

BOURNE COUNTY PRIMARY SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

1 Introductory Statement

- 1.1 At Bourne Primary School we aim to promote a pleasant, positive and respectful attitude in all our pupils, with an emphasis on self-discipline; respect for others, their opinions and property; courtesy; and good manners.
- 1.2 We are committed to working in partnership with parents and outside agencies in creating a happy, balanced, caring and safe environment in which our pupils can thrive and achieve academic and personal success.
- 1.3 At Bourne Primary School, we endeavour to ensure that staff work together to maintain high standards of behaviour with all members of the school team supported and valued.
- 1.4 Our aim is to be positive and praise and reward good behaviour and to be fair and just to all our children.

3 Aims and Objectives

- 3.1 By consciously and consistently promoting an atmosphere of good behaviour, the likelihood of poor behaviour is lessened. There is a regular and consistent emphasis on the positive recognition and reward of good work and behaviour. The rewards and sanctions used to provide for the recognition of good behaviour and the punishment of bad behaviour are set out in the appendices.
- 3.2 We recognise that;
- an effective and stimulating curriculum;
 - differentiation which challenges, engages and stimulates;
 - identified learning objectives and outcomes for each task;
 - clear and appropriate expectations;
 - good classroom organisation and management;
 - consistent and overt routines and
 - constructive and positive feedback
- are all crucial to the continued atmosphere of good behaviour at Bourne School

4 Basic Expectations

- 4.1 All members of our community have the right to get angry about injustice or insults, but they have the responsibility not to react to this with aggression or violence
- 4.2 All members of our community will strive to treat each other with respect, even when there has been an argument or a difference of opinion
- 4.3 The staff who work at the school have the right to work without fear of violence or aggression, and in return have the responsibility to treat everyone with kindness and respect
- 4.4 All members of the Bourne Community will be honest and fair in their dealings with school-based matters

5 The Class Rules

- 5.1 At the beginning of each year, class teachers discuss our expectations with their classes, and draw up a list of Class Rules. These support the expectations by identifying their relevance in terms of age and experience to each of the classes.

5.2 The Class Rules are displayed clearly in classrooms, and are used as a tool for managing behaviour. Children should sign the class rules to show that they will follow them.

6 Positive Reinforcement of Good Behaviour

- 6.1 Children receive regular and justifiable praise in all classrooms, and during the Monday and Friday Assemblies, for good work, behaviour, attitudes, thoughtfulness towards others in school and also for activities and behaviour within the home, community or neighbourhood.
- 6.2 Certificates, stickers and house points are given and children are also sent to the headteacher and senior staff for encouragement and reward. Effort in all areas of the children's development is praised and rewarded. The purposes of the different rewards used at Bourne School are given in Appendix E.
- 6.3 On entry to Year 1, or to the school if the child joins after the beginning of Year 1, each child is allocated to one of the six school houses: Unicorn, Minotaur, Centaur, Gryphon, Dragon and Phoenix. House points are collected on a Friday and the house with the highest number of team points wins the House Cup for that week.
- 6.4 Whole class achievement in behaviour is rewarded by use of a marble jar. When the whole class are deemed to have behaved or to have performed exceptionally well, they will have earned a marble. Once their marble jar is full (varying amounts for each phase of the school), they will participate in an agreed activity (negotiated by the teacher with the whole class at the beginning of the marble collection process).
- 6.5 The amounts of marbles to be earned in order to achieve the planned reward are:
- | | |
|----------------------|----------------|
| Foundation Stage: | Twenty marbles |
| Key Stage One: | Twenty marbles |
| Lower Key Stage Two: | Thirty marbles |
| Upper Key Stage Two: | Forty marbles |

7 Sanctions

- 7.1 Unfortunately there will be the occasional need for sanctions. The staff have identified different categories of misdemeanour, and appropriate sanctions have been matched to these categories (see Appendix A).
- 7.2 Sanctions are applied fairly and consistently to all pupils, according to the agreed 'staged' approach (see appendices), and within a context of positive reinforcement of good behaviour.
- 7.3 Parents will be kept informed if their child's behaviour is showing cause for concern, and may be called in if the behaviour does not improve.
- 7.4 Alert forms, written by the member of staff who witnessed or initially dealt with the incident, are passed to the Assistant Headteacher for Inclusion after completion. Classteachers are invited to add comments to the alert form to give context or mitigation. These forms are tracked twice a year.
- 7.5 Exclusions are considered a last resort or where there is immediate and significant danger to others.

