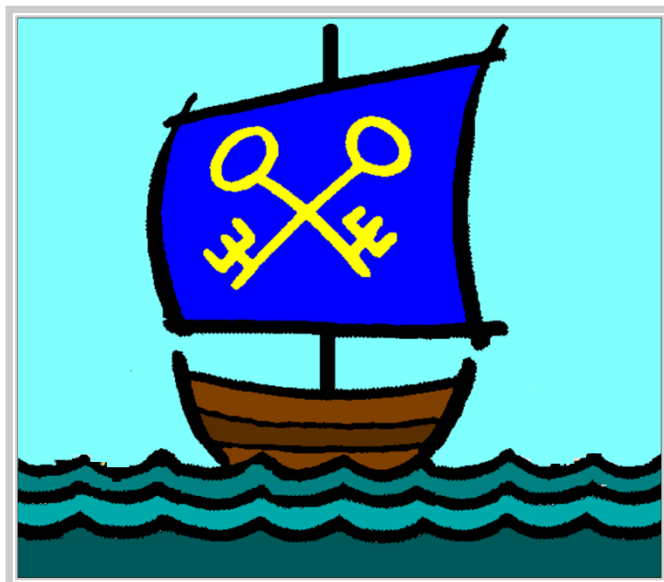


ST PETER'S CATHOLIC PRIMARY SCHOOL



WHOLE SCHOOL BEHAVIOUR POLICY

Approved by Governors 5th February 2008
Reviewed : 7th February 2012
Reviewed : 21st May 2013
Amended : September 2013
Amended : May 2014
Reviewed : February 2015
Amended : February 2016
Reviewed : February 2017
Reviewed : February 2018
Amended : May 2019
Reviewed : May 2020
Reviewed : December 2020
Reviewed : November 2021
Reviewed : January 2023
Reviewed : January 2024 and Approved February 2024.

Behaviour Policy

1 Introduction

As a Catholic School we have an agreed Mission Statement. The values communicated through our mission statement are embedded in this behaviour policy.

1.1 Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfES) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- 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:

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

1.2 Principles of the Policy

The Governing Body of the school has a responsibility to make and keep under review a written statement of general principles relating to the behaviour and discipline of the pupils of the school which takes into account the school's ethos and moral code, the need for positive and constructive rules of conduct and the fair and consistent application of rewards and punishments.

The Governors have agreed the following general principles:

- The school's Behaviour Policy should reflect our distinctive ethos as a Catholic school and our Mission Statement.
- The Gospel values set out in our Mission Statement should be applied throughout the whole school community in its day to day living and should reflect care and concern for the well-being and dignity of all.

The principles for behaviour to be applied by the head teacher and teaching staff should:

- emphasise that each pupil, whilst valued and loved by God, has a responsibility to respect, support and encourage others including those who are less fortunate than ourselves;

- establish clear boundaries of what is and is not acceptable behaviour and support the development of a clear understanding of what is right and wrong;
- establish a fair and consistent application of rewards and punishments;
- enable children to recognise the difference between good and poor choices when it comes to decision making
- ensure that teachers must be able to teach and pupils must be able to learn in classrooms free from disruption;
- be reflected in all parts of the school including the playground and other communal areas;
- ensure that all forms of bullying are very firmly discouraged and that all members of the school community accept that bullying is totally unacceptable;
- Include forgiveness for those who are sorry for what they have done and are determined to try and improve.

1.3 In order to achieve this, teachers will:

- Carry out the agreed school policy on behaviour in a firm and consistent way.
- Establish an **effective classroom** environment which is well ordered, calm and purposeful.
- Encourage and model the use of the Zones of Regulation in class practice.
- Be models of behaviour for the children.
- Respond in an **assertive way** in classroom interactions.
- Accept responsibility for maintaining good behaviour throughout the school.
- Develop positive relationships with the children in a framework of mutual respect and trust where self-esteem is nurtured.
- Develop good group management skills.
- Understand and be in full control over their own behaviour.
- Set high expectations.
- Take into account the Gospel values including forgiveness for those who are sorry for what they have done and are determined to try and improve.
- Communicate – smile and relate to the children. Use appropriate tone and volume

When addressing a behaviour problem **allow regulation time** if required and:

