



Behaviour Policy

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Policy review cycle	Annual
Policy owner	Headteacher
Policy location	School website/ Governor Hub
Policy control record updated Y/N	Yes
Date of last amendments	June 2026

Aims

This policy aims to help children learn and grow in a supportive, safe and secure environment, to become positive, responsible and increasingly independent members of society.

The school sets high expectations for behaviour and recognises the need to teach what good behaviour looks like. We praise children for meeting these expectations. Where children display unsocial or anti-social behaviour, we shall reteach and support children to meet the school's expectation so that over time children develop an awareness and the strategies to manage their own behaviour.

This policy aims to:

- Promote the inseparable link between teaching, learning and positive behaviour.
- Create a safe, well-ordered, inclusive and equitable environment in which all members of the school community understand behavioural expectations and their responsibilities.
- Provide a consistent whole-school approach to behaviour management and the consistent application of the behaviour policy.
- Clearly outline expected standards of behaviour, including what is considered unacceptable behaviour, such as bullying.
- Ensure that pupils, staff, parents and carers understand the school's systems of rewards, consequences and support.
- Support all pupils to achieve success by providing the provision, guidance and reasonable adjustments they need to thrive.
- Create opportunities for pupils to reflect, repair relationships and make amends following inappropriate behaviour.
- Involve parents and carers at an early stage in working collaboratively to support positive behaviour both at home and at school.
- Summarise the roles and responsibilities of staff, pupils, parents, carers and governors in relation to behaviour management.
- Reduce and, wherever possible, prevent suspensions and exclusions through early support, intervention and inclusive practice.
- Support consistency of practice and partnership working with external services, including those within West Berkshire

Rights and Responsibilities

This policy is based on the rights, responsibilities and needs of individuals in our school community:

- We all have the right to feel safe.
- We all have the right to learn without disruptions.
- We all have the right to be treated fairly and with respect.
- We all have the right to learn in a clean and safe environment.
- We are all responsible members of our school community.
- We are all responsible for creating a positive and inclusive school.

How Can We Teach Behaviour?

All children are routinely taught about our three school rules:

Be Kind, Be Safe, Be Respectful

We do this through:

- **Expectations:** We teach behaviour expectations and school rules as part of our PSHE curriculum, capturing the children's own ideas as part of a classroom charter.

Behaviour expectations are routinely revisited as part of normal classroom teaching and learning.

- **Relationships:** We develop positive relationships with all children by getting to know them, their personal circumstances and their needs. Children should want to do something because of the quality of their relationship.
- **Role modelling:** All staff model the behaviour expectations in all interactions and support children to find resolution to disputes.
- **Consistency:** Behaviour expectations are applied fairly and consistently, recognising that some children may need support to achieve success.
- **Clear Routines:** We use routines to ensure a predictable learning environment that models the high expectations of behaviour and is inclusive.
- **Positive reinforcement:** Children will receive praise or gratitude for meeting the school's behaviour expectations so that they are really valued in every child. Rewards will be given for exceeding expectations, which will be given freely and unexpectedly.
- **Rewards:** Children are taught how to be a lifelong learner by explicitly teaching the different aspects of learning behaviour represented by our six learning gems.
- **Planning alternatives to antisocial behaviour:** We will plan for antisocial behaviour to remove, as far as is responsibly possible, causes of antisocial behaviour.
- **Comfort and forgiveness:** The school community understand and promote the idea that we will try again tomorrow to be successful.
- **Ignoring:** We will ignore unsocial and low-level behaviours, giving time for unsocial behaviour to stop in a wholly positive environment. Thereby not giving attention to these behaviours.
- **Positive language:** We tell children what you would like to see, not what you don't.
- **Restorative practice:** We follow up on behaviour incidents with the children involved, to understand the impact of their actions, the consequences and to rehearse alternative ways of behaving in the future. Children will be asked to repair relationships and or property at the appropriate time, once they are calm.

Learning Gems

Our learning gems promote the behaviour expectations required to become a lifelong learner.

