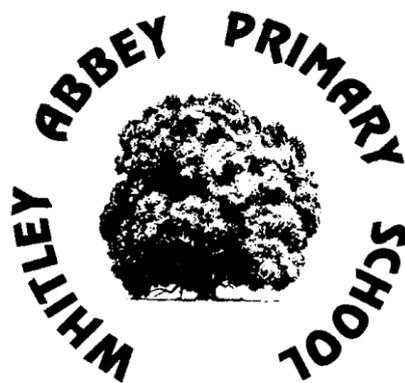


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# **Whitley Abbey Primary School**



## **Policy for Behaviour**

**Reviewed November 2017  
Next review November 2019**

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# Aims

At Whitley Abbey Primary School we aim to:

- ❖ Provide an appropriate and challenging curriculum within a caring and supportive atmosphere,
- ❖ Foster good, caring and responsible behaviour in a positive way,
- ❖ Develop hard-working independent learners,
- ❖ Create an atmosphere where children feel happy, relaxed and confident,
- ❖ Develop inter-personal skills with all members of our school community and the wider community and learn valuable citizenship skills.
- ❖ Encourage children to develop a caring attitude towards the feelings of others,
- ❖ Teach children how to respect their own property, the property of others and the school.

## Objectives

We will achieve these aims by:

- ❖ Encouraging complete engagement by children and staff; enabling children to work as a whole class, small group or independently as needed.
- ❖ Encouraging a 'growth mindset' through praise, questioning and task setting to raise self esteem.
- ❖ Planning a curriculum that ensures continuity and progression of skills,
- ❖ Building up good relationships between children, staff, parents and other key members of the school community,
- ❖ Have clear systems in place for dealing with both positive and challenging behaviour,
- ❖ Ensuring that the contents of the Behaviour Policy are applied consistently throughout the school,
- ❖ Having assemblies based on our Code of Conduct and 'Growth Mindset'. Praising children and classes who have exhibited these qualities.
- ❖ Using children who demonstrate good behaviour as role models for the whole school,
- ❖ Providing an attractive and stimulating learning environment,
- ❖ Promoting positive relationships through the PSHE curriculum
- ❖ Purchasing high quality learning resources, which the children value and look after.

## Procedures

Good behaviour will be reinforced by rewards and praise in the following ways:

- ❖ Using positive 'growth mindset' feedback to inform children of their individual achievements and next stages in learning, including verbal praise, highlighting acts by pupils being excellent role models, use of stickers and stamps in books.
- ❖ Around school individual children can be awarded House points. These can be awarded by any adult in the school.
- ❖ Class teamwork is rewarded with specific 'growth mindset' praise and marbles in the marble jar – the whole class works toward a treat they have planned together.
- ❖ Certificates are given for a Star of the Week in key stage assemblies
- ❖ 'Dojos are collected for good work and behaviour, and are also counted into the whole school house points system – See Appendix 3.
- ❖ A behaviour ladder will be used to encourage positive behaviour.
- ❖ Golden time\*, will be linked to behaviour and can be earned back:

Yr 6: weekly Golden Time on Friday afternoon

\*Individual pupils, who are being supported by the school to improve, may have Behaviour Plans that include more frequent Golden Time opportunities to promote acceptable school behaviours. They may also have an individual timetable to support their needs. Parents will also be involved in these plans

- ❖ End of term certificates, Bronze, Silver and Gold, are awarded to nominated pupils for effort and attainment across the curriculum,
- ❖ Sharing work with other teachers and the Head teacher,
- ❖ Head teacher's stickers and awards
- ❖ Phone calls home, notes and informal chats with parent to celebrate success,
- ❖ Providing positive feedback to parents through home/school diaries.

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### **In the classroom and in Abbey Oaks**

In the classroom the class behaviour ladder will be used, see appendix 5 for more information.

1. Remind individuals of code of conduct – verbal warning given
2. If child does not respond to this warning – a ten minute timeout is given within the class room.
3. If behaviour continues – child is taken to their partner class with their work for the rest of the lesson
4. If behaviour continues on return – child is taken to see a member of the SLT for a chat appropriate to their behaviour.
5. If behaviour continues on return parents are invited into school by class teacher/head teacher to discuss the inappropriate behaviour in order to plan an approach to correct behaviour.

