



# Behaviour & Discipline Policy

Prepared by:	Janice Simpkins
Ratified:	November 2011
Reviewed:	June 2014
Reviewed	February 2016
Reviewed:	May 2017
Reviewed:	January 2019
Reviewed:	November 2019
Reviewed:	May 2020 COVID-19



# Newburgh Primary School

## Policy on Behaviour and Discipline



### Rationale:

*'We consider the best way to encourage good standards of behaviour in school is a clear code of conduct backed by a balanced combination of rewards and consequences within a positive community atmosphere. Establishing a whole school Behaviour Policy is an important step in that direction.'*

### 1 Aims and objectives:

It is the primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our vision for our school is to be a *'caring school where every child matters.'* We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Our behaviour policy 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.

Newburgh Primary School has one rule: consideration. The school expects every member of the school community to behave in a considerate manner at all times. We would expect everyone to be considerate of their impact on one another, equipment and the environment.

All children are treated fairly and this behaviour policy is applied in a consistent way.

This policy aims to provide children with a framework and environment in which they feel happy, safe and secure. It is the responsibility of the school to provide that environment in order that teachers and children can make the most of lesson times for the real purpose of education. This will also enable learners to become positive, responsible and increasingly independent members of the school community.

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 anti-social behaviour.

### 2 Rewards and consequences:

At Newburgh Primary School a positive climate is created that promotes reward and praise. An example is set by members of staff in their relationships with each other and the children. We create a sense of community within the school and that all the children and staff are ambassadors. We provide interesting and well-prepared lessons that cater for individual needs. We ensure we have colourful and stimulating learning environments.

We praise and reward children for good behaviour in a variety of ways. (Please see Appendix 1 for details of these.)

- Teachers congratulate children and praise children.
- Teachers give children star/pebble points.
- We distribute rewards (stickers, certificates) to children, either for consistent good work or behaviour, or to acknowledge very good effort or acts of kindness in school.
- All classes have an opportunity to show examples of their best work in assemblies.

The school acknowledges all the efforts and achievements of children, both in and out of school. These achievements are acknowledged in celebration assemblies to which parents are invited.

The school employs a number of consequences to enforce the school rules (Appendix 2), and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation. (Appendix 3)



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. (Appendix 2)

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 (please refer to our Anti-Bullying Policy).

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 restrain children or to prevent injury to a 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. Please refer to the DfE document 'Use of Reasonable Force: Advice for Headteachers, staff and Governing Bodies' (July 2013).

Members of staff have been 'Team Teach' trained and attended refresher training.

A more comprehensive overview of our rules and consequences can be found in Appendix 2 and 3 of this policy.

### **3 The role of the class teacher:**

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.

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.

The class teacher treats each child fairly, and enforces the school code consistently. The teachers treat all children in their classes with respect and understanding.

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 themselves in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice following the Behaviour grid of Levels. (Appendix 3)

The class teacher liaises 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. The Headteacher must be consulted prior to any external conversation.

The class teacher reports to parents 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.

### **4 The role of the Headteacher:**

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.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

If none of these consequences work, the Headteacher will consider exclusion. This decision will have been reached having exhausted all available avenues of support such as Educational Welfare, the Educational Psychology Service and behavioural support service. DfE and LA guidance will also be considered.

The Headteacher has the responsibility for giving fixed-term exclusions 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.



The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion such as children with Special Needs, Looked After Children and children under the Child Protection System.

## **5 The role of parents:**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We explain the school aims on the school website, and we expect parents to read them and support them.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. On entry to the school we ask parents to complete a home-school agreement on behalf of their children. This will be reviewed and completed again at the transition between Key Stage 1 and Key Stage 2 at the onset of Year 3. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. Should the problem remain unresolved, they should contact the school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **6 The role of Governors:**

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.

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.

Governors are informed of serious behaviour via the Headteacher's report to Governors.

## **7 Fixed-term and permanent exclusions:**

We do not wish to exclude any child from school, but sometimes this may be necessary. Updated national guidance (September 2017) in relation to exclusions can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

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. The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period. In the



absence of the Headteacher the Deputy Headteacher would assume the roles and responsibilities outlined here.

If the Headteacher excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

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.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher, however, the Governing Body is required to review the Head Teacher's decision to exclude the child.

The Governing Body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the Governors. This committee would be convened as and when required.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the Governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

## **8 Drug and alcohol-related incidents:**

Please refer to our Drugs Policy for guidance in this area.

