



# **BEHAVIOUR AND ANTI-BULLYING POLICY**

*APPROVED BY GOVERNORS June 2023*



## **Behaviour and Anti-Bullying Policy**

### **1. Our schools are committed to positive behaviour management as part of a whole school policy.**

This policy is designed to reflect the government's ambition to create high standards of behaviour so that our children are protected from disruption and can learn and thrive in a calm, safe and supportive environment.

We believe that being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimise disruption while helping children acquire self-discipline. Reinforcing positive behaviour helps our children feel good about themselves and creates an enabling environment for learning. Learning to behave appropriately is a developmental task that requires support, encouragement, teaching and setting the correct example. Good attendance is seen as part of our behaviour code and this is rewarded and celebrated along with all other achievements.

#### **1.2 Aims of this policy**

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that each school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy

#### **1.3 We consider that:**

- Children have the right to learn and play in a friendly, helpful and safe environment.
- Parents have a right to feel welcome and trust that their children are safe and well cared for.
- Staff have a right to feel safe and to be treated with courtesy and respect.

#### **1.4 We believe:**

- Working in active partnership with parents is the most effective way of helping children to learn and to behave positively.
- Behaviour is learned in the same way as any other attitude or skill and children need to be taught.
- Learning to behave appropriately and to gain social skills is a very important part of children's social, personal and emotional development.
- Learning in this area supports all other forms of learning, and builds sociability, confidence and independence.
- Good attendance plays a vital role in social and academic achievement.

#### **1.5 Pupils are expected to:**

- Conduct themselves around the premises in a safe, responsible and respectful manner.
- Arrive at school on time and fully prepared.



- Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Follow classroom rules and procedures.
- Be kind to everyone in the school community
- Show respect for the opinions and beliefs of others.
- Report unacceptable behaviour.

## 1.6 Definitions

For the purpose of this policy, the school defines **serious unacceptable behaviour** as any behaviour that may cause harm to oneself or others, damages the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

For the purpose of this policy, the school defines **low level unacceptable behaviour** as behaviour that may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Use of mobile phones
- Graffiti

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



## 1.7 Key roles and responsibilities

- The trustees have overall responsibility for the implementation of this policy and the procedures of Alton Park Junior School
- The local governing committee has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The trustees have responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- The headteacher will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.
- Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- Staff, including teachers, support staff and volunteers, will create a supportive and high quality-learning environment, teaching positive behaviour for learning and implementing this policy.
- Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.
- Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- Pupils are responsible for their own behaviour both inside school and out in the wider community.
- Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to staff.

## 2. Supporting Positive Behaviour

**2.1 We encourage in children the development of positive behaviour, attendance and attitudes.** This is so that parents, children, trustees and teachers can all work together to take pride in their school. The first approach is to be a positive adult role model, always setting a good example. Secondly, we expect there to be consistent use of the behaviour strategy to reward good behaviour, helpfulness and effort.

**2.2** Children are awarded a 'dojo' when they ***go above and beyond*** what is expected in any area of school life including:

- trying their best - hard work and good work
- exhibiting exemplary good behaviour
- politeness, sharing with and caring for others.

Certificates and rewards are then issued when the children have collected 25, 50, 75 and 100 dojos.

**2.3** Fitting in with the school ethos, we take pride in awarding rewards, stickers and certificates - as children do to receive them. This is reinforced by positive comments by staff, trustees and parents as they see children walking around the school with their



stickers and badges. We try to speak or praise when we see children wearing their stickers and badges or have read or seen the certificate presented.

**2.4** All members of staff may award dojos or give stickers to pupils. The certificates and rewards are given out in weekly Celebration Assemblies.

**2.5** We aim to reward and acknowledge all children who are keeping the rules and behaving well. In addition to the use of the recognition boards, activities and days out may be planned with children specially invited to take part.

**2.6** Staff training and review. We constantly review how we support pupils to behave well. Many teachers and HLTAs have received training in restorative justice, so they can support and coach pupils in resolving disputes. New staff induction includes information on behaviour management and expectations and anti-bullying.

**2.7** The staff are engaged in an ongoing project to embed Trauma Perceptive Practice across the school. This includes a series of training sessions for teachers and LSAs, with the training of a TPP champion who will train other staff.