All through this process every opportunity must be taken to encourage the child to engage with their task and their peers. So that they can swiftly move back up the ladder. The emphasis should always be on praise and encouraging a growth mindset.

For more serious behaviour problems, the child should be removed from the class immediately and taken to see the SLT.

### **On the playground**

1. Remind individuals of code of conduct – verbal warning given
2. If child does not respond to this warning – a ten minute timeout is given on the playground.
3. If behaviour continues on return – child is taken to see a member of the SLT for a chat appropriate to their behaviour.
4. If behaviour is frequently an issue parents are invited into school by head teacher to discuss the inappropriate behaviour in order to plan an approach to correct behaviour.

A dated record, using the school behaviour log, should be kept by staff of children who regularly cause low level disruption inside and outside the classroom and this should be dealt with by SMT.

- For consistent inappropriate behaviour advice will be requested from learning and behaviour support and an IEP will be written for the child.
- For serious cases of inappropriate behaviour including using violence towards other pupils, staff or visitors, damaging school property or persistently refusing to follow adult instructions, persistently disrupting lessons, bullying others the headteacher will contact the parents and require them to come in for a meeting where a plan will be put in place to improve the behaviour.
- For some pupils it may be necessary to work with outside agencies to devise a Personal Handling Plan and a Risk Assessment in order to keep the pupil and others safe.
- In extreme circumstances where a pupil has acted violently, hurting others, damaging school property, consistently refusing to follow instructions or keep themselves and others safe the headteacher reserves the right to issue a 'fixed term exclusion'. Parents will always be telephoned and informed in writing of the terms and the reasons for the exclusion. The headteacher will also notify the Chair of Governors of all exclusions. Please refer to flowchart on exclusions in Appendix 1 for more details and the Department for Education 'Exclusion from maintained schools, Academies and pupil referral units in England'.
- In rare circumstances it may be necessary for the headteacher to consider whether a 'permanent exclusion' may be necessary. Please refer to the flowchart in Appendix 2 and the document the Department for Education 'Exclusion from maintained schools, Academies and pupil referral units in England'.

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## **Behaviour at lunchtime**

Our Behaviour Policy has been shared with all lunchtime supervisors. In order to ensure the health and safety of children and staff at lunchtime we will (as previously outlined) continue to promote positive behaviour through lunch time clubs and by encouraging older children to be good role models (Sports Leaders, Lunch time helpers). Lunchtime Supervisors will also reward pupils with House points.

However in the event of challenging behaviour these additional steps will be followed:

- ❖ Record any incidents of bad behaviour. This includes physical or racist abuse to adults and children. Racist abuse will be reported to the headteacher who will report this to Local Authority each term, **using the school behaviour log proformas.**
- ❖ Report any recorded incidents so that the code of conduct can be implemented,
- ❖ Following three incidents of bad behaviour parents will be invited into school for a chat
- ❖ If any further incidents occur the child will be asked to go home for lunch for an agreed period.

## **Health and Safety**

If a child is acting in a threatening manner to another child or to an adult all staff must take reasonable precautions to avoid confrontation. Ensure that three adults are present in difficult situations; avoid physical contact or restraint unless the aggressor acts in a physically threatening manner. Use de-escalation tactics (see appendix ) and give the aggressor space in which to calm down. Remove other children from the area and telephone the parent. Speak in a quiet calm manner and try to engage the child in dialogue. In cases where there is judged by staff working together to be a serious risk to pupil/staff safety, damage to school property it may be necessary for staff to use a proportionate physical intervention. Wherever possible, this will be a minimum of three Team Teach trained staff members. This policy should be used in accordance with our Physical Intervention Policy and Team Teach guidance to ensure the wellbeing of the child, to ensure the correct procedures are followed and to prevent staff from false allegations. As a last resort if the child does attempt physical violence to a child or adult the adult/s in the situation is able to use reasonable force to restrain the child.

After the event the incident should be recorded and then reported to the parent as quickly as possible.