8 Pupil Support at Lunchtimes

- 8.1 The school is committed to making playtimes and lunchtimes as positive, safe and enjoyable as possible. Mealtime supervisors are employed by the school to support and supervise the children

as they eat and as they play. They also run activities for the children including team games and skipping.

- 8.2 The Learning Mentors for Nurture and for Behaviour are the first point of call for any behaviour issues, and is in turn line managed and supported by Senior Leaders. The Behaviour Sanctions describe what sanctions are planned for different challenges and misdemeanours.
- 8.3 Repeated instances of challenging behaviour may result in a pupil being temporarily excluded from staying at school through the lunchtime period.
- 8.4 Some children find it difficult to build and maintain positive relationships on the playground. When possible, we run a lunchtime nurture club, 'Stepping Stones' to facilitate the building of more positive relationships, and to prepare the children to return to the main playground.

9 Equal Opportunities

- 9.1 We have an Equal Opportunities Policy which underpins all our other guidelines and policies. We actively oppose racism and aim to promote respect for others. Parents will be informed immediately if their child makes a racist comment or displays any other form of racist behaviour. All incidents will be recorded and school governors informed of serious harassment.

10 Incidents involving drugs or other harmful substances

- 10.1 The school has an anti-drug policy which reflects the interests of the whole school community. Advice from the local Drug Action Team or from the police will be sought following any incident in order to help support any pupil involved. (See PSHE policy).

11 Sand Tray Work and Nurture Groups

- 11.1 These are school based interventions to help individual pupils better manage their behaviour and their relationships with others. They may be needed for children whose behaviour is deteriorating rapidly; for those whose behaviours are masking emotional distress; or for those we consider are experiencing emotional difficulties.
- 11.2 The Boxall Profile is used to identify nurture-based needs, and is completed by a member of staff who has knowledge of the child. This is usually a classteacher, but can include TAs and INAs as appropriate.

12 Behaviour Management Plans

- 12.1 An individual behaviour management plan will be set up for any child who has had fixed term exclusion or who is at risk of failure through school disaffection.
- 12.2 The individual behaviour management plan aims to support children whose needs may not be met by the common approach of the school. The programme seeks to provide guidelines, systems, sanctions and rewards, agreed by the class teacher, headteacher, deputy or assistant headteachers and other senior staff, to support the child.
- 12.3 The programmes will be agreed with parents, and from this agreement, an individual behaviour management plan will be created. The individual behaviour management plan will reflect appropriate strategies to meet the child's additional needs. Parents will be regularly informed of progress, and outside agencies involved as appropriate.

13 Attendance

- 13.1 Unauthorised absence is questioned and followed up by the schools Education Welfare Officer and the Attendance Officer. Parents are called into school to explain their child's frequent

absences and to be told of the legal implications of failure to ensure their child attends school regularly and on time. Good attendance is rewarded at the end of the year by a certificate of good attendance.

14 Personal Contact

- 14.1 The following examples of contact are deemed appropriate for the staff and pupils at Bourne School:
- Comforting or consoling children where appropriate and in a clear and open manner.
 - Removing a child from danger or from hurting another child may need the restraining action of a staff member.
 - Physical exercise - in a clear and open manner.
 - In the swimming pool whilst learning to swim - life saving.
 - Helping a child to change clothing i.e. a young child for P.E., or a child who has become unwell and needs changing.
 - Treatment for injuries
 - Resuscitation or other life saving procedures.
- 14.2 Personal Contact to restrain children who are angry or violent should only be used as a last resort, and should be led by a member of staff who has had the appropriate handling training (e.g. Team Teach).
- 14.3 In rare situations, where supervision by a trained adult is not possible, the most senior member of staff present must make the judgment as to whether restraint is necessary, and must seek to protect the child from harm or injury.
- 14.4 All restraints where this is the case must be documented on a positive handling form immediately after the event.
- 14.5 For further information, please see the Positive Handling policy

