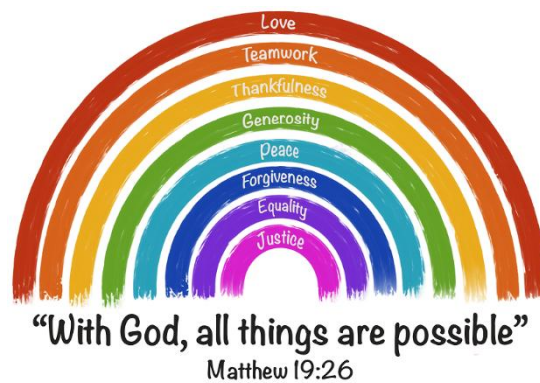


Westleigh Methodist Primary School Positive Behaviour Policy



Written by:	Mrs Boardman, Mrs Taylor, Mrs Burkes and Mrs Whitakker
Date agreed:	Spring 2025
Next Review Date:	Spring 2026
Chairs Signature	

Our Vision:



We are a loving, inclusive family, rooted in our Christian Values and nurturing ethos. We provide a positive learning environment where all children can achieve their full potential.

Our Mission:

Westleigh Methodist is a family in which everything we do is built upon our Christian values and ethos.

We endeavour to create a place where everyone feels happy, nurtured, safe and valued. We will foster a sense of high-self-esteem, love of learning and enquiring minds. We aim to equip pupils to become good citizens with high aspirations and an understanding of the part they play in our society. Our creative and exciting curriculum will lead to achievement for all and children reaching their full potential and becoming life-long learners.

Safeguarding Statement:

At the Westleigh Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

Positive Behaviour Policy

This policy should be read in conjunction with:

- Care and Control Policy
- Inclusion /SEND Policy
- Early Years Policy
- Anti-bullying Policy
- Attendance Policy
- Educational Visits Policy
- Equality Policy
- Online Safety Policy
- Safeguarding Policy
- Complaints Policy
- Whistleblowing Policy

1. Our core Christian Values

Westleigh Methodist Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We base our behaviour approaches on clear, specific expectations which can be seen in our School Rules, Habits for Learning and also underpinned by our Christian values. This unique approach is bespoke to our school in line with our school vision of 'With God, All things are possible' and demonstrates how we 'do all we can' to support pupil development.

Westleigh Rules



Ready

Being ready means...

- We have good attendance
- We arrive on time
- We have equipment ready
- We show we are listening
- We follow instructions quickly
- We keep healthy – bodies and minds

Respectful

Being respectful means...

- Use good manners
- Listen carefully to the teacher, visitor or friend who is talking
- Take care of equipment, resources and facilities
- Speak and treat everyone respectfully in school
- Embrace diversity

Safe

Being safe means...

- Keep your hands and feet to yourself
- Follow the instructions of staff in school in relation to safety
- Act as a positive role model in the school corridors and classrooms
- Inform school staff of any concerns you have for your own safety or the safety of others.

These are inter woven with our core Christian Values...

Love

We greet our pupils with a smile and welcome them with open arms into school as part of the Westleigh family. Teachers greet pupils at the classroom door every day.

Teamwork

We positively interact at every given opportunity with our pupils and teach them that they are valued individually as part of a wider team across school.

Thankfulness

We thank our children at every given opportunity. We praise the positives and we are specific when we do so. E.g. 'You're showing great respect by looking at me when you are listening, Thank you.'

Generosity

We are generous with our time for our pupils. We learn together, play together and eat together. Discretionary effort from staff is highly valued and goes a long way towards building positive relationships.

Peace

To maintain a positive environment conducive to learning for all pupils we praise in public and restore in private. We use a restorative approach to overcome conflict and learn from our mistakes.

Forgiveness

We are forgiving of the mistakes that we and others make. We use restorative practice to support the process of forgiveness and offer the opportunity of a fresh start following an incident or conflict.

Equality


We understand that not all pupils have had the same experiences in life and some may require bespoke support in order to flourish. We understand that some pupils have experienced trauma and adverse childhood experiences and we are mindful of how this may present in behaviours at school.

Justice


Appropriate and proportionate natural consequences are used. We exercise restorative practice so every child feels listened to and our children develop a sense of moral justice.








2. Habits for Learning

At Westleigh Methodist Primary School we are consistent, persistent and insistent on high expectations for all children. We use our Habits for Learning as our firm foundations for expectations for all.



