

Behaviour and Anti-bullying  
Policy incorporating  
Pupil Restraint Policy

|              |                |
|--------------|----------------|
| Reviewed on: | Summer 2022    |
| Adopted on:  | Summer 2022    |
| Adopted by:  | CSWM Committee |

## **RATIONALE**

We derive the Behaviour Policy from our Aims and Values Statement and our Code of Conduct. Please also see E-Safety Policy

### **Life Visions and Values**

#### **Life in all its fullness now and in the future**

*John 10.10 Jesus said "I have come that they may have life, and have it to the full".*

**L**earning- To develop and promote a life-long love of learning that ensures everyone reaches their potential, making progress whatever their starting point.

**I**nclusion- To value and respect every individual member of the school community and ensure a high level of safeguarding and personal well-being.

**F**aith- To ensure that our Christian values promote friendship, trust, respect, compassion, justice, courage and endurance.

**E**nvironment- To understand we all have a role as global citizens to look after the world we live in.

## **SCHOOL CODE OF CONDUCT**

**Be kind**

**Be safe**

**Be responsible**

**School Core Values and Code of Conduct are displayed in all classrooms and around the school.**

## **AIMS**

- All members of the school community should feel valued and have the right to be treated with courtesy and respect.
- All members of the school community are to be actively involved in rewarding positive behaviour and modifying undesirable behaviour.
- All our staff seek to establish behaviour that reflects the high expectations throughout the school community.
- All our staff seek to make time to discuss and plan appropriate courses of action with particularly difficult pupils.
- The quality of teaching and learning is maintained at a high standard in order to promote a good standard of behaviour.

## **OBJECTIVES**

- To establish a code of behaviour negotiated by staff and children and agreed with governors.
- To deal promptly and effectively with bullying.
- To establish an atmosphere in the classroom that makes it as easy as possible for the children to learn.
- To encourage the children to support each other in every way both by example and by encouragement.
- To expect everyone to speak and listen politely to each other.
- To make our school as welcoming and comfortable as possible for everyone, demanding and maintaining high standards in tidiness and good order.
- To expect the children to behave, both in and outside school, in a way which reflects the good name of the school.
- To promote responsible behaviour and self-discipline.
- To celebrate pupils' positive achievements and successes both in and out of school.
- To involve parental participation in school life in order to encourage a feeling of trust.

## WHAT IS UNACCEPTABLE BEHAVIOUR?

We think unacceptable behaviour is:

- unkindness: hurting someone by name-calling, hitting, kicking, punching, holding or pulling, leaving someone out, pulling faces, shoving, pushing, or just about anything that makes another person feel horrible or sad or hurt (in their body or their feelings);
- being disrespectful to another person;
- disobedience (not responding to an adult's request or instruction);
- distracting others from their work;
- moving around when asked to sit or stand still;
- talking when asked to listen, including assemblies, lessons and church services; or
- inappropriate playtime behaviour including rough, wild, play, being rude to LSAs, offensive language.

## WHAT IS BULLYING?

We think bullying is hurting someone over a period of time and doing it on purpose, knowing it will hurt.

It may be name-calling, hitting, kicking, punching, holding or pulling, leaving someone out, pulling faces, shoving, pushing, or just about anything that makes another person feel horrible or sad or hurt (in their body or their feelings).

We think that everyone deserves to feel happy at school.

We think that everyone deserves to be different.

Differences are good.

Differences have character.

Differences should never ever be mocked - they should be valued.

## IT'S GOOD TO BE GREEN

Green card for good behaviour (default).

Yellow card for warning - replaces Green card if child misbehaves.

An apology needs to be given to the injured party, including a letter of apology written at break/lunchtime. If the Yellow card is given during a break/lunchtime, the child may receive a "timeout" during that break time. An adult explains to the child what the consequence will be if behaviour doesn't return to 'good'/Green. Warning card stays for a 24 hour period from misdemeanour.

After 24 hours, if behaviour has been 'good', Green card is replaced.

The behaviour will be recorded in the class Behaviour Book.

If during 24-hour period child continues or repeats poor behaviour, the Yellow card is replaced by a Red consequence card.