## **9 Monitoring and review:**

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents in the class ABC record. The Headteacher records those incidents in which a child is sent to them on account of misbehaviour. Incidents of misbehaviour on the playground are reported to class teachers, who deal with the situations accordingly. Incidents of serious misbehaviour will be referred to the Headteacher who will record said incidents as appropriate.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of 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.

The Governing Body reviews this policy every two years. The Governors may, however, 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.

**Signed:**

**Date:**



## Appendix 1

### Promoting good behaviour:

At Newburgh Primary School we believe that it is important to maintain good order and behaviour by focusing primarily on rewarding good behaviour. We actively look for ways within school to reward and celebrate achievement and good behaviour. These include:

#### *In class:*

- Liberal use of 'single stars' for everyday achievements. 'Pebble points' are used in Reception, where 10/20 pebbles accumulated during the week mean a sticker is awarded.
- 'Pebble points' are also used in KS1 to reward positive behaviour in everyday situations. 'Double stars' for special occasions.
- Every child having their own award card for the collection of stars from Y3.
- DHT and HT award worth 10 stars.
- Behaviour for Learning – visual target board.
- Additional class and group rewards decided by the class teacher in conjunction with the children. For example, table points, Golden time up to 10 min per week, extra playtime, use of the trim trail and star of the week/day
- Opportunities for children to show good pieces of work and talk about their achievements and interests.

#### *In assemblies:*

- Children who have accumulated 50, 100 (followed by multiples of 100) stars are awarded certificates.
- In the EYFS children who have accumulated 25 (followed by multiples of 25) pebbles are awarded certificates.
- A cup is awarded to the house who has achieved the most star points so far.
- Class assemblies where excellent work or performances are shared with the whole school and parents.





## Appendix 2

### Rules:

Our one school rule is '**consideration**'. We are working together to achieve this by:

In the classroom:	Around the school environment:	In the assembly:	At lunch:	Out of school:
Following the visual timetable	Walking quietly and calmly	Entering and leaving the assembly quietly	Walking quietly and calmly	Following directions from all adults
Listening without interruption	Holding the door open for others	Listening quietly to the music whilst waiting	Lining up when asked quietly	Lining up when asked quietly
Treating others with respect, politeness and consideration	Being helpful and kind	Engaging effectively with the assembly	Maintaining a tidy eating area.	Treating others with respect, politeness and consideration
Maintaining a tidy working environment.	Looking after personal and school property	Sitting appropriately by keeping our hands and feet to ourselves	Following the directions of the MDS.	Being aware of your impact on the general public
Calling everyone by their preferred name	Keeping cloakrooms tidy by taking responsibility for your own possessions and respecting other's belongings		At lunchtimes maintaining an appropriate noise level.	
Following directions from all adults				
Sitting at the required work space and concentrating upon the task.				
Being polite and well-mannered at all times.				

If a child feels that someone is doing or saying something to them that upsets them they must say "**stop it, please**". If the behaviour or comments do not stop it is reported to a member of staff, who deals with it. The meaning of '**consideration**' and '**stop it, please**' are reinforced in assemblies and in class throughout the year



## Appendix 3

### Behaviour GRID of LEVELs

LEVEL	Concern	Consequence	Support	Monitoring
1	Occasional Inappropriate Behaviour <ul style="list-style-type: none"> <li>- Interrupting, calling out, ignoring instructions lack of effort in work</li> </ul>	Verbal warning and moving on the Behaviour circle. Time to reflect with class teacher for 2 min in break. Discussion with the opposite class teacher out of the classroom.	Praise improved behaviour and positive role models to support and 'buddy up'	In class with the class teacher Recreational times Noted in formal and informal observations
2	Regular Inappropriate Behaviour <ul style="list-style-type: none"> <li>- Interrupting, calling out, ignoring instructions lack of effort in work – INCREASED and more REGULARY noted in class despite class positives</li> </ul>	Recording in class log (which is in the form of an ABC chart) Discussion with either phase leader during management time or non-teaching time.	Discussion of the rules of the classroom.  Conversation and support from parents  Home school Link	Class Behaviour monitoring Regularly shared with Phase Leader and/or SENDCo
3	Persistent Inappropriate and/or disruptive behaviour Refusals and defiant behaviours, verbal or physical with peers, inappropriate language Persistent lying	Miss break or lunchtime with DHT. Discussion with parent to start individual ABC chart. Teacher involves SENDCo and DHT to escalate more formal individual monitoring of the ABC chart.	Individual ABC chart with parental permission SEND Provision on the SEND Register Access to more regular pastoral support through Nurture and Learning Mentor Attend bespoke break and lunch provision designed by SENDCo.	Individual ABC monitoring Discussion with external agency Involvement of agency for class room input and support