The Chair of the Governing Body should be informed on the same day.

### Appendices:

- Appendix 1 – Code of Conduct
- Appendix 2 – Behaviour ladder
- Appendix 3 – Lunchtime Behaviour
- Appendix 4 - Advice for Supply Teachers
- Appendix 5 – House points system and ethos
- Appendix 6 - Team teach de-escalation techniques
- Appendix 6 – Procedure for Exclusion
- Appendix 7 – Exclusion flow chart
- Appendix 8 – Behaviour log

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Appendix 1 - Code of Conduct

## Whitley Abbey Primary School Code of Conduct

We celebrate our diversity and include everyone.

We have good manners and treat everyone with respect.

We use kind words, hands and feet.

We work hard to achieve our goals by being ready to learn, listen and take part.

We are honest.

We care for our school and everything in it.

We wear our correct school uniform.

We walk quietly around school.

We are good friends and try to help others.

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## Appendix 2: Behaviour Ladder

Our ladders should have the following steps but the format of the ladder is at the teacher's discretion. The wording of the steps can be changed to suit your class.

Superstar	Sticker awarder or certificate sent home – so parents know. Points awarded
Great day	Points awarded
Good choices	Points awarded
Ready to learn	We all start each day here
Warning	Verbal warning given
Time out in class	10 minutes
Teacher's choice	Either a whole lesson time out or sent to another class for time out.
Headteacher's choice	Child is brought to see the SMT for a chat and parents informed if necessary

Following a warning, at every stage the child must be supported to make the right choices and engage with the task, they should be given adult support if at all possible. Growth mindset praise should be given where possible. If a child is taken to a partner class to work – the head teacher should be informed so a picture can be built up.

### Partner classes:

Reception – to an agreed class.  
Year 1 – to partner Year 1 class  
Year 2 – to partner Year 2 class  
Year 3 and Year 4 – to respective class  
Year 5 and Year 6 – to respective class

## Examples of behaviour ladders



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Appendix 3 – Support for lunchtime staff

Lunchtime staff award House points for good behaviour during lunch times.

### On the playground

1. Remind individuals of code of conduct – verbal warning given
2. If child does not respond to this warning – a ten minute timeout is given on the playground.
3. If behaviour continues on return – child is taken to see a member of the SLT for a chat appropriate to their behaviour.
4. (Next steps) If behaviour is frequently an issue parents are invited into school by head teacher to discuss the inappropriate behaviour in order to plan an approach to correct behaviour.

Lunchtime staff should keep a dated log of children who regularly cause low level disruption and this should be shared with the SLT for action to be taken. School behaviour log is in staffroom to be shared with HT regularly

### Code of Conduct

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#### Appendix 4 – Advice for Supply Teachers

Supply teachers should be guided by the class teaching assistant to maintain consistency. The school approach MUST be used.

Each class has a behaviour ladder, which should be used by the supply teacher assisted by the class TA.

Each class has a marble jar to encourage whole class team work, marbles can be given but not taken away.

The school 'Code of Conduct' should be followed throughout the school.

### Code of Conduct

*We celebrate our diversity and include everyone.*

*We have good manners and treat everyone with respect.*

*We use kind words, hands and feet.*

*We work hard to achieve our goals by being ready to learn, listen and take part.*

*We are honest.*

*We care for our school and everything in it.*

*We wear our correct school uniform.*

*We walk quietly around school.*

*We are good friends and try to help others*

#### Objectives

We will achieve these aims by:

- ❖ Encouraging complete engagement by children and staff; enabling children to work as a whole class, small group or independently as needed.
- ❖ Encouraging a 'growth mindset' through praise, questioning and task setting to raise self esteem.
- ❖ Planning a curriculum that ensures continuity and progression of skills,
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## **Procedures**

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- ❖ Phone calls home, notes and informal chats with parent to celebrate success,
- ❖ Providing positive feedback to parents through home/school diaries.

## **In the classroom and in Abbey Oaks**

In the classroom the class behaviour ladder will be used, see appendix 5 for more information.