A written apology must be given to the injured party.

The pupil receiving the Red card will be sent to see the Headteacher.

Consequence will match the behaviour i.e. lunchtime consequence for lunchtime behaviour etc.

Red card remains for 24 hour period and will be replaced by a Green card if child has apologised and shown 'good' behaviour.

Parents will be notified that a Red card has been given, either by a note in the home-school diary, a phone call or in an informal chat after school depending on the nature of the Red card.

The behaviour will be recorded in the class Behaviour Book.

A Behaviour Modification Chart may be used for persistent Red cards.

Parents will be called in to see the Headteacher for persistent Red cards.

At lunch times, MDAs will have a store of Yellow cards in the servery. Should they need to give one out, the child must go directly to their teacher to hand in the card.

LSAs must feel free to give out Yellow cards in consultation with the class teacher.

In the case of a serious incident i.e. offensive language, dangerous behaviour, physical assault of peer or adult, deliberate damage to property or deliberate and potentially dangerous disobedience, a Red card may be awarded immediately, by-passing the Yellow card.

In any behaviour incident, the child will be included in the discussion about where they believe their behaviour sits on the school consequence chart and their consequence.

The behaviour consequence document has been written by the pupils, adding ownership and responsibility to behaviour incidences.

## **GOLD CARD**

If a child demonstrates exceptional behaviour, this will be rewarded with a Gold card.

The pupil will earn a Gold raffle ticket which is entered into a half termly draw.

A mini certificate will be stuck into the home-school diary to notify parents of the pupil's exceptional behaviour.

Exceptional behaviour will be recorded in the Gold Behaviour Book.

## **TACKLING UNACCEPTABLE BEHAVIOUR**

The following behaviour sanctions are applied following presentation of a Red card.

- Parents informed by letter, phone call or informal meeting.
- Behaviour modification chart can be used - no stickers (Appendix B).
- Length of time for 'bmc' limited to 2 weeks.
- Review with child and sanctions cease.
- Or, if little change is seen, include parents in review.
- A consequence is decided. It may be time out of the classroom with work to complete, loss of golden time, loss of break/lunch, withdrawal of privileges, internal exclusion with the Headteacher, unable to attend a club.
- Review with parents and child.
- If behaviour persists, internal exclusion will be considered.
- Other agencies may be brought in.
- Exclusion from school will be considered - please see exclusion policy.

## **KAGIO ROOM**

We have developed a 'Nurture Space', known as the Kagio Room.

This incorporates a large settee that may be used for a child to read to an adult in a comfortable home-like environment, book shelves, bright posters promoting positive behaviour and a wide variety of resources and equipment to enable trained adults to 'nurture' positive attitudes, self-esteem and understanding, as well as day-to-day life skills such as eating as a 'family', managing playground disputes, developing resilience and having strategies for coping.

LSA qualifications include; peer-counselling; anger management; bereavement counselling and play therapy.

## ENCOURAGING GOOD BEHAVIOUR

The following approaches may be used to encourage good behaviour:

- Praise
- Stickers
- Certificates
- PSED/citizenship lessons
- Assemblies
- 'It's good to be green' charts in classrooms
- Use of Gold card to praise exceptional behaviour
- Clear list of sanctions in child speak
- Sanctions carried out
- Posters in classrooms - class rules - lots of positive statements
- Circle club - an outside agency runs this self-esteem club
- School council
- MDAs trained
- Staff attend behaviour management courses/watch training videos
- Short lunchtimes
- High staff:pupil ratio at break and lunch
- Children taught to play games at break and lunch times - by MDAs and teachers
- Good quality resources and equipment to play with at lunch times
- Christian values promoted
- Class Awards
- Playground stars
- School Core values promoted and displayed

## OWNERSHIP OF BEHAVIOUR

The following sets of advice and questions can be used as a discussion tool with pupils as part of the behaviour sanctions and consequences to take ownership of the behaviour.

### **What can I do when things don't go my way?**

If someone has hurt your feelings in any way, you can choose what to do next.

You can try and make up with them and forgive them or you can try and ignore them and forgive them, or if it happens again you can ask someone for help.

