



Dove Bank Primary School

BEHAVIOUR POLICY

Revised: Autumn Term 2018

Consultation Period: September 2018

This policy was approved by the Governing Body of Dove Bank Primary School at their meeting on 02.10.18

Signed..... Chair of Governors

Date of Next review: Autumn Term 2020

Introduction

At Dove Bank Primary School we believe that all individuals within our school should feel valued and able to contribute towards the well-being of the school. Children have a right to a safe, sociable, orderly and non-threatening environment in which to work and play.

We believe that the use of a positive, supportive behaviour management system, which operates within a well-structured and consistent framework, contributes significantly to meeting the needs of all children.

Children learn best when they are clear about what is expected of them and when they are consistently encouraged to reach the expectations. Clear guidelines, reinforcement of positive aspects of children's behaviour and the children's own sense of self-worth therefore will all contribute to their willingness to behave in an appropriate manner.

All adults, parents and members of the school staff have a responsibility towards the emotional and social development of all pupils and in the positive reinforcement of a child's achievements.

Aims

At Dove Bank Primary School we aim:

- To foster an environment where our children, staff and visitors feel safe, secure and respected.
- To allow children and staff to develop a moral framework within which responsibility and initiative, caring attitudes and positive, trusting relationships can flourish.
- To enable children and staff to develop respect, courtesy and consideration for each other.
- To encourage and promote an atmosphere where pupils have a high level of self-esteem, self-confidence and self-discipline.
- To promote consistency and continuity of approach for pupil behaviour between school, home and other services.

Objectives

We wish to promote and maintain a purposeful and orderly atmosphere about school which is conducive to effective teaching and learning so that all our pupils:

- Can learn without that learning being disrupted by others.
- Develop a positive attitude to learning and produce work of the highest possible standard.
- Work within a clear framework of rewards and sanctions and show through their actions that they know what constitutes acceptable and unacceptable behaviour.
- Take pride in themselves and their school.

Context

This policy was written with reference to the following: Team Teach Approach, The Children's Act 1989, The Education Act 1996, DfE Use of Force Guidance April 2012.

Reference to other policies

This policy should be read in conjunction with the following policies:

- Child Protection/Safeguarding Policy
- Positive Handling Policy

- Anti-Bullying Policy
- Exclusions Policy
- Aggressive Behaviour from Visitors and Parents
- Health and Safety Policy
- Anti-Racism Policy

Employed Staff Powers to Discipline Pupils

Teachers, and all paid employees, have the statutory authority to discipline pupils whose behaviour is unacceptable; who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspection Act 2006).

- The power applies to all paid staff with responsibility for pupils, including Teaching Assistants and Midday Supervisors.
- Staff can discipline pupils at any time that the pupil is in school or offsite e.g. visits and residential visits.
- Staff can also discipline pupils when a pupil's misbehaviour occurs off school premises.
- Staff can confiscate pupils' property.
- Staff have the power to impose agreed sanctions during the school day e.g. lunchtimes and break-times (allowing for reasonable access for the child to be able to eat, drink and use the toilet), or by preventing a child from taking part in an activity afterschool e.g. representing the school in a sporting event.

Implementation of Aims and Objectives

Desirable Behaviour – 'The Golden Rules'

Pupils are expected to work and play in a manner that is sensible, caring and thoughtful. To support this we have six golden rules which provide clear guidelines for children's behaviour and which ensure consistency across the school.

- 1) We are polite, well-mannered and helpful-we don't offend others with our actions or bad language
- 2) We are gentle – we don't hurt others and keep our hands and feet to ourselves
- 3) We work hard – we don't waste our or others' time
- 4) We listen – we don't interrupt, answer back or ignore instructions
- 5) We are honest – we don't cover up the truth
- 6) We look after property – we don't waste or damage things

The Golden Rules are reviewed, discussed and promoted regularly through Circle Time and Assemblies.

Through application of these rules, we aim to develop children's sense of responsibility and forethought and to instil in our children the need to consider consequences of words or actions.

Because of the transient nature of the school population, all pupils returning from periods of prolonged absence will have the school's behaviour system re-clarified.

Where appropriate additional classroom rules are drawn up by the class teacher in consultation with the

children and displayed in the classroom.

In general, we encourage children to:

- Share in a collective commitment to the schools 'values' – PRIDE (Positive, Respectful, Independent, Diverse, Enthusiastic)
- Take pride in their achievements and in their school
- Show respect for the beliefs, opinions and lifestyles of others
- Show an understanding of the importance of rules
- Be kind to one another
- Show care and sensitivity towards other people
- Be polite and courteous to others
- Think about the feelings of others
- Listen to others
- Show respect for property and the school environment
- Move about the school in an orderly fashion
- Avoid unwanted physical contact with others
- Maintain acceptable levels of noise in the classroom

Unacceptable Behaviour

At Dove Bank Primary School, we consider the following behaviour to be undesirable:

'Low Level Disruption'

- Shouting out in class
- Preventing others from working and participating in activities
- Deliberately seeking attention at the expense of others
- Interfering with another person's work
- Moving around school in a way that falls below the expected standards of general behaviour, e.g. running, shouting, pushing, jostling
- Play fighting
- Non-completion of school work that could be reasonably expected
- Hiding another person's property

At Dove Bank Primary School, we consider the following behaviour to be unacceptable:

Persistent Disruptive Behaviour:

- Includes challenging behaviour e.g. answering back, rudeness/disrespect, arguing with staff
- Deliberate refusal to co-operate with reasonable requests from staff
- Unruly behaviour that puts themselves, other children or adults at risk
- Swearing at people or public swearing
- Untruthfulness

Physical Assault:

- Includes fighting or encouraging others to fight
- Violence and aggressive behaviour towards other pupils/staff (wounding; hitting; kicking; punching)
- Deliberate scratching or biting
- Possession of, or use of an object, such as a knife, that could be used intentionally to harm someone else

Verbal Abuse and Threatening Behaviour:

- Includes threatened violence
- Homophobic abuse and harassment
- Any language or behaviour, which is meant to embarrass, harass, or upset other people (verbal intimidation)
- Unkind remarks and derogatory comments e.g. use of the word 'gay'
- Behaviour that causes offence
- Establishing gangs for the purpose of intimidating others

Racist Abuse:

- Includes taunting and harassment
- Bullying
- Graffiti
- Racist or derogatory statements
- Swearing that can be attributed to racist characteristics
- Wearing of any symbols that could cause offence to individuals and or groups, either by gender, sexuality, race, colour, culture, disability or religion.

