



BEHAVIOUR POLICY

Reviewed and updated: September 2023

For review: September 2024

1. Aims of this policy

- To make clear to everyone the ethos of the school and the expectations of behaviour.
- To make clear the systems and processes in place for rewarding and managing behaviour to ensure a consistent approach across the school.
- To make clear that positive behaviour is the responsibility of everyone within the school and that an atmosphere of mutual support and respect is the best way to achieve this.
- To help the pupils of Lings Primary School to develop personal autonomy for their behaviour and help them to be ready for the transition to secondary school by the end of Year 6.

2. School Ethos

At Lings Primary School we hold our children in an unconditional positive regard and have high expectations for the behaviour of everyone. We endeavour to be a safe, happy and successful community where individuals are welcomed, accepted and equally valued. We encourage the consideration and respect of others, tolerance and understanding. Each individual is encouraged to be the best they can be, and we believe that every child has the potential to thrive if given the right support and a range of opportunities.

Children need to feel safe in their learning environment and valued by those working with them. They have the right to learn in a classroom free from disruptive behaviour and in an atmosphere in which their self-esteem, skills and talents can flourish. Praise should be given regularly, rewards when needed and sanctions only when necessary. We want our children to develop into honest individuals who value the truth. They should have a pride in Lings Primary School and seek to preserve and enhance their school environment. They should value and seek to support each other both academically and socially.

Children will only learn and follow our school ethos through the modelling of positive behaviours by all staff at all times. All adults in school should be good role models to children and be enablers of positive behaviour. It should never be presumed that children know how to behave, whatever their age. Through a calm, fair and patient approach, we believe our children will be able to self-regulate their behaviour and develop their understanding of right and wrong.

3. School Expectations of Behaviour – The Lings Rules

The simple rules below should be known by everyone within Lings Primary School and are the basis for creating a happy and productive learning environment. These rules will be referred to in every conversation around behaviour in the school.

- Have kind hands, kind actions and kind words
- Look after each other and our school
- Always set the standard

4. Set the Standard

At Lings Primary School, one of our school rules is to “Set the Standard” and this is very important to us. This was originally created as a motto for the school (which is now proudly printed on our minibus!) was created in 2011 when a Year Six pupil suggested that this could be the stated ambition of the school and everyone within it. Its meaning is explored by each

class at the start of, and throughout, the year. One definition is that we should expect to set a high standard in everything we do which others will endeavour to follow.

5. Expectations

Everyone

- Deal with individuals privately – there is nothing to be gained from public reprimands. (Praise in public, reprimand in private).
- To recognise and praise positive behaviour as much as possible.
- Be calm when dealing with behaviour.
- No shouting – ever. If needed, change the tone of voice used.
- Be firm, fair and consistent.
- Understand that behaviour is a way of communication. If a child misbehaves, we need to look at why this is happening to help prevent it happening again.
- To be proactive in communicating regularly between home and school. Positive messages home will go a long way!
- Be aware of children as individuals – know their needs, characters and any potential issues that could occur.

Headteacher and SLT

- To take overall responsibility for the behaviour of children and staff.
- To lead by example when dealing with behaviour.
- To build positive relationships with children and adults amongst the school.
- To provide training, guidance and support for staff.
- To monitor behaviour systems such as Arbor.
- To support staff with behaviour management at Level 1.
- To intervene with behaviour management at Level 2 and 3.
- To monitor & evaluate the implementation of the behaviour policy.

Staff

- To lead by example when dealing with behaviour.
- To build positive relationships with children and adults throughout the school.
- To have high expectations of children and be consistent in applying rewards and consequences.
- To meet the educational, social and behavioural needs of all pupils through appropriate curriculum and individual support.
- To manage behaviour management at Level 1 and work with SLT at Levels 2 and 3.
- To be proactive in communicating regularly between home and school.

Pastoral Team

- To support children with additional needs to succeed in class.
- To lead interventions to support children's emotional and behavioural needs.
- To develop a positive approach across the school and encourage children to use strategies for managing their behaviour.
- To support internal exclusions and the reintegration from fixed term exclusions.

Pupils

- To know and follow the School Rules.

- To attend school regularly and on time, with the correct equipment and uniform.
- To take responsibility for their own actions and behaviour.
- To understand how their behaviour can have positive or negative effects on others.
- To use strategies to regulate their behaviour.
- To know when they need help and to ask an adult.

