



THE
**GORDON
CHILDREN'S**
ACADEMY

BEHAVIOUR POLICY

2024-2026

Gordon Children's Academy

Part of Thinking School's Academy Trust

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Date of Review: June 2026

Nicola Youseman – Head of School



CHILD FIRST – ASPIRE – CHALLENGE – ACHIEVE



TSAT'S 7 PRINCIPLES OF BEHAVIOUR AND CULTURE



Gordon Children's Academy – Behaviour Policy

At The Gordon Children's Academy, we have the highest expectation for the conduct and behaviour of our pupils. Our school is a positive and safe environment where everyone is treated respectfully. We want every member of our school community to, "Be their Best Self" and to be able to thrive academically and socially, developing a strong sense of right and wrong whilst being able to show compassion for others when appropriate. Learning is our core business and therefore disruption in lessons is not tolerated and proportionate action is taken when needed. Pupils are taught how to be successful in all areas of school life, including behaviour and conduct.



The purpose of this policy is to:

- Encourage good behaviour and respect for others,
- Secure an acceptable standard of behaviour of pupils,
- Promote, among pupils, self-discipline and proper regard for authority,
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying),
- Ensure that pupils complete any task reasonably assigned to them in connection with their education; and
- Otherwise regulate the conduct of pupils.

This policy is available on our website and is shared with parents at the start of each academic year, through the newsletter, or when a child joins the school (in their induction pack).

School systems

At The Gordon Children's Academy, we have clear rules that are clearly displayed around the school and are referred to frequently. The children are taught what each rule means, why it is in place and how it may apply in a range of contexts across the school and how they may be enforced in some situations for behaviour away from school. Our school rules are

- We keep trying
- We think before we act
- We choose our words carefully
- We follow instructions straight away
- We work well with others
- We take responsible risks

The behaviour should always be separated from the child.

- Children need constant, patient reminders of the consequences of their behaviours (if you do this then that will happen).



- Children should be given the opportunity to explain their behaviour, to ensure that both the adults investigating an incident and the children involved have a clear understanding of what has happened.
- The adult should listen and ask further questions to ensure accounts are as accurate as possible and in line with any witness accounts gathered.
- Restorative discussions will take place. This will allow both parties to hold a constructive dialogue so that the child feels involved and informed in the behaviour management process
- Children who find it very difficult to comply with our rules, despite good behaviour management by adults, or require frequent time out or other sanctions should be referred to the Inclusion Team for more intensive support and particular intervention programmes. Meanwhile, we still apply our normal rewards and sanctions.

In addition to our school rules, we use our behaviour curriculum to set clear routines and expectations for the behaviour of pupils, so that everyone is clear on what successful behaviour looks like. Our behaviour curriculum, also sets expectations for all parties across all aspects of school life, not just in the classroom. For example, children will be taught our expectations for moving around the building, entering classrooms, conduct in assemblies, conduct at lunchtime (whilst eating and transitions). This list is not exhaustive. Children take part in a 'Remembering to Be Your Best Self' lesson on the first day of term in order to revisit and remember these rules. They are also frequently discussed in assembly time. Further information on school routines is available for staff and is available upon request.

Responses to behaviour

We positively reinforce the behaviour that we expect as this prepares pupils for their learning and contributes to our school being a safe and calm place. Sometimes a pupil's behaviour will be unacceptable and they will be supported to understand that there are consequences for their behaviour and that a reasonable and proportionate sanction will be used.



Positive recognition and rewards

We wish to raise the self-esteem of all children and teach them to understand that all behaviour has consequences - either good or bad. We wish to encourage those children whose behaviour is regularly positive and can sometimes be overlooked in a classroom. To achieve this we use a simple, manageable ladder system to reward those children who adhere to the School Rules. Children start in the middle of the ladder and can move up or down depending on their behaviour. At the end of **each** day, children who have reached the top of the ladder, may earn a marble for their behaviour. This marble is added to the class jar. When the jar is full, the class earn a reward. The length and type of reward will vary depending on how many times a class has filled their marble jar. For example, on the first instance children might have extra playtime, on the 10th occasion children might visit the local park. Pupils should be consulted on what they would like as a reward but the teacher must manage their expectations around this. A final decision may be a democratic vote, but Phase leads must agree that the choices pupils are voting from are appropriate and fair across the phase.