15 Bullying

- 15.1 The school has a separate Anti-bullying policy, but these key principles are intrinsic to our philosophy of behaviour management
- 15.1.1 Bullying is a persistent and continuous pattern of behaviour by one person towards another, which is designed to hurt, injure, embarrass, upset or discomfort the person. It can be:
- physical aggression actual or threatened
 - the use of put-down comments or insults e.g. with regard to another child's family
 - name calling
 - damage to persons property
 - deliberate exclusion from activities
 - the setting up of humiliating experiences
- 15.1.2 The school does not tolerate bullying
- All staff are firmly committed to preventing acts of bullying
 - We have a school policy that is applied by all staff. Allegations of bullying are taken seriously and investigated
 - Victims of bullying will be supported. No one deserves to be bullied even if their behaviour is irritating or annoying
 - Through the curriculum, activities are planned to develop positive relationships and to discuss issues associated with bullying
 - The school applies a range of sanctions which can lead to exclusion

15.1.3 How can parents help?

- Support the school in actively discouraging bullying in all forms particularly name calling regarding families
- By encouraging your child to be 'assertive' not aggressive
- By reporting any worries or concerns as soon as possible, initially to the classteacher

15.2 The school uses a five-step approach (The 'High 5') to support children dealing with bullying:

1. Ignore it
2. Talk politely
3. Walk away
4. Talk firmly
5. Report it.

16 Searching, Screening and Confiscation

16.1 Bourne Primary School recognises the advice on Searching, Screening and Confiscation published by the Department for Education (January 2018):

16.2 Searching:

16.2.1 School staff can search a pupil for any item if the pupil agrees.

16.2.2 Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

16.2.3 Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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 (including the pupil).

16.2.4 Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

16.3 Confiscation: School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

16.4 Screening:

16.4.1 What the law allows:

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any authorised member of school staff can screen pupils.

17 Monitoring and Review

- 17.1 It is the responsibility of the Governing Body to monitor the effective deployment of this policy. This responsibility has been delegated to the Senior Leadership Team.
- 17.2 The school will constantly monitor and update the Policy as appropriate and will undertake a formal review on an annual basis seeking endorsement from the Governing Body.

Appendix A: Written Statement of Behaviour Principles

Appendix B: Unacceptable Behaviours and their sanctions in the EYFS

Appendix C: Unacceptable Behaviours and their sanctions for years 1 to 6

Appendix D: Unacceptable Behaviours and their sanctions on the playground

Appendix E: Rewards

Appendix A:

WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

1.1 Rationale and Purpose:

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body). The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour and Discipline Policy at Bourne Primary School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governor's support when following this guidance.

1.2 This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour and Discipline Policy at Bourne Primary School, though he must take account of these principles when formulating this. The Headteacher also takes account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016).

1.3 Principles:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The Behaviour and Discipline policy makes it clear that exclusions will only be used as a last resort. The processes involved in permanent and fixed-term exclusions are based on ESCC advice and policies.
- 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

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

1.5 This written statement of behaviour principles is reviewed and approved by the Full Governing Body on an annual basis.