- We use 6 gems across the Partnership:
- Diamond (for solving problems);
- Emerald (for attempting new challenges);
- Sapphire (for coping with distractions);
- Amethyst (for working as part of a group);
- Ruby (for being kind/caring for each other and our environment) and
- Topaz (for sharing ideas and valuing yourself and others).

Learning Gems go towards house points and the winning house is revealed in assembly on a Friday.

Merit Marks

At the Junior School, Merit Marks are given for exceptional work or for outstanding behaviour. The children are given Merit Mark cards. When these are completed, children are rewarded with badges which progress from bronze badge to amethyst star.

3 Legislation and statutory requirements

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

- Behaviour in schools: advice for head teachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people.

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

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

4 Definitions

Good Behaviour is defined as:

- Following the school rules
- Being polite and courteous always
- Demonstrating a good attitude to learning
- Showing respect for school property and the school environment
- Completing work to the best of their abilities
- Behaving safely at break times and not doing anything to intentionally hurt or upset others
- Respecting the right of other pupils to learn and the teachers' duty to teach

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Being unkind to others

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault or harassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. This includes
 - Knives or weapons
 - Stolen items
 - Tobacco
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Type of bullying	
Emotional	Definition being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI).

6 Roles and Responsibilities

6.1 The Headteacher

The Headteacher is responsible for:

- Implementing the Behaviour Policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

6.2 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour, and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Supporting pupils to meet the school's expectations
- The senior leadership team will support staff in responding to behaviour incidents.

6.3 Parents and carers

Parents and carers are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour plans/strategies)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

7 Pupil Code of Conduct

At the Parsons Down Partnership we endeavour to promote an ethos of good behaviour, self-discipline and respect for others. As a result, we therefore have high expectations for behaviour. We expect our pupils to:

- Behave in an orderly and self-controlled way
- Show respect and courtesy to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school in an orderly fashion
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

8 Pupil Voice

As a school, it is important to us that our pupils feel safe in school and that they are supported with both their own behaviour but also supported when they are the victims of unwanted behaviour or witness this. Our Pupil Voice approach has enabled us to speak to our pupils about their views on behaviour and safety in school and this informs our policy as well as measures taken in school to support our pupils. Further information is included in our Anti-bullying policy and our Safeguarding policy.

9 Rewards and sanctions

The intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children. At Parsons Down we understand that our pupils' wellbeing and happiness requires the presence of positive relationships. Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupils' relationships with peers must be built upon respect, trust, friendship and tolerance. We believe that positive and frequent praise for good and caring behaviour is a more effective way of improving standards and relationships between individuals than

constant criticism. For this reason, we offer a wide range of positive rewards, which are based on a range of differentiated systems, through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

Our schools have differing reward systems. Examples of positive rewards at in Parsons Down Infants are:

- Praise
- Learning Gems
- Verbal message, letters or phone calls home to parents
- Stickers
- Special responsibilities/privileges

Examples of positive rewards at Parsons Down Junior School are:

- Praise
- Merit Marks
- Learning Gems
- Verbal message, letters or phone calls home to parents
- Handwriting award in assembly
- Special responsibilities/privileges

Parsons Down Partnership may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and a reminder of the expectations of behaviour
- Sending the pupil out of the class to have some reflection time
- Expecting work to be completed at home, or at break or lunchtime
- Loss of break or lunchtime where an appropriate task is provided to support with learning the correct behaviour choice.
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Placing a pupil 'on report'.
- Reflective conversations
- Behavioural support plan

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that particular pupil's personal circumstances. See the "Behaviour Strategies" guidance in Appendix 1 for examples of how sanctions are used as part of the wider behaviour strategy, in ensuring high standards of behaviour are maintained.

9.1 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved offsite. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;

- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

9.2 Malicious allegations

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

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

For Further information, please see the 'Dealing with Allegations of Abuse against Teachers and Other Staff' Policy.

10 Behaviour management

10.1 Classroom management

At Parsons Down we expect our lessons to be of a high quality. This means that teaching should be inspiring and capture the attention and enthusiasm of the pupils in the classroom. Teaching should be at an appropriate pace where time is used to be best effect and pupils are accelerated forward as soon as they have grasped a skill or concept. The Teaching and Learning Policy sets out clear expectations for how the learning needs of all pupils should be differentiated in the class and we ensure that support is put in place for those children who might need it.