We aim to embrace the qualities of **Trauma Perceptive Practice** as a school:

***Trust***

*There is a commitment to providing sufficient emotional security to enable people to engage with what they are feeling so that people say:  
I believe other people will respond to me in a way that is supportive*

***Openness***

*There is a commitment to openness and honesty in all areas of school life, so that people say:  
I am able to share my feelings and experiences openly with those I work with*

***Support***

*There is a commitment to taking a genuine interest in the experience of others and supporting them to become who they are, so that people say:  
This organisation supports me personally as well as professionally*

***Relatedness***

*There is a commitment to bringing people together so that they may know and learn from each other, so that people say:  
I feel connected to others in a way that enables me to feel part of a team*

***Respect***

*There is a commitment to taking time to deepen people's understanding of each other and of what is happening in the organisation, so that people say:  
People appreciate the unique contribution I make to this organisation*

**2.8** Alton Park School is fortunate to have a highly skilled and experienced pastoral team, including a family liaison worker, learning mentors and those qualified in therapeutic approaches. The pastoral team focus on:

- supporting parents and their needs and anxieties, enhancing the relationship between home and school
- signposting families to support from other agencies
- calming pupils and moving them back into class to engage with their learning



- giving pupils space to think and reflect, learning to regulate their feelings and emotions
- supporting other staff in using positive behaviour strategies
- liaising with external agencies involved in the pastoral support of pupils and families

### **3. Our Rules**

#### **3.1 The school rules are**

- Be Kind
- Be Safe
- Be Responsible
- Be Ready

**3.2 Rules are reinforced in daily routines.** Periodically they may be reinforced and explained again in school assemblies. They are an integral part of the whole school ethos. Parents are made aware of the ethos and rules as they are invited to work with us as partners in reinforcing the expectations with their children.

**3.3 Teachers will talk about rules with their class,** and actively work to catch children keeping the rules!

#### **3.4 Managing low level unacceptable behaviour**

All classes have a recognition board, which encourages and celebrates the following of class expectations.

##### **If a child breaks a school rule the following steps are taken**

- 3.4.1 A verbal warning is given with a reminder of the rule that has been broken.
- 3.4.2 If the poor behaviour choices continue, the child receives a warning with another reminder of the rule that has been broken.
- 3.4.3 Some children benefit from additional thinking time or a brief break from the whole class work and may be asked to leave the classroom. They will use a quiet space in a breakout area to reflect and calm for up to 10 minutes before rejoining the lesson. This encourages independence and self-regulation.
- 3.4.4 If the child refuses to leave the class or does so with a degree of disruption, the consequence will include being spoken to by a member of the Leadership Team and up to 20 minutes working away from the class, depending on circumstances. The class teacher will ring parents or speak to them at the end of the day to inform them about what has happened and discuss ways in which home and school can work together to improve the child's behaviour moving forward. Leadership Team or pastoral team members will then monitor to encourage and support the child following their return to class.





- 3.4.5 This system is also appropriate for playtimes and lunchtimes. Midday assistants will use the reminders. If a child is needing a consequence, a senior leader is made aware and sanctions include having some time away from the playground. Children should never lose their entire playtime, but will be expected to reflect on their behaviour and complete a self-reflection sheet (in blue folder). Again, the class teacher will ring parents to inform them about what has happened and discuss ways in which home and school can work together to improve the child's behaviour moving forward.

### **3.5 Guidelines for using the system**

- 3.5.1 These systems are designed primarily to deal with low level disruptive and distracting behaviour in the classroom. Sanctions can be applied when pupils fail to follow instructions or respect the reasonable authority of teaching staff.
- 3.5.2 Sanctions should only be applied when pupils have been given appropriate prior warnings and provided with a real opportunity to correct or change their behaviour.
- 3.5.3 Pupils should always be made aware as to why a consequence is being put in place.
- 3.5.4 In the use of any form of punishment or sanctions, good communication with the pupil's home is vital, as above.
- 3.5.5 The school (teacher or Senior Leader) should be encouraged in certain situations to work with the parent or carer in agreeing sanctions at home that encourage good behaviour at school. Positive behaviour at school can be significantly improved when the school and home liaise and demonstrate that poor behaviour choices at school can influence life outside of school.
- 3.5.6 Rudeness or aggression towards staff will not be tolerated and will always be followed up. This may result in a discussion with an apology, time out of class (approximately 20 minutes) or a fixed-term exclusion, depending on the individual child.
- 3.5.7 Incidents involving racist or homophobic language or behaviour are always dealt with very seriously and a separate "racist incident" form must be completed for the school file and for reporting to Trustees. Parents of victims and perpetrators will be phoned and informed about the incident.