Unacceptable Behaviours and their Sanctions for the Early Years

January 2019

| Behaviour | Sanction | |
|---|--|--|
| Blue Level | Blue Level Sanctions | |
| <p>Behaviours at blue level are minor and are managed by the class teacher. They cause low level or very short, sharp disruption, and have only a slight impact on others' work, or may cause minor annoyance to children close by. These disturbances are restricted to a small number of children in the room, or to a very brief wider disturbance</p> | <p>Infrequent: Verbal warning</p> | <p>Frequent: Verbal warning and brought to work beside / with Key Worker for ten minutes under close supervision</p> |
| Green Level | Green Level Sanctions | |
| <p>Behaviours at green level are moderate, and are managed by the class teacher. They cause low level disruption, but have enough impact on others' work to create a disturbance, causing others to be distracted from their work. The child is isolated to minimise this disruption. Green level also includes sustained, frequent challenge at blue level over a period of time (usually 2 weeks)</p> | <p>Infrequent: Name moved to grey cloud <i>Name cleared from grey cloud in the next session for a new start</i></p> | <p>Frequent: Name moved to black cloud and 5 minutes on the timeout chair <i>Name cleared from black cloud in the next session for a new start</i></p> |
| Yellow Level | Yellow Level Sanctions | |
| <p>Behaviours at yellow level are challenging, and are managed by the class teacher. They cause significant disruption to the whole class, meaning that all others are likely to be distracted from their work. The behaviours do not cause physical pain or injury to others, but may result in anger or upset. The child is sent to the identified class to prevent further disruption. Yellow level also includes sustained, frequent challenge at green level over a period of time (usually 2 weeks)</p> | <p>Infrequent:</p> <ul style="list-style-type: none"> • Name moved to black cloud and 5 minutes on the timeout chair • Class teacher to speak informally to parents as soon as possible (by phone or in person) • No alert form to be completed <p><i>Name cleared from black cloud in the next session for a new start</i></p> | <p>Frequent:</p> <ul style="list-style-type: none"> • Sent to another class for 5 minutes timeout with a member of the EYFS team • Class teacher to invite parents in for a meeting about the behaviour • Alert form to be completed |
| Orange Level | Orange Level Sanctions | |
| <p>Behaviours at orange level are serious, and are managed with the support of senior staff. These behaviours will result in pain, injury or significant risk to others, but would not be as extreme as red level. Orange level also includes sustained, frequent challenge at yellow level over a period of time (usually 2 weeks).</p> | <p>Infrequent:</p> <ul style="list-style-type: none"> • Sent to be spoken to by the Assistant Head • Half an hour time out- child to only be offered pencil and paper (ideally to write/ mark make a sorry letter). • Class teacher to communicate issue with Assistant Head and fill out orange alert form by the end of the day. • Assistant Head to call parents in for a meeting, class teacher to attend | <p>Frequent:</p> <ul style="list-style-type: none"> • Sent to the Deputy Head for a half day internal exclusion • Class teacher to communicate issue and give related alert forms to the Deputy Head by the end of the day • Deputy Head to call parents in for a meeting about the behaviour, class teacher to attend |
| Red Level | Red Level Sanctions | |
| <p>Behaviours at red level are the most extreme and rare. These behaviours are likely to be deliberate, and include:</p> <ul style="list-style-type: none"> ▪ Extreme physical violence, causing deliberate injury to others, including significant biting which leaves a mark ▪ Significant and deliberate damage to school or others' property, such as vandalism or destruction of expensive or valuable equipment, or theft of items of significant value ▪ Proven, deliberate and malicious bullying / racism / homophobia <p>Red level also includes sustained, frequent challenge at orange level over a period of time (usually 2 weeks).</p> | <p>Infrequent:</p> <ul style="list-style-type: none"> • Sent to Headteacher • Class teacher to communicate issues and complete a red alert form by the end of the day • Internal or external exclusion for one or two days • Information placed on file for one academic year • Headteacher to call parents in for a meeting about the behaviour and record outcomes on alert form | <p>Frequent:</p> <ul style="list-style-type: none"> • Sent to Head teacher • Class teacher to communicate issues and complete a red alert form by the end of the day • Internal or external exclusion for three to five school days • Headteacher to call parents and other agencies if appropriate for a meeting about the behaviour • Information placed on file permanently |

