

Behaviour policy and statement of behaviour principles

Red Lane Primary School



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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [Suspension and Permanent Exclusion](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption of lessons and learning, whether in the classroom, in corridors between lessons or at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to work/ learning
- Incorrect uniform beyond a reasonable circumstance
- Moving unsafely on the school grounds
- Disrespecting others – including staff, pupils, visitors and other members of the local community

These form the basis to the **four key school rules**:

Treatment Rule: staff and pupils at Red Lane treat others and equipment with respect.

Learning Rule: we respect everybody's right to learn and ensure that this right is not affected through disruption of lessons or refusal to work.

Talking Rule: staff and pupils at Red Lane talk in a respectful manner to one another and listen at the appropriate times.

Movement Rule: staff and pupils move in a safe way around the school grounds, walking quietly when in the school building.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items

- Tobacco and cigarette papers
 - Vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person.
-
- Any item which the school policy specifies as banned
 - Mobile phones or tablet devices
 - Audio recording devices
 - Cameras
 - Smart Watches

Peer-on-peer abuse is defined as:

Peer-on-peer abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship abuse

It can also include grooming children for sexual and criminal exploitation.

For schools and colleges, there's detailed Department for Education [advice](#) on what to do if a child is sexually harassed or experiences sexual violence. This expands on the principles set out in the statutory guidance '[Keeping children safe in education](#)'.

4. Bullying

We define **bullying** as *‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.’*

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

At Red Lane Primary School we recognise that there are groups of pupils who may be more vulnerable to experiencing bullying. These include but are not exclusive to:

- Looked after pupils
- Gypsy, Roma and Traveller pupils
- Pupils with special educational needs or disabilities (SEND)
- Pupils from ethnic minorities
- Pupils entitled to Free School Meals
- Pupils for whom English is an additional language
- LGBTQIA+ (lesbian, gay, bisexual and transgender, queer or questioning, intersex, asexual) pupils

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, displays of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school’s approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

5. Roles and responsibilities

5.1 The Local Governing Board

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

5.2 The Head of School

The Head of School is responsible for reviewing and approving this behaviour policy.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Behaviour Lead

The behaviour lead is responsible for reviewing this behaviour policy.

The behaviour lead will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The behaviour lead will also update behaviour levels at set times throughout the year to ensure pupils with behavioural needs are identified, staff across school are aware and support is put in place (see appendix 7).

5.4 Unit Leads

The unit leads are responsible to embedding behavioural expectations across their respective unit.

The unit leads will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The unit leads will support staff in their unit to manage and respond to behaviour in an appropriate manner, identifying areas of need and sharing this with the behaviour lead and head of school.

5.5 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour as set out in the Red Lane Way
- Providing a personalised approach to the specific behavioural needs of particular pupils with the support of the Inclusion Team through the referral process (see appendix 1)
- Recording behaviour incidents (see appendix 2)

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

5.6 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the implementation of the behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Engage with staff in reviewing behaviour in school and engaging with support opportunities where appropriate.

6. Pupil code of conduct – The Red Lane Way

Pupils are expected to:

EYFS

- Respond positively to boundaries that are set by staff, with support where needed
- Listen to adults and each other
- Take part in activities that will help them understand their own needs and those of others
- Begin to think about others and show a developing awareness of other people's needs
- Play safely – indoors and outdoors
- Look after property
- Show kindness towards others and always use gentle hands

KS1 and KS2

Pupils are expected to uphold the expectations set out in the Red Lane Way. This approach and the accompanying document explicitly detail the behavioural expectations of all pupils and staff at Red Lane. Pupils know that the Red Lane Way is the way to be – they know that we follow the Red Lane Way to become better learners and to build positive habits which will help everyone to be successful throughout life as citizens of our school and in the world.

