



Diocese of Norwich  
Education and  
Academies Trust



# Thomas Bullock CE Primary Academy

## Positive Behaviour, Rewards, Sanctions and Discipline Policy

<b>Policy Type:</b>	School Core Policy
<b>Approved By:</b>	Governing Board
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<b>Person Responsible:</b>	Chair of Governors



THOMAS BULLOCK CE PRIMARY SCHOOL (DNEAT ACADEMY TRUST)  
EMBRACE, ENGAGE, CARE, ACHIEVE

POSITIVE BEHAVIOUR, REWARDS, SANCTIONS AND DISCIPLINE POLICY

*“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”*

(Education Observed D.E.S)

### Aims

Thomas Bullock CE Primary has a therapeutic approach to behavior management based on the Norfolk ‘Steps’ model.

Our aims are:

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils’ self-esteem.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children’s education and maintain standards of behaviour.
- To allow pupils to ‘Let their light shine.’

*“We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.”*

(Discipline in Schools - Elton Report)

### Legislation and Guidance



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](#)
- [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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- 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.

#### **Our purpose is:-**

- to maintain very good levels of good behavior to secure excellent learning
- to provide a consistent approach in rewarding 'Over and Above' behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

#### **The Teacher's Role**

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour. Teacher's



need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

## Rules

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop. It is also expected that children continue to behave appropriately when they are wearing their school uniform out in the community and school sanctions may apply if children bring the reputation of the school into disrepute.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that they repay a reasonable proportion of the cost. Any action however, will be with understanding and in keeping with that of a responsible parent.

### 1. Our behaviour expectations are that children should be:

**READY** – Children should arrive at school on time, having had a good breakfast, wearing the correct school uniform. They should ensure that they have (or wear) the correct P.E kit and books, such as reading record, reading book and spelling book, in school on the correct days. Above all, they should display the correct attitude to learning.

**RESPECTFUL** – Children are expected to show respect for themselves and each other through listening to their class teacher and their peers and taking turns in conversation. They should treat others as they would expect to be treated themselves: using kind words and exercising good basic manners such as, saying please and thank you and holding doors open for each other. They should also show respect for their classroom and the wider school environment by taking responsibility for keeping it tidy and by looking after the equipment that is provided for them.

**SAFE** – Children are expected to follow our rules and instructions in order to keep themselves and others safe. They should walk around our building quietly on the left hand side and, when indoors, use a quiet voice. Children should use equipment correctly under the guidance of their teacher to avoid any injury to themselves or others. They are expected to ensure they are in the right place at the right time and to inform a member of staff if they are going to be anywhere different e.g. going to the toilet during a lesson, going to a club at lunchtime.

These basic rules are displayed around school and regularly verbalised.



## Behaviour Guidelines and Procedures

A 'no shouting' technique is in operation and shouting should be avoided as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

Our **Positive Handling and Use of Reasonable Force Policy** clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Staff are trained in 'Steps' for safe handling and de-escalation techniques.

If a child should run out of school for whatever reason, staff should not overreact and make a dynamic risk assessment. Running after a child should be avoided because it may place a child in greater danger by doing so. The Headteacher or member of the Senior Leadership Team should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the Headteacher or appropriate staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. Minutes or 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour. Protective consequences may be put into place as a result which can include restriction to inside play and learning.

### **Movement in and around School**

All movement in and around school should be minimal and purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate verbal praise.

Children not behaving appropriately should be encouraged to do so; reminded of what is expected and receive restorative justice to help them alter their behavior. Example: If observed running, a child may be asked "Why do we not run inside a building?" They may then be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'Thank you, you can be safe and walk sensibly. Well done!' etc.



Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc. should be thanked and praised. Dojo points rewarded for good examples.

Children not lining up properly will be asked to go back and line up a further time. Children repeatedly taking time up by not lining up properly will be given a verbal warning.

Children not waiting for the toilet appropriately will be asked to wait in the back of the line until again this can be done correctly. Children not using the toilet properly will be reminded to do so, receiving a warning.