Unacceptable Behaviours and their Sanctions Years 1 to 6

January 2019

| Behaviour | Sanction | |
|---|--|---|
| Blue Level – managed by the class teacher or the teaching assistant if they are leading the class. | | |
| <ul style="list-style-type: none"> This level includes, silliness, thoughtlessness etc, as opposed to deliberate disruption. The pupil disrupts his or her own learning by not focusing, being silly etc. There is minor impact on others' learning. | <p>Infrequent:</p> <ol style="list-style-type: none"> Verbal warning Second warning- name written up on grey cloud (KS1) or amber traffic light (KS2) <p><i>Names cleared from grey cloud/ amber light at playtime and lunch time for a new start.</i></p> | <p>Frequent repetition within a two-week period:</p> <ul style="list-style-type: none"> Year 2-6 name written on black cloud or red traffic light and 5 minutes on the wall at playtime Year 1 name on black cloud and 5 minutes on timeout chair <p><i>Names cleared from grey cloud/ amber light at playtime and lunch time for a new start.</i></p> |
| Green Level – managed by the class teacher or the teaching assistant if they are leading the class. | | |
| <ul style="list-style-type: none"> This level includes deliberate low-level disruption, intended to disrupt others' learning – e.g. to make them laugh. The pupil may deface their own work or property, but not that of others. | <p>Infrequent:</p> <ul style="list-style-type: none"> Warning- name written up on grey cloud (KS1) or amber traffic light (KS2) <p><i>Names cleared from grey cloud/ amber light at playtime and lunch time for a new start</i></p> | <p>Frequent repetition within a two-week period:</p> <ul style="list-style-type: none"> Name on black cloud (KS1) or red traffic light (KS2) and sent to partner class for 10 minutes to calm down (<i>child to have 10 minute timer and teacher to ignore child</i>) and 5 minutes on the wall at playtime Class teacher to speak to parents as soon as possible (by phone or in person) <p><i>Names cleared from black cloud/ red light at playtime and lunch time for a new start</i></p> |
| Yellow Level – managed by the class teacher, then referred to the relevant Assistant Head | | |
| <ul style="list-style-type: none"> Language might be rude, and might include some mild swearing for which the child will express remorse when calm. It is likely that swearing at this level will be in frustration or reaction, as opposed to being deliberately targeted to cause upset. Name calling will be dealt with at this level. The property of others might be defaced, but not damaged This level includes deliberate, significant disruption, but no level of violent behaviour, although there may be a degree of aggression. The rest of the class, including the staff, are not in any danger of being deliberately hurt by behaviour at this level – e.g. pupils shoving chairs in anger, rather than throwing them at others | <p>Infrequent:</p> <ul style="list-style-type: none"> Sent to partner class for 10 minutes to calm down (<i>child to have 10 minute timer and teacher to ignore child</i>) and 10 minutes of playtime missed sitting on the wall Class teacher to speak to parents at the end of the day Class teacher to fill out yellow alert form and give to Assistant Head | <p>Frequent repetition within a two-week period:</p> <ul style="list-style-type: none"> Sent to the Assistant Head to be spoken to at the earliest opportunity and next playtime missed Class teacher to communicate what has happened and give related alert forms to the Assistant Head by the end of the day Assistant Head to invite parents in for a meeting about the behaviour, supported by the class teacher |
| Orange Level – referred directly to the Deputy Head | | |
| <ul style="list-style-type: none"> Language is rude, and will involve unacceptable swearing deliberately targeted at others. Racist, homophobic or bigoted language which comes from a place of ignorance or lack of understanding will be dealt with at this level The learning of the rest of the class will be significantly disrupted There is limited damage to others' property, including school equipment. Items of low monetary value may be stolen Adults feel that there is a risk of injury to others – e.g. chairs being thrown but not hitting staff or children – or minor injuries – e.g. resulting from poking, pinching, which will require informal first aid | <p>Infrequent:</p> <ul style="list-style-type: none"> Sent to the Deputy Head to be spoken to and half a day internal exclusion Class teacher to communicate what has happened and give related orange alert form to Deputy by end of day Deputy Head to call parents on the phone to discuss the behaviour | <p>Frequent repetition within a two-week period:</p> <ul style="list-style-type: none"> Sent to the Deputy Head to be spoken to and one day internal exclusion (including lunchtime) Class teacher to communicate what has happened and give related orange alert form to Deputy by end of day Deputy Head to call parents in for a meeting about the behaviour, class teacher to attend |
| Red Level – referred directly to the Headteacher | | |
| <ul style="list-style-type: none"> Extreme, deliberate swearing and racist or homophobic comments will be dealt with at this level The learning of the rest of the class will be significantly disrupted There is damage to others' property, including school equipment., to the point where it will need to be repaired or replaced Items of significant monetary value may be stolen Behaviours will include deliberate, targeted punching, kicking and biting. Children or adults will be injured and require some level of formal first aid | <p>Infrequent:</p> <ul style="list-style-type: none"> Sent to Headteacher Class teacher to communicate what has happened and give related red alert form to Headteacher by end of day Internal or external exclusion for one or two days Information placed on file for one academic year Headteacher to call parents in for a meeting about the behaviour and record outcomes on alert form | <p>Frequent repetition within a two-week period:</p> <ul style="list-style-type: none"> Sent to Headteacher Class teacher to communicate what has happened and give related red alert form to Headteacher by end of day Internal or external exclusion for three to five school days Headteacher to call parents and other agencies if appropriate for a meeting about the behaviour Information placed on file permanently |