6. Remind individuals of code of conduct – verbal warning given
7. If child does not respond to this warning – a ten minute timeout is given within the class room.
8. If behaviour continues – child is taken to their partner class with their work for the rest of the lesson
9. If behaviour continues on return – child is taken to see a member of the SLT for a chat appropriate to their behaviour.
10. If behaviour continues on return parents are invited into school by class teacher/head teacher to discuss the inappropriate behaviour in order to plan an approach to correct behaviour.

All through this process every opportunity must be taken to encourage the child to engage with their task and their peers. So that they can swiftly move back up the ladder. The emphasis should always be on praise and encouraging a growth mindset.

For more serious behaviour problems, the child should be removed from the class immediately and taken to see the SLT.

## **On the playground**

5. Remind individuals of code of conduct – verbal warning given
6. If child does not respond to this warning – a ten minute timeout is given on the playground.
7. If behaviour continues on return – child is taken to see a member of the SLT for a chat appropriate to their behaviour.
8. If behaviour is frequently an issue parents are invited into school by head teacher to discuss the inappropriate behaviour in order to plan an approach to correct behaviour.

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## Appendix 5 – House points system

### Whitley Abbey House Point System

Celebrating children's learning and behaviour is something which we value greatly at Whitley Abbey Primary school. Our house system. encourages children to collaborate in teams and achieve, for their own success and the success of others

#### Houses

- ❖ Children are allocated a house and they remain in this house all through their time at Whitley Abbey Primary School.
- ❖ Siblings are placed in the same house and all staff are allocated a house too. The four houses are Jaguar(green), Riley(blue), Humber(yellow) and Alvis(red). The names have been chosen to reflect famous Coventry car makers.
- ❖ There are two house captains for each house from Year 6. They are voted for by the house members.

#### How the house points work.

- ❖ Children are awarded house points linked to the class Dojo system. They are awarded them for work in class and for following our Code of Conduct.
- ❖ House points can be awarded by all members of staff.
- ❖ House points are a positive reward and therefore house points are **not** taken off children.
- ❖ House points are totalled weekly each Thursday evening in preparation for the Achievement Assembly on Friday therefore the new week starts on a Friday.
- ❖ The weekly total and running total are displayed in the main hall.
- ❖ The winning house's ribbons are put on the house cup and awarded to the house captains.

#### House Point Rewards

- ❖ At the end of each half term, the winning house is rewarded with a treat organised by the staff in that house.
- ❖ House events will take place regularly to encourage team work and relationships within the house e.g. House Happy Hours, quizzes, sports events and talent shows.

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## Appendix 6

## Team Teach – De-escalation Techniques

### **Stage 1 - Low Level Behaviour Examples:**

Individual shows signs of anxiety  
Hands over ears  
Hiding face in hands or bent over/under table.  
Pulling collar up or pulling down hat.  
Rocking or tapping  
Withdrawing from group.  
Refusing to speak or dismissive.  
Refusing to co-operate  
Adopting defensive postures

### **Low Level Response Examples:**

Read the behaviour and body language.  
Intervene early to remove sources of frustration.  
Offer reassurance – including positive physical prompts.  
Explain clearly what is happening and what will happen next.  
Communicate – “Talk and I’ll listen.”  
Use appropriate humour  
Display CALM body language.

### **Stage 2 - Medium Level Behaviour Examples:**

Individual begins to display higher tension.  
Making noises and moving around.  
Belligerent and abusive  
Talking louder – higher – quicker.  
Adopting aggressive postures.  
Changes in eye contact  
Pacing  
Breaking minor rules  
Low level destruction.  
Picking up objects which could be used as weapons.  
Challenges – “I will not....you can’t make me.”

### **Medium Level Response Examples:**

Continue to use Level 1 de-escalation responses.  
State desired behaviours clearly.  
Use distraction to refocus attention on something positive.  
Set clear enforceable limits.  
Offer alternatives and options.  
Offer clear choices.  
Give a get out with dignity.  
Assess the situation, consider making the environment safer and getting help.  
Remove the audience.  
Guide the elbows towards safety.

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### **Stage 3 - High Level Behaviour Examples**

Shouting and screaming.

Crying.