If you think you need to ask for help because someone is hurting you again, speak to a grown-up who you know will listen to you.

Make sure you speak to someone quickly so things don't get worse.

### **What happens if I find myself hurting other people's feelings?**

If you find that a grown-up has had to speak to you because you've hurt someone or something in any way, you need to think carefully about what you have done.

- Did you mean to hurt them?
- Are you feeling cross with them?
- Do you know how they are feeling?
- Have you ever felt hurt by someone?
- Are you going to try and be careful about what you say, how you say things, and what you do?
- Is there something else you could go and do to take yourself away from people who you've upset?
- Do you want to be friends and make up with them?
- If they say they forgive you, will you try and accept their forgiveness and make up with them?

### **What will happen if I keep hurting people or things?**

If you find yourself getting spoken to a lot by grown-ups who are concerned about your behaviour, you need to think about what will happen next.

First you will have to look at the list of questions and try and answer them with a grown-up.

If that doesn't help you to be more careful, the next thing that will happen is that you will be put on a behaviour programme and your parents will be told about it. A behaviour programme is a chart with targets on to help you to behave in the way that is expected in this school. You receive stickers to show you have achieved your targets each day. This usually lasts for between 2 and 4 weeks.

If that doesn't help, your parents will be invited in to talk with your teacher, the Headteacher and you. We will try and help you by talking with you about why you are doing these things that are getting you into trouble and by helping you to see how and why others are being hurt by you.

The next step if things haven't improved by then, would be to ask your parents to come in again to look at the possibility of you missing lunchtimes, breaktimes or other privileges.

If, after all that, you still haven't been able to think more carefully about other people, your parents will be asked to keep you away from school for a day or two. This may sound like fun but it is very serious for your future and very hard for your parents to sort out.

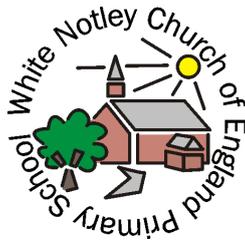
Everybody deserves to be happy at school and that includes you. Hopefully no-one will ever get to that last step. Think about it!

## MONITORING

This policy is to be monitored through:

- Individual behaviour modification charts and IEPs by SENCO and SLT.
- Class Behaviour Monitoring charts (used as appropriate) e.g. 'It's good to be green' .
- Learning policy and day-to-day classroom management.
- Lesson observations and pupil interviews as part of school schedule of monitoring.
- Annual pupil perception survey.
- Parent Questionnaire every year.

This is our school.  
Let peace live here.  
Let the rooms be full of happiness.  
Let love be all around.  
Love of one another,  
Love of all people,  
Love of life and living,  
And love of learning.  
Let us remember  
That, as many hands build a house,  
so many hearts build a school.



## WHITE NOTLEY C OF E PRIMARY SCHOOL PUPIL RESTRAINT POLICY

### Introduction

This policy links with the school's overall Behaviour and Anti-bullying Policy and includes guidance for staff. The value of one policy covering all matters is that parents can see what restraints will be used and the circumstances in which they will be used.

### Objectives

Staff should have good grounds for believing that immediate action is necessary to prevent:

- a pupil from significantly injuring himself or others;
- serious damage to property; and/or
- a serious breach of school discipline.

### Equal Opportunities

This policy is applicable to all groups of individuals within the school, regardless of gender, ethnicity, culture, religion, colour, disability, need or nationality.

### Minimising the need to use force

- Staff should take steps in advance to avoid the need for physical restraint, e.g. through dialogue and diversion, allowing space, talking, listening and humouring, cajoling and reasoning, diversion and distraction, and the pupil should be warned orally that physical restraint will be used unless he/she desists.
- Only the **MINIMUM FORCE NECESSARY** to prevent physical injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants and witnesses.
- As soon as it is safe, restraint should be gradually relaxed to allow the pupil to regain self-control. Restraint should take place calmly but firmly.

- Restraint should be an act of care and control, not punishment.
- Physical restraint should not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.
- Social, Emotional Aspects of Learning ("SEAL") approaches to teach pupils how to manage conflict and strong feelings will be used throughout the school as part of the school's Personal, Social and Health Education teaching.
- Where a pupil may require restraint that pupil should already have a plan in place notifying staff that restraint procedures may be necessary. Parents/carers will have been involved in the creation of this plan.
- Pupils who do not have plans will have one drawn up should such a need arise following an incident.

