



Discovery Schools
Academy Trust



Parkland
Primary School

Learning together

Behaviour Policy

For effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This policy supports the school community to work together in an effective and considerate way and in encouraging positive behaviour in and around schools.

This policy was approved as follows:

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V1.0	27.3.19	Helen Stockill	Policy approved by Trustees

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1. Introduction

At Parkland we want every pupil to reach their full potential. We want them to grow socially, personally and academically and we want them to become responsible, caring and successful members of society. This behaviour policy enables children to do that as well as enabling teachers to teach in an orderly and disruptive free environment.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, have an ethos of respect and responsibilities. This policy supports the Parkland community in aiming to allow everyone to work together in an effective and considerate way and in encouraging positive behaviour in and around schools.

2. Linked policies

This policy should be read in conjunction with the following policies:

- Anti-bullying policy
- E-safety policy
- Physical Intervention policy
- Exclusions policy
- Safeguarding policy
- Mental Health policy

3. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Promote** and **Maintain** clear expectations of behaviour
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

4. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [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](#).

5. Purpose

Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.
- **Adopting a calm and caring ethos:** To support children effectively we consider each individual's needs, showing that we care enough to be firm and/or compassionate and remain calm and focussed when supporting positive behaviour changes.
- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all.
- **Implementing a positive approach:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour we will endeavour to use positive approaches that take account of individual's needs.
- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention.

6. School rules

Our school rules have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management.

Our three school Rules are known as ABC:

A – Accept and Respect rules

B - Behave and allow everyone to learn

C – Be careful and look after each other

At the beginning of the school year class teachers will discuss and invite contributions to the school rules. The children discuss and agree what the rules look like to them in class and around the school.

7. Roles and responsibilities

At Parkland we recognise that everyone, staff, pupils, parents, the advisory board and visitors have:

- ✓ the right to work in a calm and peaceful environment
- ✓ the right to be accepted and treated with fairness
- ✓ the right to be respected because of their worth as individuals

The Advisory Board

The Advisory Board is responsible for approving the behaviour policy and monitoring its effectiveness.

The Headteacher

The Headteacher is responsible for developing and implementing the behaviour policy. Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Treating all pupils fairly and with respect
- Creating a safe and pleasant environment, physically and emotionally
- Develop a positive relationship with all pupils
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on internal systems

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

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this 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

Pupils

Pupils are expected to:

- To work to the best of their abilities
- To treat other pupils and staff members with respect
- In class, make it possible for all pupils to learn
- Treat the school building and school property with respect
- Accept sanctions when given

8. Rewards

Positive behaviour will be rewarded with:

- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Stickers
- ✓ Whole class rewards
- ✓ Visit to other members of staff for recognition and praise
- ✓ Certificates
- ✓ Class Dojo points

- ✓ Letters, texts or phone calls home to parents
- ✓ Weekly celebration of achievement
- ✓ Special responsibilities given
- ✓ Celebrate achievements on Twitter and the school's website

Staff can issue ABC Stickers to any pupil. These are given to celebrate positive behaviour and citizenship around the school but include:

- Sitting correctly
- Walking around school quietly and sensibly
- Opening the door and being polite
- Making sensible decisions during play and social times.

The ABC is a team award and the class with the most ABC stickers over the course of a week are awarded a trophy.

9. Consequences

Children must be made aware that their behaviour choices may have consequences. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- ✗ A verbal reprimand
- ✗ Sending the pupil to another class
- ✗ Expecting work to be completed at home, or at break or lunchtime
- ✗ Missing some of their social time to reflect
- ✗ Referring the pupil to the pastoral team or a senior member of staff
- ✗ Letters or phone calls home to parents
- ✗ Agreeing a behaviour plan

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the pastoral office or SLT during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may be excluded from off site visits on health and safety grounds which must be discussed with the head teacher so that all other possible avenues are explored first, and exclusion from the trip is the last resort.

10. Behaviour system

Behaviour Ladders are in each classroom they are used to reward positive attitudes to learning, perseverance and making a positive contribution to the class and school. In addition, they are used to modify behaviours that disrupt the learning of other pupils.

