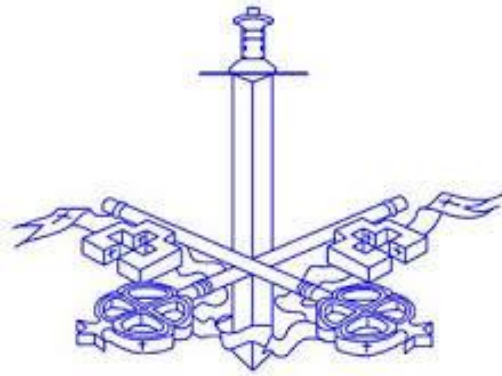


Ss. Peter & Paul Catholic Primary School



Behaviour for Learning Policy 2020-2021

Policy approved and adopted by the Governing Body:

Review Date:

Signed:

Position: Chair

Signed:

Position: Head teacher



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Statement of intent

Ss. Peter & Paul Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

Behaviour Management is the responsibility of all staff at Ss. Peter and Pauls

We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach that involves pupils in the implementation of the Ss. Peter & Paul Primary School's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Equal opportunities

This policy is implemented equally to all members of the school pupil population, regardless of gender, nationality or disability. It is important that pastoral issues relating to individual pupils are taken into consideration

Signed by:

Head teacher

Date:

Chair of governors

Date:

Definitions

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

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

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

- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Not following classroom rules
- Disruption on public transport e.g. school visits
- Use of mobile phones
- Graffiti

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

Ss Peter & Paul Catholic Primary School

Policy on Behaviour and Discipline

1 Aims and objectives

- 1.1 It is a primary aim of Ss. Peter & Paul school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This is following our Mission Statement "To grow in knowledge and love, and walk in the footsteps of Jesus". The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter poor behaviour.

2 Rewards and a Positive Approach to Behaviour

- 2.1 We use a range of age appropriate measures to praise and reward children for good behaviour in a variety of ways:
 - Teachers congratulate children.
 - Each week, teachers give children house points/award to pupils who exemplify the school values.
 - We celebrate good work and behaviour in the school superstar learner assembly where certificates and stickers are awarded.
 - **In Foundation Stage 2**, 'Stamper Sheets' are used either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. This is taken home after ten stamps.
 - Staff award Golden Tickets to pupils noted to demonstrate exemplary behaviours around school, lining up, politeness, and kindness. The class/es with most golden tickets earns a whole class reward eg extra play, at end of each week
 - **In KS1 & KS2** we acknowledge consistent good work or behaviour and outstanding effort or acts of kindness in school in a number of ways:
 - **In KS1**, children tick their name on a chart each time they move to Super Star. If the children are already on Super Star and continue to show super behaviour,

they receive another tick. After ten ticks, they receive a prize. Each day, children return to the 'Sun' and start again.

- The top three children per class are rewarded each half term with an agreed activity e.g. film, baking, outside games.
- At the end of morning and afternoon plays, the teacher on duty chooses the best lined-up class and records this in the KS1 playtime books. Over the week, the class that has earned best line the most times wins an extra five minutes play on a Friday.
- Staff award Golden Tickets to pupils noted to demonstrate exemplary behaviours around school, lining up, politeness, and kindness. The class/es with most golden tickets earns a whole class reward eg extra play, at end of each week

- **In KS2**, classes use the traffic lights system for behaviour management and good engagement with pupil learning. Each class chooses how often they give rewards for achieving gold status e.g raffle tickets fortnightly. Children receive merits, for good work / effort and behaviour. Each class determines how this given and tailors it to the children's needs for that class. Each day, children return to the 'Green' and start again.
- Merits are collected each week. Every half term there will be a reward with an agreed activity e.g. film, baking, outside games for the top.
- Staff award Golden Tickets to pupils noted to demonstrate exemplary behaviours around school, lining up, politeness, and kindness. The class/es with most golden tickets earns a whole class reward eg extra play, at end of each week

Whole school – At the end of the year, the children who have earned most golden tickets win a prize. Every member of staff including Mid Days, Office, Site Manager etc, will have 5 golden tickets and can issue up to five golden tickets per week to children for exemplary behaviour outside of the class room. Any golden tickets that have been given out are returned to the staff room where they can be collected by each member of staff at the end of the week.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we ask the child to take some time out from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child will receive a consequence through miss of play. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

- 2.4 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed each September by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.
- 2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- 2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to prevent injury to another child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

3 The role of the class teacher

- 3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner, using the agreed Flow Chart as guide. However, if misbehaviour continues, the class teacher seeks help and advice from the key stage lead, Deputy headteacher or the headteacher as the level of behaviour dictates. The school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- 3.5 The class teacher and Headteacher liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.
- 3.6 The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. In some instances home/school books are issued to support behaviour development.