- Avoid confrontation
- Listen
- Establish the facts
- (PLEASE ALSO REFER TO APPENDIX A – UNACCEPTABLE PRACTICES)

1.4 In order to achieve this, Teaching Assistants will:

- be aware of relevant and accepted expectations and reinforce them
- be consistent and fair when giving rewards and relevant and proportionate when sanctions
- know the children as individuals, recognising their characters and will take this knowledge into account when working with them
- teach children about behaviour skills and self-regulation
- reassure, re-focus and reaffirm tasks set for children
- fulfil roles identified within SEND/EHCP plans for children
- have high expectations of children
- provide opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation
- encourage children to express their views and feelings and seek to extend their understanding of relationships through discussion
- respond to children's needs swiftly
- observe children and inform class teachers and/or the head teacher about specific incidents or trends in behaviour
- encourage respectful attitudes for others, the environment, property and equipment
- (PLEASE ALSO REFER TO APPENDIX A – UNACCEPTABLE PRACTICES)

Assertive Approach

Staff must use an assertive response style in their dealings with pupils. An assertive response style is one in which staff clearly, confidently and consistently state their expectations to pupils and are prepared to back up these words with actions. Pupils are told exactly what behaviour is acceptable and what is unacceptable: what will happen when the pupils choose to behave and what will happen if the pupils choose not to behave.

Assertive staff members are aware of their pupils' needs for limits and are prepared to set those limits. At the same time they recognise pupils' needs for warmth and encouragement and do not allow pupils' appropriate behaviour to go unrecognised. They will put in the time and effort to teach pupils how to behave.

The Effective Classroom

It is important to create and sustain a positive, supportive and secure environment in the classroom. Well prepared and stimulating activities and lessons help to generate good behaviour and earn respect. Teachers or a teaching assistant must be in the classrooms to meet the children as they arrive. In this way the tone of the day can be set. St Peter's uses Zones of Regulation materials to enable children to communicate their emotions. By identifying how they are feeling, the children enter a calm and work-like atmosphere from the beginning of the session. It is also necessary for the children to be occupied in some useful and interesting activity from the moment they set foot in the room. Children who have identified themselves as feeling less than positive (green zone) are supported before they begin work. **(See Appendix B – Zones of Regulation)** Children are actively encouraged to evaluate which "Zone" they fall into throughout the day, enabling staff to identify those who need support.

1.5 In order to achieve this, senior leaders and governors will:

- Be responsible for setting down these general guidelines on standards of discipline and behaviour, and for reviewing their effectiveness. The governors will support the Head Teacher in carrying out these guidelines
- The head teacher will have the day to day authority to implement the school behaviour policy, but governors may give advice about particular disciplinary issues
- Be involved in the development of the policy in accordance with the stated aims of the school
- Be informed about the successes of the policy in maintaining high standards of behaviour
- Ensure that the school has a behaviour and discipline policy
- Support staff in implementing the policy
- Monitor and evaluate the effectiveness of that policy in bringing about its stated aims and objectives
- Report on the effectiveness of the policy to parents
- Provide opportunities for dialogue with children, staff and parents

2. Whole School Strategies – What it will look like for the children

2.1 Rules

All classes display the “Golden Rules” for the whole school. The rules are:

- ✓ ***We are kind***
- ✓ ***We are respectful of ourselves and others***
- ✓ ***We are honest***
- ✓ ***We use our time well***
- ✓ ***We keep ourselves and others safe***

In addition to this, each class has its own specific rules which are displayed in the room and are unique to each class setting.

As well as the Golden Rules, we all follow the same principles:

- Inappropriate behaviour is unacceptable
- You are responsible for your own behaviour – you own it
- We are a no shouting school

2.2 Playground Supervision

The same general rules apply to behaviour in the playground as in the classrooms.

Any problems that occur in the playground should be resolved by the support staff on duty. If this is not possible then the incident must be reported to the relevant class teacher or member of the leadership team, or in serious cases to the head teacher. Incidences will be investigated, as far as possible, during a break.

Any incidents that could be classed as severe or falls into the category of bullying must be reported to the head or deputy head teacher. Children acting in this way must be removed from the playground immediately and brought into school.

Staff on duty must ensure that the children are in a safe environment and play in an appropriate way. It is very important for the children to:

- ✓ Play only in the safe areas of the playground
- ✓ Never leave the school premises for whatever reason.
- ✓ Do as they are told - in cases of deliberate disobedience the children must be referred to a member of the leadership team.
- ✓ Play safe and sensible games.