Head banging against people or surfaces.

Damaging property.

Moving towards danger.

Fiddling with electrics.

Climbing trees, roofs or out of windows.

Tapping or threatening to break glass.

Moving towards weapons.

Picking up objects which can be used as weapons.

Grabbing or threatening others.

Hurting others (Head butting – pinching – biting – kicking – slapping – punching).

#### High level response examples

Continue to use all the Level One and Two De-escalation responses.

Make the environment safer.

Move furniture and remove weapon objects.

Guide assertively – hold or restrain if absolutely necessary.

Ensure face, voice and posture are supportive not aggressive.

Use Help protocol to save face by changing face.

### **Stage 4 - Recovery Behaviour Examples**

The recovery stage can easily be confused with the anxiety stage.

People may sit quietly in a hunched position.

The difference is that they can revert to extreme violence without the build-up associated with the normal escalation at stage 2.

#### Recovery Response Examples

Support and monitor.

This may not be a good time to touch, as touch at this stage can provoke a reversion to crisis.

Give space and time.

Insulate from sources of frustration.

Look for signs that the person is ready to communicate.

### **Stage 5**

#### Depression

After a significant incident people can become depressed.

They may not want to interact but still need support and reassurance.

#### Post incident support

Support, reassure and monitor.

Respond to any signs that the person wants to communicate.

Show concern and care but do not attempt to resolve residual disciplinary issues at this stage.

## Appendix 6 – Procedure for Exclusion

**Decision:** Head teacher, acting head teacher, or teacher in charge of a PRU takes the decision to exclude a pupil for a fixed period.

**Contact parent:** The head teacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the pupil. The child's welfare must always be the prime consideration

**Lunchtime exclusion:** Pupils who are disruptive during the lunch time may be excluded just for the duration of the lunch time. Lunchtime exclusion will count as half a day for statistical purpose and for parents to make representation but are not counted in the school's 6<sup>th</sup> day duty to provide full-time

**Exclusion during morning session:** the exclusion takes effect from the afternoon session, notice must be given to the parent before the start of the afternoon session.

**Exclusion during afternoon session:**

- if the exclusion takes effect from the next school day. Notice to the parent must be given before the start of that school day.
- If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon session

**Written notice:** The head teacher must give a written notice to the parents informing them of:

- the precise period and the reasons of the exclusion;
- the parent's duties during the first five days;
- the parents right to make representation to the Governing body and how the pupil may be involved in this;
- The person the parent should contact if they wish to make such representation;
- The arrangement made by the school to set and mark work for the pupil during the initial 5 days of the exclusion;
- if relevant, the school day on which the pupil will be provided with full-time education; and
- if relevant details of a reintegration interview.

The head must inform the Governing Body if a pupil is being excluded for more than 15 days in any one term. Pupils can be excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

**Educational provision during the exclusion:**

- The school has a duty to arrange suitable full-time educational provision from and including the 6<sup>th</sup> consecutive day of the exclusion.
- Where a Looked After Child is excluded provision should be in place from the 1<sup>st</sup> day of exclusion.
- Schools in the former BIP still receiving additional funding should make provision from the first day of exclusion.

**Reintegration interview:**

The head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent and the pupil at the end of the exclusion at a date and time convenient for the parent on the school premises.

The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion).

If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order.