4 The role of the headteacher

- 4.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to

report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

- 4.2 The Headteacher supports staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3 The class teacher keeps records of all reported serious incidents of misbehaviour.
- 4.4 The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

5 The role of Parents and Carers

- 5.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules and class promises in the school prospectus, and we expect parents and carers to read them and support them.
- 5.3 We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- 5.4 Parents and Carers agree to a Home School Agreement when enrolling their child at Ss. Peter and Paul. If the school has to use reasonable sanctions to give guidance to a child, we expect parents and carers to adhere to this agreement and support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher then the Headteacher if the concern remains. If the problem is not resolved, then parent/carer should contact the school governors in writing. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented (see the School Complaints Procedure).

6 The role of governors

- 6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- 6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

- 7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We recognise the legislative changes which took effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to

offer the parent a reintegration interview in respect of certain fixed-period exclusions. This policy is to be read in conjunction with the guidance Exclusion from maintained schools, Academies and pupil referral units in England (DfE 2012).

- 7.2 Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3 If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- 7.4 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 7.6 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.7 When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- 7.8 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

8 Children with additional needs.

- 8.1 Children who have additional needs will have a bespoke code of conduct (including consequences and rewards) for their individual requirements. The class teacher with support and guidance from the SENCo will decide on the personalised code of conduct for such children. These will normally be recorded in the child's Individual Behaviour Plan and/or made known to members of the senior management team and communicated to other members of staff who may come into contact with the child.
- 8.2 Allowances need to be made and considered when applying this behaviour policy in relation to circumstances which may affect a child's behaviour. When the Senior Management Team are aware of circumstances which may have an effect on a child's behaviour these circumstances need to be considered at all stages. It is important when considering such allowances that the safety and welfare of all pupils at the school is considered in line with this as well.

9 Drug- and alcohol-related incidents

- 9.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need prescribed medication during the school day, the parent or guardian should complete a Medicine Form. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

- 9.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 9.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 9.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.
- 9.5 If the offence is repeated, the child will be permanently excluded.
- 9.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

10 Monitoring and review

- 10.1 The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 10.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. We also keep a record of any significant incidents that occur at break or lunchtimes: lunchtime supervisors ensure that relevant staff are informed of details of any incident. The headteacher records those incidents where a child is sent to him/her because of bad behaviour.
- 10.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 10.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.
- 10.5 The governing body reviews this policy every two years. The governors however may, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1
Ss. Peter & Paul Catholic Incident Reporting Form

Child's name: _____

Date: _____ **Time:** _____

Place of observation: _____

Observer name: _____

Before the incident: What led to the behaviour?

Behaviour: What exactly did the child do?

Consequences: What happened afterwards?

Additional comments:

Signed:

Ss. Peter & Paul Catholic Primary School

Parent/Carer Contact Form

These notes may be shared with parents

Child's Name:	Class:
Date of contact	
Parent/Carer's name	
Staff member's name	
Mode of Communication	
Summary of issue	



