



## St. Francis Catholic Primary School

Headteacher: Mrs C. Pearar

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### ST. FRANCIS MISSION STATEMENT

*Jesus said, "love one another as I have loved you."*

*Our aim is to make St. Francis School a loving community, respecting every child and every adult, caring for God's world and helping each other to do our best as we grow together in Christ.*

**This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment**

#### **BEHAVIOUR POLICY and statement of behaviour principles**

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|-------------------------------|-------------------------|
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## 1. Aims

This policy aims to:

- Provide a consistent and inclusive 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.
- Recognise the need to make reasonable adjustments, where appropriate, for pupils with special educational needs and/or disabilities (SEND).

## 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](#)
- [The Equality Act 2010](#)
- [Restrictive interventions, including the 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 and the school's duties under the Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils.

In addition, this policy is based on [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 3. Definitions

**See Appendix 5: Hierarchy of Unacceptable Behaviours**

## 4. Bullying

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' - [Department for Education](#)

**A child friendly version of the definition:** *Being bullied is when you are afraid of what someone keeps saying or doing to you.*

Bullying is remembered in our school by the acronym **S.T.O.P.** (**S**everal **T**imes **O**n **P**urpose).

Bullying can take many forms and may be:

- **Physical** - gestures, hitting, kicking, punching, spitting, pushing or any other form of physical violence.
- **Verbal** - name calling, threats, teasing, sarcasm, gossip, spreading lies.
- **Emotional** - deliberately excluding someone, giving dirty looks, hiding another person's belongings.
- **Prejudiced based** - This form of bullying is generally driven by negative attitudes towards another group of people, or because the selected victim is seen as 'different' in some way. This can include racial or homophobic bullying and the bullying of children with SEND (Special Educational Needs or Disability).
- **Cyber** - misuse of social networking sites, mobile phones, email, camera, video i.e. using any sort of technology to hurt another or to incite others to hurt another.

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 governing body

The governors are responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The governors will also review this behaviour policy, monitor the policy's effectiveness and hold the Head Teacher to account for its implementation.

## **5.2 The Head Teacher**

The Head Teacher 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 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils, including reasonable adjustments where appropriate for pupils with SEND and/or SEMH needs.
- Recording behaviour incidents (see Appendix 3: Behaviour Log) using CPOMS

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

## **5.4 Parents**

Parents are expected to:

- Adhere to the guidelines set out in the Home/School Agreement in relation to expectations of parents (A copy of this is in each pupil's Home/School Record Book.
- Support their child in adhering to the Golden Code of Conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **6. Golden Code of Conduct**

Pupils are expected to follow the Golden Code of Conduct:

- Be forgiving, kind and polite.
- Respect others.
- If you have nothing kind to say, say nothing at all.
- Use your hands to help not hurt.
- Take care of your school and the belongings of others.
- Work hard, be organised and do your best.

## **7. Rewards and sanctions**

### **7.1 List of rewards**

Positive behaviour will be rewarded with:

- Praise
- Merit marks or House points
- Table points
- Stickers
- 'Star of the Day'
- Sticker chart certificates (KS1)
- Head Teacher's Award
- Special responsibilities/privileges

### **7.2 List of sanctions**

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

- A verbal reprimand
- Sending the pupil to another classroom
- Expecting work to be completed at home, or at break or lunchtime
- Reflection Time at break or lunchtime
- Referring the pupil to a member of the Senior Leadership Team
- Letters or phone calls home to parents
- Agreeing a behaviour contract / Putting a pupil 'on report'
- A period of time working in isolation
- Permanent Exclusion

See Appendix 4 for sample letters to parents about their child's behaviour.

Guidance on the sanction to be given according to the seriousness of the behaviour is detailed in Appendix 5: *Hierarchy of Unacceptable Behaviours*.