Behaviour ladders are to be used during learning times: lessons, assemblies and transition times between lessons i.e. moving from the hall to the classroom – and during morning break-time.

Pupils who have been on green or above each half term will receive a certificate. At the end of each term all children on green or above will be entered into a year group prize draw to receive a £10 cinema voucher.

How the behaviour ladder works:

GOLD – children who move up to gold get a sticker at the end of the day. If they get two golds in a week they get a certificate in assembly.
SILVER- children can move up the ladder when positive behaviour is demonstrated and they will be given silver stickers in recognition of their good behaviour.
GREEN - ALL CHILDREN START THE DAY WITH THEIR PHOTOGRAPH HERE.
YELLOW – a verbal warning is given and the pupil’s photograph is moved to yellow. A child can be moved back to green if their behaviour improves.
ORANGE – if a child continues to make the wrong choices, they move their photograph to orange and lose 5 minutes of dinner time or morning break depending on the time of the incident.
RED – if a child continues to disrupt the class they will miss 15 minutes of dinner time or one morning break time depending on the time of the incident. As well as: <ul style="list-style-type: none">➤ Attend a reflection club during parkland pride time for 10 minutes (per red).➤ Parents/careers will be informed at the end of the day

Children who have ended the morning session on yellow or below will move back to green before afternoon lessons begin. No behaviour incidents carried over from Friday to Monday. If there are incidents on a Friday afternoon a pupil will miss 15 minutes of their Parkland Pride time. Appendix 1 shows examples of how the behaviour ladder is used.

If a child has four reds in a week senior leaders will contact parents immediately to inform them that their child is at risk of exclusion. Teachers are required to complete their behaviour logs weekly that show the number of golds orange and red incidents with names and the reasons for these incidents occurring. The reason for these logs is for SLT and the pastoral team to identify trends, communicate with parents and to apply potential remedies to the incidents occurring.

If a child continues to disrupt the learning of other pupils and they get eight reds within a two-week period, they will be excluded from school for one day.

The Parkland Positive Behaviour Policy is used as part of a tiered behaviour needs system:

- i. The Positive Behaviour Policy is to be used for the general population of the school.
- ii. Learning Engagement Strategies (LES) are documents that establish key targets for children to achieve small step successes throughout their time at school. LES plans are used on an escalating coloured basis (yellow, then orange, then red) as a visual reminder to the importance of the targets to those involved in setting the targets for the child involve. The LES process involves greater levels of communication with all parties including the child and the child’s parents in setting and tracking successes. Appendix 2 shows an example of an LES.
 - Yellow LES plans are used initially to set targets for a period of up to three weeks.
 - Orange LES targets will be used for a period of up to two weeks.

- Red LES targets will be used for a period of up to two weeks.

Clear, specific targets are set within the LES plan to achieve positive transition through the school day and enhanced opportunities for learning for all children within a class. Rewards and consequences are also dictated within LES plans in order to be able to ensure consistency and direction for witnessed behaviours in school. I.e. targets achieved for the day results in ten minutes reward time at the end of the day etc.

- iii. Summarised Behaviour Plans are created for children where they may display the wrong choices at school. These plans are used as a guide for adults in the school to identify: triggers for negative behaviour choices; descriptions of the escalation of children's behaviours to avoid crisis; and key adults to be called should crisis behaviours be displayed at school. These plans also identify key information, motivators that can be utilised for rewards and intervention strategies that the school are utilising to support the child in their time at school.

These documents are created through a collaboration of key adults at the school including the parents, class teacher and support staff involved with the children on a day-to-day basis, pastoral team members and SLT. Appendix 3 shows an example of a behaviour plan. These plans are reviewed and updated regularly and stored centrally on the shared area of the staff shared drive. They are also available in class files for reference of all teaching staff including supply teachers when used to cover lessons.