Parents

- To work with the school to ensure that their child behaves positively.
- To ensure that pupils come to school regularly, on time and with the appropriate equipment.
- To engage in positive and productive dialogue with school staff regarding their children.
- To support the development of positive home/school partnerships.
- Where possible, inform the school of any changes in home circumstance which may affect the behaviour of their child in school.

Governors

- To understand and monitor the nature of behaviour within the school.
- To challenge and support with the development of behaviour management in school.

6. Curriculum and Teaching

At Lings Primary School, we feel that one of the best ways of ensuring positive behaviour is to provide an engaging and challenging curriculum that meets the needs of all pupils. Well-planned lessons that can be accessed by all learners, interesting learning experiences and quality learning environments will motivate and focus children, thereby reducing the likelihood of negative behaviour.

PSHE and circle time are part of our curriculum, and these lessons seek to reinforce and develop children's interpersonal skills, teach specific behaviour skills, strengthen relationships, build self-esteem and increase self-confidence.

7. Class Rules/Behaviour Contracts

At the start of each term, classes should discuss the behaviour they expect of one another and produce their own class contract. The content of these will differ from class to class but should reflect the school's rules and expectations set out at the start of this policy. These contracts should be displayed in class and revisited regularly.

8. Being vigilant and pre-empting misbehaviour

Many instances of potential misbehaviour can be prevented by recognising the signs of a possible incident before it happens. This comes through being vigilant, observing children carefully, knowing their triggers and intervening in a timely fashion. Examples of this are seeing a child who is angry or upset, children who are beginning to invade each other's personal space and are arguing, or children who are not where they should be.

In such instances, an intervention by staff and appropriate conversations/restorative work can defuse a situation before it becomes serious.

9. Make everything a routine

Another key ingredient for positive behaviour within any school is the establishing of clear, well-organised routines for pupils, staff and parents. This will help to establish and maintain good order in the classroom and around school. Time is spent at the beginning of each term, setting up, clarifying, and practising the different routines that children will be expected to follow (e.g., entering the classroom, using lockers etc). These routines may be different from class-to-class but will always have the purpose of enabling children to behave positively. Clear routines help to establish good order and favourable learning conditions.

Should these routines need to change due to the curriculum or other events (e.g., residential, swimming, visits, school visitors), then the new/temporary routines should be explained, taught and practised beforehand.

Everything in school should be made a routine where possible so that all staff, parents and pupils know exactly what is expected of them throughout the day.

10. Relationships

Developing and maintaining healthy staff-pupil relationships is a crucial element in promoting positive behaviour within the school. Welcoming the children into the classroom in the morning, using calm voices, being positive, using simple language to communicate when possible, and understanding the child's needs and emotions throughout the day will all help greatly.

11. Banned Items

The list of items below are banned in school and should not be brought on site by anyone.

- weapons, e.g., knives
- alcohol
- illegal drugs
- stolen goods
- tobacco products, e.g., cigarettes
- pornographic images (of any kind, e.g., tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence

12. Support systems for individual pupil need

From time to time, some children may display challenging behaviour which may require more individual intervention and support to address. In these cases, it is appropriate to develop individualised plans and/or reward/target systems as a motivation to improve behaviour. A senior member of staff may be involved to monitor these at this stage and parents will be notified and kept informed of how these are being effective. Behaviour plans will be reviewed every term depending on the needs on the child.

Children requiring significant additional and individualised support with behaviour will be supported through a Positive Handling Plan and Risk Assessment which identifies support strategies and targets. Further details can be found in the LPS Physical Intervention Policy.

13. Support systems for staff

The school will support staff to ensure that standards of pupil behaviour are met. Through professional development opportunities and in-house training, we seek to develop a staff that is confident in dealing with challenging behaviour effectively and successfully. All staff have a copy of this policy in order to ensure that behaviour management is consistent throughout school. Staff having difficulties should speak to their Phase Leader in the first instance for guidance and support.

14. Support systems for parents

Lings Primary School has an open-door policy where parents and carers are encouraged to make contact and discuss any relevant issues. It is acknowledged that difficulties at home can have an impact on behaviour in school and vice versa. An open and supportive dialogue between school and home is often the best way to support changes in a child's behaviour. The Family Support Workers, as part of the Pastoral Team, are available to work with families and make links with other agencies where necessary.