All alert forms are initially handed to the class teacher for signing or comments. Once completed at the appropriate level, they should be given to the named leader. No copies are made.

Unacceptable Behaviours and their Sanctions at Playtimes and Lunchtimes

January 2019

| Behaviour | Sanction | |
|---|---|--|
| Blue Level | Blue Level Sanctions | |
| <p>Behaviours at blue level are minor and are managed by the MDSA / INA. They cause low level or very short, sharp disruption, and have only a slight impact on others, or may cause minor annoyance to children close by.</p> <p>e.g. teasing, spitting on the ground; pushing in line</p> | <p>Infrequent:</p> <ul style="list-style-type: none"> • First verbal warning | <p>Frequent:</p> <ul style="list-style-type: none"> • 5 minutes timeout |
| Green Level | Green Level Sanctions | |
| <p>Behaviours at blue level are moderate and are managed by the MDSA / INA.. They cause low level disruption, but have enough impact on others' to create a disturbance, spoiling others' play. The child is isolated to minimise this disruption. Green level also includes sustained, frequent challenge at blue level over a period of time (usually 2 weeks)</p> <p>e.g. play fighting as part of a game; deliberate name calling; silliness which spoils others' games; carelessness which damages or loses resources; shoving; lying to avoid taking responsibility.</p> | <p>Infrequent:</p> <p>5 minutes timeout</p> | <p>Frequent:</p> <ul style="list-style-type: none"> • Timeout for 10 minutes |
| Yellow Level | Yellow Level Sanctions | |
| <p>Behaviours at yellow level are challenging, and are managed with the support of the Learning Mentors. They cause significant disruption to games or to others in the playground. The behaviours do not cause physical pain or injury to others, but may result in anger or upset. The child is isolated for a longer period to prevent further disruption. Yellow level also includes sustained, frequent challenge at green level over a period of time (usually 2 weeks)</p> <p>e.g 'mild' swearing at other children; stronger swearing heard by other children but not directed at them; deliberate disruption of others' games; unkindness; deliberate damage or loss of resources; lying to get someone else into trouble.</p> | <p>Infrequent:</p> <ul style="list-style-type: none"> • Sent to a Learning Mentor with a verbal warning on behaviour expectations. • Timeout for 15 minutes (KS1+KS2) timeout for 5 mins (EYFS) • Person who saw the incident to fill in yellow alert form | <p>Frequent:</p> <ul style="list-style-type: none"> • Sent to a Learning Mentor with a verbal warning on behaviour expectations. • Timeout for 20 minutes (KS1 and 2) timeout 10 mins (EYFS) • MDSA/ Learning mentor to fill in form and give to class teacher • Class teacher to speak to parents |
| Orange Level | Orange Level Sanctions | |
| <p>Behaviours at orange level are serious, and are managed by the Learning Mentors. These behaviours will result in pain, injury or significant risk to others, but would not be as extreme as red level. Orange level also includes sustained, frequent challenge at yellow level over a period of time (usually 2 weeks).</p> <p>e.g. play fighting which gets out of hand; swearing at adults; 'strong' swearing at other children; deliberately spitting at others; disrespect and rudeness to adults</p> | <p>Infrequent:</p> <ul style="list-style-type: none"> • Sent to Learning Mentor with a verbal warning on behaviour expectations. • Timeout for rest of playtime / lunchtime (at the office for rest of lunchtime only) and next playtime missed on the wall • Orange alert form completed and given to Class teacher • Class teacher to speak to parents | <p>Frequent:</p> <ul style="list-style-type: none"> • Sent to a Learning Mentor with a final warning on behaviour expectations. • Timeout for rest of playtime / lunchtime and next lunchtime missed with member of SMT • Learning Mento/ MDSAs to fill out an orange alert form and pass to the Deputy Headteacher • Deputy Headteacher to call parents in for a meeting |
| Red Level | Red Level Sanctions | |
| <p>Behaviours at red level are the most extreme and rare. The Learning Mentors might be called to restrain or remove the child. These behaviours are likely to be deliberate, and include:</p> <ul style="list-style-type: none"> ▪ Extreme physical violence, causing deliberate injury to others, including significant biting which leaves a mark ▪ Significant and deliberate damage to school or others' property, such as vandalism or destruction of expensive or valuable equipment, or theft of items of significant value ▪ Proven, deliberate and malicious bullying / racism / homophobia <p>Red level also includes sustained, frequent challenge at orange level over a period of time (usually 2 weeks).</p> | <p>Infrequent:</p> <ul style="list-style-type: none"> • Sent to Headteacher • Learning Mento/ MDSAr to fill out red alert form and give to Headteacher • Internal or external exclusion for one or two days • Information placed on file for one academic year • Headteacher to call parents in for a meeting | <p>Frequent:</p> <ul style="list-style-type: none"> • Sent to Headteacher • Learning Mentors to give related alert forms to Headteacher • Internal or external exclusion for three to five days • Headteacher to call parents and other agencies if appropriate for a meeting about the behaviour • Information placed on file permanently |