Actions for teacher



Actions for parent/carer

Follow up required: Yes No

Date to follow up _____ Completed

Mode of follow up _____

Outcome:
Signed: (SLT) _____ Date: _____

Appendix - 3

FLOW CHART FOR BEHAVIOUR MANAGEMENT

Foundation 2				
Low Level incident	Make eye contact and then call name	➔	Call name and remind child of rules (they repeat them to adult)	➔
Mid-level incident	All of above plus		Walking with adult at playtime.	➔
			Ask child to go to 'thinking sand' to reflect on how to make better choices. 1 min rising to 3 min as child develops.	
			See Deputy Headteacher with child, see HT with child	See Parent
All incidents are investigated with regard to context and exceptional circumstances. All of the above are at the discretion of the class teacher.				
Key Stage 1 Avoid addressing issues during learning time				
Low level incident	Make eye contact and then call name		Call child's name and remind of correct behaviour choices.	Move down to warning on behaviour chart
Behaviour still not acceptable	Move down to Raincloud and miss 5 mins play (walk with adult)		Miss playtime or similar privilege	Speak to key stage 1 lead or colleagues/ lead
High Level - First instance	Sent to KS1 Lead		Sent to SENDCo/DHT/HT	Speak to Parents informally after sending to a younger class to refresh previously learned rules.
More than first instance	Sent to Headteacher		Invite parent to discuss behaviour as soon as possible	Meet with parents Exclusion considered.
In the Lower Juniors, the following consequences take place as outcomes to disruption. These are not to be addressed during learning time				
Low Level incident ie talking when should not, or not on task, messing about, disrupting or distracting others, rudeness to peers.	Warning given and/or name moved on Traffic light system to Top Orange (teacher to use discretion). If redeemed move back to green before end of session		Move further down on traffic lights – Low orange resulting in 5 mins missed playtime with adult	Miss privilege; miss playtime
Mid-Level incident - damage to property, swearing, disrespect for adults, ignoring authority, low level physical acts such as shoving/jostling and theft	If the behaviour was to continue, gain support from colleagues, such as time out in another class.		Discuss with Key Stage Lead; use of Traffic Lights; removal of privileges (to be assessed on each occasion)	Sent to Headteacher Parents informed by class teacher
High Level incident - racism, bullying, physical violence – ie fighting	Straight to Deputy Headteacher or SENDCo. Racism, homophobic etc (kept on school records reported at GB meetings)		Telephone conversation and/or meeting with parents by the Headteacher; notes kept for school records Appropriate sanctions such as missed privileges, PSHE sessions with child/class etc	Consider exclusion
In the Upper Juniors, the following consequences take place as outcomes to disruption. These are not to be addressed during learning time				
Low Level incident ie talking when should not, or not on task, messing about, disrupting or distracting others, rudeness to peers.	Warning given and/or name moved on Traffic light system to Top Orange (teacher to use discretion). If redeemed move back to green before end of session		Move further down on traffic lights – Low orange resulting in 5 mins missed playtime with adult	Miss privilege eg playtime
Mid-Level incident - damage to property, swearing, disrespect for adults, ignoring authority, low level physical acts such as shoving/jostling and theft	Teacher to address behaviour and gain support from colleagues such as time out in another class		Discuss with Key Stage Lead; use of Traffic Lights; removal of privileges (to be assessed on each occasion)	Parents informed by class teacher
High Level incident - racism, bullying, physical violence – ie fighting	Sent to the DHT/Headteacher. Racism, homophobic etc (kept on school records reported at GB meetings)		Telephone conversation and/or meeting with parents by the Headteacher; notes kept for school records Appropriate sanctions such as missed privileges, PSHE sessions with child/class etc	Consider exclusion.

Appendix 4 (reviewed & updated 6.6.20)

COVID-19 Addendum

Children need to behave differently when they return to school, so Ss. PP has put in place new supportive systems and made the adaptations below to the Behaviour Policy. Previously, some behaviour concerns that we deemed less serious, during the Covid-19 pandemic must be addressed as they could compromise the health and safety of pupils and staff. Some pupils will not understand the need for social distancing; they may find it difficult to adhere to these rules. In most instances, pupils will ‘forget’ and simple reminders and explanations will be sufficient to achieve compliance. More now than ever, we need to support our children’s mental health and well-being and systems are in place to give them opportunities to talk about their thoughts and feelings. We must also make reasonable adjustments for students with more challenging behaviour. We will use these rules alongside our full Behaviour Policy and our Home-School Covid-19 Agreement. Through our own strong role modelling, we can encourage our children to demonstrate the kind, respectful and resilient behaviours that underpin our school values of trust, love and courage especially needed now. We all need to be fully committed to supporting the safety measures put in place and will communicate this to pupils, parents, staff and governors.