### **Staff authorised to use force**

#### *Permanent authorisation*

All staff are authorised to use force to restrain a pupil although they may choose not to do so.

#### *Temporary authorisation*

Any adult working with children in the school, whether on a supervisory, e.g. supply teacher or voluntary basis, e.g. parent helper/student, may need to use force to restrain a pupil and will be given the statutory power to do so.

In any incidence where restraint is used the incident must be immediately reported to the Headteacher so that it can be correctly recorded.

This policy is evidence of the use of temporary or permanent authorisation to use force to restrain a pupil.

## **Deciding whether to use force**

- A distinction must be maintained between the use of 'one-off' intervention, which is appropriate in the particular circumstances, and using it repeatedly as a regular feature of a regime.
- Staff must be able to show that the method of intervention was in keeping with the incident that gave rise to it.
- The degree and duration of any force applied must be proportional to circumstances.
- The potential for damage to persons and property in applying any form of restraint must always be kept in mind.
- The failure of a particular intervention to secure a pupil's compliance should not automatically signal the immediate use of another more forceful form of intervention.
- Escalation should be avoided if possible, especially if it would make the overall situation more destructive and/or unmanageable.
- The age and social competence of the pupil should be taken into account in deciding what degree of intervention is necessary.
- Consideration should be given to approaches to control that would be appropriate to that particular pupil.
- The risk associated with not using force should be outweighed by those of using force.

## **Operational procedural points relating to the use of physical restraint**

- The circumstances and justification for using physical restraint must be recorded immediately.
- Afterwards, the pupil should discuss and be counselled on why it was necessary to restrain him/her. He/she should also be given the chance to put his/her side of the story.

- The Headteacher, or senior member of staff authorised to act for the head teacher, should discuss the incident with the teacher/person using force within 24 hours.
- A full report of every incident should be prepared within 48 hours (the sooner the better).
- Where it is clear that the teacher concerned needs further advice/support/training, the Headteacher should take prompt action to see it is provided.

### Using force

- It is important to only use the minimum force necessary to achieve the desired result.
- It is important that a pupil should be warned, where appropriate and where time allows, that he/she will be restrained and that force will have to be used.
- Acceptable restraint procedures are outlined below. No other restraint should be used, except in extreme emergencies and where there is no viable alternative.
- Always try to ensure that another adult is with you should you need to use force. This other adult will be present to support, observe and call for assistance.

### Acceptable restraint procedures

#### Method 1

Usually most suitable with a small pupil.

1. Sit on knee with arms held across chest, holding hands or wrists.
2. Keep pupil's head level with chest and move forward if pupil attempts to head butt.
3. If necessary, hook heels over pupil's legs.
4. If assistance is required, second adult should hold down pupil's legs, averting head to minimise attention. Always act on instructions of holder.
5. Release slowly as pupil calms.



## Method 2

Suitable for a slightly older pupil.

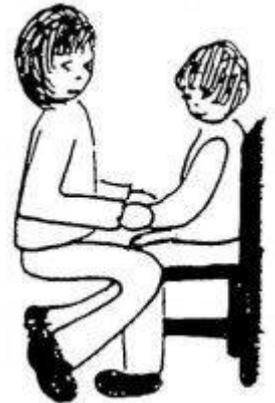
1. Try to support own back against wall/cupboard etc.
2. Keep pupil's head level with chest and move forward if pupil attempts to head butt.
3. If necessary, hook heels over pupil's legs.
4. If assistance is required, second adult should hold down pupil's legs, averting head to minimise attention.
5. Always act on instruction of holder.
6. Release slowly as pupil calms.



## Method 3

Suitable if pupil already seated or can be taken to chair if more easily containable in this position than 1 or 2.