Supervisory staff must patrol the playground and check potentially dangerous places. In addition they should occasionally check the toilet and cloakroom areas.

Please also refer to playground supervision guidance in the staff handbook.

2.3 General Rules for Pupils in Common Areas

Children are expected to conduct themselves with consideration for others at all times, showing respect for adults and other children, their own and other people's property. Children are expected to walk and not run within the school building.

During session times pupils occasionally have the need to leave their own classrooms for a number of different reasons. On these occasions it is important that the pupils are fully aware of the task they are expected to be carrying out and that they should return to class as quickly as possible. Any staff meeting these children should interact with them in a positive way.

Children are expected to behave in a sensible way as they walk quietly around the inside of school building. If they are in twos or threes quiet talking is obviously allowed. Children moving from their classroom to another area as a whole class need to keep quiet so as not to disturb other groups or classes.

Children will be praised for being sensible and acting appropriately in these common areas. Any 'punishments' must be linked to the misbehaviour. For example children running in the corridors must be made to return and walk etc.

2.4 Outside of School

Pupils displaying inappropriate or anti-social behaviour, which may bring the school into disrepute, whilst on their way to or from school may be disciplined for this by the school in conjunction with the parents. This will be at the head teacher's discretion.

2.5 Positive Recognition

Praise

Praise from staff must be used to encourage pupils to behave appropriately and to continue to do so.

Praise must be approached with care and must be aimed at the process rather than the child. Linking praise to a child being 'good', 'clever' or 'intelligent' can send potentially damaging messages to them and others. 'You tried hard with that' as opposed to 'You are a good boy/girl'. It is our policy to praise the process, learning taking place and effort and avoid making personal comments.

Golden Time – Class Dojos

Dojos are awarded for completion of routine home learning tasks.

Dojos are also awarded for effort and in response to good progress and achievement.

Every class can earn a total of 20 minutes Golden Time each week by reaching personal dojo targets. A cumulative total is kept by the teacher and displayed so that children can see how well they are doing.

House Points

House points will be awarded to children for excellence in work or behaviour. These will be added to the team total and celebrated during assemblies. The winning team, at the end of each week, receives agreed awards. The house point scheme is high profile within the school and meaningful to the children.

Stickers

Stickers may be awarded to children for good work or behaviour.

Celebration assembly

Celebration assemblies are led by the Head or member of the leadership team every week. These are to celebrate excellence in work, effort and attitude. The way that staff manage the selection of work for assembly ensures that children understand and respect the significance of the assemblies.

Head teacher Awards

Head teacher awards in the form of stickers/certificates and small prizes will be awarded to children for outstanding work or behaviour.

2.6 Behaviour Consequences – see appendix C

Teachers use the Zones of Regulation to recognise when behaviour and attitude to learning need to be improved, this may include displaying this behaviour during break times.

If a child misbehaves in class, or around the school grounds, they will be spoken to by their teacher. During this discussion it is essential the child understands what they have done wrong and why it is wrong. An apology can then be given if appropriate. This discussion may take place immediately or during a break depending on the situation and impact on the rest of the class.

A child who is misbehaving in the classroom is not asked to stand outside the room.

Pupils will receive two reminders to refocus and change behaviour choices where low level, behaviour concerns are displayed. Pupils will be expected to self-rectify at this point or will be expected to do this with support if necessary.

Pupils requiring a third reminder will receive a five minute time frame to think and change their behaviour. If negative behaviour persists, the pupil will be sent to a member of SLT. The member of the leadership team will then notify the head teacher as appropriate. The pupil's parents will be informed.

In cases where a visit to another member of staff has not enabled the pupil to self-rectify behaviour, they will be sent to the head teacher. The head teacher should be used in extreme incidents of behaviour. Break time or golden time will be removed and parents will be informed.

3. Behaviour Log – CPOMS

A record will be made by the class teacher and teaching assistant of offences of a more serious nature or for persistent repetition of the same offence. This will be done on CPOMS. Please see appendix C

4. Physical behaviour and bullying

In instances of bullying and fighting the child will be sent in or collected from the playground or collected from the classroom by a member of the leadership team.