## 4. Addressing Serious Unacceptable Behaviour

**4.1** A minority of children have trouble settling into work or following the school rules. **We disapprove of the actions - not the child.** Complex combinations of social, emotional and health problems sometimes drive the behaviour of pupils, causing their behaviour to be increasingly challenging, which may put them at risk of exclusion. In these circumstances additional actions to support the child include:

- Review by the SENCO, with colleagues, of possible strategies to be used to reduce and remove any identified triggers for certain behaviours
- Allocation of a member of the pastoral team who may have a good relationship with the child and is therefore able to de-escalate behaviour.
- Referral to a specific support service, such as EWHMS.
- Introduction of a distress management plan which sets out specific rules individual to the child. These focus positively on one or two behaviours which need to change and the rewards for keeping the rules. A distress management plan is shared with all those who work with the child and the Leadership Team.
- Implementation of a reduced or part-time timetable. A part-time timetable is planned with the full involvement and agreement of parents. The aim is to ensure that school is a positive experience for pupils who have difficulty in meeting the behaviour expectations for a whole school day. It is considered alongside all the other additional actions outlined above and is not a long-term solution. The Essex Inclusion Partner is always consulted when considering part-time provision and the school submits regular monitoring reports to Essex CC

In supporting pupils with challenging behaviour, working with parents is key. Parents are involved in agreeing the approaches, rules and rewards with a clear explanation of the steps that are being taken and why they are necessary. A communication system in the form of a home-school book, report card, regular phone calls, meetings or emails is agreed with parents so that they are fully informed and home and school can work together to support the pupil.

### 4.2 The Decision to Exclude

A decision to exclude a pupil permanently should be taken only:

- In response to serious breaches of the school's behaviour policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

A decision to suspend a pupil for a fixed period should be taken only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are inappropriate. Individual fixed period suspensions should be for the shortest time necessary. Where it is clear that fixed period suspensions are not being effective in deterring poor behaviour the headteacher will consider alternative strategies for addressing that behaviour. This will consist of carrying out a 'Risk Assessment' to evaluate if the child is safe to be in school during this time.

Only the headteacher (or in the absence of the head teacher, the deputy head teacher), can exclude a pupil. Other exclusion related activities do not have to be undertaken by the headteacher personally, but may be delegated.





A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established. It is the final step in the process for dealing with disciplinary offences following a wide range of strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and is used as a last resort.

There will, however, be exceptional circumstances where, in the headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

Serious actual or threatened violence against another pupil or a member of staff  
Sexual abuse or assault  
Supplying an illegal drug  
Carrying an offensive weapon

Where a criminal offence may have taken place, the school will inform the police and other agencies such as the Youth Offending Team or social workers.

### **4.3 Reintegration Interview**

The headteacher must arrange a reintegration interview with parents during or following the expiry of any fixed period suspension of a pupil. The pupil should attend all or part of the interview. The interview should be conducted by the head teacher or a senior member of staff. In some circumstances it may be helpful for another person to be present such as the designated teacher for Looked After Children or children with SEN.

The purpose of the reintegration interview is to assist the reintegration of the pupil and promote the improvement of his or her behaviour. It provides an opportunity to:

- Emphasise the importance of parents working with the school to take joint responsibility for their child's behaviour
- Discuss how behaviour problems can be addressed
- Explore wider issues and any circumstances that may be affecting the child's behaviour
- Reach agreement on how the child's education should continue, how best they can be reintegrated and what measures could be put in place to prevent further misbehaviour
- Create a useful forum to consider with parents the possibility of a parenting contract

The headteacher will try to arrange the interview for a date/time that is convenient for the parent. If possible, the interview should be held on the day the pupil returns to school. At least one of the child's parents is expected to attend the meeting.

## **5 Promoting Anti-bullying**

Any reports of bullying are taken seriously and incidents are investigated with the aim that matters are resolved as soon as possible. The school policy, agreed by trustees is:

### **5.1 In our school we aim:**



- to be safe, kind and responsible
- to create an atmosphere where children, parents and staff feel happy and confident.
- for children, parents and employees to feel able to approach members of staff if they have concerns about bullying involving themselves or others.
- to take all concerns seriously and investigate the reported incident(s).
- for children to take responsibility for their own actions.
- to give children confidence to be assertive and be able to say "Don't do that. I don't like it."