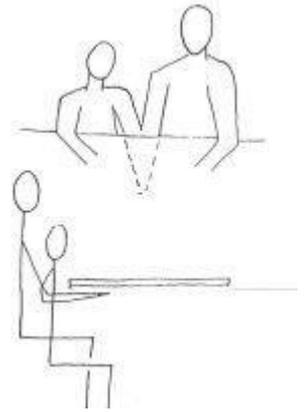
1. Hold hands down if pupil is likely to hit out or attempts to injure self (by biting hand, hitting head, etc)
2. Use own knees to restrain legs if pupil attempts to kick.
3. Be aware of pupil tipping back or moving forward to bite.
4. Release slowly as pupil calms.
5. Allow up from chair when quiet.



#### Method 4

For junior/early secondary pupils.

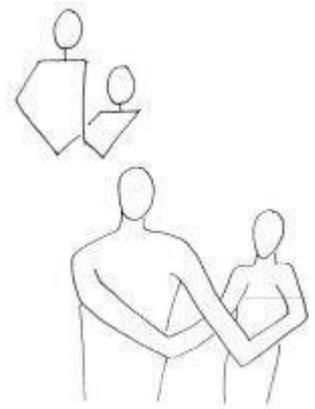
1. At a desk the adult should sit on the 'non-occupied' side of the pupil.
2. Sitting closely together it prevents the pupil using his nonoccupied hand.



#### Method 5

Used when there is a need to walk.

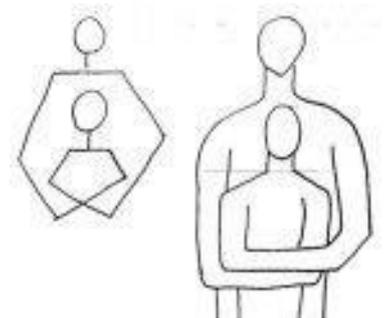
1. When walking, a 'cross over' hands approach can be used, if appropriate.
2. This will prevent the pupil using his upper body in an aggressive fashion.



#### Method 6

For older pupils.

1. The adult is behind the pupil and grips his wrists in a 'cross-over' manner.
2. Care has to be taken to keep the pupil's head away from the adult and also to be aware of the pupil's feet and legs.
3. At all times the pupil must be given the opportunity to gain self-control.



## **Staff Training and Support**

Managing pupils, particularly those pupils who exhibit challenging behaviour, is a very physically, emotionally and mentally demanding task. Pupils on this continuum can engender high levels of stress that must be recognised and managed appropriately. The Headteacher, SENCo and Learning Mentor are the first points of support with effective team discussion playing a major part in reducing anxiety and stress. Remember that every member is responsible for an effective team. Mrs Dickinson, SENCo is trained in the Essex STEPS restraint programme and is a trainer for our school. Staff have received STEPS training.

Staff will be given the opportunity to discuss incidents where physical restraint was employed and, in particular, to identify whether any alternative strategy might have been equally effective using non-physical intervention strategies.

The Headteacher and CPD Co-ordinator will ensure all newly-appointed staff are introduced to this policy and given appropriate induction training. The whole staff will need ongoing updating of current information and strategies - teachers, TAs, midday supervisors and other support staff, as appropriate.

Specific behaviour related courses will also be brought to the attention of staff by the Headteacher or CPD Co-ordinator.

Teachers of pupils who may have specific restraint plans in place will be briefed fully about the plan and strategies for management of this will be discussed with them by the SENCo.

## **Equal opportunities**

This policy applies to all children regardless of their gender, colour, ethnicity, ability or disability, religion or nationality.

### **Review**

This policy will be reviewed annually by the Curriculum, Standards, Welfare and Monitoring Committee and brought to the attention of all staff and the full governing body. The policy will be changed, as appropriate, in the light of new legislation and behaviour management techniques.

This policy, which forms part of the Behaviour and Anti-bullying Policy, should be read in conjunction with the 'Use of Reasonable Force' guidance issued by the DfE.

# Special Amendments to White Notley C of E Primary School Behaviour Policy During Covid-19 Epidemic

## **Behaviour Principles**

In light of the need for children to behave differently and to follow specific rules on their return to school during the Covid-19 epidemic, this amendment to the Behaviour Policy outlines specific changes to guidance that pupils will have to follow. Our sole guiding principle when making any changes or adjustments to policy is to be able to keep all of our children, families and staff safe and place their wellbeing at the forefront of everything we do.