When applying the hierarchy, staff will take account of the individual circumstances of the pupil, including their age, SEND and/or SEMH needs, and any relevant support plans or reasonable adjustments. The hierarchy remains the school's framework for ensuring consistency; however, staff may adapt their response where this is appropriate to meet an individual pupil's needs.

### **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 Teacher will discipline the pupil in accordance with this policy.

Please refer to our Child Protection Policy / Code of Conduct Policy for more information on responding to allegations of abuse.

The Head Teacher 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.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Model the good behaviour and manners that are expected
- Display the Classroom Rules / Class Charter
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **8.2 Dealing with unacceptable behaviour**

#### **Minor Incidents**

In order to deal with low-level disruption and minor incidents of unacceptable behaviour, each teacher will display the *Emoji Chart for Tracking Behaviour* (Appendix 6) in the classroom. The chart is designed to encourage pupils to make the right choices when managing their own behaviour. The chart gives clear guidance about steps that will be taken if a pupil makes the wrong choices. These include: verbal reminders from staff; being asked to move to a different seat within the classroom and finally, removal from the classroom to work in another area of the school under supervision.

All pupils will begin, and remain, on the first emoji unless their behaviour deteriorates. Before a pupil's name is recorded next to the second (middle) emoji they will receive a first verbal warning. If the pupil continues to make the wrong choices their name will be written on the board next to the middle emoji and they will be given a second verbal warning. At this time the adult may also ask the pupil to move to a different seat and remind them of their choices and consequences.

Depending on the choices made next by the pupil, they can either move back to the first emoji as a reward for improved behaviour or have their name moved to the third and final emoji which will result in further consequences and the completion of the behaviour log (Appendix 3).

For pupils with identified SEND and/or SEMH needs, staff should consider any agreed strategies or reasonable adjustments where appropriate before behaviour is escalated through the hierarchy.

### **Medium Incidents, Significant Incidents and Very Serious Incidents**

At St. Francis Catholic Primary School, we believe that children should be disciplined with dignity and respect, ensuring that every child is treated fairly and with understanding. We aim to encourage reconciliation by fostering an environment where seeking and giving forgiveness is at the heart of resolving conflicts.

All incidents of unacceptable behaviour will be dealt with in a timely manner by the member of staff who witnessed the incident or to whom it was reported. Statements should be taken from all those involved, including the child themselves and any witnesses or victims.

When making a decision about what sanction will be imposed, staff should use the hierarchy of unacceptable behaviours (Appendix 5) for guidance. This guidance should be used by staff alongside their professional judgement, taking into account factors such as the child's age, individual needs, including SEND and/or SEMH where relevant, character, previous incidents, overall behaviour and any agreed support strategies or reasonable adjustments.

The impact of the behaviour on others should also be considered.

Staff should ensure that the sanction is appropriate for the situation and if they are unsure of the most suitable course of action, they should seek advice from a member of the senior leadership team to ensure consistency and fairness in the application of sanctions.

### **8.3 Off-site behaviour**

Subject to the behaviour policy, teachers may discipline pupils for: misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil, member of staff or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### **8.4 Inappropriate use of Social Media**

Misbehaviour linked to the use of social media or pupil's mobile phones will be reported back to the parents of the children involved. Within school, pupils are regularly taught about online safety and using kind words. Apps such as WhatsApp, Facebook, Instagram and Tik Tok have age restrictions for a reason and the school does not condone the use of them. Pupils are not permitted to use their mobile phones during the school day unless a reasonable adjustment or individual arrangement has been agreed by the school. Where behaviour outside school, including online behaviour, has a direct impact on the welfare of pupils, the school community or the orderly running of the school, the school may respond in accordance with this policy.

### **8.5 Restrictive Interventions and Reasonable Force**

Restrictive interventions, including the use of reasonable force, will only be used in accordance with the law and current DfE guidance. In some circumstances, staff may use reasonable force:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury, or significant damage to property

- Where a pupil is behaving in a way that is compromising good order or discipline

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 possible
- 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

The use of restrictive interventions and reasonable force will be carried out in accordance with the school's Positive Handling Policy and current DfE statutory guidance.