11. Lunchtime behaviours

Reflection is used for dinnertime behaviours/sanctions and is not related to classroom activities (a child moved to red in the morning will not be in reflection with the dinner staff; they will spend 15 minutes during their dinnertime with teaching staff). Appendix 4 shows behaviour examples and potential solutions/consequences.

Some pupils find having unstructured periods of time, such as playtime, extremely challenging. We offer different lunchtime clubs including Saplings, ELSA drop in and ICT club to give pupils the opportunity to remove themselves from any social situations that may cause them to become upset and unable to manage their behaviour.

Children who have a number of incidents during lunchtime may be put onto managed lunchtimes by the pastoral team and/or SLT. The pupil will help identify different activities they would like to do at lunchtime to ensure lunchtime is a positive experience.

12. Personalised approach

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach (such as an agreed Behaviour Plan- see Appendix 3) to help understand their behaviour and to help them to make the right choices; this will be agreed between the pupil, class teacher, parents and relevant members of the school staff which could include the Special Education Needs Co-ordinator.

13. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. Therefore, additional short-term individual programmes may be used at the discretion of teachers when trying to modify individual inappropriate behaviours for example children with special educational needs and disabilities. A limited time with an identified behaviour motivator may be used for these pupils.

The school's pastoral team and special educational needs co-ordinator 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, 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.

14. Exclusions

On rare occasions there may be a need to directly exclude a pupil. This may mean that the staged behaviour systems would have been bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in an exclusion.

There are three types of exclusions used:

1. **Lunchtime exclusion** – If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime a lunchtime exclusion will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/careers are required to pick up by their child and return them to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
2. **Fixed term exclusion** – This is a temporary exclusion which can be between 0.5 and 5 school days. This is to give the child a period to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
3. **Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

A build up in exclusions over time could result in a permanent exclusion. This decision would not be taken lightly and would ultimately be sanctioned by the headteacher. Further information regarding exclusions is stated in the school's exclusion policy.

15. Off-site behaviour

Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In any of the above circumstances the Headteacher will consider if the behaviour is criminal or poses a threat a member of the public, in which case the police will be informed. The behaviour of pupils outside of school can be considered as grounds for exclusion.

16. Malicious allegations

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated, and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made.

In such cases parents will always informed of their child's behaviour and sanctions applied.

The headteacher will consider whether any disciplinary action is appropriate against the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

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.

If a malicious accusation has been made against a member of staff, the headteacher and the advisory board will ensure suitable pastoral care is provided.

17. Physical restraint

School staff can use reasonable force to either control or restrain pupils. A number of staff members have MAPA training (Management of Actual or Potential aggression). This programme is designed to consider the care, welfare, safety and security of pupils as well as defuse challenging situations. MAPA also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. 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

Our Physical Intervention Policy contains further details.

18. Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Possession of any prohibited items include: Knives or weapons, stolen items, alcohol, illegal drugs, tobacco and cigarette papers, fireworks or 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).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

19. Pupil transition

To ensure a smooth transition to the next year and/or school settings, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools.

20. Staff development and support

Our staff are provided with training on managing behaviour and positive behaviour management strategies. Some members of staff are MAPA trained. However, behaviour management forms part of whole staff continuing professional development.

21. Review

This behaviour policy will be reviewed by the headteacher and the advisory board every year to ensure it is meeting the needs of the school. At each review, the policy will be adopted by the Advisory Board.

The Education Standards Committee will review the exemplar policy template every three years.