15. Use of Restorative Justice

This should be used for behaviours at each level, alongside any consequence. It is important that children are aware of the impact of their behaviours on others. The timing of this should be carefully considered – too soon might mean that children's emotions are still heightened but too long after the incident might reduce the intended impact.

When being spoken to about behaviour, pupils should be given the chance to address their misbehaviour using restorative justice questions which focus on putting the situation right and behaving appropriately in the future. These questions are:

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected by what you have done?
- What needs to happen to make things right?

16. Child on Child abuse

Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally harm others. It can happen to children of a similar age or stage of development and can be harmful to the children who display it as well as those who experience it.

Child-on-child abuse can happen in a wide range of settings, including:

- at school
- at home
- in someone else's home
- in the community
- online

It can take place in spaces which are supervised or unsupervised. Within a school context, for example, child-on-child abuse might take place in spaces such as toilets, the playground, corridors and when children are walking home (Contextual Safeguarding Network, 2020).

Online child-on-child abuse is any form of child-on-child abuse with a digital element, for example:

- sexting
- online abuse
- coercion and exploitation
- peer-on-peer grooming
- threatening language delivered via online means
- the distribution of sexualised content and harassment

As children develop healthily, it is normal for them to display certain types of behaviour. It is important that adults who work or volunteer with children can identify if any behaviour has become harmful or abusive and respond proportionally to keep all the children involved safe. It is essential that all our staff understand the importance of challenging inappropriate behaviours between peers. Child-on-child abuse will never be accepted or dismissed as 'children being children'. Downplaying certain behaviours, for example dismissing sexual harassment as 'just banter', 'just having a laugh', 'part of growing up' or 'boys being boys' can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. (KCSIE 21)

If one child causes harm to another, this should not necessarily be dealt with as child-on-child abuse: bullying, fighting and harassment between children do not generally require multi-agency intervention. However, it may be appropriate to regard a child's behaviour as abusive if:

- there is a large difference in power (for example age, size, ability, development) between the children concerned; or
- the perpetrator has repeatedly tried to harm one or more other children; or
- there are concerns about the intention of the alleged child. If the evidence suggests that there was an intention to cause severe harm to the victim or to exploit them, this should be regarded as abusive whether or not severe harm was actually caused.

If it is felt that an incident may be child-on-child abuse, then this should be discussed with a member of SLT. If it is deemed as child-on-child abuse, then the necessary forms and procedures should be completed by the member of staff and SLT.

17. Loss of privileges

Children should not be denied any curriculum activity or experience due to poor behaviour. If there is concern about a child's participation in an activity, then provision should be put in place to manage these behaviours. If support is needed for this, then there should be a discussion with a member of SLT.

We also believe that the opportunity to represent the school is important for all children and can be a great motivation for any child. As this is a big responsibility for any child however, they should be expected to set the standard for others with their behaviour. Therefore, the participation of any child in a school team or event will be considered if they are at Level 2 or above. This will be done through discussions of all relevant staff and the final decision made by SLT. Similarly, any child who holds a responsibility such as being a member of the School Council or a Play Leader, could have these privileges removed if there are concerns about their behaviour (Level 2 or above).

18. Dealing with behaviour incidents, including conflicts

It is important to get the views of all those involved in an incident, including victim(s), perpetrator(s) and witnesses. Talk to any children and adults involved. Incidents should not be dealt with by telling children to just stay away from each other. Many incidents can be dealt with effectively by listening to both sides, restorative questioning and working together to repair the situation.

19. Playground Behaviour

Dealing with behaviour at break times can be a challenge due to the more unstructured nature of this time and its location. Wherever possible, staff should encourage children to resolve any issues without significant fuss, drama or consequence. Children need adult support with this – they should not be told to “go and sort it out” or “stay away from each other”. Adults should help children to resolve minor fallouts and incidents in a timely fashion that resolves the matter. However, if a child’s behaviour deems it appropriate, they should be asked to stand alone near to a member of staff for up to 5 minutes to reflect on their behaviour or sit on a bench away from others. If children have received a consequence for misbehaviour, then a lunchtime behaviour slip should be filled in and handed to the class teacher at the end of lunchtime.

If attempts have been made to resolve an incident but have been unsuccessful then the lunchtime member of staff dealing with it should fill in a lunchtime behaviour slip and hand this to the class teacher. When it is appropriate to, the class teacher will address these incidents, with the support of SLT if necessary.