Sexual Misconduct:

- Includes abuse, assault, harassment, lewd behaviour
- Bullying
- Graffiti

Drug and Alcohol Related:

- Includes possession of illegal drugs, inappropriate use of prescribed drugs and drug dealing
- Smoking
- Misuse of drugs, solvents or alcohol

Damage:

- Includes damage to school or personal property belonging to any member of the school community
- Vandalism; Arson; Graffiti

Theft:

- Stealing, misuse or deliberately damaging school property
- Stealing, misuse or deliberately damaging someone else's property
- Selling and dealing in stolen property and extortion

Bullying:

- Bullying or teasing
- Includes persistent isolation
- Intimidation
- All forms of verbal, physical, cyber, homophobic, sexist and racist abuse
- Creating or spreading malicious 'gossip' about other children (and families or adults who work or volunteer in school) including the use of social media.

Dealing with bullying

Dove Bank adopts the definition used by The Anti-Bullying Alliance (ABA) which defines bullying as: 'The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out verbally, physically, emotionally or through cyberspace.'

Bullying can take different forms, such as:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, making offensive remarks
- Indirect, e.g. spreading nasty stories about someone, gossiping, excluding people from social groups
- Cyber, e.g. sending nasty or threatening texts or e-mails, phone call bullying via mobile phone, picture/video clip bullying, chat-room bullying, bullying through Instant Messaging (IM) and bullying via websites.

Our school ethos is based on mutual respect, trust and consideration for others. Such an ethos encourages 'non-bullying' behaviour and bullying of any description is totally unacceptable in our school.

Identifying bullying

Bullying can be identified at an early stage by allowing positive discussion in class. We have agreed to have a regular class Circle Time that holds the building of self-esteem to be a central aim. The children take turns to discuss problems and express concerns. Children listen carefully, sometimes making suggestions and staff take action, where necessary. Children are taught the difference between seeking help and telling tales.

Should any incident of bullying take place it will be reported to the Headteacher. Any report will be listened to, taken seriously and appropriate enquiries made. Parents of both parties will be informed and the outcome of the enquiries will be made known to all those involved. All incidents are recorded and logged.

Control measures taken to help prevent bullying

- Designated 'Time Out' area in the playground or on the field for pupils who break the Golden Rules.
- Increased playground activities and active play involvement by Play Coaches and Midday Supervisors at lunchtime.
- Children are taught specific strategies to deal with incidents of bullying.
- Regular discussion is created through 'Circle Time' in order to talk through issues and problems together.
- Issues relating to bullying form part of the framework for assembly themes.
- Issues relating to bullying may be raised at meetings of the School Council.
- All classrooms have a 'Listen to Me' box for pupils to record concerns about bullying.

Celebrating Success - Praise and Reward

Children behave appropriately when they feel good about themselves and others, when they have good models to follow, when they achieve success and when they are valued.

Rewards are therefore an important way in which the school focuses on desired behaviours. At Dove Bank Primary School, we praise and reward children for desirable behaviour in a variety of ways:

- Verbal praise
- Written praise through celebratory comments in marking

- Affirmation stickers and stampers in books
- 'Praise Postcard' and 'Ask Me What I Did' stickers to share good news with parents
- Giving positive oral feedback to parents/carers
- Merit certificates written by class teachers or Teaching Assistant's
- Special stickers awarded by the Midday Supervisors
- Allowing children to share work with the rest of the class, other classes or teachers
- Showing work to the Headteacher
- The use of Merit Points
- The use of House Points
- Displays of children's work
- Sharing achievements in assemblies
- Individual class-based systems of praise and reward
- Giving pupils additional responsibilities

Classroom behaviour which may lead to one of these rewards includes:

- Overcoming a barrier to learning
- Consistently good performance in class
- Outstanding achievement in a particular subject
- Demonstrating excellent learning attitudes, such as perseverance, effort, co-operation etc.
- Kind and caring actions or helpfulness
- Following the Golden Rules

Strategies to encourage good behaviour

A whole school approach of positive reinforcement is taken to the management of behaviour and it is essential that this is followed consistently. In this way we can create a secure climate of mutual respect where children are aware of expectations and receive positive guidance whilst learning to play a responsible role both within the school and its wider community.

A variety of methods are used to encourage and support pupils to behave appropriately:

PSHE/Citizenship & Assemblies - The school follows and teaches the themes of the SEAL (Social and Emotional Aspects of Learning) curriculum. This will re-enforce the positive behaviours that the school encourages and promotes. Values Assemblies teach pupils about the personal qualities valued in society e.g. honesty, consideration, independence and self-respect. Assemblies also enable pupils to explore issues relating directly to rules, behaviour and bullying.

School Council - The School Council at Dove Bank is made up of elected members from each class from Year 2 to Year 6. The purpose of the School Council is to encourage mutual respect between members of the school community, to help develop strong values and attitudes and to enable all pupils to feel that their views and opinions are important within the context of the whole school.

Football Code of Conduct – A clear and concise Football Code of Conduct, signed and adhered to by pupils, serves to eliminate Stage 4 and 5 behavioural issues e.g. swearing, aggression towards another pupil, arguing with an adult, refusal to comply with an instruction. Football matches are tightly supervised by a Midday Supervisor, and each child's behaviour in line with the Code of Conduct closely monitored by the Headteacher.

