a way that may prevent others from learning to their best ability is classed as low level disruption. This results in a warning.

Appendix 8a:

Behaviour Policy: Step by Step

Behaviour Procedures - Lessons

Following the traffic light system, if remain on the Red for the majority of the day then:



Class teacher to inform parents via Class Dojo (end of day), send a message informing parents why this has happened.



Behaviour lead to monitor weekly on Class Dojo reports.



If more than 3 issued over a half term, phase leaders to organise meeting with Class Teachers and Parents.
Behaviour Lead to communicate when this is required.

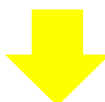


If behaviour continues and a pattern is established, behaviour lead will contact parents again and meeting will be arranged to discuss.

Appendix 8b:

Behaviour Procedures - Break and Lunch times

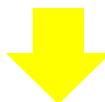
Adult to complete (Behaviour Duty) inform Class Teacher/ Phase Leader as soon as possible.



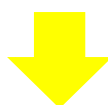
Class teacher to inform parents via Class Dojo, if behaviour has been repeated in class and not turned around in the day.



If a red card is given, inform parents at the end of the day and remove Dojo points.



If more than 3 issued over a half term, phase leaders to organise meeting with Class Teachers and Parents.
Behaviour Lead to communicate when this is required.



If behaviour continues and a pattern is established, behaviour lead will contact parents again and meeting will be arranged to discuss.