If a break time incident is more serious, the pupils involved should be taken to a member of SLT or a member of SLT should be called for.

All lunchtime incidents will be considered within Levels 1 to 3 shown in Appendix C.

20. Monitoring and review

Behaviour management will be under constant review on a whole-school, class and individual basis. This document will be reviewed on an annual basis and is available on the school website.

APPENDIX A: Positive behaviour and Classroom Management Strategies

- Have kind hands, kind actions and kind words
 - Look after each other and our school
 - Always set the standard

Our school rules will define all adults' approach to children in the school. Staff will need to consider their own responses to disruptive behaviour, follow the Lings values and respond in a consistent manner. In circumstances where children are struggling to follow the school rules, the zones of regulation should be used to aid conversations with the child in how we can support them.

Visible Consistencies:

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be actively engaged.
- Display the Class Charter/Rules
- Display the Lings rules
- Display the Zones of Regulation
- Display a Recognition Board (to be developed during 2023-24)

Develop a positive relationship with pupils, which include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines both inside and outside the classroom
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Verbal feedback
- Non-verbal signs
- Consistent calm adult behaviour
- Initial response – if an adult is dealing with the situation, do not intervene. An adult will ask if they need assistance!
- Use of well-established routines
- Scripted conversations
- Restorative follow up

Behaviour Management (More Challenging Situations)

When dealing with a challenging situation, staff will need to remain calm and have a private one to one conversation with the child – no shouting, shaming or embarrassing them in front of the class. It is also important to ignore any secondary behaviours.

- Remind the child of our school rules.
- Follow the scripted conversation and remind the child that they have a choice in how they are behaving but use the zones to support regulating the child independently or with an adult.
- Where appropriate, follow up with PSHE sessions.

- It may be beneficial for a child to have the opportunity to calm down in a space provided for this purpose. In this instance the child should be encouraged to remove themselves. The child will use the 10-minute timer to help regulate themselves and if/when they feel more in control they can return to normal. A restorative conversation will then need to take place after the lesson between the child and adult involved.
- Follow behaviour plans for higher needs children and strategies discussed with SENDCO/SLT.
- If there is a danger to other children, themselves or they are stopping the learning of rest of class, you should call for assistance from SLT or another trusted adult or remove the class to another location.

Scripted and Restorative Conversations

A scripted, private conversation should be had with a child (for no longer than 2 minutes). The following conversation starters should be used to engage the child:

- | | |
|---|---|
| <ul style="list-style-type: none"> • I can see that you are..... (and/or I can understand why you are.....) • What should we do to put things right? • How are you feeling? How can I help? • Can you remember a time (earlier, yesterday, last week) when you..... • 'One of our rules is to be responsible, but you are continually interrupting our learning, | <ul style="list-style-type: none"> • I need you to..... • What choice are you going to make? (If you do not complete your work in lessons, you will need to complete it at home). • Why do you feel like this? |
|---|---|

Children will sometimes need time to reflect on their actions. A restorative conversation may be required:

- | | |
|---|--|
| <ul style="list-style-type: none"> • What happened? (Listen, be non-judgemental, be 'unshockable.') Remember, children should get what they need not what they deserve! • Who has been affected by this? | <ul style="list-style-type: none"> • What were you thinking at the time? • What have you thought since? • How do you think that made people feel? |
|---|--|

Every process must be followed. You will need to create time at a later stage to 'repair' and have a restorative conversation with the child.

De-Escalation

De-escalation is used to describe how we would reduce the level or intensity of a given behaviour and it accounts for a considerable part of behaviour management at Lings. Staff develop excellent working relationships with pupils and have in depth knowledge about their needs through collecting and sharing relevant information. Staff observe pupil's behaviour and aim to intervene early using tried and tested de-escalation techniques allowing staff to minimise risk for themselves and others around them. De-escalation techniques are often very subtle and may even be missed by people who are unfamiliar with the pupil. A de-escalated a situation it better for the child's well-being and the time spent to support to them.

Individual Behaviour Plans and Support

Occasionally, the above strategies will not be effective in ensuring that the behaviour of all pupils is appropriate and adheres to the school expectations and rules. In these cases, it is

necessary to develop an individual Behaviour Improvement Plan to document rewards and sanctions set for individual pupils with issues dealing with social norms, within the school environment. This would usually happen at Stage 4 of the Whole School Approach to Behaviour.