Rewards - Merit points can be awarded by any member of staff for rewarding the correct behaviour and work. Merit points are collected in a pupil's merit book with different awards depending on the number of points achieved. Each child is part of a 'House'. House points are awarded for every 10 merit points earned.

House points are collected weekly and the 'House Cup' is presented in Friday's assembly. Pupils have the opportunity to be presented with stickers as well as certificates from a wide range of categories.

Areas of Responsibility/good role models - Pupils throughout the school are offered opportunities to take responsibility, to show initiative and to extend their social and cultural experiences. These roles include: Classroom Monitors; School Council Representatives; House Captains; Anti-Bullying Team Membership; Librarians; Playground Pals/Play Coaches.

Mutual respect expected of all adults and children - At Dove Bank we believe that in order to implement a policy of behaviour management effectively, it is essential that there is an ethos of mutual respect. Everyone has the right to their own opinion and to express that opinion but consideration must be given to how and when that opinion is expressed to show sensitivity and regard for others. Children need to be encouraged to do this by being reminded and prompted, by discussion in circle time, by role play and by good role modelling. Respect needs to be apparent between adults, between children and adults and between children. In this way every member of the school is valued and feels valued.

Anti-Bullying Policy

Anti-Bullying Team - At the beginning of each year, children are selected to be 'anti-bullying' monitors. Their role is to be a contact for children who feel that they have no one to play with or feel that some-one is being unkind to them. They are asked to report any concerns to their class teacher or the Headteacher.

Anti-Bullying Week - Dove Bank takes part in the national anti-bullying week. This is done through assemblies, poster competitions and discussions/debates in classrooms.

Achievement Celebration Assembly - We hold a weekly Achievement Celebration Assembly where we celebrate children's classroom achievements. Each week teachers choose pupils to receive certificates for a range of attributes, both personal and academic e.g. 'Star of the Week', 'Writer of the Week', general 'Well Done' certificates, best class attendance etc. The 'Values Certificate' is awarded once a week in an achievement assembly to a child chosen by their class teacher who has demonstrated one of the school's five values (Positive; Respectful; Independent; (appreciation of) Diversity; Enthusiastic).

The Always Children – Each class teacher will keep a record of the 'always children.' These are children who never need verbal reminders, consistently work hard and are outstanding role models in terms of both behaviour and their learning attitude. At the end of each half-term, any child who is on the list will be given a special award in Assembly.

BETTIE –Every week, the class and teacher will decide upon an area of behaviour they feels needs to be the focus for improvement that week e.g. 'to be on the carpet ready before the member of staff counts to 3'. This is displayed in each classroom as BETTIE (Behaviour Everyone Tries to Improve Everyday).

Clear 'Consequences' – See the stages documented in the next section.

Consistency of approach in 'defusing' aggressive behaviour using a set script (see Appendix 5)

Discouraging Inappropriate Behaviour - Sanctions

Where possible, good behaviour will always be reinforced and bad behaviour modified by encouragement, praise and reward. However where positive strategies do not succeed staff will, as appropriate, take necessary action.

- When undesirable behaviour does occur, it is important to respond positively and affectively; acting

rather than re-acting.

- Sanctions should be immediate and discreet and provide opportunities for low level responses to pupil behaviour.
- Sanctions should be applied consistently but take into account individual circumstances.
- They should not apply to whole groups of pupils.

When a rule is broken or behaviour is inappropriate or irresponsible, the following 'hierarchy' of staged sanctions/consequences will be used to guide staff:

Stage 1

The adult in charge (Teacher, TA, MDS) will use informal strategies to let a child know that the behaviour demonstrated is unacceptable through a:

- **non-verbal response such as 'the look'**
- **gesture e.g. click of the fingers**
- **verbal prompt e.g. saying the child's name to re-gain their attention**

Stage 2

- **The adult in charge will give a very clear verbal warning, reinforcing the right thing to do:** I would like you to walk please; ... in this school we keep hands, feet and objects to ourselves; are you speaking politely to each other?
- **Children should be made aware of which Golden Rule they are breaking** – it is made clear that a change in behaviour is expected.
- **It should also be made clear that a sanction will follow if the unwanted behaviour is repeated.**
- **An apology from the child is to be expected.**

Stage 3

Minor breaches of discipline are generally dealt with by the class teacher/teaching assistant in a supportive and fair manner, with some flexibility regarding the age of the child, as far as the sanctions are concerned. If low level disruption continues, staff issue an immediate consequence:

- **Classroom- change of seating arrangement (re-location).**
- **TA reports to teacher if working in the Help Me Room - child returns to class.**
- **Completing work at break/lunchtime or repeating work until it meets the expected standard** (up to a maximum time of 10 minutes to allow the child the opportunity for fresh air, a comfort break, a drink).
- **Informal contact, depending on circumstance, may be made with parents.**

Stage 4

If inappropriate behaviour is repeated and instructions to make better choices are ignored through deliberate defiance:

- **'Time Out' of class with TA supervision (no longer than 5 minutes).** Time out occurs within the concept of 'choice' and allows the pupil some time and space to calm down e.g. sitting in the corridor, going for a walk around the field, sitting in the foyer playing with lego etc.
- **'Time Out' in another class.**
- **Staying in at break or lunchtime to complete work.**

- **Loss of break or lunchtime with the Headteacher for 'debriefing'; who will reinforce the need for appropriate behaviour and will use the time to undertake anger management work if necessary and to discuss positive behaviour strategies etc.**
- **Removing graffiti or tidying an area disrupted by the child.**
- **Parents to be informed by the class teacher.**

Stage 5

If 'very challenging' behaviour persists or presents itself in lessons:

- **Internal Exclusion - the pupil may need to be withdrawn from the classroom for an extended period of time to prevent the pupil from disrupting the learning of others further. In this circumstance work must be provided for the pupil who will be monitored and supervised by the Headteacher. The pupil will not be allowed outside to play.**
- **The 'Red Triangle' system may need to be used if the pupil will not go with an adult to the Headteacher's office.**