The most appropriate sanction will be implemented by a member of the senior leadership team. This could be missing break times for the rest of the day. Parents will be contacted. All cases of bullying and fighting are investigated and logged on CPOMS.

At St Peter's we operate a zero tolerance policy on physical violence towards any member of our community. Rules are clear and if pupils actively choose to harm another child they are issued with a warning and parents are informed. Three incidents results in either an internal or formal exclusion, depending on which is the most appropriate.

5. Communication with parents

If a child's behaviour is giving cause for concern this must be discussed with their parents. Parents should be contacted if the child has been sent to a member of SLT/Head teacher for persistent negative behaviour. A record of all meetings must be kept.

6. Reasonable Force

In cases of serious and extreme behaviour, staff might have to apply the use of reasonable force to remove a child from a situation for their own safety and for that of those around them. Please refer to the school's policy for the use of reasonable force, which can be found at the end of this document.

7. Exclusion

Our main focus is to be inclusive in our approach to behaviour management, ensuring that our strategies are flexible and responsive to meet the needs of all. However, we recognise that some forms of behaviour are so extreme that they require sanctions outside the realms of the schools normal behaviour policy. In these cases, at the head teacher's discretion, exclusion may be used. Please see the school's exclusion policy for further information.

An exclusion [usually a day and not more than 3] would be considered for:

- Physical or verbal abuse of a teacher
- Absolute refusal to co-operate
- bullying (see anti-bullying policy)
- Deliberate act of aggression with the intention to threaten or cause harm that is particularly serious or the third incident logged that is less serious
- Acts of vandalism

In any of the above the head teacher will investigate and make a decision based on balance of probability taking all factors into account. Procedures set out in the school's exclusion policy will be followed at all times. The official exclusion period will be the day after the event.

We recognise that for children with any form of special needs, or long or short term difficult home situations which affects their behaviour, exclusion is often not appropriate. These children will have been identified by the school and may be outside the exclusion policy detailed above.

Exclusion may still be used as a sanction as a last resort after appropriate support strategies have been put into place and failed.

In the event of exclusion being used as a sanction, the school will make every effort to ensure parents or carers are kept informed.

8. Differentiation for Behaviour

Teachers already differentiate for behaviour but when a child is particularly troublesome or continues to repeat antisocial behaviour then different strategies may be needed.

Each class teacher needs to evaluate and identify problem behaviour as early identification is likely to reduce the impact and severity of behavioural difficulties. Teachers who have concerns about a child's emotional state or behaviour need to assess whether this is a temporary state or of a more serious nature. If these concerns about a child's behaviour persist then there needs to be clear documentation followed as set down in the Special Educational Needs (S.E.N) Policy. The child should also be asked for reasons for his/her actions and subsequently involved in formulating goals and assessing his/her progress. At this point class teacher to fill in record of concern, inform Special Educational Needs Co-Ordinator (SENCO) and consult parents.

9. Special Educational Needs (SEN)

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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.

10. Safeguarding & Child on Child Abuse

All children have a right to attend school and learn in a safe environment. All members of staff at St Peter's recognise that children are capable of abusing other children. St Peter's believes that sexualised behaviour between peers that has become harmful or abusive is unacceptable and must be addressed. Allegations of child on child abuse will be dealt with under our child protection and safeguarding policy and in line with the current KCSIE document, including seeking advice and support from other agencies; as appropriate. We are clear that child on child abuse is not acceptable, will not be tolerated, will never be passed off as 'banter' or 'just having a laugh' and is not an inevitable part of growing up.

11. Monitoring

The policy agreed will need to be monitored closely. This will be carried out in two ways.

Informal

Informal monitoring can take place through open discussions with colleagues.

Formal

Formal monitoring by the head teacher and/or leadership team will take place on a termly basis. This will take place through staff meetings, classroom observation and discussion with individual members of staff.

Revising and Reviewing

This Policy will be reviewed annually by the Governing Body.

ST PETER'S CATHOLIC PRIMARY SCHOOL STATEMENT RE USE OF REASONABLE FORCE

We believe that, in line with the school's ethos and moral code, all people should be treated with respect and dignity. We understand there are occasions when normal routines for ensuring a calm and peaceful atmosphere can be disrupted by an individual or where an individual may act on impulse and put themselves or others in danger. For these incidents, as a last resort, it may be necessary to use minimum force to keep and/or restore order.