Traffic Light	Behaviour Examples	Expectation	Actions to Manage Behaviour
For instances where pupils deliberately choose to ignore systems in place, then use TRAFFIC LIGHT approach to manage behaviours. Staff to address issues in first instance and update Phase Leads accordingly:			
	<ul style="list-style-type: none"> • Not following any altered routines for arrival and departure • Not moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing) • Not following expectations about general hygiene and avoiding touching mouth, nose and eyes with hands • Not following respiratory hygiene in line with the ‘catch it, bin it kill it’ message • Sharing/touching any resources, equipment or other items including drinking bottles that are out of bound • Not following instructions on who pupils can socialise with at school • Low level disruption within their bubble 	<ul style="list-style-type: none"> • Enter/exit school and classrooms as instructed • Follow one-way system indicated by divider down the middle of the corridor to keep groups apart • Follow school instructions on hygiene, such as handwashing and sanitising • Children cough/sneeze into elbow; put dirty tissues in lidded bins • Children have own labelled personal packs they must not share and are responsible for maintaining and for older pupils, keeping clean • Pupils will be organised into small groups and will remain in those groups each day and on subsequent days they are in school; same teacher(s). Groups must not mix during the day or on subsequent days they are in school • Amended expectations about breaks or play times, 	<p>Staff will support the children to make right choices by reminding them first of appropriate behaviours.</p> <ul style="list-style-type: none"> • Reminder/warning from staff • Follow behaviour procedures of traffic lights system by move name; Child misses 5 mins structured outdoor activity

	<p>e.g. chattering/fussing/answering back</p> <ul style="list-style-type: none"> • Play fighting/pushing and shoving/teasing • Not following the Home-School Agreement (once) 	including where children may or may not play	
	<p>All the above & in addition:</p> <ul style="list-style-type: none"> • Not following expectations about respiratory hygiene in line with the 'catch it, bin it kill it' message (more than once) • Not following the Home-School Agreement (more than once) • Using inappropriate language intentionally • Damaging school equipment • Being disrespectful to others with intent 	As above	<ul style="list-style-type: none"> • Reminder from staff & record behaviour • Follow behaviour procedures – traffic lights system (10 mins of missed structured outdoor activity) • Inform Phase Leads who will, if needed, discuss behaviour with pupil • Staff monitor behaviour • If behaviour continues, class teacher contacts parents/carers
<p>For instances where pupils deliberately and repeatedly choose to ignore the rules below, report to HT/DHT/SENDCo. Parents will be informed and these children will be asked to stay home for a short period of time, particularly with spitting instances so parents/carers can carry out some 'home learning' with their child. This will include going through the literature around H&S measures regarding COVID-19 and checking their child's understanding of this. They will also review and reinforce the home-school contract signed. Heavy focus will be places on positive reinforcements and use of rewards to encourage compliance.</p>			
	<ul style="list-style-type: none"> • Continuing to deliberately ignore Home-School Agreement and compromise the health & safety of all 	As above	<ul style="list-style-type: none"> • Parents/Carers will be contacted by a member of SLT to discuss behaviours and appropriate sanctions • Child will be internally excluded from others for a period of time and supervised • Use of behaviour chart to support improved behaviour • Complete risk assessment if felt necessary
	<ul style="list-style-type: none"> • Deliberately coughing or spitting at someone • Repeatedly refusing to follow instructions • Verbal threats to staff & pupils • Violent behaviours to others resulting in 	As above	<ul style="list-style-type: none"> • Parent/Carer informed and asked to collect the child immediately • Parent/Carer completes session of home learning with child, going through Behaviour Policy and Home-

	<p>injuries</p> <ul style="list-style-type: none"> • Bullying behaviours • Behaviours that require positive handling or restraint, and compromises staff ability to remain socially distant 		<p>School Agreement to reinforce behaviour expectations; use any relevant resources on practicing good social distancing and hygiene standards</p> <ul style="list-style-type: none"> • Child may be required to stay at home for a period of time to ensure a safe provision for others. • A risk assessment completed to assess when the child can return • Continue with support through Behaviour Chart on return to school • If such inappropriate behaviours continue, this may lead to exclusion <p>Contact LA (Anna Dollard, Catherine Kerr, Cathy O'Connor)</p>
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