## 8.6 Confiscation

**Any items which should not be in school that are found in pupils' possession will be confiscated.** These items will be returned directly to the pupils' parents.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with the class teacher / member of the senior leadership team and parents, if appropriate.

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

## 8.7 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 SENCO, where appropriate, will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying SEND, SEMH or other needs that are not currently being met.

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

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Where appropriate, agreed strategies and reasonable adjustments will be shared with relevant staff and reviewed regularly.

## **9. Pupil transition**

To ensure a smooth transition to the next year group, pupils have a transition session with their new teacher(s). 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 issues may also be shared with new settings for those pupils transferring to other schools.

## **10. Training**

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management, including inclusive behaviour strategies and reasonable adjustments for pupils with SEND and/or SEMH needs, will also form part of continuing professional development.

A staff training log can be found in Appendix 2.

## **11. Monitoring arrangements**

The Head Teacher and the governors on the Curriculum and Pupil Related committee will review this behaviour policy every year. At each review, the policy will be approved by the Head Teacher.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the Curriculum and Pupil Related committee every year.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection policy
- Anti-Bullying policy
- Positive Handling policy
- Code of Conduct policy

Pupils within our school will be asked and expected to follow these new 'rules' in the same way that other rules are adhered to.

Parents/carers will be informed as necessary if any issues pertaining to their child/children and the above new 'rules' arise.

## **Appendix 1: Written 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.

All pupils, staff and visitors are free from any form of discrimination.

Staff and volunteers always set an excellent example to pupils.

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.

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

The school recognises that pupils may require reasonable adjustments to support them in meeting the school's behaviour expectations. Expectations remain high for all pupils, but the support and strategies used to help pupils meet these expectations may be adapted to meet individual needs.

This written statement of behaviour principles will be reviewed and approved by the Curriculum and Pupil Related committee every year.

## Appendix 2: Staff Training Log

| Training received | Date completed | Trainer/training organisation | Trainer's signature | Staff member's signature | Suggested review date |
|-------------------|----------------|-------------------------------|---------------------|--------------------------|-----------------------|
|                   |                |                               |                     |                          |                       |
|                   |                |                               |                     |                          |                       |
|                   |                |                               |                     |                          |                       |
|                   |                |                               |                     |                          |                       |
|                   |                |                               |                     |                          |                       |
|                   |                |                               |                     |                          |                       |

### Appendix 3: Behaviour Log

|                                                                                                                                                    |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Pupil's name / Year group:</b>                                                                                                                  |  |
| <b>Name of staff member reporting the incident:</b>                                                                                                |  |
| <b>Date:</b>                                                                                                                                       |  |
| <b>Where did the incident take place?</b>                                                                                                          |  |
| <b>When did the incident take place? (Break time, after school etc)</b>                                                                            |  |
| <b>What happened?</b><br><b>(Please underline who was involved)</b>                                                                                |  |
| <b>What actions were taken, including any sanctions?</b><br><b>Were any agreed strategies or reasonable adjustments used? If so, give details:</b> |  |
| <b>Is any follow-up action needed? If so, give details</b>                                                                                         |  |
| <b>People informed of the incident (staff, governors, parents, police) and how they were informed:</b>                                             |  |

## **Appendix 4: letters to parents about pupil behaviour – templates**

Templates, saved on school headed paper, are saved on the Curriculum Staff Drive (Staff Paperwork - Behaviour) and Office Drive (Letters and Forms - Behaviour).

### **First behaviour letter**

Dear parent,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

-----

### **Behaviour letter – return slip**

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Second behaviour letter**

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_,  
I am sorry to say that they are still struggling to adhere to our pupil code of conduct.  
I would appreciate it if you could arrange to meet me after school so we can discuss a  
way forward.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,

\_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.*

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 5: Hierarchy of Unacceptable Behaviours

### SEND/SEMH and reasonable adjustments

The Hierarchy of Unacceptable Behaviours provides a clear framework to support consistent decision-making. When responding to any incident, staff should also take account of the individual pupil's age, SEND and/or SEMH needs, known triggers and any agreed support strategies or reasonable adjustments. These factors should inform the professional judgement of staff when determining the most appropriate response and sanction.