## **5.2 What is bullying?**

Bullying occurs when a child is seriously upset by the behaviour of another child or group of children. This behaviour occurs more than once and can take a variety of forms which may include:

- physical
- verbal
- emotional

### **5.2.1 Incidents of bullying can include:**

- racism
- name calling
- malicious gossip
- damaging or stealing property
- coercion into acts they do not wish to do
- violence and assault
- pinching/kicking
- jostling
- teasing
- intimidation
- extortion
- damaging school work
- damaging school/home equipment

5.2.2 It is not bullying when children have a one-off disagreement which is immediately resolved with (or without) adult intervention.

## **5.3 Anti-bullying**

We encourage a positive approach to the prevention of bullying through cross-curricular activities, particularly in Personal, Social and Health Education and Religious Education.

### **5.3.1 We provide opportunities to:**



- encourage children to talk about their feelings 'good' and 'bad' through:
  - stories
  - class discussions
  - assemblies
  - role play/drama.
- use circle time (shared class opportunity for children and teacher to talk together) to build positive behaviour and promote self-esteem.
- promote understanding of friendship through:
  - co-operative work/play situations in and out of the classroom.
  - use of storybooks and poems that talk about and illustrate friendships.
  - understanding of friendship through the PSHE syllabus.
- use playground equipment to give constructive activity during break times.
- maintain a consistent approach to unacceptable behaviour by all members of staff.
- treat all children fairly and equally (this extends our school equal opportunities policy).
- praise positive behaviour through the school's reward system.
- teach children to know what is acceptable or unacceptable behaviour in school and why.
- provide pastoral / learning mentor support for individuals and small groups to address worries and concerns.
- have a regular focus on anti-bullying by participating in events such as National Anti-bullying week
- signpost children to external support if they are worried about bullying eg Childline
- develop children's and parents' understanding of online and cyber-bullying and how to report any concerns eg telling an adult, using the CEOP button to report online concerns

#### 5.3.2 Incidents of bullying may be reported by:

- a parent/carer of a child who is being bullied.
- a child who is being bullied.
- other children not directly involved in the bullying.
- a member of staff.

#### 5.3.3 Procedures to follow if an incident of suspected bullying is reported:

1. All claims of bullying should be taken seriously and investigated promptly.
2. If a suspected incident of bullying is reported to a member of staff other than the class teacher, the class teacher must be informed.
3. The member of staff should speak to the child/children involved. This may be on an individual or group basis depending on the teacher's/member of staff's interpretation of the incident.
4. The member of staff involved should try to ascertain the true details by:
  - taking the incident seriously
  - keeping calm, never over-reacting and acting with fairness, even while showing displeasure with the child's/children's behaviour
  - listening to both/all sides of the reported incident



- reassuring the victim
- make sure that all parties involved understand what behaviour/action is being disapproved of and why
- being seen to treat all parties fairly and with a consistent approach
- trying to decide on a positive course of action for all parties and for all parties to agree/understand the reasons behind the agreed action to prevent recurrence of unwanted incidents through the implementation of the “No-Blame” approach.

5.3.4 Learning Mentors may be used to work with the children involved and use Friendship Groups and Social Stories to resolve the situation. Learning Mentors will also work on reintegration programmes, rewarding good behaviour.

Outcomes from this work may be:

- to develop and implement a structured intervention management programme for children displaying behaviour difficulties;
- to provide teaching for identified pupils;
- to assist pupil learning for those on the SEN register for behaviour difficulties;
- to respond flexibly to pupils’ needs in order to avoid exclusion;
- to monitor the non-attendance of pupils and unauthorised absences;
- to implement a reintegration programme for non-attendees;
- to analyse statistical information such as incidents of poor behaviour and unauthorised attendance;
- to encourage pupil evaluation;
- to observe and record pupils, before, during and after programmes of support;
- to liaise with external agencies;
- to provide support and guidance on behaviour to members of staff and parents.

5.3.5 All suspected incidents of bullying should be reported to a Senior Leader. The members of staff involved will decide whether parents should become involved.

5.3.6 If the reported incident is judged to be bullying then a copy of key details relating to the victim(s) and bully(ies) must be added to Safeguard as an incident. This report should include:

- who was involved (or alleged to be)
- where and when the event(s) happened
- what happened
- what action was taken
- how action was followed up.