Habits for learning



 Moving Around School	 Showing Respect	 Taking Pride	 Breaktime and Dinner Time	 Positive Interactions	 Learning Time
<p>Walk on the left.</p> <p>Move around quietly.</p> <p>Look in the direction of travel.</p> <p>Line up in single file.</p> <p>Always accompanied by an adult when moving as a class.</p> <p>Pupil at the front of the line holds the door open for the class.</p> <p>Carry snacks to the playground instead of eating on corridors.</p>	<p>Pick items up from the floor.</p> <p>Hold doors open.</p> <p>Demonstrate good manners.</p> <p>Say thank you.</p> <p>Allow others to pass on corridors (give way).</p> <p>Respond to the Clap-Response signal straight away.</p> <p>Follow the 1-2-3 movement signals for all transitions.</p>	<p>Wear your uniform with pride.</p> <p>Look after books and belongings.</p> <p>Hang coat and bag on peg.</p> <p>Store lunchboxes neatly in the correct tubs.</p> <p>Resources away and chair under table before leaving the room</p> <p>Be a positive role model.</p> <p>Take ownership of the Habits for Learning.</p>	<p>Line up quietly, in a single file line, facing forward when collecting lunch.</p> <p>Collect your drink before you sit down at your table.</p> <p>Eat quietly having conversations on your table.</p> <p>Stay seated whilst eating until directed by an adult to move.</p> <p>Tidy up your own plates. No food to be dropped on the floor.</p> <p>Use reflection area quietly and respectfully.</p> <p>Engage in games with playleaders.</p> <p>Play in your designated zone.</p>	<p>Make eye contact with adults.</p> <p>Say 'good morning' or 'good afternoon.'</p> <p>Say 'please' and 'thank you' when asking for something.</p> <p>Listen when others are speaking and wait your turn to respond.</p> <p>Use kind words.</p>	<p>Sit up straight following correct seating position model.</p> <p>Speak at appropriate volumes.</p> <p>Raise your hand to show you would like to speak.</p> <p>Have the same high expectations with all adults that teach you.</p> 

The expectation of pupils



Habits for learning



Set the Expectation

- Notice and articulate positive behaviours, using a calm tone of voice.
- **Model expectation** of tidying up. Articulate, explain, encourage with a calm tone of voice.
- **Have a presence** in the corridor/around school.
- Address non-compliance **discreetly**.
- **Explicitly teach, model and practise** expected behaviours.
- **Teach from feet**, so that movement around the room is routine.



Positive Interactions

- **Meet, Greet, Connect, Correct, Direct.**
- **Greet at the door at the start of every session.**
- Hold doors open, say thank you.
- Provide **clear and specific instructions**.
- **Thank** pupils for their efforts.
- **Clear communication channels** for self regulation.



Essential Routines

- Ensure pupils enter **quickly and calmly**.
- Gain attention **quickly and calmly**, using **Clap-Response**.
- **Clear routines** for transition points and movement, **including phonics**.
- **Notice and discreetly deal with** off task behaviour and reset.
- **Consistently** follow the school's Behaviour Policy.
- **Praise in public, restore in private.**
- Teacher walks at the middle of the line. so that all pupils are supervised.



Resources

- **Sharp pencils**
- Resources **prepared and ready** before the start of the lesson.
- IT equipment **charged up**.
- All resources to be tidied away before pupils leave the classroom.



Playground

- Staff on duty **engage with pupils** in games and activities **at all times**.
- Ensure **each zone is calm** and pupils are engaging in **appropriate play**.
- Teachers **accompany their class** out onto playground and back inside
- Teacher **always meets and greets** their class at the door.
- **2 whistles** - 1 for stop, second for walk to line. Only blow second whistle once **all children are still**.



Environment

- *'The standard you walk past is the standard to accept.'*
- Have an **awareness** and **pride** in environment.
- **Tidy work spaces** (including teacher).
- **Cared for classroom** (blinds, teacher desks, displays, prayer spaces).



Pencil Grip, Positioning, Posture

- Check for **correct use** of pencil grip
- **Left-handed awareness** for resources and seating position
- **Teach** deliberate seating posture
- **TNT** - Tummies Near Tables



The expectation of all adults



Habits for learning: Playground



Set the Expectation

- Notice and articulate positive behaviours.
- **Model expectation** of moving around school and entering and leaving the playground calmly. Use the Pupil Habit for Learnings as a social story script to reinforce regularly.
- Address non-compliance **discretely**.
- **Explicitly teach, model and practise** expected behaviours.
Remember 5 positive comments to every correction!