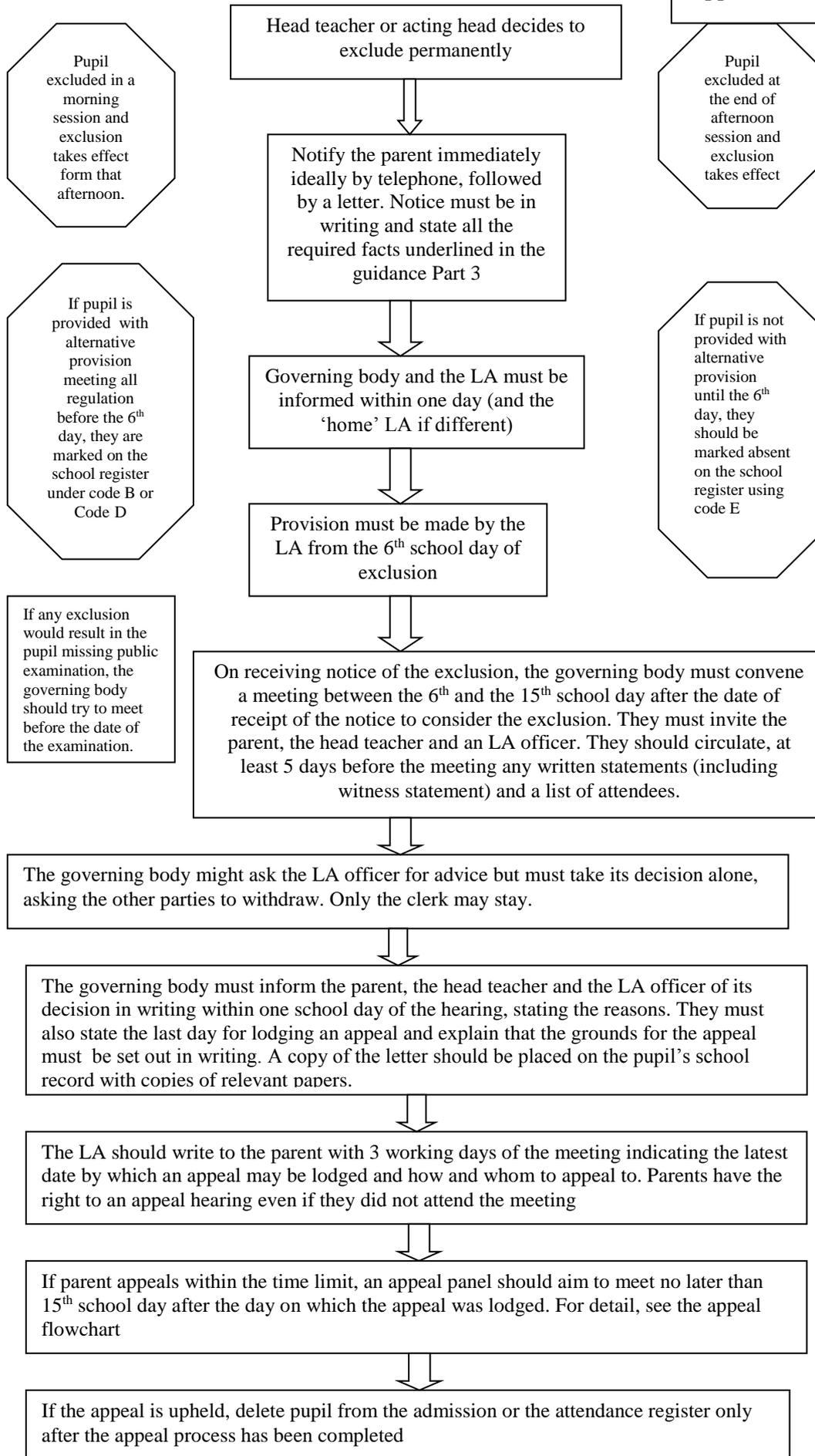
**Primary:** School **must** offer a reintegration interview after any exclusion

**Secondary:** School **must** offer a reintegration interview for an exclusion of 6 or more school days.

If the school or the LA considers that parental influence could be better brought to bear in the behaviour of the pupil, a parenting contract may be offered. If the parent fails to engage with the school or LA in attempting to improve the child's behaviour, the school or LA may consider applying to the Magistrate's Court to compel the parent to comply with certain requirements. See related guidance.

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## Appendix 7 – Exclusion flow chart



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## Appendix 8

### Unacceptable behaviour at Whitley Abbey Primary School

#### Guide to levels of unacceptable behaviour:

**Level One:** behaviour that can be effectively managed within a classroom environment by the class teacher using the class behaviour ladder.

