

St Mary's C of E Primary School and Nursery

'Be the BEST you can be'

'Whatever you do, work at it with all your heart'

Colossians 3:23

Behaviour policy and statement of behaviour principles



Approved by:

LGB

Date: November 2024

Next review due by:

November 2025

1. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour and discipline in schools: advice for headteachers and school staff 2024](#)
- › [Behaviour in schools: advice for headteachers and school staff 2024](#)
- › [Searching, screening and confiscation at school](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England](#)
- › [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.

3. Definitions

Misbehaviour is defined as:

- › Disruption in lessons and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Bad language
- › Breaches of the school and/or class rules and expectations rules
- › Failure to follow instructions from staff

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules

- Dangerous refusal to follow instructions
- Persistent bad language
- Abusive behaviour towards children or staff
- Leaving the school premises without consent
- Any form of bullying
- Sexual violence e.g. 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
- Vandalism
- Theft
- Fighting
- Aggressive physical behaviour (hitting, kicking) causing deliberate injury
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items e.g. knives, tobacco

4. Bullying

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 purposefully unkind, 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 inappropriate touching

TYPE OF BULLYING	DEFINITION
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

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy and Anti-bullying Charter. This can be found on the school website.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- › Reviewing and approving this behaviour policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log (CPOMS) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly on CPOMS
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

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

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's key rules and routines
- › The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- › The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be reminded of this when required.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who arrive mid-year.

6. School behaviour curriculum

Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Move quietly around the school
- › Treat the school buildings and school property with respect
- › Wear the correct uniform at all times
- › Accept sanctions when given
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

- › Pupils are allowed to have mobile phones with them on-site
- › Phones will be kept securely, by the class teacher, during the school day and switched off.
- › School accepts no responsibility for mobile phones at school. Children and parents are informed of this.
- › During Breakfast Club or during after school clubs mobile phones should remain in pupils school bags.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Display the behaviour curriculum or their own classroom rules
- › Develop a positive relationship with pupils, which may include:
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Greeting pupils in the morning and concluding the day positively, starting the next day afresh

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

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 Safeguarding and Child protection Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Safeguarding and Child Protection Policy.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- › Verbal praise
- › Dojo points – shared with parents
- › Visits to SLT or headteacher to celebrate work, behaviours, school values and vision
- › Communicating praise to parents via a phone call or written correspondence
- › Certificates, stickers and 'Be the best you can be' celebration recognition
- › Positions of responsibility, such as 'captain' status or being entrusted with a particular decision or project
- › Whole-class or year group rewards, such as a popular activity

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Quiet reminder
- Verbal or non-verbal warnings
- Change of seating
- Missed minutes of playtime with the class teacher and a reminder of the expectations of behaviour
- Referral to member of the SLT for time out of class and to discuss behaviours and how they can be improved
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Time to reflect on behaviours or complete uncompleted work at break or lunchtime
- Loss of privileges – for instance, the loss of a responsibility
- School-based 'jobs' such as tidying a classroom
- Letter or phone call home to parents
- Agreeing a behaviour contract with agreed targets that is discussed regularly with the class teacher and member of SLT to celebrate successes and allows consideration of further support if necessary
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 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:

- Hurting themselves or others
- Damaging property

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 on CPOMS and reported to parents

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.

7.6 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.

Searching a pupil

If a member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item a search can be carried out by the DDSL/DSL or a member of the SLT. Should a search be necessary, the pupil will be given the opportunity to be honest and to turn out pockets, bag, trays etc. to hand in the item. The member of staff will seek the pupil's co-operation

Staff should seek the pupil's co-operation: they will be asked to empty possessions, pockets and clothing themselves.

If a member of staff considers a search necessary the pupil will be supervised and kept away from other pupils.

If the pupil refuses to comply parents will be contacted.

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system (CPOMS) and parents informed.

7.7 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)

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).

7.8 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

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

7.9 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. The headteacher or member of the senior leadership team 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. The CEO of The Partnership Trust, Director of Safeguarding and the Safeguarding governor will be informed.

7.10 Zero-tolerance approach to 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.

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 and 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 or School Nurse
 - Report to the police

Please refer to our Safeguarding and Child Protection Policy for more information: [Safeguarding and Child Protection Policy](#)

7.11 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 Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 It is not policy to issue detentions, however, pupils do make use of playtimes and lunchtimes to reflect on their behaviour or complete unfinished work to support regulation and be successful.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, staff may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment

- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the Key Stage Leader or an appropriate member of staff, and will be removed for a maximum of a morning or afternoon session.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants to support positive behaviours
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment and support

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log (CPOMS).

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 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.

Please see some examples of anticipating and removing triggers of misbehaviour below:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- 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

9.2 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?

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

9.3 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.

9.4 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.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. For example:

- › Reintegration meetings
- › Support from Class Teacher or teaching assistant in understanding behaviour
- › Opportunities to achieve positive behaviours and succeed in class; developing self-efficacy

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- › The needs of the pupils at the school

- › How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- › Behavioural incidents that meet threshold e.g. serious behaviours or repeated behaviours (Stage 2 on Graduated Approach to Behaviour Chart)
- › 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 by Cathie Lampert (DSL/Headteacher) and Beth Hamblin (DDSL/Deputy Headteacher) at bi weekly safeguarding meetings.