## **Behaviour Expectations:**

- Amended expectations about breaks or play times, including where children may or may not play.
- clear rules about coughing or blowing/spitting at or towards any other person - to be treated very seriously.
- clear rules for pupils at home about conduct in relation to remote education.

## **School Routines and Procedures:**

- Following any altered routines for arrival or departure.
- Following instructions on who pupils can socialise with at school.
- Moving around the school as per specific instructions (for example, one entrances and exits, out of bounds areas, queuing, one person only in the toilets).
- Rules about sharing any equipment or other items including drinking bottles.
- Use of toilets.

## **Hygiene and Health Expectations:**

- Following school instructions on hygiene, such as hand washing and sanitising.
- High expectations about sneezing, coughing, tissues and disposal (reenforce 'catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands.
- Tell an adult if you are experiencing symptoms of coronavirus.

## **Mental Health and Emotional Support:**

- Curriculum changes to support children, e.g. social stories, circle time, PHSE, collective focus.
- Additional support that pupils can access above and beyond classroom provision if required - use of school counselling provision.

### White Notley C of E Primary School Pupil Restraint Incident Sheet

|   |  |  |   |                          |                          |                          |
|---|--|--|---|--------------------------|--------------------------|--------------------------|
| Pupil's name  | Date                                   | Day  | Time  | Location                 |                          |                          |
| Staff present   |  |  | Member of Staff dealing with pupil pastorally |                          |                          |                          |
| Activity in progress                                      | Participation of Student               |  |   | Staff contact            |                          |                          |
|   | None                                   | Little                                     | Lot   | None                     | Little                   | Lot                      |
|   | <input type="checkbox"/>               | <input type="checkbox"/>                   | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Describe the environment by ticking the relevant elements |  |  |   |                          |                          |                          |
| <b>NOISE</b>  | <b>CLIMATE</b>                         | <b>LIGHT</b>                               | <b>ATMOSPHERE</b>                             |                          |                          |                          |
| None <input type="checkbox"/>                             | Cold <input type="checkbox"/>          | Dark <input type="checkbox"/>              | Relaxed <input type="checkbox"/>              |                          |                          |                          |
| A little <input type="checkbox"/>                         | Stormy <input type="checkbox"/>        | Normal <input type="checkbox"/>            | Normal <input type="checkbox"/>               |                          |                          |                          |
| Music <input type="checkbox"/>                            | Warm <input type="checkbox"/>          | Bright natural <input type="checkbox"/>    | Rushed <input type="checkbox"/>               |                          |                          |                          |
| Noisy <input type="checkbox"/>                            | Comfortable <input type="checkbox"/>   | Bright artificial <input type="checkbox"/> | Excited <input type="checkbox"/>              |                          |                          |                          |
| <b>RECENT EVENTS</b>                                      | <b>RECENT EVENTS</b>                   | <b>TRANSPORT ETC</b>                       | <b>MEDICATION</b>                             |                          |                          |                          |
| Different staff <input type="checkbox"/>                  | PMT <input type="checkbox"/>           | Late <input type="checkbox"/>              | Taking medic. <input type="checkbox"/>        |                          |                          |                          |
| Visitor present <input type="checkbox"/>                  | Special event <input type="checkbox"/> | On time <input type="checkbox"/>           | Given <input type="checkbox"/>                |                          |                          |                          |
| Sudden noise <input type="checkbox"/>                     | In care <input type="checkbox"/>       | Forgot hmwrk <input type="checkbox"/>      | Due <input type="checkbox"/>                  |                          |                          |                          |
| Pupil unwell <input type="checkbox"/>                     | Transition <input type="checkbox"/>    | Forgot lunch <input type="checkbox"/>      |   |                          |                          |                          |

## DESCRIPTION OF INCIDENT

- Why the use of force was deemed necessary.
- Details of the incident, including all steps taken to diffuse the situation and resolve it without force.
- The nature of the force used and the pupil's response.
- The outcome of the incident.
- A description of any injuries suffered by the pupil or others and/or any property damaged during the incident.

|               |               |  |  |  |  |
|---------------|---------------|--|--|--|--|
| Signed        | Countersigned | Accident sheets completed <input type="checkbox"/> | Body map attached <input type="checkbox"/> | Photograph attached <input type="checkbox"/> | Further sheets attached <input type="checkbox"/> |
| Copy supplied | Home          |  | School                                     |  |  |

**Behaviour Modification Chart (BMC) for..... (name) Date.....**

Each box to be ticked at the end of each day if the target has been met. Where there are two targets, please use another B.M.C.