Children not following these movement/transition rules will receive thinking minutes when necessary after reminder.

### **Movement around School - Suggested Procedures for Large Groups**

- Give out any instructions and set expectations.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners of rooms and corridors.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

### **Movement around School - Suggested Procedures for Individual Children**

- When moving whole classes or groups ensure that children are appropriately lined up.
- Children must walk around school, quietly, at all times.
- Children should walk to the left-hand side of the corridors.
- Pupils should wait for adults and groups to pass walking with their hands behind their backs.
- Choose appropriate individuals for messages - one (KS2) or two (FS, KS1).
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

### **Playtime Supervision**



Teachers, teaching assistants and midday supervisors are required to perform supervisory duties including playtime supervision.

A minimum of two staff members are required to supervise playtimes for each area. Supply teachers should cover the duty of absent teachers but should never be without support.

Members of the leadership team and class teachers are present on the playground by 8:40 am, when children are asked to arrive, and again after school to see them safely off the premises. When times are staggered SLT and Phase Leaders should be present from earliest KS start.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Staff are responsible for keeping the outdoors and indoors areas clean and equipment should be used and put back after each mid-day playtime or break. **Staff are not to congregate or socialize together and must remain vigilant.**

Upon (hearing the bell) or your staggered time, staff should go to the playground to collect their classes.

Upon hearing the bell/whistle on the EYFS and KS1 playground, children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines, joining at the back of the line. On the KS2 playground, upon hearing the bell/whistle, children should walk to their designated class lines, joining at the back of the line. When the children are quiet and settled, staff lead children in a class at a time, ensuring that they remain quiet and that there is no running or congestion.

*Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a 'class point' or Dojo point.*

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that classrooms are never left unsupervised.

### **Playground procedures**

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the corridor, putting on coats etc and escort them to the external doors. Children should be advised by their teachers that they should put on their coats at the beginning of playtime. Children are only allowed back into school during playtimes *at the teacher's discretion*. Children are not allowed to remain in the building unsupervised.



Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs should only be used on the field as the playground space is too limited. Any misuse of playground equipment will lead to confiscation.

Any other behaviour at playtime should be dealt with by the teachers and other adults on duty using our restorative approach. A senior member of staff may become involved according to the severity or frequency of the behavior.

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training in the designated first aid room.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

## Behaviour Guidelines and Rewards

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

**Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

### Rewards:

**Our whole school behaviour system is consistently managed through a coloured face system that is displayed in every classroom**

#### 1) General

- All children start each school day with their name on the 'Green Face' in recognition that they are following our basic behavior expectations
- Favourable comments can and should be entered on pieces of work, (see Feedback, Assessment, Marking and Target Setting Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment and Marking and target Setting Policy).
- Recognition can be given to success of differing kinds in collective worship, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work should be displayed both in the classroom and corridors of the school.
- A visit to the Headteacher/Deputy Headteachers/Phase Leader for recognition.



Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).

- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Pals, Monitors, and School Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

## 2) Over and Above – Gold Face

As well as recognising and praising efforts, achievements and adherence to our basic school expectations, we actively encourage children to always strive to be even better. Therefore, pupils may be moved to the gold face in exceptional circumstances above and beyond daily expectations. For example: an exceptional piece of work, always displaying the correct attitudes and learning behaviours, reading more than the expected amount of times at home, helping pupils to get it right and show 'Care', and letting their light shine.

Children receive a special HT sticker in recognition for this and it is recorded on the weekly spreadsheet (see Recording and Monitoring in Sanctions section). Teachers may also wish to communicate over and above achievements to parents through the use of 'Praise Notes' sent on Dojo or Tapestry, which celebrate the reasons for their child's exceptional attitudes and/or behaviours.

## 3) Certificates

A weekly Celebration Assembly will be held this will include a 'Shining Light of the week' celebration assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. During this assembly, other certificates of achievement may also be presented relating to Maths, English, PE and sport.