**Level Two:** more serious negative behaviour that is not so easily managed with a classroom environment.

**Level Three:** serious negative unacceptable behaviour or persistent level two type behaviour.

**Level Four:** very serious unacceptable behaviour or persistent level three type behaviour.

Unacceptable behaviour explained:

<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>	<b>Level Four</b>
Not on task/ wasting time.  Deliberate avoidance or non completion of set work  Distracting another child, chatting in class/assembly.  Distraction, interruption of activities, calling out, attention seeking behaviour.  Negative body language.  Accidental damage to school/others' property through careless behaviour. Running indoors.	<b>Any Persistence of level one.</b> Telling lies.  Teasing others, name calling, making, unkind and derogatory comments.  Play fighting, dangerous or Rough and aggressive play on the playground (including when playing football).  Answering back.  Retaliation	<b>Any persistence of level two.</b>  Not responding to instructions; uncooperative behaviour.  Stealing.  <b>*Racial or prejudice abuse.</b>  Deliberate, persistent or malicious lying.  Inappropriate/bad language.  Graffiti on school property (including school books).  Deliberately damaging another child's property.  Deliberately injuring another pupil	<b>Any persistence of Level three.</b> Serious acts of sustained Violence towards pupils and adults eg: hitting, kicking, fighting, and biting.  Persistent bad language and verbal abuse.  Continued refusal of an adult's reasonable request.  Vandalism of school buildings/property.  Bringing dangerous items into school.  <b>Bullying (including cyber)</b>  Leaving school premises without consent.

**\* This will be investigated by the DHT or HT and could result in Level 4 consequences depending on the outcomes. All level four type behaviour will result in a full investigation and will be logged by the HT.** (Please also refer to the school anti-bullying policy).

#### **Consequences for Unacceptable Behaviour**

##### **Level 1 type behaviour**

Each class teacher will use the whole class behaviour ladder and all teachers must follow the same procedure.

Every lesson counts for learning and it is extremely important that lessons are not interrupted by children displaying persistent low level behaviour.

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## Level 2

- The child will be sent to the 'Timeout Zone' (outside the DHT office – to be dealt with by the SLT –DP, SB, BN, RB) with a **Yellow** behaviour slip, which will refer to the reason. The level will be recorded by the class teacher in the class behaviour log.
- The child will miss two of their playtimes.
- If any child receives a level 2 behaviour slip 3 times per half term the **leader of the phase will contact parents and inform them about their child's behaviour**. The DHT will monitor the behaviour file on a weekly basis. Files will be kept in the DHT office.
- **At lunchtime** children should initially be sent to Carly Frankis – Lead lunchtime supervisor, who will issue a yellow slip, which will be passed to the class teacher - the above will then apply.

## Level 3

- If a member of staff believes the child has shown unacceptable behaviour at level 3 they will summarise the incident to the DHT. The DHT will consider the behaviour and if the behaviour is a level 3 the child will be given an **Orange** behaviour slip and be taken to 'The Hub' for supervised lunchtime.
- **At lunchtime** level 3 behaviour children will be issued with an orange slip by the member of staff dealing with them and sent to the DHT with two older children (where possible).
- The level will be recorded on the behaviour log.
- The child will not be allowed outside to play for the following 2 lunchtimes. Lunch will be eaten whilst being supervised in 'The Hub'.
- **The DHT will contact the parents of any children who have had an orange behaviour slip.**

## Level 4

- If a member of staff believes the child has shown unacceptable behaviour at level 4 they will summarise the incident to the HT. The HT will consider the behaviour and if the behaviour is a level 4 the child will be given a **Red** behaviour slip. It will be recorded by the HT in the behaviour log.
- **After investigation; parents will be immediately informed by telephone and will be expected to support the school's actions. This phone call may be followed by a formal letter. An appointment may be made with parents, teacher and the HT to discuss the child's future behaviour.**
- All privileges for an extended period will be withdrawn at the discretion of the HT.
- The child may be issued with an internal exclusion whereby the child loses the privilege to work within their class/year group/phase.
- In some cases, the child may be excluded for a fixed period, usually in the first instance of 2 to 5 days and the formal recording of that exclusion will be made.
- In extreme cases the child may be permanently excluded.
- **At lunchtime** children will be brought straight to the HT by the member of staff dealing with the issue or the member of staff may request support for the teaching staff to remove the child from the playground.

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