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
- Display the pupil code of conduct or their own classroom rules
- Teach values such as respect, citizenship, tolerance and kindness
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Using positive reinforcement
 - Helping children gain confidence in their own ability and motivating them to improve their performance.
 - Encouraging children to take pride in their achievements, sharing their ideas and skills with others.
 - 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

10.2 Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time 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

For further information, please see the Use of Restrictive Interventions Policy.

10.3: Confiscation and Searching

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils, and parents or carers will be informed. The school also reserves the right to confiscate any other item that is deemed harmful, dangerous, or detrimental to school discipline. Such items will only be returned to pupils or parents after a formal discussion with senior leaders, where appropriate.

All screening and searching of pupils is conducted strictly in line with the statutory guidance "Searching, screening and confiscation: Advice for schools" (DfE, current version), ensuring that any search is justified, proportionate, and prioritises pupil well-being. Staff will conduct a pre-search safeguarding assessment before any search takes place, evaluating the pupil's vulnerability and considering whether the behaviour indicates an underlying safeguarding or protection need. Any pupil found to bring a weapon, or any other highly dangerous prohibited item, onto the school site will be subject to immediate disciplinary procedures, and a referral will be made to the Police and/or Children's Social Care in line with our safeguarding obligations.

10.4 Pupil support

At Parsons Down School, we pride ourselves on our inclusive approach to education and endeavour to ensure all children feel nurtured, well supported and cared for. We recognise our 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. We also understand that negative behaviour can, at times be due to children going through a challenging time, for example during a bereavement or separation. In these instances, the schools will do what they can to provide children and families with a package of support, via our Inclusion Teams.

The school's Special Educational Needs and Disability Co-Ordinator (SENDCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, family support worker, 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. Each of our schools has a strong inclusion team to ensure support is made available to meet emotional and behavioural needs. We will work closely with parents to create a behaviour plan and review it on a regular basis.

11 Responding to misbehaviour from pupils with SEND

We recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be

connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approaches to anticipating and removing triggers of misbehaviour may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

11.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

11.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

Our special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from 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.

11.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

12 Pupil transition

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

13 Suspension and permanent exclusion

Our schools can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Headteacher or Deputy and only as a last resort. Please refer to our policy for more information.

13.1 In-School Isolation (Removal from Class)

Where a pupil is placed in an internal isolation or calming space as a disciplinary sanction, this is entirely distinct from a formal suspension. Internal isolation will only be used when a pupil needs to be removed from class for serious or persistent misbehaviour, or to maintain school safety.

Any such isolation will be strictly monitored by a member of staff at all times to safeguard the pupil's physical and mental wellbeing. Pupils will be provided with appropriate work aligned to their curriculum, and staff will ensure they are allowed necessary breaks, including access to toilets, food, drink, and outdoor movement breaks. Isolation will never be used as a standard mechanical punishment without dynamic review, and will only last as long as is strictly necessary.

14 Safeguarding

We recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Safeguarding policy for more information which can be found on our schools' websites.

15 Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development for both teaching and non-teaching staff.

16 Monitoring arrangements

Parsons Down Partnership of Schools' policy will be reviewed by the leadership team and governing board every year.

17 Links with other policies

This Behaviour policy is linked to the following policies:

- Suspension and Permanent Exclusion Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Teaching and Learning Policy
- Special Educational Needs and Disability Policy
- Supporting Pupils with Medical Conditions Policy
- Use of Restrictive Interventions Policy
- Dealing with Allegations of Abuse against Teachers and Other Staff Policy