Appendix B – Praise and Rewards

At Lings Primary we use the following strategies to praise and reward children.

We use the following strategies to praise and reward children:

- Smiles, praise and encouraging words – the most instant and simple way to reward a child. As a reward this is often enough and can have immense benefits.
- PIP and RIP – Praise in Public, Reprimand in Private. It is more effective to have a quiet word with a child than to single them out in front of others. Public praise though is lovely for most children.
- Stickers – a quick, visual recognition of something done well.
- Focus on the positive - Spot, praise and reward children who are doing the right thing (e.g., ready to listen, following instructions, working hard, helping others, looking after equipment).
- Proximity praise – praise children for their positive behaviour who are seated around an individual who is not behaving in the right way.
- A phone call/message home or praise when picked up – this can be far more effective than several negative phone calls.
- Public acknowledgement of positive behaviour. Recognition of good behaviour in front of peers can be very powerful for many children.
- Given extra responsibilities in class or around the school.
- Set the Standard Certificate – 1 awarded per class in end-of-week achievement assemblies. Given for good work or for behaviour that goes above what is expected. Usually linked to our school values or rules but should also be specific to the child with personal references to their achievements. Children's names displayed in newsletter.
- Key Stage Achievement assembly – other achievements from both in and out of school can be celebrated.
- Head Teacher awards – for either individual pupils, groups or whole class. This should be for exceptional work, effort or behaviour which has been recognised by SLT.
- House Point System - Air, Earth, Fire and Water. These are displayed in each classroom and house points are awarded for good effort in work and behaviour. These are to be awarded one point at a time.
 - Attendance awards – weekly for classes, termly for individual pupils (100% and “Most Improved”).

Recognition Boards and Whole Class Rewards:

Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on. Examples could include “One voice” for classes who constantly talk over each other,” speak politely” to emphasise manners or “hands and feet to yourself” for those who give them to others too freely. The focus can also relate to learning behaviours such as “use of persuasive language” or “show working”.

When the teacher sees children demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a

collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson/session/day/week (depending on context) the aim is for everyone to have their name on the board. These rewards help to build and sustain a sense of community as a class and are a valuable way of supporting children to consider their impact on those around them.

Nine ways to sharpen use of recognition boards.

1. Target your recognition board at learning attitudes not just functional behaviours. Make sure that the behaviour you choose raises the expectation for the children and is not "simply something they can already do well."
2. Name or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude.
3. Names or tallies are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct
4. Learners can nominate others to be put on the board. Try stopping an activity after 15 mins and ask them to write up 4 names of other children who have been consistently demonstrating the desired behaviour.
5. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone get their name on the board.
6. Recognition boards need to be refreshed hourly, daily or weekly depending on age of children and context in which you are working.
7. Pupils are recognized for effort not achievement.
8. When everyone's name is on the board a collective "whoop" is appropriate. Large rewards are not necessary.
9. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.

Appendix C – Whole School approach to Classroom Behaviour, including actions and consequences.

Alongside rewards to encourage positive behaviour, consequences are an important deterrent in reducing unwanted behaviour. If negative behaviour occurs there needs to be a clear process for dealing with it. We divide unacceptable behaviour into three broad bands:

Level 1: Low level

Level 2: Consistent/significant disruption

Level 3: Extreme

We aim to teach children that there are consequences for their actions, and that the behavioural boundaries are there for a reason.

LEVEL 1 Behaviour

Each child begins a morning or afternoon session with a ‘clean slate’ and the expectation by all adults that they will succeed.

Level of Behaviour	Who is Responsible & Actions to Take:		Consequence for child	
<p>Level 1 Low level disruption in classroom or around school.</p>	<p>Class teacher</p>	<p>Level 1 warnings that accumulate across a morning or afternoon occur in the following sequence of stages:</p>		
		<p>Stage 1</p>	<p>Individual Reminder: about the rules & expectations delivered privately wherever possible.</p>	<p>Verbal reminder of rules & expectations</p>
		<p>Stage 2</p>	<p>2nd Individual Reminder: a clear verbal caution delivered privately, wherever possible, making the students aware of their behaviour and clearly outlining the consequences if they continue. ‘Think carefully about your next steps’</p>	<p>Verbal reminder of rules & consequence</p>
		<p>Stage 3</p>	<p>3rd individual reminder and consequence given: 30 second intervention in class to deliver consequence Record on Arbor by class teacher.</p> <p>Mornings – 5 minutes during break or lunch time during which a restorative conversation takes place.</p> <p>Afternoons – 5 minutes before the end of the day during which a restorative conversation takes place. They may go to another classroom for this.</p>	<p>5 mins of missed Break - Restorative meeting with teacher/staff member to discuss behaviour.</p> <p>If behaviour is consistently in the afternoon, discuss with Phase Leader.</p>