4	<p>Extreme behaviours - racism, homophobic language, targeted violence to peers, damage to property, stealing, bullying.</p> <p>Persistent levels 3</p>	<p>Isolation from peers for half a day.</p> <p>DHT/HT meet with parents</p>	<p>SENDCo involvement, regular contact with teacher</p> <p>Implement a Positive Intervention Plan(PiP)(Appendix 4 and 5).</p> <p>Attend bespoke break and lunch provision designed by SENDCo.</p>	<p>Involvement of agency for 1:1 input and support via SENDCo</p>
5	<p>Violence towards staff</p> <p>Frequent or extreme level 4</p> <p>Danger to themselves or others</p> <p>Challenging all levels of authority</p> <p>Refusal to work or engage with support</p>	<p>HT/DHT – Exclusion (fixed term)</p> <p>Permanent Exclusion – given nature of the behaviour exhibited</p> <p>Contact with parents</p> <p>Contact with support agency if involved</p> <p>Governors informed</p>	<p>SEND Provision</p> <p>EHCplan discussion</p> <p>Review the Positive Intervention Plan(PiP)(Appendix 4 and 5).</p>	<p>WCC Exclusions Procedures</p>





# Positive Intervention Plan

(This will be a bespoke plan written for each individual child at level 4 of the Behaviour Grid of Levels.)

Name: DOB:

Term:

Year:

Start date:

End date:

Concerns:

- ✓ Disruptive / defiant behaviour
- ✓ Violent outbursts towards other children
- ✓ Lack of empathy
- ✓ Lack of understanding of relationship between own behaviour and consequences

Triggers and major considerations:

- ✓ Not getting their own way with friends and adults
- ✓ Being asked to do activities he doesn't see as important
- ✓ Unstructured times
- ✓ Friendship group and interactions between them
- ✓ Unfamiliar staff (during supply and PPA times)
- ✓ Arriving at school agitated
- ✓ Perceived injustices or unfair treatment from adults

Effective strategies to date (e.g. rewards/ consequences):

- ✓ Praise (especially following him making a wrong choice or receiving a warning)
- ✓ Time out of the classroom to work in more quiet area
- ✓ Direct instruction without choices
- ✓ Distraction

	Stages of Crisis and Signs of Agitation		Staff Intervention/ Key phrases
0	All calm	0	<ul style="list-style-type: none"><li>• Green card</li><li>• Verbal praise</li></ul>
1	<b>Level 1 – low level behaviours/ physiology</b> <ul style="list-style-type: none"><li>• Work avoidance</li><li>• Enquires about what comes next</li></ul>	1	<ul style="list-style-type: none"><li>• Reminders of acceptable behaviour</li><li>• Explain consequences if it continues</li><li>• Follow up by getting them involved with a question or praise</li><li>• Working outside the classroom for a set time period</li></ul>



	<ul style="list-style-type: none"> <li>• Messing with equipment</li> <li>• Disrupting others</li> <li>• Calling out</li> </ul>		<ul style="list-style-type: none"> <li>• Pre-card warning</li> </ul> <p>If above strategies are ignored:</p> <p><b>YELLOW CARD</b></p>
2	<p><b>Level 2 – challenging behaviours/ physiology</b></p> <ul style="list-style-type: none"> <li>• Refusal to work</li> <li>• Leaves classroom without permission</li> <li>• Refusal/avoiding returning after break or lunch</li> <li>• Disruption of the class</li> </ul>	2	<ul style="list-style-type: none"> <li>• Give time out of the classroom to calm down</li> <li>• Reassure other children and praise their good behaviour</li> <li>• Further reminders of acceptable behaviour and possible consequences</li> <li>• Seek acknowledgment from the child of their understanding of why it is unacceptable</li> </ul> <p>If above strategies are ignored:</p> <p><b>RED CARD</b></p> <ul style="list-style-type: none"> <li>• Child to spend the remainder of session outside Head Teacher's office</li> <li>• Red card documented and communicated to parents.</li> <li>• Offer child work in the pastoral area if not ready to return to class at the end of red card session</li> </ul>
3	<p><b>Crisis level –</b></p> <ul style="list-style-type: none"> <li>• Refusal to engage with adults and accept instructions</li> <li>• Violent outbursts towards other children or adults</li> <li>• Inappropriate language</li> <li>• Attempts to leave premises</li> <li>• Intentional damage to property</li> </ul>	3	<p><b>RED CARD</b></p> <ul style="list-style-type: none"> <li>• Remove other children from area if necessary</li> <li>• Reassure other children as needed</li> <li>• Remind child of red card instructions</li> <li>• Child has 10 minutes from red card reminder to comply with the instruction</li> </ul> <p>If above strategies are ignored:</p> <ul style="list-style-type: none"> <li>• Seek Head or Deputy Head Teacher to intervene and support class teacher</li> <li>• If necessary 'Team Teach' child to a safe location</li> </ul> <p>Failure to comply with red card reminder within 10 minutes is a <b>BLACK CARD Isolation from peers</b></p>
4	<ul style="list-style-type: none"> <li>• Violent outbursts</li> <li>• Attempts to leave premises</li> <li>• Leaves premises</li> <li>• Physical violence towards staff or children</li> </ul>	4	<p><b>Fixed Term Exclusion process to be initiated following the school policy</b></p> <ul style="list-style-type: none"> <li>• Parents contacted</li> <li>• Police contacted ( if necessary)</li> </ul>