Appendix 1 – Behaviour Strategies

Level One				
Behaviour Evidence	Action	How should the behaviour be recorded?	Who should be involved?	Consequences
<ul style="list-style-type: none"> • Minor misdemeanour by child/ren who are acting out of character e.g. • Playtime incident • Falling out with friends/unkindness • Accident and/or minor injury as a result of a rough game • Conflict during football & games • Disrespectful responses • Swearing • Name calling • Disruption during learning time 	<ul style="list-style-type: none"> • Take the incident seriously. • Listen to both sides. • Seek 'witness' statement. • Talk through how they could have managed the incident. • Ensure apologies are exchanged. • Inform the class teacher. • 'Time out' for five minutes to reflect upon their actions and gain some personal space. 	<ul style="list-style-type: none"> • Record incident through school's behaviour logging system 	<ul style="list-style-type: none"> • The children • Witnesses • Playground supervisors • Class Teacher • Support Staff 	<ul style="list-style-type: none"> • Apologise • Incident dealt with and children return to play. • Talk about behaviour choices and how they could be improved/changed • If the same children are involved in similar incidents, then they may move to level two. <p>MOVE TO LEVEL TWO IF THIS BEHAVIOUR IS REPEATED</p> <p>INFORM CLASS TEACHER</p>

Level Two				
Behaviour Evidence	Action	How should the behaviour be recorded?	Who should be involved?	Consequences
<ul style="list-style-type: none"> • Children who repeat misdemeanours e.g., children who are repeatedly unkind to the other children either physically or emotionally through name calling, isolating, not letting the child join in with games/play • Not telling the truth • Rude or offensive responses • Repeated swearing • Repeated name calling • Repeated disruption in class which impacts larger groups of learners/whole class • E-Safety - inappropriate use of technology e.g not following expectations in computing lessons or using own mobile phone within school grounds (Y6) 	<ul style="list-style-type: none"> • Take the child seriously. • Ask all the children to write down or draw what they think is happening. • Ask witnesses to write down/provide verbally their version of events. (as appropriate to age and stage of child) 	<ul style="list-style-type: none"> • Dated details of the incident must be recorded through the school's behaviour logging system • Witness statements to be kept as evidence. • Contact parents to let them know that this is repeated behaviour, let them know how you are managing it and how you will keep them informed. • Agreements made with parents must be recorded within the school's behaviour logging system even if agreement is made over the telephone. 	<ul style="list-style-type: none"> • Class teacher • Playgrounds supervisor/s • Key Stage Manager • Computing / E-Safety Leader • Inclusion Team 	<ul style="list-style-type: none"> • Children may have to miss part of their play time (length of time determined by the age and developmental stage of the child) and have a restorative conversation with an adult • Walk around at playtime with the teacher/supervisor on duty • Agree a strategy with the child/ren where they can report back on playtime/lunchtime behaviour • Ensure apologies are exchanged verbally • Make sure information is shared with lunchtime supervisors and playtime behaviour is monitored. • Agree regular meetings with parents from both parties. • Hold regular meetings with the child/ren even if things seem 'fine' • Child/ren to be designated a seat in the class (as appropriate)

				<ul style="list-style-type: none"> • Write a letter of apology after restorative conversation with an adult. <p>MOVE TO LEVEL THREE (IN CONSULTATION WITH THE TEAM LEADER) IF THIS IS APPROPRIATE FOR THE CHILD. INFORM CLASS TEACHER</p>
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Level Three				
Behaviour Evidence	Action	How should the behaviour be recorded?	Who should be involved?	Consequences