LEVEL 2 Behaviour

Level of Behaviour	Who is Responsible & Actions to Take:		Consequence for the child
<p>Level 2 Either consistent low level disruption or a more significant one-off incident but not severe.</p>	<p>Class Teacher & Phase Leader</p>	<p>Accumulation of reaching stage 3 three times over the week.</p> <p>Teacher arranges a meeting with parents.</p> <p>Teacher/TA records in class log on Arbor.</p> <p>Class teacher refers the child to their phase leader.</p> <p>Phase Leader speaks to child as a warning.</p> <p>ABC is used by the class teacher to look for patterns. Antecedents – what happened before the behaviour? Behaviour – what is the actual behaviour? Consequences – what happens afterward?</p> <p>Individual Behaviour Plan set up and reviewed weekly by class teacher. Create a contract with the child.</p> <p>Expectations of the child are clear and next steps are also clear but achievable.</p>	<p>Parents called.</p> <p>Parent Meeting with the Class Teacher.</p> <p>Behaviour chart/strategies set up.</p> <p>Phase Leader speaks to child.</p> <p>Daily/Weekly review with class teacher and Phase Leader.</p> <p>Child misses 10 minutes of break/lunch time with class teacher.</p> <p>Possible loss of privileges (e.g., representing the school)</p>
		<p>One Off Incident Teacher to contact parents/carers.</p> <p>Teacher/TA records in class logged on Arbor.</p> <p>Phase Leader arranges a meeting with the child to discuss the expectations, rules and values.</p>	
	<p>Phase Leader</p>	<p>Behaviour is still a concern after stage 4: Phase Leader meetings with parents.</p> <p>Behaviour reviewed with Phase Leader during regular meetings with the child. Phase Leader will discuss progress with DH/Head. Child will be moved back to Stage 4 if behaviour improves.</p> <p>Consultation with SENCO. IBP/External support as required.</p> <p>Recorded on and tracked on Arbor by class teacher and the phase leader.</p>	<p>Parent Meeting with the Phase Leader.</p> <p>Weekly review with Phase Leader.</p> <p>Child misses 15 minutes of break/lunch time with phase leader.</p> <p>Possible loss of privileges.</p>

	Deputy Headteacher	Stage 6	<p>Behaviour is still a concern after stage 5: Deputy Headteacher meetings with parents.</p> <p>Behaviour reviewed with Deputy Headteacher during regular meetings with the child.</p> <p>Consultation with SENCO. IBP/External support as required.</p> <p>Recorded on and tracked on Arbor by class teacher and the Deputy Head.</p>	<p>Parent Meeting with the Deputy Headteacher and Class Teacher.</p> <p>Weekly review with Deputy Head</p> <p>Child misses 15 minutes of break/lunch time with deputy headteacher.</p> <p>Possible loss of privileges.</p>
	Headteacher	Stage 7	<p>Behaviour is still a concern after stage 6:</p> <p>Deputy Head refers to Headteacher.</p> <p>Parents meeting with the Headteacher.</p> <p>IBP reviewed with SENCO, Deputy Head & Headteacher.</p> <p>Significant high-level behaviour to be recorded on My Concern under 'behaviour' by class teacher.</p> <p>Behaviour reviewed with Headteacher during regular meetings with the child.</p>	<p>Parent meeting with Headteacher.</p> <p>Options: Part time timetable OR Internal exclusion</p> <p>Follow up & Review with HT & parents.</p> <p>Child misses 15-30 minutes of break/lunch time with Head Teacher.</p> <p>Possible loss of privileges.</p>

Level 2 Behaviours

If in the same week, there is consistent challenging behaviour which has resulted in reaching Stage 3 on three occasions, the child should be referred by the class teacher to the phase leader responsible for that phase of the school. The class teacher will arrange a meeting with parents. The phase leader will speak to the child.