For 'one off' serious breeches of discipline (e.g. racist behaviour, pre-meditated physical violence towards another pupil, proven theft, malicious damage) sanctions will include:

- **Referral of the pupil directly to the Headteacher.**
- **Loss of breaktime and lunchtime for up to 3 days, which is spent supervised by the Headteacher or senior teacher in her absence for 'de-briefing' work.**
- **Short term loss of privileges e.g. withdrawal from a visit or exclusion from a favoured activity (not including mandatory curriculum sessions but for non-mandatory curriculum activities e.g. after-school club; the right to represent the school in a sporting event)**
- **A requirement for a written apology.**
- **Parents will be informed.**
- **A monitoring and behaviour support plan will be set up at this stage (if not already in place).**

Stage 6

Only in exceptional circumstances, where there has been a major breach of discipline, will children arrive at this point. The type of behaviour that warrants this level of sanction would be:

- Persistent violation of school rules and challenging behaviour that regularly disrupts the learning of others.
- Unruly behaviour that puts themselves, other children or adults at risk of harm.
- Pre-meditated, unprovoked physical violence towards another pupil.
- Assault on a member of staff.
- Malicious accusations made against school staff.
- The introduction of harmful substances or alcohol onto the school premises.
- Possession of or use of an object, such as a knife or air rifle that could be used intentionally to harm someone else.

- **Pupils will be referred directly to the Headteacher.**
- **The 'Red Triangle' system may need to be used at this stage.**
- **In the event of seriously disruptive behaviour that threatens the safety of others, or where a child threatens to run away from school, parents will be called in to school to help calm the situation.**
- **As well as the sanctions in Stage 5, the Headteacher may use lunch time or fixed term exclusions for poor behaviour. Permanent exclusion will be considered as a last resort.**

- **Parents will be invited to discuss the child's behaviour with the Headteacher and senior governor.**

Once a sanction is completed, the incident should be put behind the pupil. Every lesson and every day is a new start. This does not mean forget about the consequences. Staff help the individual to learn from their actions in order to help them move on.

Behaviour at lunchtime

Behaviour at lunchtime is expected to be as good as at any other time of the school day. The school rules remain the same and rewards and sanctions follow a *similar* pattern as outlined in the above behaviour management 'ladder'.

- However, if the child receives two verbal warnings, the child will immediately lose 5 minutes of their lunch-time.
- Pupils will be sent to the **'Think About It'** area of the playground (picnic bench area in front of the office) or field (round table next to the outside classroom) to have a **'Time-Out'**.
- After 5 minutes, the pupil can resume their play.
- However, if poor behaviour persists, the child will immediately lose another 5 minute increment and be asked to return to the 'Think About It' area.
- A record of inappropriate behaviour is logged (See Appendix 3).
- **Midday Supervisors will refer a child straight to the Headteacher in cases of a physical altercation, racist or threatening behaviour or defiance at Stage 4 and above.**

Vulnerable Pupils

Where it becomes clear that a child is having on-going difficulties in managing their behaviour (Stage 4 and above), there are a wide range of strategies which are used to support the individual:

- Specific techniques to defuse and de-escalate, focusing on diversion, reassurance and communication.
- Behaviour charts to enable celebration of good behaviour.
- Reasonable adjustments to the learning environment and routines will be made to support individuals.
- Increased communication between home and school.
- Behaviour Support Plan (BSP).
- A Risk Assessment will be written for pupils who present dangerous behaviour e.g. if the hazard is violent behaviour.
- If necessary, the pupil will have a Positive Handling Plan.
- Support from the SENCo (Special Educational Needs Co-ordinator), identified teaching assistants, teachers.
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behavior.
- Alternative curriculum provision.
- Reduced timetable.
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists such as those at Oakfield School etc.

Children will be put onto the SEN Support Record if 'challenging behaviour' (Stage 5 & 6) is more than a rare occurrence, and where the school suspects that the continuing disruptive behaviour, might be as the result of unmet educational or other needs.

A SEN Support Plan will therefore be formulated in consultation with parents, the pupil and the teacher and shared with other professionals who may work with the child. Reviews will be held on a regular basis. The information documented in the report will contribute towards:

- The formulation of an Individual Behaviour Support Plan
- Pastoral Support Programmes
- Support from the Behavioural Support Team at Oakfield, Ed Psychologist, school nurse
- Any referral that may be needed to be made to SENA, CAMHS etc.

The Headteacher should also consider however, whether a child's behaviour gives cause to suspect that the child may be suffering, or is likely to suffer significant harm. Where this may be the case, staff should be directed to follow the school's safeguarding procedure.

Behaviour Management Strategies used at Dove Bank

(See Appendix 1)

Pupil's Conduct beyond the School Gates

The school reserves the right to discipline pupils beyond the school gate. This includes conduct witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:

- Taking part in school organised activities, e.g. offsite visits, residential visits, when representing the school at a sporting event
- Travelling to and from school
- Any misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, could adversely affect the reputation of the school and includes misbehaviour online.

In all cases, the child will be disciplined when they are on school premises or when the pupil is under the lawful control of a member of staff (offsite visits and residential visits). If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Confiscation of Inappropriate Items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully. Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must then be returned to the child's parent, at which time, the member of staff will explain to the parent why the property was confiscated.

Staff also have the power to search without consent for prohibited items, including:

- Knives, weapons
- Stolen items
- Cigarettes, lighters, matches (including lighter fuel and propellants)
- Drugs, alcohol
- Fireworks
- Pornographic material
- Any article that could be used to commit an offence, damage property or cause injury to self or

another person

Where appropriate, items may be handed to the police. The Headteacher will decide whether it is appropriate to involve other outside agencies e.g. Social Care Team.

Allegations of Abuse against Staff & Malicious Accusations against Staff

All allegations of abuse will be taken extremely seriously; the Chair of the Governing Body will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation.