### Dojo and House Points

Dojo points are awarded for work in class, on the playground and throughout school.

House Points are collated after receiving a number of Dojo points or when offered a House Point.

## Learning Attitudes and Core Values

At Thomas Bullock we expect high standards in the classroom and expect children to try their hardest to achieve everything they are capable of. Throughout the year children are introduced to the core values linked to our RE curriculum. These are characteristics which help us to be successful at school and in life and include working hard, persevering and concentrating, among others. A 'Growth Mindset' is also encouraged.

### Presentation

Children are expected to use a legible and fluid handwriting style, present their work carefully and achieve their best in quantity and quality. Children are encouraged to do this during lesson time; however when it is felt that this has not occurred they may be asked to improve their presentation during their own time e.g.



during a part of their break time. There will be a presentation room in the afternoon break for pupils who need to improve the quality of presentation of their work.

### Work Completion

Children are expected to complete work in the lesson time given. When pupils do not they will be expected to complete this during the presentation and completion time during the PM Positive Praise Break.

Behaviour Guidelines	Sanctions
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### Sanctions and Consequences

At Thomas Bullock CE Primary we use a restorative justice approach. Pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. Protective or academic consequences may be used to help children learn more appropriate behaviours e.g. restricted playtimes inside if they are unsafe or completing their work in their own time (playtime/lunchtime) if they refuse or waste time during lessons.

Note See also our policy on the 'Positive Handling and Use of Reasonable Force'.

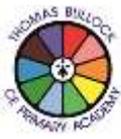
- If behaviour results in physical or verbal abuse towards a teacher/adult an 'Assault' form should be completed and a copy added to CURA and forwarded to safeguarding lead.
- If physical intervention of any kind is required, then this should be recorded in the Physical Intervention book within 24 hours. A copy must be sent to the LA Access team.
- Any other incident deemed 'serious' or resulting in injury should be recorded on a Major Incident form.
- For pupils with persistent behaviour issues a Risk Reduction Plan will be put into place which will include strategies to de-escalate an incident.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour or attitudes to learning. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENDCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions and consequences are applied, children should be helped to understand why what they have done is not acceptable and strategies discussed to help the child manage the situation better next time.

In conjunction with other local schools, guidance on sanctions for different behaviours has been created – Appendix A.



Sanctions and consequences may increase if behaviour is repeated or does not improve. All sanctions and consequences are at the discretion of the school.

Where behaviour puts other children and staff at risk a Risk Reduction Plan will be put in place.

*In cases of misconduct or if a child's behaviour was criminal or posed a threat to the public the advice of the police and other agencies may be sought.*

We reserve the right to withdraw a child from a trip or extra-curricular school activity if their behaviour is of genuine concern, puts themselves, other children and adults at risk or puts the reputation of the school at risk.

## **SANCTIONS PROCEDURE**

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or consequence or continue with the behaviour.

Professional judgment is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

*If unacceptable behaviour occurs:*

**(Classroom teacher) Use normal strategies:**  
e.g. Polite but firm request. Consider repositioning, separating etc.

**Step 1a (Classroom teacher) Give a warning - move to yellow:**

A verbal caution will be privately delivered to explain to the child that their behavior is not showing that they are ready, respectful or safe. The expectation will be re-set. Move their name to the yellow face.

Children should be fully aware of what this means and the possible consequences of moving to red if the behavior continues.

Children on yellow will lose 5 minutes of their play-time and attend a minutes discussion.

**Step 1b (Classroom teacher) Move to red:**

If the behaviour continues, move the child to red and *deliver a '30 second intervention'* followed by a Restorative Justice discussion at the end of the session. A protective or academic consequence may be implemented such as restricted access to outdoor play if behaviour is deemed unsafe or time to complete work missed.



Children on red will lose 10 minutes of their play-time and attend a minutes discussion.

## **Step 2 (Classroom teacher)                      Thinking space**

- Child sent to designated chair/area of classroom.
- 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.
- A Restorative Justice discussion at the end of the session.
- A protective or academic consequence may be implemented such as restricted access to outdoor play if behaviour is deemed unsafe or time to complete work missed.