5.3.7 When incidents have been identified as bullying and a report has been made, then parents of both parties should be informed of the agreed course of action. It is important for school and home to work together to try and ensure that the incidents do not recur for the victim(s) or the bully(ies).

5.3.8 It must be remembered that both the bully(ies) and the victim(s) may need help to prevent the actions reoccurring. On most occasions, this help will be from within



the school and home. However, where appropriate, external agencies may be involved for advice and support with the agreement of parents and carers.

## **Additional Information about this Policy**

### **Monitoring and Review**

This policy is monitored on a day-to-day basis by the headteacher at each setting, who reports to trustees on request about the effectiveness of the policy.

This anti-bullying policy is the trustees' responsibility, and they review its effectiveness regularly. They do this by scrutinising the termly reports presented at local governance committee meetings, including discussion with the headteacher. Trustees analyse information for patterns of people, places or groups. They look out in particular for racist bullying, homophobic bullying or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed formally every year.

### **Appendix A**

#### Behaviour guidelines, rewards and sanctions for staff

Every class has a positive recognition board, where children's names are displayed when demonstrating expected behaviours chosen by teachers.

Rewards for good behaviour include praise and positive encouragement. For going 'above and beyond' in any respect of behaviour or work, children can be awarded a class dojo. All members of staff are encouraged to award dojos where they have been earned. The class teacher needs to be informed so that these can be added to the child's tally.

Celebration Assembly includes certificates for star of the week and certificates plus rewards for achieving a certain number of dojos.

Staff are also encouraged to speak to parents at the end of the day or phone home to share good news about children's work and attitudes etc. Postcards home should also be used.

Activities within the school day and days out can be used flexibly, to reward all those who are demonstrating expected behaviour.

#### Sanctions

For low level behaviour concerns eg. inattention and chatting, children should be given up to two verbal reminders to focus etc.

If the child continues with the undesired behaviour, this results in them having some time out of the classroom. They are supervised by a class TA. If they refuse to leave the classroom or are extremely distressed/disruptive, the Head of Year or another Senior Leader will be called and will supervise the child whilst they reflect on their behaviour or call parents if necessary.



Children should be encouraged to return to class after 10 minutes where possible. Once 3 classroom sanctions have been issued, a Classroom Behaviour Report Card will be issued. This will be filled in by a member of staff at the end of each lesson. During the first week, the child will need to show their report card to their Head of Year at the end of each day. If they have a good week, the report card can be stopped. If it is necessary to continue into the second week, the child will need to show their report card to one of the deputy headteachers at the end of each day. If they have a good week, the report card can be stopped. If at the end of the second week, behaviour has not improved sufficiently, a meeting will need to be arranged with the child, child's parents, class teacher and headteacher.

**Some behaviours may result in an immediate consequence requiring the attention of the SLT:**

- **Physical aggression**
- **Verbal abuse (swearing at or in front of adults)**
- **Unruly behaviour eg leaving the classroom without permission**

### Lunchtimes

The above sanctions also relate to playground behaviour. Minor behaviour incidents are addressed by the midday assistants, who will pass on any concerns to the class teacher where necessary. For extreme behaviour as outlined above, the member of SLT on duty will be informed. The child will have some time away from the playground in detention to reflect on their behaviour. Once 3 playground sanctions have been issued, a Playground Behaviour Report Card will be issued. This will be filled in by a member of staff at the end of each break. During the first week, the child will need to show their report card to their Head of Year at the end of each day. If they have a good week, the report card can be stopped. If it is necessary to continue into the second week, the child will need to show their report card to one of the deputy headteachers at the end of each day. If they have a good week, the report card can be stopped. If at the end of the second week, behaviour has not improved sufficiently, a meeting will need to be arranged with the child, child's parents, class teacher and headteacher.

Racist incidents and concerns about physical aggression/bullying should all be recorded on Safeguard and class teachers should speak to parents.