The suspension of the member of staff involved must not be used as an automatic response when the allegation has been reported. The school and Local Authority disciplinary measures will be followed where the allegation is found by the Governing Body to be true.

Where the allegation made by a child or parents is found to be false, the Chair of the Governing Body will:

- Write to the parent/parent of child to explain the outcome of the investigation and to make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and subject to data protection and that it may be shared with other appropriate parties. (E.g. Police if the child is 10 years old and above)
- Meet with the parent/ parent and child to discuss the matter and possible consequences; in the case of a child, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the governing body will seek a written apology in the first instance.
- Exclusion of a child who continues to make false allegations about staff.
- In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further support and advice.

Control and Physical Intervention - The Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted.

The Governing Body have taken account of advice provided by the DfE – Use of reasonable force: advice for head teachers, staff and governing bodies (2012) and the school's public sector equality duty set out in section 149 of the Equality Act 2010. We also adopt the pre-emptive and responsive handling strategies and techniques of Team Teach.

Force is generally used for two different purposes, either to control pupils or to restrain them. Control can mean passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back). All members of school staff have a legal power to use reasonable force. (Reasonable = Proportionate and Necessary). Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent).

Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence

- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will **never** be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour.
- Pupils at risk of harming themselves or others through physical outbursts/temper tantrums will be physically restrained.
- Pupils who refuse to leave a room when instructed to do so may need to be lead out by the arm.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- In order to prevent a pupil from attacking a member of staff or another pupil.
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.
- Where a pupil is damaging or is about to damage property.
- Where a pupil is running down a corridor in a manner that might result in an accident.
- Self-defence.

Action as a result of self-defence or in an emergency

All staff have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so.

Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. Mrs Shields (Headteacher), Mrs Warrack (Class Teacher) and Mr Lewis (TA) have all undergone Team-Teach Training and are therefore most likely to be called upon to physically restrain a pupil should this ever be necessary. However, this does not remove the same power to any paid employee, should an occasion arise where physical restraint would be deemed necessary.

A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Support Plan.

Recording an Incident

A contemporaneous record (i.e. written as soon as possible and no longer than 2 hours after the incident's occurrence) should be made by the staff member involved in the incident and a copy given to the Headteacher and parent/carer.

Similarly, contemporaneous notes will also be made by all other members of staff involved (i.e. as

witnesses or additional providers of support). Child witnesses may also be asked to provide a written account if appropriate. A copy of this entry will be kept on the child's file and retained in line with The Learning Trust guidelines.

Debriefing arrangements

The child/young person and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained. The child or young person will be given time to become calm while staff continue to supervise him/her. When the child regains complete composure, a senior member of staff (or his/her nominee) will discuss the incident with the child and try to ascertain the reason for its occurrence.

The child will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the child and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the child returns to school.

All members of staff involved should be allowed a period of debrief and recovery from the incident. A senior member of staff (or his/her nominee) will provide support to member(s) of staff involved.

The Headteacher will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Headteacher (or her nominee) will initiate the recording process if not already under way and review each incident to ensure that any necessary lessons are learned.

All parents will be informed after an incident where positive handling is used with a child. Parents will need to be notified sensitively and to be made aware of the full circumstances

Disclaimer

"Team Teach Techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe". (George Matthews – Director of Team Teach).

Permanent, Fixed Term and Lunchtime Exclusions

Exclusion is a sanction within the school discipline and behaviour policy and permanent exclusion is the final sanction within that policy.

The Headteacher will decide whether to exclude a pupil, for a fixed term or permanently (to be approved by the Governing Body within 15 days of the exclusion being announced), taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

The Headteacher may consider the following questions:

1. Is the behaviour in breach of the school Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative to exclusion with the parents' agreement? E.g. lunchtime exclusion.
2. Has the school previously supported the child (what/when/what level of impact did this have?)

Does the child have any recognised behaviour problems? Have reasonable adjustments already been made or could they now be made? (Evidence could be SEN documentation e.g. Statement, Individual Behaviour Plan, Personal Learning Plan, Risk Assessments.) Even if the child does have a recognised behaviour problem the Headteacher has a duty of care to all children. If the risk to others cannot be controlled, then exclusion should be considered.

3. Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?

Once all other considerations have been made, and the answer to this final question is 'yes' then an exclusion must be applied. In this case, the school will follow Local Authority guidelines and will ensure that the decision to exclude, whether permanent, fixed term or lunchtime, is based upon strict adherence to procedures in the DFE Guidance 'Exclusion from Maintained Schools, Academies and Pupil Referral Unit in England' (2012).

Dealing with Inappropriate behaviour of parents, visitors and other adults in school

The school has a legal duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents.

Schools sit on land that belongs to the Local Authority, so only persons with the 'right' to be there, are allowed on the school premises. That 'right' is determined by the Headteacher and Governing Body. This can be extended to pupils, parents, staff, contractors and other workers and visitors, however, all persons on site are expected to behave appropriately and, if they do not, the school must take action that it considers necessary to prevent a repeat of that behaviour.

Inappropriate behaviour

This includes causing any kind of nuisance or disturbance, such as:

- Shouting at members of the school staff, either in person or over the telephone
- Being verbally aggressive, e.g. swearing, threatening or shouting at others on the premises, including other visitors to the site
- Physically intimidating a member of staff, e.g. standing very close to her/him, shaking or holding a fist towards another person, the use of aggressive hand gestures etc.
- Refusing to follow the reasonable instructions of staff; eg refusing to move from a specified location, to cease behaving in a certain manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety hazard.
- Being physically abusive or threatening, e.g. taking an aggressive stance, threatening to strike someone or assaulting another person, including other visitors.
- Swearing at a member of staff
- Breaching the school's security procedures

This is not an exhaustive list but seeks to provide illustrations of such behaviour.