All alert forms at any level are initially handed to the class teacher for signing or comments. Once completed at the appropriate level, they are filed by the Assistant Heads. No copies are made.

Appendix E:

Whole School Rewards

| Reward | Given by | Reason | Purpose |
|----------------------------|--|---|--|
| House points | All members of the school staff | House points are given for non-academic, social or behavioural success, effort or achievement – e.g. good behaviour, helpfulness, responsibility etc | House points will be collected on a weekly basis. Each week, a cup will be given to the house with the highest number of points. |
| Raffle Tickets | Midday Supervisors | These are used to reward good behaviour and manners at lunchtimes. They are only given by MDSAs or lunchtime INAs. | One raffle ticket is picked from each year group during Monday assembly. The children selected are invited to a party at the end of term. If they are picked twice in a term, they can select a friend to go to the party with them. |
| Star of the Week | One certificate to be decided by the class teacher each week | These have the general purpose of rewarding children for being good learners – e.g. hard work and notable effort. They do not double up with Headteacher's Awards – a child should not receive both for one piece of work | Certificates are given out in the Friday Assembly. They are then signed by the Headteacher, the Deputy Headteacher or one of the Assistant Heads. They are then sent home. |
| Super Citizens | One certificate to be decided by the class teacher each week | These have the general purpose of rewarding children for being notably positive members of the school or class community – e.g. kindness, generosity or willingness to help others | Certificates are given out in the Friday Assembly. They are then signed by the Headteacher or one of the Assistant Heads. They are then sent home. |
| Headteacher's Award | The Headteacher | Individual children who produce exceptional work will be rewarded with a Headteacher's Award. They are sent to the Head with a brief description of what it is that makes the work exceptional. | Headteachers awards are given out in Headteacher's Assembly. They give a public acknowledgement of effort and achievement |
| Marbles | Class teachers, Senior Leaders | Marbles are given as a whole class reward for exceptional behaviour, or to encourage improvements in behaviour | Once the marbles have been earned, the children will participate in a pre-negotiated reward activity – e.g. a whole class picnic one afternoon, or an extra session in the ball area, etc |