## Appendix B

### Rewards and Sanctions

Behaviour	Appropriate action	By whom	Parental support
<b>Green</b>			
No behavioural concerns	Star of the Week Praise postcards home Dojos Clap the week celebration	All staff	Praise and reward
<b>Yellow</b>			
Unwanted behaviour in class e.g. talking over others, lack of attention, disrupting others, lost equipment, poor presentation	<ol style="list-style-type: none"> <li>1. Reminder</li> <li>2. Warning</li> <li>3. Consequence of 10 minutes out of class or in another class</li> </ol> <p><b>Reasonable adjustment:</b> staff should be fully aware of One Plans and difficulties particular children have</p>	<b>All</b> classroom staff	<ol style="list-style-type: none"> <li>1. Phone call home by teacher if consequence is given, plus record on Detention Log.</li> <li>2. Classroom Behaviour Report card given if three consequences happen within a half term, signed daily by HoY (see below) and shared with parents by teacher at end of each day in person or by phone.</li> <li>3. If a class consequence is given during the Classroom Behaviour Report Card week, a second card is issued to be signed daily by the Deputy and shared with parents by teacher at end of each day in person or by phone.</li> <li>4. If a class consequence is issued during this second week, parents will be asked in for a meeting with class teacher and SLT member to discuss next steps.</li> </ol>
Unwanted behaviour in assembly e.g. talking, distracting others, fidgeting, lack of attention	<ol style="list-style-type: none"> <li>1. Reminder</li> <li>2. Warning</li> <li>3. Consequence of writing an account of the assembly message at breaktime or going back to class</li> </ol> <p><b>Reasonable adjustment:</b> consider whether particular children should actually attend assembly</p>	All staff	<ol style="list-style-type: none"> <li>1. Phone call home by teacher if consequence is given, plus record on Detention Log.</li> <li>2. Classroom Behaviour Report card given if three consequences happen within a half term, signed daily by HoY (see below) and shared with parents by teacher at end of each day in person or by phone.</li> <li>3. If a class consequence is given during the Classroom Behaviour Report Card week, a second card is</li> </ol>



			<p>issued to be signed daily by the Deputy and shared with parents by teacher at end of each day in person or by phone.</p> <p>4. If a class consequence is issued during this second week, parents will be asked in for a meeting with class teacher and SLT member to discuss next steps.</p>
<p>Unwanted behaviour in dining hall e.g. shouting, not standing sensibly in line, lack of manners</p>	<ol style="list-style-type: none"> <li>1. Reminder</li> <li>2. Warning</li> <li>3. Consequence of 10 minute lunchtime detention</li> </ol> <p>Reasonable adjustment: allocate an adult to supervise the child in the dining room</p>	All staff	<ol style="list-style-type: none"> <li>1. Phone call home by teacher if consequence is given, plus record on Detention Log.</li> <li>2. Playground Behaviour Report card given if three consequences happen within a half term, signed daily by HoY (see below) and shared with parents by teacher at end of each day in person or by phone.</li> <li>3. If a breaktime consequence is given during the Playground Behaviour Report Card week, a second card is issued to be signed daily by the Head or Deputy and shared with parents by teacher at end of each day in person or by phone.</li> <li>4. If a breaktime consequence is issued during this second week, parents will be asked in for a meeting with class teacher and SLT member, plus child taken off the playground for a fixed period.</li> </ol>
<p>Unwanted behaviour on playground e.g. unkind words, playfighting, using equipment unsafely</p>	<ol style="list-style-type: none"> <li>1. Reminder</li> <li>2. Consequence of 10 minute lunchtime detention (no warning)</li> </ol>	All staff	<ol style="list-style-type: none"> <li>1. Phone call home by teacher if consequence is given, plus record on Detention Log.</li> <li>2. Playground Behaviour Report card given if three consequences happen within a half term, signed daily by HoY (see below) and shared with parents by teacher at end of each day in person or by phone.</li> <li>3. If a breaktime consequence is given during the Playground Behaviour Report Card week, a second card is issued to be signed daily by the Head or</li> </ol>



			<p>Deputy and shared with parents by teacher at end of each day in person or by phone.</p> <p>4. If a breaktime consequence is issued during this second week, parents will be asked in for a meeting with class teacher and SLT member, plus child taken off the playground for a fixed period.</p>
Red			
Unacceptable behaviour e.g. swearing, fighting, throwing furniture	<ol style="list-style-type: none"> <li>1. Consequence of SLT member called straightaway followed by <b>internal exclusion</b></li> <li>2. (could be with pastoral, working away in another class depending on cause) or <b>suspension</b>.</li> </ol> <p><b>Reasonable adjustment:</b> staff should be fully aware of One Plans and difficulties particular children have. Remove them from the situation or remove the other children. SLT to be called for advice.</p>	SLT/pastoral	Phone call home and suspension if deemed appropriate by SLT.