How the school can respond:

1. Verbal warning – the Headteacher or a senior member of the school staff can ask the person to stop behaving inappropriately or to leave the premises. Though this warning is given verbally, the information will be recorded.

2. The Police – can be asked to attend school to ask the person to leave, to remove them from the premises or, if their behaviour warrants it, to arrest them.

3. Warning letter – serious incidents should be followed by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed.

4. Banning letter – if the incident is sufficiently serious or it is one of a series of incidents, the Headteacher can ban the person from the premises.

5. Legal proceedings – a. Civil proceedings, compensation claims can be made by the school for compensation against any individual who has caused damage to the premises or any items owned by the school.

b. Injunction; if a person persistently enters the school premises without permission or authority, the school may seek an injunction from the courts prohibiting them from coming onto the premises.

c. Criminal proceedings via the Crown Prosecution Service.

Investigating, Recording, Reporting, Reviewing & Monitoring

Following any breach of the behaviour policy, there will be some form of investigation to determine exactly what happened in an attempt to establish the truth.

All records will be clear and accurate.

1) When a child reaches Stage 3 and above, an entry should be recorded on CPOMS.

2) When children's behaviour falls below the acceptable standards, the Headteacher, or delegated person is likely to carry out an investigation into the incident. Any investigation will be recorded on CPOMS, the extent and details of which will vary with the appropriateness of the investigation. During the investigation the Headteacher, or delegated person can:

- Speak to a child or group of children without the parents' consent
- Speak to the child or group of children without parents being present

The outcome of the investigation is to determine what has happened/is most likely to have happened. The Headteacher, or delegated person can also use their previous knowledge of the children involved in order to come to their final conclusions. The Headteacher, or delegated person will then determine the sanction to be used.

3) Incidents of bullying, racism and physical restraint will always be recorded – see individual policies for specific details.

Safeguarding

Disciplinary or child protection issues may arise in which case other priorities and protocols will need to come into effect. If any colleague believes that a behavioural incident could have implications for child protection they should report the matter to the designated person as soon as possible.

The Role of Governors

The Governing Body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school discipline and behaviour policy, but

governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school discipline and behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour, as well as Racist and Bullying Incidents. The Headteacher has the responsibility for giving fixed term or lunchtime exclusions to individual children. The Headteacher may also decide to permanently exclude a child.

The Role of the Class Teacher and other staff

Class teachers have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time or about the school.

The school rules are to be clearly displayed in each classroom.

The class teacher regularly discusses the School Rules with each class. In this way, every child in the school knows the standards of behaviour that we expect in our school. If there are incidents of undesirable behaviour, the class teacher follows the agreed sequence of sanctions, including contacting parents and referring children to the Headteacher.

Class teachers liaise with the SENCO/Inclusion Manager or external agencies, as necessary, to support and guide the progress of each child.

Class teachers report to parents about the progress of each child in their class, in line with the whole school policy. They may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of Parents

We believe that it is vitally important that the school works collaboratively with parents, so children receive a consistent message about how to behave at home and at school.

We therefore try to build a supportive dialogue between the home and the school, informing parents immediately if we have concerns about their child's welfare or behaviour, in line with the agreed sequence of sanctions.

We expect parents:

- To ensure their children attend school and arrive on time.
- To keep the school informed of behaviour difficulties their child may be experiencing at home.
- To inform the school of any trauma which may affect their child's performance or behaviour, e.g. an illness or a relationship breakdown within the family.
- Inform the school about their child's health and specific learning needs, and any way in which this may affect their performance or behaviour.
- To inform the school of any concerns about bullying.
- To support the school in encouraging their children to show respect.

- To support the school's approach to discipline and use of reasonable sanctions, especially in front of their children. Differences of opinion should be dealt 1:1 with the Headteacher directly.
- To sign the Home-School Agreement to indicate their co-operation with the school policy on behaviour (Appendix 4).

If parents have any concern about the way their child has been treated, they should follow the complaints procedure as set out in the school's Complaints Policy (see website).

The Role of the Children

At Dove Bank Primary School children are expected to follow the school's Golden Rules and Class Rules.

Monitoring

The Headteacher will monitor the effectiveness of this policy on a regular basis, reporting to the governing body. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

F.Shields June 2015

Appendix 1 - Behaviour Management Techniques

STRATEGY 1: PRAISE / RESPECT / THANKS / POSITIVE APPROACH
Praise
Anticipation of compliance (instruct - please - thank you')
"When-then" direction - Avoids the negative by expressing the situation positively. <i>Example: It is better to say, 'When you have finished your work, then you can go out' than. 'No, you cannot go out because you have not finished your work'.</i> <i>"Do you remember yesterday?/ Think back to this morning./You had a brilliant week last week. You were kind, you concentrated really well and you maths/group/art (etc.) work was great - that's the behaviour I need to see now, that's the behaviour I want to see from you. Thanks for listening (child's name).</i>