Essential Routines - Start

- Ensure pupils enter the playground **calmy and promptly, accompanied by an adult ready for a 10:30am / 12:35pm (Year 4, Year 5, Year 6) or 10:45am / 12:00pm (Year 1, Year 2, Year 3) start.**
- Children walk in single file to the playground, arms by their sides, facing the direction of travel. Adult walks at the middle of the line and regularly checks the line to ensure standards are high and expectations met. Doors to be closed on entering and leaving playground.
- Children **stay on footpaths** and do not travel over grass areas.
- They **walk** until they reach the main playground.
- Play in allocated zones.
- Staff on duty must wear Hi Vis vests and have whistles.



Essential Routines - end

- The whistle is blown for the first time. This should be **loud and long** (5-6 seconds) with the adult on duty standing in the middle of the playground so they are visible.
- The children **stop and stand still** in a relaxed position.
- A second whistle is blown and children line up **in designated spaces** walking **purposely and quietly**.
- Children walk in single file to the classrooms, arms by their sides, facing the direction of travel. Adult walks at the middle of the line and regularly checks the line to ensure standards are high and expectations met.
- Uniforms are checked prior to leaving the playground, ensuring children are wearing them with pride.
- Follow expectations for moving round school.
- It is vital that **staff arrive promptly** on the playground.



Additional Expectations and Routines

- Enter and leave the park via the gaps.
- Always go down the slide on your bottoms, feet first.
- Child Chaplains support in Reflection Area with zone resources.
- No children to enter the bike and scooter zone.
- Don't walk on walls or outdoor furniture.
- No climbing.
- Go to toilet before or after dinner and during transition time only



Environment

- **Play** equipment for each zone must be returned the children accessing the zone. Play leaders to ensure all equipment is neatly returned to storage.
- Playground to be **free of litter** and children encouraged to use litter pickers to remove any rubbish.

The expectation of all adults

3. Roles and responsibilities

The Local Advisory Board (LAB) has overall responsibility for:

- The monitoring and implementation of this policy and of the behaviour procedures at this school.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- The day to day implementation and management of this policy.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any consequences for breaking the rules.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the LAB on the implementation and effectiveness of this policy, including its effectiveness in addressing the needs of all children.

The pastoral lead is responsible for:

- Providing guidance and support to staff within the delivery of the positive behaviour policy.
- Coordinating with the SENDCo and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour and refer pupils with SEMH difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS) to receive additional support when required.
- Working with the SENDCo in overseeing the outcomes of interventions on pupil's behaviour, education and overall wellbeing.
- Engaging with parents where children's SEMH difficulties impact on their behaviour, or where behaviour choices create significant barriers to learning.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.

The SENDCO is responsible for:

- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- As part of the SLT, collaborate with the LAB, headteacher and the pastoral lead, to determine the strategic development of behavioural and SEMH policies and provisions in the school, including interventions and in-class support.
- Supporting teachers in assessing children's SEMH needs and advising on the effective implementation of support. Where deemed necessary, pupils will have a personal positive handling plan best suited to them and their individual needs – informed by parents, teachers and SENDCo.

Teaching staff are responsible for:

- All members of staff, volunteers and support staff are responsible for consistently, persistently and insistentlly implementing this policy and ensuring that all pupils do too.
- Follow the Habits for Learning (expectations for all adults) consistently.
- All member of staff, volunteers and support staff will create a supportive and high-quality learning environment, teaching and modelling positive behaviour for learning.
- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and Pastoral Manager, and where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum, including using Habits for Learning and ensuring individual plans are followed.
- Through the PSHE curriculum ensure pupils learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills.
- Ensure dedicated time each week is in place to teach behaviour, e.g. reviewing and modelling the Habits for Learning, i.e. practising transitions.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Analyse trends and use the ADPR process to adapt plans over time to see an increased improvement in intended outcomes. Keep SLT, pastoral and SENDCo updated on outcomes.

Pupils are responsible for:

- Managing their own behaviour both inside school and out in the wider community.

- Their social and learning environment and agree to report any behaviour to staff which is not in line with the school's positive behaviour policy, vision and values.
- Follow the Habits for Learning consistently.
- Arrive at school on time.
- Follow and respect classroom rules and procedures
- Show respect for the opinions and beliefs of others.
- Demonstrate self-regulation both within and outside the school environment (i.e., residential and school trips, sporting events).

Parents/carers are responsible for:

- The behaviour of their child(ren) inside and outside of school.
- For promoting positive behaviour for learning and modelling acceptable behaviour in the home and in the school playground.
- Following the school's Parent / Carer's Code of Conduct.
- Working in partnership with school and wider agencies to uphold high expectations for behaviour and to attend meetings, planning reviews and parental consultations as requested.