Appendix 1: Example of how the behaviour ladder is used for rewards/consequences

	Behaviour	Rewards/Consequences
Green	Children are displaying appropriate behaviour	<ul style="list-style-type: none"> • Moving up the behaviour ladder • Praise (verbal & non-verbal) • Stickers • ABC stickers • Certificates • Showing work to SLT or other adults in the school (I'm a star card)
Yellow	<ul style="list-style-type: none"> • Talking to others whilst others are sharing ideas • Calling out • Bringing inappropriate equipment into school • Lack of respect/attention to others and school property • Wandering around unnecessarily during the lesson • Interfering with others and/or work • Telling tales about others • Delaying being on task • Coming into class inappropriately • Taking things without permission • Throwing/flicking items • Shouting/singing inappropriately • Deliberately annoying others • Not finishing work, despite support and encouragement • Disrespect to adults • Answering back 	<ul style="list-style-type: none"> • Verbal warning • Children move down to Yellow on behaviour ladder • Confiscating offending items • Reminded of expectations • Reinforce appropriate behaviour 'Well done for making the right choices' etc.
Orange	Persistent Yellow Behaviour	<ul style="list-style-type: none"> • Moved to orange on the behaviour ladder • Miss 5 minutes of break or lunchtime • Change of seat • Reminded of expectations • Complete behaviour log • Reinforce appropriate behaviour 'Well done for making the right choices' etc.
Red	<p>Persistent orange behaviour and children will be moved straight to red for:</p> <ul style="list-style-type: none"> • Verbal abuse including racism & sexism • Biting • Fighting • Persistent physical behaviours • Hurting another pupil/staff member • Swearing at an adult or pupil • Physical abuse to adults • Sexual gestures or behaviour • Using equipment as a weapon • Leaving the classroom without permission • Any extremely dangerous or threatening behaviour 	<ul style="list-style-type: none"> • Moved to red on the behaviour ladder • Miss 15 minutes of lunchtime (if AM red) or 15 minutes of break the following day (if PM red) • Miss 10 minutes of Parkland Pride • Complete behaviour log and record on online systems (CPOMs) • Call for the pastoral team if required <p>If child is moved straight to red, all the above applies and:</p> <ul style="list-style-type: none"> • Call for pastoral team • Involvement of SLT • Parents contacted • Short fixed term exclusions

*NB: this is not a complete list and there may be other incidents that are not covered here. However, we must ensure that we are consistent between staff and classes **at all times**.*

Appendix 2: Example Learning Engagement Strategy

Parkland Learning Engagement Strategy Targets



Name: *****		Start Date: 13.11.17			Review Date: 1.12.17		Week: 1 / 2 2/2 3/3		
Target:	Monday	Tuesday	Wednesday	Thursday	Friday	Adults Involved: ***** ***** *****			
To concentrate on the task given instead of distracting himself.									
To not distract others during learning time.									
Rewards: 10 minutes ipad time on a Friday at 2:30pm if ***** has received 15 out of the 20 ticks.		Consequences: Using other children to aggravate other pupils -behaviour ladder used. Not follow instructions – behaviour ladder used Not completing work during lessons – missing social time until complete.				Documents completed: Boxall SDQ			
Overview/next steps: Strategies to help:	*****will have plasticine to fiddle with whilst the teacher is explaining the instructions to the class. Learning time to follow instructions and complete work requirements as directed by the teacher: consequences = complete during break-time. Behaviour ladder to be utilised for learning time to avoid low level disruption. Not following instructions from staff members will result in loss of free-time. Due to ***** continually following his lunchtime timetable, he will no longer be on managed lunchtimes although if continuous incidents this will be reviewed. Other targets to remain due to weekly absences.								