<p>Offer positive choices “Could you either sit down or leave the classroom please for a time out” “Either....or...” where both are acceptable, and thus putting back the option of doing anything else which may be unacceptable</p>
<p>Manipulation technique “Well done, (positive) - that's the second time you've succeeded - do you think you could do that again (challenge)</p>
<p>Tactical ignoring- May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the ‘target’ pupil but praise the nearby pupil. If target pupil changes their behaviour, praise them.</p> <p><i>Example: The teacher may say to a nearby pupil. ‘Well done. You have remembered to put your hand up to answer a question.’</i></p>
<p>STRATEGY 2: BODY LANGUAGE/ MANNER</p>
<p>Teacher body language (confident, relaxed)</p>
<p>Teacher tone of voice (positive, confident, bright, calm, authoritative)</p>
<p>Privately understood signs / Non-verbal indication (eyes, point) Draws the class together and builds in sharing times.</p> <p><i>Examples: ‘Clapping your hands gently twice; or standing next to a ‘learning environment’ poster in the room. An individual pupil may recognise a gesture from the teacher as a reminder to concentrate on work.’</i></p>
<p>STRATEGY 3: MINIMALISE</p>
<p>Passing technique (establish contact with individual 1:1 - private word in passing)</p>
<p>Private reprimand (on pupil's level – whisper)</p>
<p>Broken record technique (repeat instruction on same tone of voice)</p>
<p>Later technique ('See me later' - avoid confrontation)</p>
<p>Re-direct behaviour - Reminds the pupils what they should be doing and avoids getting involved in discussion about what the pupils are doing wrong. It may be possible to focus their attention on the required task.</p> <p><i>Example: ‘Okay Maria and Mark. We’re looking at the extract about volcanoes on page 23 of your books.’</i></p>
<p>Take-up time (Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow pupils time to comply.</p> <p><i>Example: ‘Could you open your exercise book and start work now Jane. I’m going to see Billy who needs some help but I’ll come back in a minute if you need any.’</i></p>
<p>STRATEGY 4: COUNTER</p>
<p>Discrepancy technique (you say, and yet I saw...- so explain ...)</p>
<p>Fogging technique (very useful is the child is arguing with you).</p> <p><i>Appear to agree – “Yes, we are ...aren't we - let's ...”</i> <i>“I understand what you are saying, and yet I've noticed that...and our rule is...and you're better than that...”</i> <i>“Be that as it may you must/you can’t/you need to show me that you can...”</i></p>
<p>Empathy technique / Partial agreement 1:1 (I understand you ..., Listen to what I want to say ..., Let's discuss, negotiate) Deflects confrontation with pupils by acknowledging concerns, feelings and actions.</p> <p><i>Examples include: ‘Yes, you may have been talking about your work but I would like you to...’ ‘Yes, it may not seem fair but ...”</i></p> <p><i>Example: Break/Lunchtime issue where the child needs to be moved from ‘a situation’.</i> <i>“(Child’s name). I can see that ... I am here to help. Talk and I will listen. Come with me and we can ...”</i></p>

Additional adults: "I am here to help Mrs S. Can you help me/us by ..."

STRATEGY 5: CONSEQUENCE

Choice technique (Give pupils some control over a situation and is less likely to initiate point-blank refusal.

Examples include: 'I want you to get on with your work or (consequences) it's your choice.' or 'Sit over here or next to Peter (implicit choice).'

Deferred consequences: Deals with a pupil who is misbehaving later and therefore removes the 'audience', that is the rest of the class who are watching the drama unfold, and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome.

Example: 'I'd like to sort this out Amy but we can't do it now. I will talk with you at 10:40.'

Consequences technique - If you do ... I will Needs to be in line with school policy, and be implemented clearly and consistently.

Example: "I'm noticing that you are having a problem focusing on your work this morning (etc.). Physical approach- kneel down next to the child, pull a chair up or stand at the side of them. You know our Golden Rule about working hard and not distracting others. Can you show me that you want to keep your minutes by not talking to X"

OTHER:

- **Time Out** – pupil is offered a safe, secure place that they can choose to go to, or be encouraged to go to, to have some space and calm down.
- **Diversion** – using interests, words or objects to divert from escalating crisis.
- **Withdraw offered** – the child chooses to spend time with the Headteacher in another part of the school who will either support the child with their school work, or will undertake activities that will support a change of mind-set and mood.
- **Withdraw directed** – as above but the child is requested to work with the Headteacher.
- **Options of going out, staying in at break or staggered break times – 5 minutes, increasing to 10 minutes etc.**
- **Restrict a 'circle of friends' or 'Lunch Bunch' for closely supervised games at break and lunch-time.**



Think About It!

The poor behaviour choice I made was:

When it happened: _____

Why it happened:

What should I have done that would have been a better choice of behaviour?

How did my poor behaviour choice affect other people?

The Golden Rules that I have broken are (tick the box):

- Listening or following instructions
- Looking after property
- Being honest
- Being polite, respectful and well mannered
- Being gentle and not hurting others through words or actions
- Working hard and not wasting my own and other's time

What will you choose to do differently in the future to display appropriate behavior? _____

What consequence have you had to face?

Pupil's Signature: _____

Date: _____

Teacher's Signature: _____

Appendix 3

Lunchtime Behaviour Log

Date: _____

Name of pupil: _____

Class: _____

Inappropriate behaviour displayed (please circle):

- punching another pupil kicking another pupil strangling another pupil telling lies
- deliberate defiance racist behaviour malicious damage sexist language
- bad language/swearing answering back ignoring instructions
- rudeness/lack of respect boisterousness/rough play threatening behaviour

Verbal warning given:

Second verbal warning given:

Other information:

Consequence (tick box):

Loss of Friday Lunchtime 5 10 15 20

Sent in to Headteacher

Loss of next lunchtime



Midday Supervisor's Signature: _____

Appendix 4

DOVE BANK PRIMARY HOME SCHOOL AGREEMENT

We are committed to working together to provide a high quality education. Please read this agreement, share it with your child then sign and return a copy to school.

THE SCHOOL

We will:

- Care for your child's safety and happiness, acting swiftly to address issues affecting your child's well-being by informing you when they are ill or if there are any concerns or problems, for example
- Provide a carefully planned curriculum and the best possible learning environment to ensure that your child achieves their potential
- Be open and welcoming, and treat all children and their families with respect and sensitivity
- Offer opportunities for you to become involved in the life of the school
- Achieve high standards of work and behaviour through building positive partnerships and developing a sense of responsibility
- Ensure that homework is regularly set and monitored, in keeping with the school's policy
- Keep you informed about your child's progress and achievement, behaviour, standard of work and attendance as well as general school activities and events

Headteacher: _____

Date: _____

THE FAMILY

As Parents and Carers I/we will:

- Ensure that my child attends school regularly, arrives on time (by 8.55am) and is collected promptly at the end of the day (3.10pm)
- Support the school's policies and guidelines for behaviour and dress code
- Acknowledge and treat both my child's teacher and other members of staff as professionals
- Make the school aware of any concerns or problems that might affect my child's work or behaviour
- Support the school's homework guidelines
- Attend parent's evenings and discussions about my child's progress and seek to become involved in the school community and its activities
- Let the school know if my child will not be attending school by providing phone calls or a written note of explanation
- Drive with consideration within the vicinity of the school in the interests of all children's safety and park my car (if applicable) so that it does not pose a hazard to pupils or local residents

Signed: _____

Date: _____

PUPILS

I will:

- Be friendly, polite and respectful to everyone
- Behave sensibly and safely and follow the Golden Rules
- Take pride in wearing my school uniform

- Always remember to bring my books and PE kit to school when needed
- Take care of the school, its grounds and the equipment I use at school
- Always try my very best in all of my schoolwork
- Complete my homework and make sure it is returned on time

Signed: _____

Date: _____

Appendix 5

Team Teach Help Script

Helping a Service User/Pupil (A)

- 1) ***"John."*** Use the child's name, it will help make a connection and engage their attention.
- 2) ***"John. I can see you are upset."*** Choose your words carefully. Recognition of their feelings is fine, but avoid words such as: anger or annoyed, as this may escalate the situation.
- 3) ***"I am here to help."*** This is a statement of your intention, simply, you are there to help. It's worth remembering that a conscious effort must be made to ensure your para verbal and body language give the same message.
- 4) ***"Talk and I will listen."*** This statement begins to provide the service user with some direction together with securing our function.
- 5) ***"John. Come with me, let's go to the"*** Continue to provide the service user with some direction. Remove them to an area of neutrality to discuss the issue and continue the calming process. CALM stance and body language is essential, as is awareness of staff's proximity to the pupil's personal/dangerous space. Remember to speak clearly and confidently and remain calm.

Helping a Service User/Pupil (B)

- 1) ***"John, I can see something has happened."***
- 2) ***"Talk to me. I want to help...How can I help?"***
- 4) ***"John. I care too much to see you so upset/so angry/so frustrated. Come with me, let's go and"***

Helping a colleague.

Seeking help should always be considered as a sign of professional strength. Moreover, as professionals we should allow others to offer and accept help, particularly at times when our own interventions may be unsuccessful..

- 1) ***"Mr Smith, I am available to help"***. The member of staff makes a clear statement announcing they are there to help.
- 2) ***"Thank you Ms. Jones, you can help by"*** This member of staff then has the opportunity to give directions as to what type of help they require (i.e. help by watching, or help by looking after the rest of the class). But more importantly, they at this point retain autonomy over the situation.
- 3) ***"Mr Smith, I am available for more help."*** The word 'more' should provide a pause point for the member of staff currently dealing with the service user (in this example, Mr. Smith). At times, as professionals we need to recognise that some interventions are unsuccessful, and/or may escalate situations. Therefore, the professional judgments and support of our colleagues should be accepted.

4) **“What do you suggest, Ms Jones?”** The focus here should be on team help, autonomy is passed over allowing the member of staff to suggest an alternative strategy.

5) **“How about if I sit with John and I’ll catch up with you later.”** This example provides us a subtle way of helping a colleague out of a situation with respect and dignity. It is important that we “catch up with” them later, to provide feedback and discuss outcomes.

Appendix 6

AIDE MEMOIRE OF SANCTIONS USED AT STAGE 3 AND ABOVE

ACTION	CONSEQUENCE
Task avoidance – wastes learning time in class due to lack of focus (Does not apply to pupils who are simply slower workers)	Completes any un-finished work at break, lunch-time
Low level disruption in class –shouting out, intentionally distracting other pupils so that the lesson is disrupted, seeking attention etc.	If disruption prevents other pupils from learning successfully, then the pupil will be removed from class for a) a time out, or b) given the choice to work in the corridor. c) If disruption is more severe, then the pupil is removed from class to work under the supervision of the Headteacher, or in her absence, a senior teacher
Rudeness towards staff or ignoring instructions both in and out of class e.g. answering back, arguing with an adult	If challenging behaviour is severe and persistent, and time out strategies etc. have failed, then loss of break/lunchtime up to 2 days. ‘Repair’ work undertaken with the Headteacher
<u>One act of deliberate, unprovoked physical aggression towards another pupil, which compromises the health and safety of that child will be sanctioned by ...</u>	Internal exclusion from the class for up to 2 days e.g. if incident was at lunchtime, would not go back into class in the afternoon; Internal exclusion from the playground at lunch and break-time for up to 5 days (depending on the level of regret demonstrated by the pupil and how the ‘repair’ work is received and undertaken). Parents informed - warning of fixed-term exclusion given for any re-occurrence of <u>deliberate aggression</u> towards others. BSP and Risk Assessment drawn up.
A second/re-occurring <u>deliberate and unprovoked</u> physical assault on another child, which has compromised the health and safety of that pupil.	2 day fixed-term exclusion with an extension to up to 5 days if other unacceptable behaviours present themselves during any investigation.
<u>Provoked</u> attack on another child – triggered outburst of aggression. E.g. Pupil has lashed out in response to being badly tackled in football by another pupil.	Internal exclusion from the class if warranted, and/or playground at lunch and break-time for up to 3 days. ‘Repair’ work undertaken.
Unprovoked threatening and unpleasant behaviour towards other pupils - name calling, swearing etc.	Loss of lunch and break-time for up to 2 days. ‘Repair’ work undertaken, including writing an apology to the victim.
Deliberate damage to property e.g. knocking over furniture, throwing chairs etc.	Loss of lunch and break-time for up to 2 days. ‘Repair’ work undertaken e.g. anger management.
Racist Comment e.g. calling someone a Paki	Loss of lunch and break-time for up to 5 days (depending on the level of regret demonstrated by the pupil and how the ‘repair’ work is received and undertaken).

	Parents informed - warning of fixed-term exclusion given for any re-occurrence.
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