Aims

The school's aims are to –

- Create a learning environment in which young people and adults feel safe;
- Protect every person in the school community from harm;
- Protect all pupils against any form of physical intervention, which is unnecessary, inappropriate, excessive or harmful;
- Develop and implement guidance for staff (teaching and non-teaching) so that they are clear about the circumstances in which they might use reasonable force to restrain pupils and how such force might be applied.

Definition of Reasonable Force

The working definition of “reasonable force” is *the minimum force necessary* to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Other definitions –

Escorting – Accompanying for protection or guidance. The nature of the child's response and the degree of physical force being used by the member of staff will determine whether this act should be considered as a restraint.

Holding – To assert authoritatively. The degree of force used in relation to the level of co-operation and compliance displayed by the child determines when holding becomes restraining. The higher the level of force the more likely the action will be deemed restraint.

Restraint – Physical control as defined by the application of force with the intention of preventing the child from harming themselves or others or damaging property.

Roles and Responsibilities

Reasonable force/safe handling can be used by any member of staff who is authorised by the head teacher to have lawful control or charge of pupils, e.g. teachers, teaching assistants, mid-day meal supervisors.

Reasonable force/safe handling can be used by a teacher or other authorised person(s) on the school premises or when authorised elsewhere, i.e. supervision on out of school activities such as a sporting event or educational trip or a residential visit.

Reasonable force should be limited to emergency situations and used only as a last resort when all other behaviour management strategies have been exhausted and where –

- Action is necessary in self-defence or because there is imminent risk of injury to another pupil or person;
- There is a developing risk of injury to another pupil or person, or significant damage to property;

- A pupil is behaving in a way that is compromising good order and discipline.

Examples that fall in to the above categories are –

- A pupil attacks a member of staff or another pupil;
- Pupils are fighting;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials, substances or objects;
- A pupil is running in a corridor or on a stairway in which he/she might cause an accident likely to injure him/herself or others;
- A pupil absconds from a class or tries to leave school;
- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.

Forms of Reasonable Force

When other behaviour management strategies have failed it should be *the minimum intervention or force* that should reasonably be employed depending on the age, sex, physical strength, size, understanding, medical condition and any special needs of the pupil and used in a way that preserves the dignity and respect of all concerned. The use of reasonable force/safe handling should involve a calm and measured approach at all times appropriate to the particular pupil and be in accordance with the school's agreed strategies and the following procedures –

- Tell the pupil to stop the inappropriate behaviour;
- Ask the pupil to behave appropriately, clearly stating the desired behaviour;
- Tell the pupil that physical intervention will take place if inappropriate behaviour continues.
- During the incident repeatedly reassure the pupil and tell him/her that physical contact will stop as soon as he/she is ready to behave appropriately;
- If the member of staff dealing with the incident feels at risk, send for the nearest staff support.

The forms of reasonable force the school will use will depend on the individual circumstances and include –

- Physically interposing between pupils;
- Blocking a pupil's path;
- Holding;
- Pushing;
- Pulling;
- Leading a pupil by the hand or arm;
- Shepherding a pupil away by placing a hand in the centre of the back;
- In extreme circumstances using more restrictive holds.

Staff should not act in a way that might reasonably be expected to cause injury, for example by –

- Holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe;
- Slapping, punching or kicking a pupil;
- Twisting or forcing limbs against a joint;
- Tripping up a pupil;
- Holding or pulling a pupil by the hair or ear;
- Holding a pupil face down on the ground.

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

Health and Safety

When using 'reasonable force' the pupil's health and safety must always be considered and monitored.

Physical interventions should involve the minimum amount of force necessary to resolve the situation and calm the pupil.

The use of reasonable force is only to be employed *in exceptional circumstances* or an emergency where a pupil appears to be unable to exercise self-control of emotions and whose behaviour is presenting a threat to himself/herself or others. A member of staff should not intervene in an incident without help if there is a risk that he/she may be injured or may endanger his/her life.

Record Keeping

All incidents involving the use of 'reasonable force' are recorded on CPOMS. If CPOMS is not available for any reason, the incident must be recorded in the schools 'Record of the use of Reasonable Force' – see template attached. The school will keep an accurate up to date record of all such incidents. Immediately following any incident the member of staff concerned must inform the head teacher or other member of the senior leadership team and provide a written report.