## **For a regular offender (Phase Leader):**

- Discussion with Phase Leader/or SENDCO: consider School Action of the Code of Practice.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Parents informed that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

## **Internal Exclusion (up to 5 days)**

- Child has restricted contact with own class or classmates.
- Restricted access to playground, extra-curricular or enrichment activity.
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed by letter.
- Other agencies informed of likelihood of external exclusion.

## **Further sanctions:**

Follow latest government guidance

## **Fixed Short Term Exclusion (up to 5 days per term) (Headteacher)**

## **Fixed Long Term Exclusion (up to 45 days per year). (Headteacher)**

## **Pastoral Support Programme- may be implemented (Head/SENCo)**

- Teacher completes a Behaviour Assessment Profile to identify areas of strength and concern.
- PSP Meeting with parents/child to agree the way forward.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider Statement of Special Needs.
- Consider CAF.
- PSP to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed fortnightly



## Permanent Exclusion (Governors Panel)

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated. Breaches of the policy such as threatening behaviour, physical assault of adults or pupils, fighting may result in moving straight to Step 4 or 5

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

## Recording and Monitoring

Issued sanctions are recorded for each class on a class list and transferred to a central spreadsheet on a daily basis. Class teachers are then able to identify recurring patterns of behavior and implement appropriate actions as identified in this policy. Behaviour across the school is analysed on a half-termly basis so that key children can be identified within year groups and comparisons made between year groups and phases. Monitoring not only helps to identify pupils who need extra support but may also identify particular teachers who may need support with their behavior management within their class.

## Troubled children

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for an Education, Health & Care plan (EHC) and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.



Regular communication between home and school as well as daily feedback to the child regarding progress is essential. Where agreed appropriate this may be achieved through the use of:

- Behaviour books
- Target cards
- Update discussions as appropriate

### Behaviour Targets

- Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour e.g.  
*"To stay on task at all times" is not a realistic target for the best behaved child let alone a troubled child. To stay on task during input is more achievable.*
- If clear targets cannot be identified - monitor (see appendix)
- Should provide clear consequences for breaking the agreement e.g. exclusion.

If in doubt, consult a senior teacher/ phase leader

Daily feedback on progress should be given and targets reviewed fortnightly either:

- To make targets more difficult as behaviour improves,
- to set new areas to tackle or
- to remove completely from report.

### Links with other policies

- Assessment, Marking and Target Setting
- Charging and Remissions
- Positive Handling and Use of Reasonable Force

## Appendix A

Minutes/Time Out	Half day Internal Exclusion	Full Day Internal or External Exclusion	External Exclusion
Repeated incidents of swearing at adults or other children	Leaving a class without permission/ running around school	Fighting	Deliberate and/or serious assault of another pupil
Pushing/shoving furniture in anger	Throwing objects causing safety concerns	Leaving school premises without permission	Deliberate and/or serious assault of an adult
Play fighting, hurting other children through rough	Verbally threatening behaviour	Intentional Racist comments	



Play movements

Continuous and persistent disruptions to learning

Physically threatening behaviour and behaviour which causes bodily harm to another