The 'Red Lane Way' encompasses the following elements:

- The demonstration of self confidence in order to 'Believe Achieve Succeed'
- Knowledge of and demonstration of the 4 school rules in all contexts e.g. lunchtime
- Understanding and ability to recite the school mantra
- Understanding the meaning and demonstrating the school core values
- Understanding and demonstration of classroom routines including use of consistent stop signals
- Understanding and demonstration of positive learning behaviours and what it means to be an active listener
- Understanding and demonstration of manners
- Understanding and adherence to the school uniform policy
- Understanding and demonstration of the importance of good attendance and punctuality
- Application of the 'Red Lane Way' in the wider community and aspects of life
- Demonstrating pride in learning

7. Rewards and sanctions

7.1 KS1 and KS2

Rewards are implemented for all children so that positive behaviour is acknowledged and celebrated.

Positive behaviour is rewarded with:

- Class Dojo points may be given for children modelling the school's Core Values:
 - Aspiration
 - Resilience
 - Independence
 - Collaboration
 - Kindness
 - Responsibility



- Friday Star Assemblies where certificates are given for:
 - Red Lane Star – two children from each class are selected celebrating outstanding achievement either in or out of school.
 - Values Champion – one child from each class who has exemplified the school's Core Values and earned a high number of Dojo points that week. A postcard celebrating this award is sent home each week and the Values Champions enjoys a special breakfast with the Head of School or member of SLT.
 - Bronze, Silver, Gold and Headteacher's Award Certificates – for achieving 100, 200, 300 and 500 Dojo points respectively throughout the school year.
- Individual class teachers may run their own rewards systems in addition to the whole school policy in order to meet the needs of individuals in their classes.
- Individualised reward systems may be implemented for children with behavioural needs to provide more immediate rewards for positive behaviour (this should be agreed with the Inclusion Team).

Additional whole class and house team rewards:

- When all pupils in a class achieve their Bronze Certificate, then the class receive a whole class reward (Bronze Party) selected by the class teacher: this is the same for the Silver and Gold certificates.
- All pupils are assigned to a house team (Johnson, Hawking, Curie and Newton – referred to by colours in EYFS and KS1). Upon receiving a certificate in the Star Assembly, children gain a point for their house. These are totalled and a weekly house team winner is chosen. Over a half term, the team that has won the greatest number of weeks receive a team award.

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

- At Red Lane we recognise that consequences need to be in proportion to the misbehaviour and that consistency is crucial.
- **Consequence 1** – If a child has to be reminded about appropriate behaviour, they will receive a polite reminder (staff referring to the Four School Rules or Red Lane Way)

- **Consequence 2** – If the behaviour persists, they are given a warning (staff referring again to the Four School Rules or Red Lane Way)
- **Consequence 3** – Further misbehaviour will result in a child being given the opportunity to reflect on their actions at the Reflection Space (setup in each class); they are given time and provided with strategies to self-regulate (developed through PSHCE delivery). At this time, they sign the Thinking Book – this is checked weekly (by the Unit Lead). Repeated entries into the Thinking Book during consecutive weeks will result in a phone call home to parents.
- **Consequence 4** – Continuing misbehaviour will lead to a Reflection, staff will complete a Reflection Form (see appendix 3) with the child. Children attend a Reflection with their Unit Leader: KS1 – at the beginning of lunch or at 15:10; KS2 – at 15:10. They will complete a restorative discussion and a Reflection Slip, which is taken home to share with parents and explain the reason for the Reflection.
- More than two Reflections in a half term results in an initial phone call/ conversation between the class teacher and parents, this is recorded on CPOMs.
 - Between each of these steps, staff will use de-escalation techniques (delivered through Safety Intervention training) in order to avoid progression through the behaviour system.
 - The warning system is restarted after each registration and does not carry over.
 - These steps are followed consistently throughout the school day, other than at lunchtime.
- If a child refuses to follow a direction, staff may choose to use a deferred consequence, allowing them to retain control, dignity and give the child time to take up the guidance.
- Some behaviour may warrant an immediate Reflection or a Staff Help call for the Unit Lead:
 - Violent or dangerous behaviour
 - Running away from the classroom
 - Significant disruption to learning
- Class teachers will communicate any similar incidents with parents on the day of the event and record this on CPOMs.