3. Training of staff

- At Westleigh Methodist Primary School we recognise that early intervention can prevent inappropriate behaviour. As such, staff will receive training in prevention, de-escalation techniques and restorative practice.
- Teachers and support staff will receive training on this policy as part of their new starter induction.
- Teachers and support staff will receive regular and ongoing training as part of their development.
- Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.
- The school will provide training for staff around the specific needs of pupils with continual behaviour problems.

4. Rewarding good behaviour

At Westleigh Methodist Primary School we recognise that pupils should be praised and rewarded for good behaviour, good work and demonstrating the school's Christian Values. An emphasis is given to above and beyond contribution to school life and the wider community.

The following rewards (but not limited to) will be used in recognition of the above:

- Class Dojo points is the main reward system used in school.

- For every 50 dojos achieved, the children are allowed to attend school wearing non uniform for a day and will choose a reward from the class prize box.
- When 100 dojos is reached, a certificate will be presented.
- Daily drop ins from SLT to publicly praise and celebrate positive behaviour.
- Phone calls home for positive behaviour from all staff.
- Star of the week certificates.
- Christian Values Champion Award.
- Other award systems bespoke to the school. E.g. Subject specific badges, Headteacher and Deputy Headteacher award stickers etc.
- Weekly Star and Christian Values awards weekly and shared on school's newsletter.

5. Unacceptable behaviour

Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. Definitions of some examples can be found in Appendix 1 and 2.

The use of consequences should be characterised by certain features:-

- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are required to avoid future consequences.
- Staff use the language of choice to encourage children to make the right choice.
- It should be the behaviour rather than the child that is reprovved.

If children make the wrong choice they are given the opportunity to turn it around. Consequences will be appropriate and proportionate to the behaviour displayed. They will be agreed in line with the stages of behaviour (see appendix five)

As a school, we recognise that pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional. Restorative practice is integral to understanding pupils' behaviour and actions.

At all times, staff will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour and restorative practice may be applied.

If a child is disrupting the learning of others, or poses a risk of harm to self, others or damage to school property, positive handling may be required and will be carried out by trained members of staff. Where this takes place, all incidents will be recorded using the positive handling records and parents will be notified in line with the positive handling policy.

At Westleigh Methodist Primary School, we are proactive in providing a range of additional support to children with wider behavioural needs and this may run alongside or be an adaptation to the step system. This support may include: personalised reward charts, home/school diaries, Individual Behaviour Plans, Personalised Support Plans, Positive Handling Plans, Pastoral support, Early Helps. This list is not exhaustive. Teachers will liaise with the SENDCo and Pastoral Manager in the design of this.

We will work alongside parents/carers and other relevant external agencies to ensure the needs of the child are met.

However, some behaviours will not be tolerated at Westleigh Methodist Primary School and this will be deemed as highly unacceptable behaviour.

Depending on the nature and severity of the undesired behaviour, this may include an immediate fixed term suspension or a permanent exclusion. This will be appropriate and proportionate to the behaviour shown. The school may introduce, where agreed with outside agencies, a reduced timetable for an agreed short period of time and reviewed within time scales.

Fixed Term Suspension

A decision to suspend a pupil will be taken only:

- a) In response to a serious breach or persistent breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Westleigh Methodist Primary School complies with current DFE School suspensions and permanent exclusions guidance (September 2023).

- If an incident is deemed serious enough to involve fixed term suspension, the Headteacher will, without delay, notify parents. If a pupil has a social worker, or if a pupil is looked after, the headteacher will notify the social worker and /or VSH, as applicable.
- A letter will be sent home outlining the reasons for the suspension and the measures parent/carers can take in relation to them.
- Work will always be provided for the length of the suspension. It is expected that this is returned to be marked.
- Parents should meet with a member of SLT on the day that the child returns to school to ensure such events do not reoccur.

- We ensure a restorative conversation regarding the suspension is had with the child on their return to school with either a member of the SLT or Pastoral Team.

The Chair of the Local Advisory Board and CEO are notified when a suspension has been made. The Headteacher informs the Local Advisory Board about any fixed term suspensions beyond 5 days in any one term. Suspension information is included in Headteacher's termly report to the Local Advisory Board.

Permanent Exclusion

Only the Headteacher can permanently exclude a pupil on disciplinary grounds. The Local Advisory Board should be kept fully informed as the process goes on. Permanent is not usually considered unless there have been a number of fixed term suspensions first, in extreme cases permanent exclusion may be appropriate. However, permanent exclusion would only be a very last resort, in response to a serious breach, or persistent breaches of the school's behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school. (Further information can be found in the Trust's School Suspensions and Permanent Exclusion Policy).