This target is.....

Teacher signature..... Pupil signature.....

|           | Week 1 a.m | Week 1 p.m. | Week 2 a.m. | Week 2 p.m. |
|-----------|------------|-------------|-------------|-------------|
| Monday    |            |             |             |             |
| Tuesday   |            |             |             |             |
| Wednesday |            |             |             |             |
| Thursday  |            |             |             |             |
| Friday    |            |             |             |             |

|                                | <b>Gold</b>   | <b>Remain on green with a verbal warning</b>   | <b>Yellow</b>  | <b>Red</b>  |
|--------------------------------|---|--|--|---|
| <b>Behaviour</b>               | <p>Focus and hard work during the week.</p> <p>Demonstrating our school values in behaviour and work.</p> <p>Being kind and patient.</p> <p>Including others in games.</p> <p>Helping others if stuck.</p> <p>Challenging yourself in your work.</p> <p>Showing resilience in learning.</p> <p>Exceptionally well behaved throughout the day.</p> <p>Taking on responsibility.</p> <p>Polite manners.</p> | <p><b>Single incident:</b></p> <p>Calling out.</p> <p>Interrupting.</p> <p>Ignoring instructions once.</p> <p>Silly noises.</p> <p>Pushing in the line.</p> <p>Swinging on chair.</p> <p>Running in the corridors.</p> <p>Leaving people out.</p> <p>Bad manners at lunchtime.</p> <p>Time wasting.</p> <p>Upsetting people.</p> | <p>Repeat occurrences of previous poor behaviour.</p> <p>Answering an adult back/ lack of respect towards an adult.</p> <p>Silly name calling.</p> <p>Persistent rough play. Play fighting that got out of hand.</p> <p>Inappropriate language.</p> <p>Unkind laughter.</p> <p>Taking the mickey.</p> <p>Deliberately winding someone up.</p> <p>Leaving the classroom without permission.</p> <p>Throwing rubbers/pencils in class.</p> | <p>Swearing.</p> <p>Threatening someone.</p> <p>Harming someone with intent.</p> <p>Damage to property on purpose.</p> <p>Dangerous behaviour.</p> <p>Not making the right choice on Yellow which then impacts on others.</p> <p>Offensive name calling.</p> <p>Fighting, physically hurting others.</p> <p>Deliberate acts of attack.</p> <p>Lying to get someone in trouble.</p> <p>Ignoring a teacher.</p> <p>Racism.</p> <p>Lying to a teacher.</p>           |
| <b>Reward/<br/>Consequence</b> | <p>Everyone who gets to Gold will receive a raffle ticket.</p> <p>At the end of half term a ticket will be drawn for a reward voucher.</p> <p>A notification is stuck into homeschool books to let parents know their child has been exceptionally well behaved.</p>  | <p><b><u>Verbal warning</u></b></p> <p>Rule reminder</p> <p>Verbal warning</p> <p>Verbal Apology</p>   | <p><b><u>Yellow card given</u></b></p> <p>Apology</p> <p>Apology letter</p> <p>Lose break/lunchtime</p> <p>Time out during break</p>   | <p><b><u>Red Card given</u></b></p> <p>Time out of classroom with work to complete.</p> <p>Letter of apology.</p> <p>Logical consequence.</p> <p>Loss of golden time.</p> <p>Loss of all/part of lunchtime.</p> <p>Time out with Headteacher.</p> <p>Internal exclusion.</p> <p>Moved away from others in class.</p> <p>Not allowed to attend club.</p> <p><b>Sent to Headteacher</b></p> <p><b>Parents informed</b></p> <p><b>Recorded in behaviour book</b></p> |