An Individual Behaviour Plan will be set up to monitor the behaviour. SLT will monitor behaviour to ensure support is given to staff, parents and individuals. A daily or weekly meeting, as appropriate, between the child, teacher and/or a member of SLT will be set up to evaluate their Individual Behaviour Plan.

Examples of Level 1 & 2 behaviours are as follows:

Examples of persistent level 1 behaviours:	Examples of one-off level 2 incidents:
<ul style="list-style-type: none"> • Any behaviour that disrupts learning for others – shouting out, distracting others, interfering in work of others. • Disturbing others with ‘chat’ and not getting on with work. • Fidgeting/fiddling. • Failing to keep on task or not completing expecting expected level of work (ensure appropriate support has been given and expectations are clear). • Leaving chair without permission. • Poor effort (ensure work/tasks are achievable). • Unkind remarks (e.g., about another child’s work). • Wasting time. • Pushing in line. • Play Fighting/Rough Play. • Telling tales. • Taking things from others. 	<ul style="list-style-type: none"> • Sustained playground arguments and confrontations (non-physical). • Pushing and shoving. • Hitting or kicking another child (one-off). • Defiant behaviour – refusing to work, follow instructions etc. • Verbal rudeness to children or adults (not swearing). • Damaging property through carelessness. • Refusing to listen to adults or follow instructions. • Making unkind references about another child’s family or home circumstances. • Making unkind comments about another child’s appearance. • Leaving the classroom without permission. • Swearing in front of other children/adults.

The immediate consequence of this level of behaviour will be a phone call from the teacher the parents/carers to inform them of concerns.

At times, it may be necessary for outside professionals to be involved to support emotional and behavioural needs. In these cases, the Inclusion Leader/SENCO will support the class teacher to deliver suggestions and strategies.

Level 3 Behaviours

Occasionally, behaviour may escalate to Level 3. At this stage, the Headteacher will be urgently and directly involved in managing this.

Level of Behaviour	Who is Responsible & Actions to Take:		Consequence for the child
Level 3 Severe disruption, unsafe behaviour or racist or homophobic incident	Headteacher	Stage 8 Severe Behaviour Refer to Headteacher Contact made with parents/carers Internal suspensions Part-time timetabling discussed or fixed term suspension Significant high-level behaviour to be recorded on My Concern under 'behaviour' by class teacher. Suspensions to be recorded on My Concern under 'behaviour' by class teacher. PCSO may be asked to speak to child.	In school suspension Fixed term suspension Part-time timetable

Examples of Level 3 behaviours are as follows:

- Bullying (including e-bullying)
- Racist abuse against an adult or pupil
- Homophobic abuse against an adult or pupil
- Any incident of child-on-child-abuse
- Extreme or deliberate damage/vandalism to property
- Serious physical assault against a child or adult
- Fighting with others
- Inappropriate sexualised behaviour
- Drug and alcohol related behaviour
- Theft from a child or adult (e.g., from locker or desk)
- Absconding from the premises
- Spitting at a child or adult
- Verbal abuse (including swearing) towards children or adults
- Threatening or aggressive behaviour (verbal or physical) towards children or adults.
- Bringing in any banned item into school (see list in section 10)
- Intentionally viewing unsuitable materials on the internet.

Suspensions:

In cases of serious and extreme misbehaviour, children can be suspended. The Headteacher has the responsibility for giving fixed-term or permanent suspensions in line with the NPAT Suspensions Policy. Every child's education is paramount and in the case of a suspension the class teacher will be responsible for providing the child with suitable work to be completed at home.

Where children are at significant risk of fixed term suspension, a part-time timetable may be organised. The Headteacher has the responsibility for setting a part timetable and reviewing progress. Every child's education is paramount and in the case of a part-time timetable the

class teacher will be responsible for providing the child with suitable work to be completed at home.

Overview of Levels/Stages

Level	Stage	What happens	Arbor/My Concern
1	1	Reminder	None
	2	Reminder	None
	3	Consequence – missed time.	Arbor
2	4	Teacher informs parents and phase leader sees child.	Arbor
	5	Phase Leader meets parents.	Arbor
	6	See DHT to discuss & parents informed.	Arbor
	7	See HT to discuss & parents informed.	Arbor & My Concern
3	8	See HT to discuss & parents informed.	Arbor & My Concern