5	Calming down/ debrief	0	<ul style="list-style-type: none"> <li>• Discuss emotional well-being of child and staff involved</li> <li>• Opportunity for staff to take time out and record the incident</li> <li>• Depending on level of behaviour, fixed term exclusion</li> <li>• Reflection sheet with an adult.</li> <li>• When back in classroom, continue as normal and discuss incident if it is felt appropriate.</li> </ul>
---	-----------------------	---	--

Agreed by:

Class Teacher \_\_\_\_\_ Date\_\_\_\_\_

Pupil \_\_\_\_\_ Date\_\_\_\_\_

Parent/ Carer \_\_\_\_\_ Date\_\_\_\_\_



### Child's Behaviour Card System

The day is divided into 7 sessions: Morning 1, Assembly, Break, Morning 2, Lunch, Afternoon 1, Afternoon 2.  
For Red and yellow cards, the card system starts back on green again after each session.

Green	Show the green card Verbal praise	
Pre-card warning	Ask the child to stop, listen and follow the instructions. Offer set time outside to work Remind him a yellow card may be issued.	
<b>Yellow card</b>	Issued for work avoidance, disrupting others, calling out.	Record in the book
<b>Red card</b> (head teacher's office)	<ul style="list-style-type: none"> <li>Issued for continued work avoidance or disruption, leaving classroom without permission, failure to return to class after break or lunch without a valid reason, inappropriate language, intentional damage to property, Violent outbursts towards other children or adults</li> </ul>	Child to remove themselves to HT office for remainder of session. If not complying reminder of red card instruction  Record in book
<b>Black card</b> (isolation from peers)	Issued if a Red card has not been followed within 10 minutes. Physical violence towards staff and pupils whilst on a red card. Attempts to leave the premises.	Record in book Contact parents
<i>Fixed term exclusion proceedings started.</i>	If the child leaves the designated area without permission during an internal exclusion, attempts to leave the premises, leaves the premises or is physically violent during an internal exclusion.	Record in book Contact police Parents contacted immediately. <b>Fixed term exclusion proceedings started.</b>



## Appendix 6 COVID Adaption to our rules

Our one school rule is 'consideration'. We are working together to achieve this by:

Beginning and end of the day:	In the classroom:	Around the school environment:	At Break	At lunch:	COVID specific
Entering and exiting school in social distanced lines.	Sitting at your own desk in your bubble group classroom.	Walking quietly and calmly social distanced from other children.	Entering and exiting school in social distanced lines.	Entering and exiting to the zoned area on the playground in social distanced lines.	Trying never to touch your nose, eyes or mouth.
Arriving and exiting the school entrance for your group.	Asking to move out of your seat.	Following the one way system.	Remaining in your zoned area. Not crossing to another area.	Washing hands before and after lunch.	Using a tissue (or elbow) to cough or sneeze.
On arrival and departure from school wash your hands for 20 seconds.	Not sharing your equipment with other children.	Not holding open the door for anyone.	At all times remaining a social distance apart.	Only eating your lunch and never sharing this with anyone.	Using bins for tissue waste. <b>Catch it, bin it, kill it.</b>
	Not sharing your water bottle with other children.	Being helpful and kind.	Only using the equipment for your bubble group.	Remaining in your seat whilst eating.	Washing your hands after a cough or sneeze.
At all times remaining a social distance apart.	Following the directions from all adults including being asked to wash your hands or social distance.	Keeping all your equipment in your classroom at your desk.	Washing your hands before and after break.	Following the directions of the MDS.	Following the rules on the wall for washing your hands each time.
	Listening without interruption	Treating others with respect, politeness and consideration	Only eating your snack.	Socialising with your peers from a safe social distance.	Telling the adult if you feel unwell immediately.
Being polite and well-mannered at all times.	Following the visual timetable	Only entering your own bubble classroom.	Never mixing with children from another bubble group.	Never mixing with children from another bubble group.	Only entering the toilet when an adult tell you to.