Where a child's behaviour continues to cause concern, alternative steps may be implemented.

- Once a child has more than two Reflections in a half term and a phone call home has been made, any further Reflections in the same half-term will be referred directly to the Unit Lead, who will consider a half-day, internal exclusion and will then complete a conversation or phone call with parents.
- If the behaviour lead or unit lead are concerned by the number of Reflections from a single class, they will meet with the class teacher and record the outcome of the meeting on CPOMs. This may lead to support being put in place from the Inclusion Team, including observational support by the Pastoral Officer, Behaviour Lead or SENCO.
- Extreme behaviours or multiple Reflections in a week or during a half term may lead to the child moving on to an alternative support response plan (i.e. a graduated response – appendix 4 and Crisis Response Plan – appendix 5), this will be agreed following discussion with the Behaviour Lead and/or SENCO and will be shared with the parents by the class teacher and may be supported by the Unit Lead.
- Extreme or consistent misbehaviour will lead to a referral to the Inclusion Team using the referral document (see appendix 6), where alternative provision or strategies may be implemented.
- Consistently aggressive and/or physically violent and/or dangerous behaviour (putting other children, staff or themselves in danger) may lead to a suspension or permanent exclusion.

7.2 EYFS

At Red Lane we believe pupils benefit most when adults adopt a consistent and positive approach to the management of their behaviour. By establishing routines and clear boundaries according to the child's level of understanding they will become aware of what is expected of them. The procedures in EYFS are closely aligned with the rest of the school thus supporting transition through EYFS and into KS1.

The strategy for dealing with unwanted negative behaviour is consistent throughout the EYFS. We support the child's understanding by using hand gestures and visual reminders:

STOP	(Open palm held up)
I DON'T LIKE THAT	(Thumbs down)
I AM SAD	(Sad face)

- **Consequence 1** – Polite Reminder: a verbal warning to remind the children of the classroom rules.
- **Consequence 2** – First Warning: a second verbal warning to remind the children of the school's expectations.
- **Consequence 3** – Thinking Chair: a child sits for between 2 and 5 minutes with a sand timer. Their name is put on the red (sad) face. A calming activity is provided and staff talk to the pupil about expectations and ways to improve their behaviour. Child goes back to the green face once the process is complete.
- **Consequence 4** – Exit: if the behaviour continues following the Thinking Chair, the child is Exited to Mrs Behan, Miss Spencer or Mrs Willenbrook. Staff will then discuss the reason for the Exit with the child and re-iterate expectations.

Biting

We recognise that some children may go through a phase of biting. This is a normal developmental stage for children who are teething and still developing language skills. It is common for many toddlers, especially when playing alongside others, but is a concern for the children, parents and staff.

Biting is usually triggered by frustration at being unable to communicate a need, conflict over a toy or coping with a challenge or stress. It can happen quickly and without warning and can provoke strong emotional responses from the victim, the child who has bitten, parents and adults dealing with the situation. The same behaviour management protocol is followed with priority to treating the child or member of staff who has been bitten. Parents of all children involved are informed at the end of the session with a clear explanation of what action preceded the incident and how it was dealt with. Confidentiality of all children concerned will be maintained.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school. Any sanctions for off-site behaviour will be discussed with the Unit Lead or a member of SLT and communicated with parents.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of School will sanction the pupil in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The Head of School will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom, reflecting the Red Lane Way this will be established through teaching of the Red Lane Way at the beginning of the academic year and further termly reviews.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Four School Rules and Core Values
- Develop a positive relationship with pupils implementing the approaches explicitly detailed in the Red Lane Way including:
 - Greeting pupils in the morning and afternoon
 - Establishing clear routines and displaying a visual timetable
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having and implementing a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Maintaining a consistent approach to using the school's behaviour system

8.2 Physical restraint

The use of physical intervention should be avoided wherever possible. Planning appropriate strategies, controlling the environment, setting appropriate expectations, etc., should be the way we positively and pro-actively manage behaviour. Children who are deemed at risk of violent outbursts or of putting themselves in unsafe situations, will have a Positive Handling Plan and Risk Assessment completed.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from causing:

- Serious breakdown of discipline
- Injury to themselves or others
- Serious damage to property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents on the day of the incident

Staff will only be authorised to use physical intervention if they have completed the Safety Intervention training (renewed annually).