6. Trips, visits and extra-curricular activities

A risk assessment will be carried out prior to any school trips or extended school activities that will include looking at every child's behaviour in school. On rare occasions, it may be necessary for the School to decide that a child is not able to attend the visit due to their behaviour which could lead to health and safety issues. In the event of this happening and as part of the risk assessment the teacher, SLT, Pastoral Staff, Headteacher will discuss in detail the potential risks and speak directly with parents/carers of their decision.

7. Outside school and the wider community

- Pupils are encouraged to represent their school in a positive manner.
- The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- Complaints from members of the public about inappropriate behaviour by pupils at schools within the school, are taken very seriously and will be dealt with in accordance with the Behaviour Policy and Complaints Policy.

8. Monitoring and review

- This policy will be reviewed by the Headteacher and the Local Advisory Board on an annual basis, who will make any necessary changes and communicate this to all members of staff.

Appendix 1

Definitions

For the purpose of this policy, Westleigh Methodist Primary School defines “serious unacceptable behaviour” as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Sexual - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- Child on child abuse
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

For the purpose of this policy, Westleigh Methodist Primary School defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others and not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners

- Being dishonest
- Not following classroom rules
- Graffiti / defacing books

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach or frequency.

Appendix 2

Zero-tolerance approach to sexual harassment and sexual violence – child on child

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

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

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

A verbal warning

Keeping the pupil behind after class to apologise to their peer

A letter or phone call to parents

Missed break or dinner time

A period of internal exclusion (length dependent on incident)

Fixed-term (length dependent on incident) or permanent exclusion

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.

Appendix 3 Restorative Practice Questions

Restorative Practice




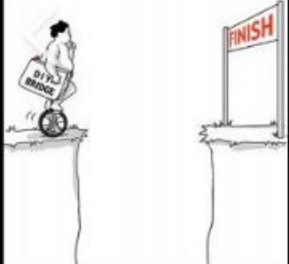

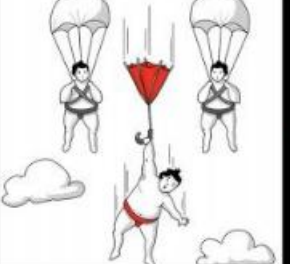

At Westleigh Methodist Primary School we adopt the principles of The Restorative Approach. Everyone involved in an incident is taken through restorative questions to support discussion through a no blame approach that places emphasis on repairing the harm done and restoring positive relationships.

Restorative questions.

1. What happened?
2. What were you thinking at the time?
3. What do you think now?
4. Who has been affected?
5. How have they been affected?
6. What needs to happen to put it right?

Note: Questions should where possible be asked to the harmer/ perpetrator first.

Appendix 4 SUMO Strategy

<p>Faced with a challenge? 7 Questions to help you SUMO</p>			
	<p>1. Where is this issue on a scale of 1-10?</p>	<p>2. How important will this be in 6 months' time?</p>	<p>3. Is my response appropriate and effective?</p>
			
<p>4. How can I influence or improve the situation?</p>	<p>5. What can I learn from this?</p>	<p>6. What will I do differently next time?</p>	<p>7. What can I find that's positive in this situation?</p>

Appendix 5 Stages of Behaviour & Actions / Sanctions

running inside answering back shouting out ignoring instructions silly noises pushing in line

1

verbal reminder 2nd reminder warning move in classroom missed part of playtime



graffiti not working damaging property climbing on furniture leaving class

2

missed part of playtime finish work pastoral support loss privileges phone call home move to nurture space

throwing objects hitting kicking kicking doors stealing pushing swearing

disrespect of an adult

3

phone call home miss playtime pastoral support another class SLT support move to nurture space suspension

Behaviour



4

- bullying
- racism
- fighting
- repeated hitting or kicking
- homophobic insults
- miss school events
- suspension
- miss playtime
- another class
- ban from representing school
- phone call home
- SLT support
- work out of class with SLT
- move to nurture space

5

- leaving school grounds
- dangerous behaviour
- violence towards adult
- violence towards children
- miss school events
- suspension
- emergency call home to support de-escalation
- no visits outside school
- move to nurture space
- meeting with family
- SLT support
- extra outside agency support
- ban from representing school

5 Repeated stage 5

6

- Permanent exclusion

Rules

Staff to share privileges at the start of each half term – list displayed.