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.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at 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 LGB.

14. Links with other policies

This behaviour policy is linked to the following policies:

- › Exclusions policy
- › Safeguarding and Child Protection Policy
- › Anti-bullying Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstance

Appendix 2:

Graduated Approach to Behaviour

Stage	Examples of behaviour	Possible sanctions	Next steps for staff
1	Swinging on chair Interrupting/calling out Not being on task Ignoring instructions Running inside the school building Making inappropriate noises Pushing in line Rough play at playtime/lunchtime	Quiet reminder Verbal warnings Non-verbal signals Change of seating	Class teacher to respond to all stage 1 behaviours. In class behaviour system to be used to support with stage 1 behaviours. Class teacher to reflect on what else can be put in place to avoid this happening in the future. Often praising good behaviour so it has a positive effect on those misbehaving.
2	Persistent stage 1 behaviour Rudeness Swearing Disrupting the class affecting other pupil's learning Inappropriate remarks to other pupils Minor challenges to authority (refusal to comply) Damaging school's/pupil's property Leaving class without permission Harmful/offensive name calling Continuous rough play at playtime/lunchtime Repeated incidences of playing unkindly at playtime/lunchtime Targeted behaviour towards the same child repeatedly Harassment e.g. sexual Online misbehaviour e.g. bullying, harassment Racism	Missed minutes of playtime either with the class teacher or other identified adult (Maximum of 10 mins) Time out in another classroom with work (Up to a maximum of 30 mins)	Class teacher to use a behaviour checklist to identify specific behavioural needs. Class teacher to phone parents to inform them of persistent stage 1 behaviour or stage 2 behaviours weekly. Class teacher to address A,B,C behaviours and log on CPOMS Key Stage leader to speak to pupil. Playtime incidents to be reported to the class teacher Parents to be contacted if child has evidence of stage 2 behaviour 3x or more in a half-term (SLT member to lead). Review provision in place and see if further intervention or resources are needed. Class teachers to support pupils learning and behaviour needs.
3	Persistent stage 2 behaviour Persistent swearing Throwing objects with intent to harm Harming someone so they need medical help Continued or more serious challenge to authority Stealing Repeated refusal to do a set task Highly offensive remarks to children	Sent to member of the SLT Telephone call to inform parents Loss of playtimes/lunchtimes time with member of SLT At the discretion of the HT and severity of incident, internal exclusion	Behaviour to be reported on CPOMS by class teacher and SLT member with further actions noted and implemented. Behaviour Checklist to be used to identify priority areas for improvement to support formulation of an Individual Behaviour Plan. Individual Behaviour Plan (IBP) to be created by class teacher, pupil and SENCo which indicates targets and sanctions. IBP to be put in place. IBP to be shared with the pupil's parents. IBP to be reviewed by Classteacher, SLT member to attend the review. Pupils to be placed on a Daily

			Report Card system.
4	Persistent stage 3 behaviour Bullying Fighting Racism/homophobic comments Very serious challenge to authority Leaving school without permission	Classteacher / SLT member to investigate and then pupil to be sent to meet with the Headteacher. Meeting scheduled with parents Loss of playtimes/lunchtimes time with member of SLT Fixed period of internal exclusion or external exclusion	Situation to be monitored by teacher and SLT. External Agency support to be sought to provide additional support and guidance. IBP's to be continued as in stage 3. Pupils to be placed on a Daily Report Card system. Monitored daily.
5	Persistent stage 4 behaviour Persistent verbal abuse to a member of staff Physical abuse to any member of staff or pupil Malicious physical assault on another pupil or member of staff	Suspension for a fixed term	Situation to be monitored by teachers, SLT and Headteacher. Team around the child meetings. IBP's to be continued as in stage 3. Pupils to be placed on a Daily Report Card system.
6	Repeated stage 5 behaviours	Governor disciplinary subcommittee convened Permanent exclusion from school	Same as stage 5.

All the above sanctions are put in place at the discretion of the Headteacher, and the context and child's needs will be fully considered when sanctions are applied.

The ABCs in more detail

An ABC chart is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is to better understand what the behaviour is communicating. The 'A' refers to the antecedent or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment. 'B' refers to an objective and clear description of the behaviour that occurred e.g., X threw item on the floor.

'C' refers to what occurred after the behaviour or the consequence of the behaviour e.g., children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially. Place the ABC chart in an accessible place to make it easier to use after the target behaviour has been exhibited.

Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:

- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

It is also important to look at what consequences might be maintaining the behaviour:

- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?
- Is the child rewarded in any way by engaging in the behaviour?
- What might the child be attempting to communicate by engaging in this behaviour?

Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour you are now ready to develop a plan.

1. What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?
2. What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?
3. How have you addressed the need that the child was trying to communicate?
4. Is there any need for a reward / incentive scheme in the short-term?
5. Have you communicated your plan to everyone who will be working with the child?