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession are confiscated. These items are not returned to pupils.

We also confiscate any item which is harmful or detrimental to school discipline. These items may be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from the Inclusion Team, specialist teachers, Behaviour Support, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we liaise with external agencies and plan support programmes for that child. We work with parents to create a plan and review it on a regular basis.

8.5 Behaviour Levels

Behaviour levels are used to monitor behaviour across school and to identify pupils/classes with behavioural needs. These are updated termly by the Behaviour Lead in collaboration with the Unit Leads. (See appendix 6 for guidance.)

9. Pupil transition

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour difficulties are also shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint (Safety Intervention – renewed annually), as part of their induction process.

Specialist staff are provided with training to meet the needs of their role within school.

Behaviour management will also form part of continuing professional development opportunities throughout the school year.

11. Monitoring arrangements

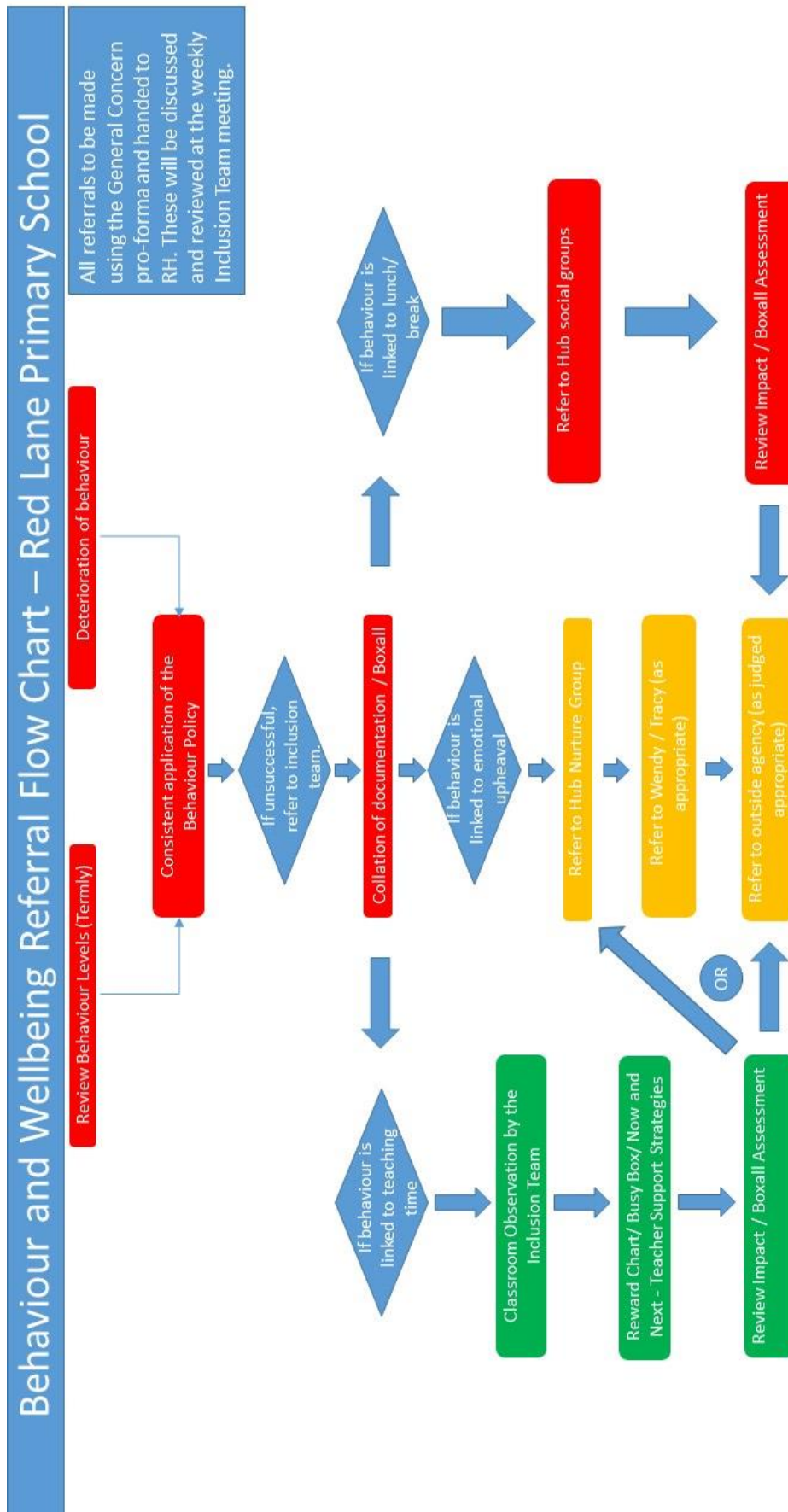
This behaviour policy will be reviewed by the behaviour lead, Head of School and governors every year. At each review, the policy will be approved by the Head of School and the Board of Trustees.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Safeguarding Policy
- Anti-bullying Policy
- Inclusion Pathway Document
- Red Lane Way
- Equality Scheme
- SEN Policy