The Governors and head teacher will review annually (summer term) the entries in the incident log.

Parents/carers should be contacted as soon as possible and the incident explained to them. This should also be recorded in the 'Record of the use of Reasonable Force'.

The head teacher will ensure that all staff have regular awareness training relating to the use of reasonable force/safe handling, procedures and practices relating to behaviour management and the school's Child Protection Policy and Procedures as necessary.

Any complaint from a parent regarding the use of reasonable force will be dealt with within the school's Complaints Policy.

Unacceptable Practices – Appendix A





All members of staff must avoid any actions that could be considered counterproductive in developing the required calm and work-like atmosphere throughout the school. Some of these are listed below. This however is not an exclusive list of all objectionable practices but serves to highlight ones that are particularly unacceptable.

- Pupils must never be sent to stand outside rooms as a form of punishment.
- Staff must not shout at pupils.
- Teachers need to change the tone and volume of their voices when interacting with groups of children in different situations. However, shouting is never acceptable as this diminishes the teacher in the eyes of the pupil.
- Staff must not humiliate pupils.
- Any sort of action taken by teachers to belittle children only serves to breed resentment. Children must not be sent to stand in the corner, stand on their chairs or sit on 'naughty' tables etc.
- Staff should avoid the use of blanket punishments where possible.
- Punishing whole groups of children for the misbehaviour of a few is not appropriate. Innocent children will resent the teacher for this action.
- Staff must not use sarcasm or insulting remarks. These will only build a negative environment in the classroom.
- Staff must not set written work as a form of punishment (This includes the writing of lines and the copying out of passages) This only causes resentment and associates writing as a negative task. However, children may be asked to write 'sorry' letters or a reflective passage.
- Staff must not let their own mood affect their behaviour, management or relationship with children in the class or around the school.
- Staff must ensure they do not automatically blame any child.
- Infrequent praise - pupils must be praised often and clearly for good behaviour.
- Insisting that children always work in silence - learning happens during discussion.

Appendix B Zones of Regulation

The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

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From The Zones of Regulation® by Leah M. Kuypers • Available at www.socialthinking.com

Behavioural Consequence System:

Providing the class teacher has followed scripted conversations, interventions, gentle reminders and has been relentless in routines, we know there are times when children still make the wrong choices. If teachers are confident that they have provided children with the chance to restore and learn from their choices, take responsibility and have clear, consistent instructions, which they fully understand, staff can decide on an appropriate outcome. Parents must be informed about any inappropriate behaviours and notified about any decisions made and any consequences. Consequences are a gradual response, see table

Level of incident	Example of types of behaviour	Possible Consequences to be referenced in behaviour script	Comments
1 (minor)	<ul style="list-style-type: none"> Talking during an input or a period when talking is not appropriate. Distracting others Calling out Getting out of seat when sitting is expected. Pushing in the line Not lining up, when expected and not lining up quietly. Choosing to deliberately make inappropriate noises Play fighting (with physical contact) Choosing not to move around the school sensibly and quietly. Touching or interfering with other pupil's work / equipment. 	<ul style="list-style-type: none"> Reminder of behaviour expectations. Use of behaviour script. Change of seating. Time out with key stage lead if required 	<p>Explain why the behaviour displayed is not acceptable and that you want them to improve/ succeed- Praise other children displaying appropriate behaviour</p> <p>Link behaviour to St. Peter's values</p> <p>Refer to Zones too kit. Identify the feeling and adopt strategies to regulate.</p>
2 Persistent repetitions of the behaviour at stage 1 over a period of time – stage 1 sanctions and consequences have been exhausted	<ul style="list-style-type: none"> Persistently talking during inputs – see above. During a day, this has happened more than once. Not responding to an adult's request to work after one reminder. Distracting other children after being asked to stop. 	<p>Verbal reminder by class teacher.</p> <p>May be sent to speak to Key Stage leader.</p> <p>Withdrawal of privileges for set time e.g. lunchtime club</p> <p>Class teacher talks to parents to explain concerns</p> <p>Writing a letter of apology</p> <p>Reduced or missed</p>	<p>Restorative justice for pupils - Provide opportunities for child to make amends / make things better, linked to their poor behaviour choice</p> <p>Link discussions about the poor behaviour to St Peter's values, Behaviour to be logged onto CPOMs tracking</p>