Continuous and persistent refusal to follow reasonable requests

Level	Behaviour	Consequence
<b>Level 1</b> Warning before yellow face or move to yellow	<ul style="list-style-type: none"> <li>• Not listening or calling out</li> <li>• Noise- making noises</li> <li>• Attention seeking</li> <li>• Rocking on chairs</li> <li>• Work avoidance</li> <li>• Graffiti in book- or scribbling out</li> <li>• Inappropriate voice tone, body language- disrespectfulness</li> <li>• Off task</li> <li>• Not lining up and listening</li> <li>• Not walking sensibly down halls</li> </ul>	Children will be given a reminder Warning in the first instance then 5 minutes' timeout and a choice to follow the rules or continue with their behaviour. If behaviour persists child moves to a level 2 consequence. If more than 3 in a 1-week period they have a level 2 minutes session with HT.
<b>Level 2- first instance (or moved down to) Yellow Face</b>	<ul style="list-style-type: none"> <li>• Inappropriate language</li> <li>• Spitting, pushing, pinching, poking or pulling hair</li> <li>• Throwing non-threatening objects (book, rubber, work, bottle or other)</li> <li>• Name calling or teasing</li> <li>• Interfering or arguing</li> <li>• Hiding or running away</li> <li>• Lying</li> </ul>	Level 2 is a 10-minute time-out offence after a warning and move either down from Level 1 or straight to level 2. If after minutes the behaviour persists, the child will move to a level 3 consequence.
<b>Level 3 Red face</b>	<ul style="list-style-type: none"> <li>• Aggressive behaviour</li> <li>• Punching, kicking, slapping, hurting or hitting</li> <li>• Vandalism</li> <li>• Theft</li> <li>• Offensive verbal abuse, harassment, threatening behaviour or bullying</li> <li>• Throwing threatening objects, scissors, chairs, tables</li> <li>• Discriminatory incidents</li> <li>• Inappropriate touching or talking</li> <li>• Rude gestures</li> <li>• Complete defiance</li> <li>• Being unsafe and putting others in danger</li> </ul>	Level 3 is a 10-minute time-out minutes' offence after above and SLT involvement. Should include parental call and/or behaviour letter home. Pupil may go on behaviour report. Time spent with SLT to reflect upon behaviour choices. Could spend more than one period of minutes if necessary due to safety.
<b>Level 4 Straight to SLT</b>	<ul style="list-style-type: none"> <li>• Significant Level 3</li> <li>• Bringing in a weapon</li> <li>• Illicit items into school</li> <li>• Aggressive hurting of another child or placing themselves</li> </ul>	Immediate SLT involvement. Internal or external exclusion- use exclusion policy Pupil placed in safe space until



- in extreme danger
- Hurting a member of the school staff

parental support.

This list is not exhaustive and the sanctions are a guide to the minimum that may be implemented. Sanctions may increase if behaviour is repeated or does not improve as a result of a sanction. All sanctions are at the discretion of the school.

### Sample Behaviour Letter

Dear

I regret to inform you that on a number of occasions during lessons your child's behaviour has been unacceptable for the following reasons:

The class teacher has discussed this at length with ..... and has been assured that there will be no future recurrence.

The purpose of this letter is to make you aware of the situation.

The matter has been dealt with and there is no need at this time to contact the school.

(This is in accordance with the school Behaviour Policy a copy of which is always available in the Reception area.

Yours sincerely,

Mrs. S O'Sullivan

Headteacher

Dear Mrs. O'Sullivan,

I have received the letter expressing concern regarding my child's behaviour during lessons.

We have discussed this matter fully and expect an immediate improvement.

Yours sincerely,

.....(Parent's signature)

Name of Child.....

Class.....

### The school conduct codes:

Listening code	Line up code	Transition code
<p>When the teacher shows me five I have:</p> <ul style="list-style-type: none"> <li>•Hands free showing five</li> <li>•Eye on the teacher</li> <li>•Ears listening</li> <li>•Mouth quiet</li> <li>•Body still</li> </ul>  <p>Show me five!</p>	<p>When I am asked to line up I:</p> <ul style="list-style-type: none"> <li>•Walk to the end of the line</li> <li>•Leave a person space</li> <li>•Keep my hands by my side</li> <li>•face forwards</li> <li>•Keep quiet and walk straight</li> </ul> 	<p>When the teacher shows 1 I:</p> <ul style="list-style-type: none"> <li>•Stand up</li> </ul> <p>When the teacher shows 2 I:</p> <ul style="list-style-type: none"> <li>•Stand behind my chair</li> </ul> <p>When the teacher shows 3 I:</p> <ul style="list-style-type: none"> <li>•Sit down or Line up</li> </ul> 