Appendix 1 – The Behaviour and Wellbeing Referral Flow Chart



Appendix 2 – Warning System and Incident Recording Overview (Class)



Red Lane Warning System

The 'Red Lane Way' defines the behaviours and values that we expect pupils and staff to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. As pupils practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them. We strongly believe that the Red Lane Way lays the foundations for successful learning and academic success.

All pupils must know that the Red Lane Way is the way to be – know that we follow the Red Lane Way to become better learners and to build positive habits which will help everyone to be successful throughout life as citizens of our school and in the world.

Pupils not following the Red Lane Way will be challenged and may receive a sanction:

Consequence 1 – Reminder about behaviour will result in a Polite Reminder



Consequence 2 – If the behaviour continues, a Warning is given



Consequence 3 – Further misbehaviour will lead to an in class Reflection, signing the Thinking Book



Consequence 4 – Any further misbehaviour will lead to a Reflection with the Unit Lead (SLT)

Staff refer to the Red Lane Way / School Rules to explain the reason for the consequence at each stage.


*Repeated entries into the Thinking Book and Reflections will be communicated to parents.

*Significant risk / dangerous behaviour may result in an immediate Reflection or referral to SLT.

Core Values

Upholding our Core Values will be celebrated and support a positive learning environment.



<p>Warning System</p> <p>Polite Reminder</p> <p>↓</p> <p>Warning</p> <p>↓</p> <p>Reflection in Class (Thinking Book)</p> <p>↓</p> <p>Reflection Form completed, Reflection with Unit Lead</p>	<p>Our dojo system is used for pupils exemplifying the school's Core Values. The website is www.classdojo.com each teacher has an individual login</p> 
<p>These children have a slightly different system:</p> <p>Please ask the class Teacher/TA for more information.</p>	<p>If incidents happen in class when the class is being covered by a supply teacher then a paper version of events is left with the class TA before leaving. The class teacher must then enter onto CPOMS.</p>



When to fill in CPOMs

1. For a Reflection (click on Reflection)
2. Thinking book twice or more in 1 week (click Behaviour)
3. Racial incident/ Discriminatory/ Derogatory comments (plus Behaviour Lead log in the file)
4. For lunchtime Yellow and Red cards (make sure info is added for all incidents) (lunchtime incidents and lunchtime internal exclusions)

Bullying/ cyberbullying issues to be investigated initially and passed on to Unit Leads the same day.

When to speak to parents

1. More than twice in the Thinking Book in one week
2. Two Reflections in a week
3. When there has been a racist/ derogatory comment

If incidents happen when the class teacher is not in class (PPA), it is the responsibility of the PPA cover to fill in the appropriate forms and records.