	<ul style="list-style-type: none"> • Lack of respect for property. • Choosing to show a lack of respect for staff members e.g. answer back / rolling eyes / tutting at member of staff • Name calling / teasing – chose to do it but an isolated incident. 	break time Child expected to complete work that is unfinished (as a result of poor behaviour choice at playtime or at home.	
3 Repetition of the behaviour at stage 2 but on a daily basis and despite having strategies in place.	<ul style="list-style-type: none"> • Constant low level disruption that disturbs the learning of the other children • Persistent name calling / teasing • Swearing • Discriminatory and derogatory language (spoken or written) • Verbal aggression • Spitting (deliberate) • Increased concerns around behaviour – the pupil will typically have a behaviour plan at this point. 	<p>Sent to work in a different classroom for a set period of time.</p> <p>Sent to speak Key Stage leader and / or SENCO DHT.</p> <p>Teacher, with support of SLT, meets with parents to discuss concerns about child's behaviour. Loss of privileges for an agreed amount of time – class choice time / breaks.</p> <p>Behaviour plan</p>	<p>Head teacher is informed and meets with child to express concern and talk through the way forward.</p> <p>HT / DHT / SENCO check in to monitor progress.</p> <p>Use of the Zones Approach to identify strategies for improved behaviour</p> <p>Possible LBAT referral</p> <p>Behaviour plan targets agreed.</p>

<p>4 Persistently disruptive behaviour in class / around the school, with stage 3 possible sanctions / consequences exhausted. Behaviour plan and strategies having little or no impact.</p>	<ul style="list-style-type: none"> • Persistently not following behaviour plan. • Child on child abuse violence/emotional. • Actively seeking out a child to physically attack. (e.g crossing a space or distance to physically attack a child) • Putting other children at harm through physical aggression • Fighting and needing to be separated from another child. • Danger of violence • Persistently refusing to do what an adult in the school has told them. • Wilful damage of school property. • Racist, homophobic or other discriminatory behaviour or comments, used with understanding. • Verbal or physical threats against staff. • Swearing / use of inappropriate language directed at another member of the school community • Threatening staff with physical behaviour 	<p>Internal exclusion from other children. Teacher and member of the SLT meet with parents to discuss concerns. This may be followed by a letter conveying what has happened and the seriousness of such incidents. Within this letter, the school's determination not to tolerate this behaviour will be explicit. The child is expected to record a full account of and apology for the event at home, which is endorsed by the parents. Where appropriate, the child will repair any damage caused. Behaviour agreement with the child and parents / carers.</p>	<p>Where incident involves bullying, the procedures in the anti-bullying policy will be followed. Member of the SLT to be included and involved in meeting with parents. If this is not the head teacher, the head teacher will be informed about the meeting and agreed actions. Possible involvement of outside agencies. Isolation from other children, with a member of staff, undertaking school work. Use of the Zones Approach to identify strategies for promoting positive behaviours (with parental consent) In more serious events, either: Formal meeting with head teacher to confirm that the child may be excluded if serious behaviour is repeated Or: Fixed term exclusion (with reference to statutory guidelines and West Sussex advice) Where there is a serious risk of exclusion, a Pastoral Support Programme / Behaviour Support Plan should be established Behaviour plan updated where necessary.</p>
<p>5 (most severe)</p>	<ul style="list-style-type: none"> • Significant danger or violence towards others • Actively choosing to hurt a member of staff • Repeated incidents of violent behaviour • Theft • Repeated incidence of bullying Racial, homophobic or sexual harassment • Making deliberate and false accusations against 	<p>Formal meeting with parents / carers Fixed term or permanent exclusion</p>	<p>Head teacher meets parents and the child is excluded – either fixed term or permanently (with reference to statutory guidelines and West Sussex advice, BOSCO exclusion policy) External agency support sought.</p>

	<p>members of school staff</p> <ul style="list-style-type: none"> • Refusal to co-operate with any member of the school staff • Persistent and sustained refusal to engage despite strategies tried. • Child on child abuse – planned cases of violent, emotional abuse that exceed category 4 • <i>Child on child Sexual abuse towards peers. *</i> 		<p><i>*procedures followed in school child protection/safeguarding policy.</i></p>
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