## Appendix 7 COVID Adaption to our rules

### Behaviour GRID of LEVELs

LEVEL	Concern	Consequence	Support	Monitoring
1	<p>Occasional Inappropriate Behaviour</p> <ul style="list-style-type: none"> <li>- Not social distancing</li> <li>- Sharing equipment with another child</li> <li>- Touching another child</li> <li>- Moving around the classroom</li> <li>- Limited Interrupting, calling out, ignoring instructions and lack of effort in work</li> </ul>	<p>Verbal warning and moving on the Behaviour circle.</p> <p>Time to reflect with bubble teacher and/or class teacher over Microsoft Teams during the day.</p>	<p>Praise improved behaviour and positive role models to support and 'buddy up'</p> <p>Movement on the behaviour circle to support children understanding good behaviour</p> <p>Discussion in the morning with bubble support TA to ensure better behaviour.</p>	<p>In class with the bubble class teacher</p> <p>Recreational times</p> <p>Noted in formal and informal observations</p>
2	<p>Regular Inappropriate Behaviour</p> <ul style="list-style-type: none"> <li>- Refusal to social distance</li> <li>- Deliberate sharing of equipment</li> <li>- Not following rules on hygiene</li> <li>- Not following rules of bubble group teacher</li> <li>- Interrupting, calling out, ignoring instructions</li> <li>- lack of effort in work</li> </ul>	<p>Recording in class log (which is in the form of an ABC chart)</p> <p>Discussion with either DHT or SENDCo via Microsoft Teams</p>	<p>Discussion of the rules of the classroom. Reinforcement of COVID rules daily.</p> <p>Conversation and support from parents</p> <p>Home school Link</p>	<p>Class Behaviour monitoring</p> <p>Regularly shared with DHT and/or SENDCo which is shared at SLT meetings.</p>



3	<p>Persistent Inappropriate and/or disruptive behaviour</p> <ul style="list-style-type: none"> <li>- Deliberate contact with individuals or staff</li> <li>- Refusals and defiant behaviours,</li> <li>- Refusal to move</li> <li>- verbal or physical with peers,</li> <li>- inappropriate language</li> <li>- Persistent lying</li> </ul>	<p>Discussion with DHT, group bubble teacher and parent via Microsoft Teams.</p> <p>Discussion with parent to start individual ABC chart.</p> <p>Bubble Group Teacher involves SENDCo.</p>	<p>Individual ABC chart with parental permission</p> <p>SEND Provision on the SEND Register</p> <p>Phased return to school.</p> <p>Access to more regular pastoral support through virtual Learning Mentor</p> <p>Designated support</p>	<p>Individual ABC monitoring</p> <p>Discussion with external agency</p> <p>Involvement of agency for class room input and support</p>
4	<p>Extreme behaviours – any form of spitting, coughing at another individual or attempt to pass bodily fluid deliberately.</p> <ul style="list-style-type: none"> <li>- racism, homophobic language, targeted violence to peers, damage to property, stealing, bullying.</li> </ul> <p>Persistent levels 3</p>	<p>Isolation from peers for half a day following a discussion between Headteacher and the parent and child.</p> <p>DHT/HT meet with parents via Microsoft Teams</p>	<p>SENDCo involvement, regular contact with teacher</p> <p>Implement a Positive Intervention Plan(PIP)(Appendix 4 and 5)</p> <p>All PIP will ensure there are de-escalation techniques used but not Team Teach unless vital for their or others safety. All PIP to include strategies for support.</p>	<p>Involvement of agency for 1:1 input and support via SENDCo</p>
5	<p>Violence towards staff</p> <p>Frequent or extreme level 4</p> <p>Danger to themselves or others</p>	<p>HT/DHT – Exclusion (fixed term)</p>	<p>SEND Provision</p> <p>EHCplan discussion</p> <p>Review the Positive Intervention</p>	<p>WCC Exclusions Procedures</p>



	Challenging all levels of authority Refusal to work or engage with support	Permanent Exclusion – given nature of the behaviour exhibited Contact with parents Contact with support agency if involved Governors informed	Plan(PiP)(Appendix 4 and 5).	
--	---	--	------------------------------	--