Appendix 3 – Reflection Form



Reflection and Restoration



Name..... Class..... Date.....


Questions and sentence openers	Reflections
From my perspective, this is what happened... The reason I am in reflection is ...	
Who was affected by my actions/behaviour?	
How can I repair what has happened?	
What could I do differently next time?	

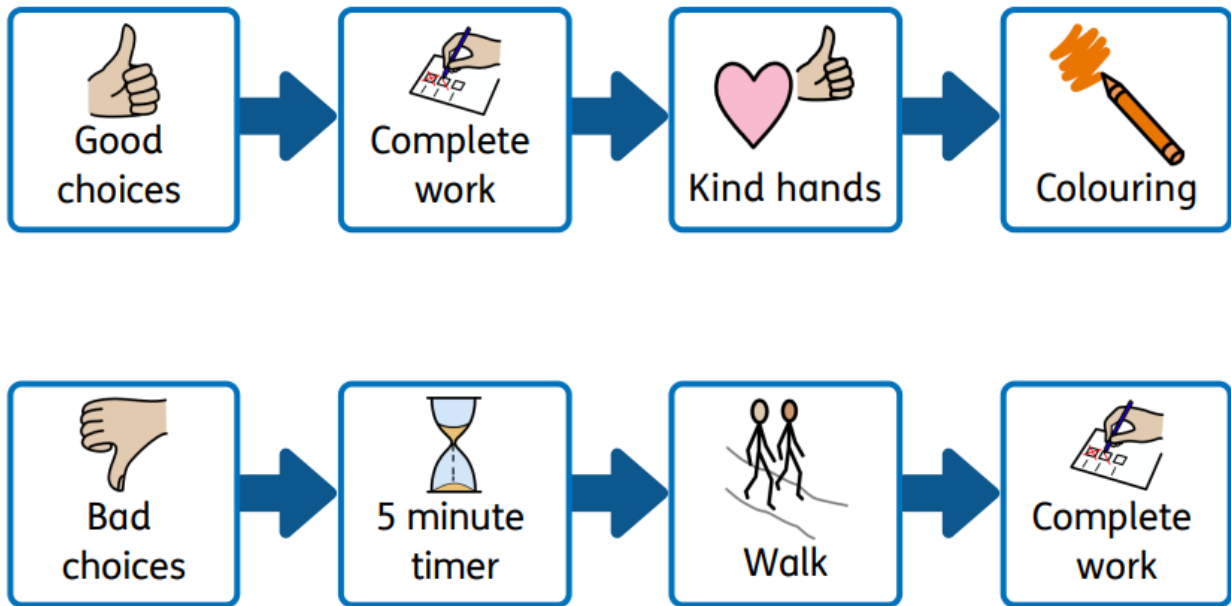
Teacher comments (Has behaviour improved? Is this a regular problem? Is this a one off?)

SLT Signature.....

Pupil Signature.....

Appendix 4 – Graduated Response (Example)

 Reggie's graduated response





Appendix 5 – Crisis Response Plan (Example)

Crisis plan

Childs name: ????

Year: ?

Step	Action
1	<ol style="list-style-type: none"> 1. Speak calmly to ???? 2. If he does not respond, give space and leave alone for 5 minutes 3. After the 5 minutes try again speaking calmly to ???? 4. If he does not engage give 2 options one good (should we go and do a job together or continue with our work in class) 5. If he does not engage see step below
2. Change of face	Repeat process above If does not engage, see step below
3. Change of face by unit lead/ designated class link	Repeat process above x2 with member of staff
4. Change of face- SLT, mum to be informed of the incident and potential next steps if they do not de escalate	If ????

Note: maintain space at all times, maintain a calm quiet voice

Signed Parent/ carer _____

Signed staff _____

Motivators	iPad Football Hub Snacks Colouring Lego
Triggers	

Positive Staff Relationships	Paul Ridgley Rob Hudson Rhian Driver
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Tiered response to behaviour management

Childs name: ????

Year: ?