The hierarchy should be applied consistently, but consistency does not necessarily mean identical responses for every pupil. Where a pupil has an identified need, reasonable adjustments may be made to support the pupil in meeting the school's behaviour expectations.

|                         | Examples                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Action                                                                                                                                                                                                                                                                                             | Sanctions                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Minor Incidents<br>(1)  | <ul style="list-style-type: none"> <li>• Low level disruptive behaviour</li> <li>• Minor rudeness to staff and children</li> <li>• Not accepting reasonable reminders</li> <li>• Poor standard of work due to lack of effort</li> <li>• First offence of minor untruths</li> <li>• One off name calling</li> <li>• Use of inappropriate language within school (not swearing - see medium incidents)</li> <li>• Inappropriate, impulsive, physical interaction which does not result in medical treatment being required e.g. pushing and shoving</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Handled by class teacher / HLTA or by Midday Assistant / teacher on playground duty                                                                                                                                                                                                                | <p>Emoji Chart for Tracking Behaviour used. (See Emoji Chart for steps and sanctions.)</p> <p>Discussion with child/ren involved.</p> <p>3<sup>rd</sup> level on Emoji Chart = time in at playtime or lunchtime with the class teacher (one minute per year of age).</p> <p>Lunch time:</p> <ol style="list-style-type: none"> <li>1. Verbal warning</li> <li>2. Name on sheet against 2<sup>nd</sup> emoji</li> <li>3. 10 minutes 'Time Out'</li> </ol> |
| Medium Incidents<br>(2) | <ul style="list-style-type: none"> <li>• Refusal to cooperate</li> <li>• Persistent disruptive behaviour (child has previously been removed from class that day after reaching the 3<sup>rd</sup> emoji on the gauge and continues to misbehave)</li> <li>• Being deliberately rude to staff and children</li> <li>• Persistent disrespect towards staff</li> <li>• Swearing, rude gestures or any other inappropriate language</li> <li>• Deliberately destroying their own work e.g. ripping or screwing up pages / worksheets</li> <li>• Minor graffiti on school equipment / property e.g. drawing on desks</li> <li>• Being involved in negative/aggressive arguments with another child, this may include name calling, making threats to harm or pushing / shoving</li> <li>• Teasing / deliberate antagonisation of another child</li> <li>• First incident of using language perceived as prejudiced based, said without understanding / intent to cause offence</li> <li>• Inappropriate, impulsive, physical interaction which results in harm (physical or emotional) to another pupil e.g. hit, slap, kick, push, shove, trip</li> </ul> | <p>Should be handled by class teacher if a one off incident. Otherwise, member of senior teaching staff including SENCo should become involved.</p> <p>Parents informed if considered appropriate via either a note in the Home School Record, verbally at the end of the day or a phone call.</p> | <p>Time out in another classroom - teacher should give the child work to continue or time to 'Reflect on my behaviour' sheet (Appendix 7).</p> <p>No morning break or afternoon break (infants) / 15 minutes of their lunch time.</p>                                                                                                                                                                                                                    |