Pupil: _____

Class Teacher: _____

SLT: _____

Parent: _____

Behaviour Manager: _____

Date: | _____

Appendix 3: Example Behaviour Plan

Summarised Behaviour Plan			
Name: *****	Class:	Date of Plan:	Review Date:
<p>Background: ***** is keen to please adults but he is finding it difficult to respond appropriately to the expectations in the classroom and this is now impacting on his own learning and that of others. His behaviours are reaching crisis point on a more regular basis resulting in him hurting staff. High levels of supervision are needed to support ***** in making good choices.</p>			
<p>Identified triggers include:</p> <ul style="list-style-type: none"> • Feeling hungry • Unstructured activities – both social times and during transition in class and around school • Assembly • Sitting in a carpet space for periods longer than 5 minutes • Constructive criticism or any form of challenge. • Something happening at home • Incident during break/lunchtime 	<p>Escalating behaviours can look like:</p> <ul style="list-style-type: none"> • Shouting out at inappropriate times • Talking whilst adults are talking 	<p>Crisis Behaviours can look like:</p> <ul style="list-style-type: none"> • Tearful • Anger • Pushing chairs and tables • 	
<p>Identified Motivators:</p> <ul style="list-style-type: none"> • iPad/Computers • Moving up the behaviour ladder • Basketball/football 	<p>Interventions:</p> <ul style="list-style-type: none"> • Meet and greet everyday with ***** • Social and Emotional group • Time with Mr ***** <p>(All times/staffing to be confirmed when timetables are complete)</p>		
<p>Key information:</p> <ul style="list-style-type: none"> • During Meet and Greet ** completes the same morning activity as the class however this is completed on the blue table outside the classroom so problems can be discussed and breakfast can be given if needed. • ***** has milk (if wanted) and a snack in the reflection area before he goes out for break. • For extended pieces for writing ** can use the computer but make sure auto correct is taken off so teachers can monitor his ability (this is very mood dependant). • If ***** walks out of class without an adult's instruction or he hasn't told an adult where he is going then this will be an instant red. • On a Wednesday and Thursday afternoon ** will spend time with Mr H helping with EYFS and Year 1 PE. 			
<p>If ***** is escalating his <u>behaviour</u> please fetch one of his key adults: ***** , ***** , and *****</p> <p>Ways to speak to ***** when he is escalating his behaviour:</p> <ol style="list-style-type: none"> 1) Clear instructions 2) Repeat 3) I am going to count up to 5, if you haven't made the right choice you will move down 			

Appendix 4: Lunchtime behaviour examples and potential solutions/consequences.

	Behaviour	Rewards/Consequences
	Children are displaying appropriate behaviour	<ul style="list-style-type: none"> • Praise (verbal & non-verbal) • Stickers • ABC stickers • Pom Poms
Warning/Reminders	<ul style="list-style-type: none"> • Noisy and inappropriate moving around the school • Playing in the toilets • Interference with people's property in the cloakroom/lockers • Dropping litter • Running around school • Screaming and shouting inappropriately 	<ul style="list-style-type: none"> • Verbal warning/reminder • Reinforce appropriate behaviour 'Well done for making the right choices' etc.
5 - 15 minutes in reflection <u>Reflection areas for key stages:</u> <ul style="list-style-type: none"> • EFYS – EYFS playground. • KS1 – Jack's Place. • KS2 – Reflection room. 	<ul style="list-style-type: none"> • Deliberately damaging displays • Inappropriate behaviour in the toilets • Disrespect to adults around school • Deliberately misusing equipment • Deliberately seeking confrontation • Minor aggression • Intentionally hitting other children (unless persistent) • Biting • Rough / deliberate hurting of another's person or property 	<ul style="list-style-type: none"> • 5 -15 minutes of lunchtime spent reflecting on the consequences of the incident in question. • Recorded on CPOMS with a reason. • Class teacher informed.
Refer to teachers/pastoral team	<ul style="list-style-type: none"> • Biting • Fighting • Persistent physical behaviours • Hurting another pupil/staff member • Swearing at an adult • Graffiti 	<ul style="list-style-type: none"> • Class teacher called to speak with the child • Recorded on CPOMS with a reason. • Parents informed. • 10 mins or more (refer to supervisor) lunchtime missed • Parents informed
Refer to SLT	<ul style="list-style-type: none"> • Verbal abuse including sexism and racism • Persistent bullying • Physical abuse to adults • Sexual gestures or behaviour • Using equipment as a weapon • Any extremely dangerous or threatening behaviour 	<ul style="list-style-type: none"> • Pastoral/SLT called to speak with the child. • Recorded on CPOMS with a reason. • Parents contacted. • Potential managed lunchtimes • Potential short fixed term exclusions. • The rest of lunchtime missed. • SLT determine follow-up as appropriate.

NB: this is not a complete list and there may be other incidents that are not covered here. However, we must ensure that we are consistent between staff and classes **at all times**.