Behaviour	Response
Refusal- not following instructions, refusing to complete work, refusing to come inside	Limit setting <ul style="list-style-type: none"> - We can now or at break/ lunchtime. - If youthen you can..... Planned ignore Completion at break/ lunch Completion during reward time
Arguing Raising voice Knocking items off a table/ kicking furniture Inappropriate language	Crisis plan activated Limit setting <ul style="list-style-type: none"> - If you can use a quiet voice, then we can discuss what has happened. When calm restorative conversation in place
Throwing furniture/ equipment Hurting others (including staff) Prolonged periods of aggression, swearing, verbal abuse Dangerous behaviour (attempting to leave classroom/ school building)	Remove other children to reduce risk of danger Remove furniture/ equipment Physical intervention/ restraint may be necessary Consequence implemented by RD - isolation, suspension
Several days of continual behavioural incidents If ???? engages in severe aggressive behaviour that results in physical injuries to children or adults, damages property, puts themselves and or others at risk of significant harm	Remove other children from space Crisis plan activated Physical intervention/ restraint may be necessary Further consequence considered and actioned

Note: Positive Handling Plan in place, shared with parent/carer and signed

Appendix 6 – General Concern Referral Form



Concern Referral Form

Child's Name.....

Class.....

Description of the concern:

Empty space for describing the concern.

Strategies already in place:

Empty space for listing strategies already in place.

Review and agreed actions: *(to be completed by the Inclusion Team)*

Empty space for review and agreed actions.

Teacher (signature).....

Leader(signature).....

Appendix 7 – Behaviour Levelling Criteria

Level	Identified areas of Need	Interventions
1	Children with an EHCP or specific SEN need: children in need of additional support, but this can be managed using similar to/ typical classroom practice and following the advice or strategies identified on their EHCP or SEN Learning Plan.	<p>Children who are identified as a Level 1 have an EHCP or SEN Learning Plan in place. These will identify key areas of need and objectives for further progress. These children may also have a PEEP in place to support them in the case of an evacuation or invacuation.</p> <p>These children may have a 'Now and Next', Visual Timetable and/or Personal Resource pack.</p> <p>These are shared with and signed by parents</p>
2	<p>Deliberate incomplete tasks Refusal to work Leaving lessons without consent Defiance Deliberate destruction of others' work Minor vandalism Stealing/ intent to steal Direct verbal/ racial abuse Threatening behaviour Isolated acts of violence Bullying/ persistent name calling Repeated yellow cards at lunch with an occasional red card</p> <p>Repeated Reflections (2+ in a half term)</p>	<p>Teachers speak to parents if a child exhibits these behaviours as parents will want to know as early as possible.</p> <p>Children who are highlighted as a Level 2 will have a Learning Plan completed outlining specific targets and support mechanisms. These will be signed by parents.</p> <p>Children moving to level 2 will be discussed through the Inclusion Team, identifying alternative provision/strategies. These may include</p> <ul style="list-style-type: none"> - Report Card - Reward time - Crisis Plan <p>The impact of strategies will be monitored closely over a half term, persistence at Level 2 will result in further referrals.</p>
3	<p>Major disruption of class activity Vandalism of school and/ or buildings Stealing or intent to steal (persistent) Repeated incidents of bullying Persistent bad language and verbal/racial abuse Violent hitting, kicking and fighting Aggressive violent behaviour causing deliberate injury Abuse/ threatening behaviour towards staff/ parents Dangerous refusal to obey instruction Leaving school premises without consent Repeated exits from class</p>	<p>Level 3 behaviours are isolated.</p> <p>These children will have a Learning Plan, PEEP, Individual Risk Assessment, Crisis Response Plan, Graduated Response and Positive Handling Plan.</p> <p>Children are assessed using the Boxhall profile tracker. All are reviewed half termly through the Inclusion Team.</p> <p>Parents will be heavily involved and there will be a referral to behaviour support or Paul Ridgley and possible referral to alternative provision.</p> <p>At this level, school will be looking at alternatives to permanent exclusion and suspensions or a part-time timetable may be necessary.</p>

Appendix 8 – Statement of Behaviour Principles

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