|                                          | Examples                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Action                                                                                                                                                                                                                                                             | Sanctions                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Significant Incidents</p> <p>(3)</p>  | <ul style="list-style-type: none"> <li>• Openly defiant to staff</li> <li>• Permanent damage to property/graffiti</li> <li>• Deliberate lies</li> <li>• Repeated swearing, rude gestures or any other inappropriate language</li> <li>• Stealing - taking something without permission</li> <li>• Bullying - (see policy)</li> <li>• Biting</li> <li>• Deliberate spitting</li> <li>• Misuse of the school's ICT, including a breach of E-Safety code of conduct</li> <li>• Intentional / deliberate physical harm to others or property e.g. hitting with an object, punching, grabbing another pupil around the neck/ head / face</li> <li>• Involvement in verbal abuse of others including the use of language perceived as prejudiced based</li> </ul>                                                                                                | <p>Dealt with by class teacher initially and then referred to a member of the senior leadership team including the SENCo or Head Teacher</p> <p>Parents informed by phone call.</p> <p>Parents asked to attend a meeting with Class Teacher and member of SLT.</p> | <p>Withdrawal of privileges (including representing the school in sporting / other events) for a fixed period.</p> <p>Time out in SENCo office or in Head Teachers' office.</p> <p>Playtime spent writing a letter of apology (with support if necessary).</p> <p>A fixed period of time working out of class to reflect on their behaviour with a member of SLT.</p> |
| <p>Very Serious Incidents</p> <p>(4)</p> | <ul style="list-style-type: none"> <li>• Systematic bullying</li> <li>• Malicious allegations against staff</li> <li>• Serious Misuse of the school's ICT, including a breach of E-Safety code of conduct e.g. sending inappropriate / threatening messages via Google Classroom</li> <li>• Possession of prohibited items (section 3 of this policy)</li> <li>• Sexually inappropriate behaviour</li> <li>• Deliberately dangerous actions which could result in physical or emotional harm to themselves or others</li> <li>• Physically losing control- when a pupil is unable to control themselves or self-regulate, and for their own, or the safety of others, they need to be removed from class / school</li> <li>• Significant or repeated physical or verbal abuse of others and property including perceived prejudiced based abuse</li> </ul> | <p>Dealt with by Headteacher or in their absence a member of SLT.</p> <p>Parents contacted and asked to come into school that day for a meeting with Class Teacher and Head Teacher.</p>                                                                           | <p>Withdrawal of privileges at school and at home for a fixed period.</p> <p>Suspension for a fixed period (letter to go home to parents). *Length of suspension will be determined case by case and will take into consideration previous incidents / general behaviour etc</p>                                                                                      |

## Appendix 6: Emoji Chart for Tracking Behaviour

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p>Well done!</p> <p>You are making the right choices.</p> <p>If you are not making the right choices you will be given a first verbal warning.</p> <p>An adult may also:</p> <ul style="list-style-type: none"> <li>• Ask you to move to a different seat,</li> <li>• Remind you of your choices and consequences.</li> </ul>                                                                                            |
|   | <p>If you continue making the wrong choices your name will be written on the board.</p> <p>You will be given a second verbal warning.</p> <p>An adult may also:</p> <ul style="list-style-type: none"> <li>• Ask you to move to a different seat,</li> <li>• Remind you of your choices and consequences.</li> </ul>                                                                                                      |
|  | <p>If your behaviour does not improve an adult will:</p> <ul style="list-style-type: none"> <li>• Send you to work in another classroom for 10 minutes.</li> <li>• Keep you in at break or lunch time (one minute per year of age).</li> <li>• Fill in a behaviour log.</li> </ul> <p>If you get three behaviour logs completed in one week your teacher will send the <i>first behaviour letter</i> to your parents.</p> |

If you return to class and continue to misbehave your behaviour will be classed as persistent. As a result it will be classed as a medium incident and dealt with accordingly according to the hierarchy of unacceptable behaviours chart in the *Behaviour Policy*.

# Appendix 7: Reflecting on my behaviour

Name:..... Date:.....

Reasons for my behaviour

|  |
|--|
|  |
|  |
|  |

Consequences of my behaviour

|  |
|--|
|  |
|  |
|  |

Description of my behaviour

|  |
|--|
|  |
|--|

To improve my behaviour, next time I will...

|  |
|--|
|  |
|  |

Signed by child: \_\_\_\_\_

Signed by adult: \_\_\_\_\_