<ul style="list-style-type: none"> • Persistent misbehaviour • Persistent name calling • Disrespect to staff • A general racist remark • A general sexist remark • Minor vandalism (e.g., graffiti that can be removed, pulling plants out, breaking school property, damaging displays) • A single incident of sexually problematic behaviour, with no overt victimisation (See Hackett Continuum – amber level) • Aggressive physical behaviour, e.g., pushing, kicking or shoving • Persistent disruption in class where the child’s behaviour disrupts other children’s’ learning • Absconding from Classroom – 1st time • E-Safety - second incident of inappropriate use of technology 	<ul style="list-style-type: none"> • Take the child seriously. • Ask all the children to write down or draw what they think is happening. • Ask witnesses to write down/provide verbally their version of events. • Discuss with the children how they should have managed their behaviour. • Agree daily targets so that the child is very clear about them and about expected behaviour. • In the case of sexually problematic behaviour, children should be referred to the consent curriculum and taught about personal boundaries and respectful behaviour. 	<ul style="list-style-type: none"> • Dated details of the incident must be recorded through the school’s behaviour logging system. • Any, written statements to be kept. • Agreements with parents must be recorded through the school’s behaviour logging system even if an agreement is made over the telephone. • Notes of any interviews regarding the incident. • All incidents of sexually problematic behaviour to be recorded using the school’s safeguarding reporting system and referred immediately to the DSL for further investigation. 	<ul style="list-style-type: none"> • Class Teacher • Parents • Another Senior Member of staff • SENDCO/Inclusion Team • Key Stage Manager kept informed • Computing / E-Safety Leader • DSL Involved (If safeguarding concerns) 	<ul style="list-style-type: none"> • Child misses part of 3 lunchtimes (length of time determined by the age and developmental stage of the child). A restorative conversation with an adult is held to support the child with developing new skills and/or ways of thinking. N.B child should still be given a movement break outside. • Child creates an apology on paper through drawing or writing. • All parents of pupils concerned contacted and a meeting held with class teacher • Children report to senior staff on a daily basis. This helps to ensure that there is regular feedback between the child and the school regarding their behaviour • Agree what the next step will be if child persists • SENCO to provide behaviour monitoring checks and to review against the Code of Practice • An Individual Learning Plan or Behaviour Support Plan may be created <p>MOVE TO LEVEL FOUR (IN CONSULTATION WITH SENIOR LEADERSHIP TEAM OR</p>
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<ul style="list-style-type: none">• Deliberate sabotage of pupils' work.				SENDCo) IF THIS IS FELT TO BE APPROPRIATE FOR THE CHILD. INFORM CLASS TEACHER
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Level Four				
Behaviour Evidence	Action	How should the behaviour be recorded?	Who should be involved?	Consequences
<ul style="list-style-type: none"> • Stealing • Continued disrespect/abuse towards staff • Violent and/or physical violence e.g., that leads to the intended injury of another child • Deliberately damaging other children's possessions • Bullying behaviours (from one child to other(s) which are ongoing. • Leading a group in continued emotional torment towards another child which constitutes as bullying (see Anti Bullying Policy and Peer-on-Peer abuse section in the Safeguarding Policy) • Targeted Racist remarks • Targeted Sexist remark • Repeated incident of sexually problematic behaviour, with no overt victimisation (See Hackett Continuum – amber level) • A single incident of sexually harmful behaviour, with victimisation (See Hackett Continuum – red, abusive level) • Serious Vandalism (e.g., breaking windows, damage to 	<ul style="list-style-type: none"> • Take the child seriously. • Ask all the children to write down or draw what they think is happening. • Ask witnesses to write down/provide verbally their version of events. • Discuss with the children how they should have managed their behaviour. • Call parents into school for a meeting with the Headteacher. • Formal written warning sent to parents explaining next step could be suspension. • In the case of sexual harassment, the Designated Safeguarding Lead will deal with the incident in-line with Child Protection Procedures (See Safeguarding Policy). This may result in a referral to Children's Social Care. 	<ul style="list-style-type: none"> • Dated details of the incident must be recorded Through the school's behaviour logging system. • Any written statements to be kept. • Agreements with parents must be recorded through the school's behaviour logging system, even if an agreement is made over the telephone. • Notes of any interviews regarding the incident. • All incidents of sexually harmful behaviour to be recorded using the school's safeguarding reporting system and referred immediately to the Designated Safeguarding Lead 	<ul style="list-style-type: none"> • Class Teacher • Parents • Headteacher • SENDCO • Key Stage Leader kept informed • Computing / E-Safety Leader • Designated Safeguarding Lead (as appropriate) • Seek further advice from the Inclusion Manager, if necessary 	<ul style="list-style-type: none"> • Child misses up to 5 full lunchtimes and a restorative conversation/activity is had with an adult to support the child with developing new skills/ways of thinking N.B. child should still be given a movement break outside. • Child creates an apology on paper through drawing or writing. • All parents of pupils concerned contacted • Formal meeting held with parents and their children • Children report to SLT on a daily basis to ensure the restorative practice is being successful. • Inform the family that the next step may be a fixed term seclusion. • SENDCO to write a Behaviour Support Plan in partnership with the Headteacher.

<p>staff cars/property, deliberate flooding of toilet areas)</p> <ul style="list-style-type: none">• Repeated absconding from classroom (need to ascertain reason e.g. social emotional,				<p>MOVE TO LEVEL FIVE IF THIS IS APPROPRIATE FOR THE CHILD.</p> <p>INFORM CLASS TEACHER</p>
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defiance etc. before setting sanction) <ul style="list-style-type: none"> E-Safety – repeated misuse of technology (including personal mobile phones – Y6). 				
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Level Five				
Behaviour Evidence	Action	How should the behaviour be recorded?	Who should be involved?	Consequences
<ul style="list-style-type: none"> Persistent stealing (this might lead to police involvement) Continued significant disrespect/abuse towards staff Physical violence that causes injury or harm to children or members of staff Persistent bullying Persistent vandalism Persistent sexist or racist remarks Persistent incidents of sexually problematic behaviour, with no overt 	<ul style="list-style-type: none"> Take all children seriously. Ask the children to record all events. Ask for witness statements of the events. Discussion with all children how they should have behaved. In the case of sexually harmful behaviour, the Designated Safeguarding Lead will deal with the incident in-line with Child Protection Procedures (See Safeguarding Policy). This may result in a referral to Children's Social Care. The police will be contacted if a criminal offence has been committed. <p>After investigating the incident/s, the Headteacher should decide whether to issue a period of internal in-school isolation, a fixed-term suspension, or a permanent exclusion.</p>	<ul style="list-style-type: none"> Dated details of the incident must be recorded through the school's behaviour logging system. Any written statements to be kept. Agreements with parents must be recorded, through the school's behaviour logging system, even if an agreement is 	<ul style="list-style-type: none"> Class Teacher Headteacher SENCO Parents Designated Safeguarding Lead Social Care/ Police (as appropriate) 	<p>Internal In-School Isolation: Conducted on the school premises under continuous adult supervision, incorporating restorative practice to provide the child with new skills or ways of thinking to support them in behaving differently in the future. The pupil's physical and mental wellbeing will be strictly safeguarded throughout, ensuring they are provided with all necessary comfort and movement breaks.</p> <p>If this is a repeated, significant incident on the school premises that compromises other children's learning/safety or adult safety, then a formal fixed-term suspension will be</p>

<p>victimisation (See Hackett Continuum – amber level)</p> <ul style="list-style-type: none"> • A repeated incident of sexually harmful behaviour, with victimisation (See Hackett Continuum – red, abusive level – this might lead to police involvement) • A single incident of sexually violent behaviour, for example sexual assault, assault by penetration (see Hackett Continuum) • High level of vandalism • Ongoing repeated absconding from Classroom 	<p>In the case of an internal in-school isolation:</p> <ul style="list-style-type: none"> • Provide a letter to parents detailing the reasons and the specific timeframe for the internal isolation. • Parents will be asked to attend an initial meeting. • Provide curriculum work that the child will miss during this period, with reasonable adjustments applied if necessary. • Collect, mark, and assess the work at the end of the isolation period. • Parents must attend a reintegration meeting at the end of the internal isolation to review the behaviour support plan and discuss any possible unidentified needs causing the behaviour. • A trusted adult will be assigned to provide continuous pastoral support for the child throughout. 	<p>made over the telephone</p> <ul style="list-style-type: none"> • Notes of any interviews regarding the incident. • All incidents of sexually harmful behaviour to be recorded using the school’s safeguarding logging system and passed immediately to the Designated Safeguarding Lead 		<p>considered and administered by the Headteacher in line with statutory guidance.</p> <p>INFORM CLASS TEACHER IF UNAWARE.</p>
<ul style="list-style-type: none"> • Absconding from the premises to avoid sanction (need to ascertain reason e.g., social emotional, defiance etc. before setting sanction) • E-Safety – Use of chats / forums in an illegal way, child at risk - child protection issues. 	<ul style="list-style-type: none"> – Assign a trusted adult to provide pastoral support for the child • In the case of suspension/permanent exclusion, the Headteacher should follow procedures outlined in the ‘Suspensions and Permanent Exclusions Policy’. 			