Classes should receive marbles in the jar for the following:

- 100% attendance (1 marble)
- Whole class arrive at school on time (1 marble)
- Whole class smartly dressed and in uniform (1 marble)
- Whole class have completed homework in KS2 (3 marble)
- Whole class have PE kits (1 marble)
- Whole class engaged in learning (1 marble)

Marbles in the jar are to be used for motivation but teachers should also be sensitive in their use, ensuring there is encouragement amongst peers and no blame. To meet the particular needs of a class, a teacher can discuss allocation of points for particular things.

Other Consequences and Sanctions

All children are expected to complete the work set for them. If the required amount/quality of work is not completed in lesson time, children will be asked to complete this in break or lunchtimes. Staff will make sure that the time spent doing this



is reasonable and proportionate and that the work was adequately pitched for the pupil. Children kept in at lunchtime will always be entitled to eat their lunch, although this may not happen until the work is completed. They will always be allowed access to the toilet during breaks and lunch if required to stay in and complete work.

- Children need to know that misbehaviours, especially those which hurt others, stop teachers teaching or others learning, have consequences and that these consequences will be certain and fairly applied. They do not have to be large but need to be proportional and certain – once we start making exceptions then some children will try to negotiate every time.
- In order to ensure a fair and proportional approach we have a stepped approach to responding to misbehaviour and applying consequences according to the age of the child – see charts at the end of the policy
- Consequences are consistently applied so that pupils know that the behaviour is unacceptable
- Interventions in place to support a pupil's social, emotional or behavioural difficulties are never taken away as a consequence for poor behaviour
- If a child is moved to the 'rain cloud' they should spend time away from their peers in the 'Thinking Zone' within their classroom (Between 5-10 mins, depending on age).
- If this behaviour occurs within the playground, children will sit on the 'Reflection Bench'. If they are then moved to the 'storm cloud', they should spend time in their partner class (5-10 minutes based on age) or for further time on the 'Reflection Bench'. This should be recorded on the class exit register, a consequence given and the parent/carer informed.
- A warning should always be given before moving a child's name down. In cases where children are reluctant to move their own name, adults should do this for them in a private and sensitive way.

Staff will always work on the principle to praise in public but to reprimand or sanction in private.

Time away from peers can be used for a number of reasons:

- Provide a cooling off period after an emotional incident
- Separate pupils presenting with disruptive behaviours, from their peers



- Internally exclude pupils who are upsetting the calm, safe environment that pupils and staff are entitled to

Serious behaviours

We consider the following to be serious breaches of the behaviour policy and they will therefore likely be subject to more serious sanctions. A member of SLT and the DSL must be informed of these breaches as soon as they occur:

- Racism
- Homophobic, biphobic and transphobic language/attitudes
- Other discriminatory or derogatory language or attitudes
- Sexual language/behaviour

The incidents above are all logged and are sometimes reported to other agencies and groups e.g. governors, the Local Authority and Ofsted (during an inspection). In some cases, school may need to contact other agencies (e.g. social care, police)

- Bullying (including cyber bullying)
- Persistent and ongoing disruption to lessons
- Aggressive/violent behaviour (including fighting) (child-on-child)
- Spitting/Biting
- Throwing objects where safety is compromised
- Leaving classroom/designated area without permission or reason
- Leaving school site without permission
- Ongoing and repeated defiance to staff
- Violent behaviour, including hitting out at adults
- Swearing/Offensive Language to adults
- Serious misbehaviour off site (including online behaviour)
- Bringing a weapon/dangerous object into school to cause fear or harm
- Using a dangerous weapon against another person (e.g. scissors, knife)



- Bringing other prohibited items into school (e.g stolen items, alcohol, illegal drugs, vapes/cigarettes)
- Serious Vandalism/Damage to property
- Malicious allegations against staff
- Threats to staff on social media
- Threats or malicious comments to/about pupils on social media that are negatively impacting school life
- Inappropriate use of electronic devices whilst on school site

Repeat incidents of serious misbehaviour are likely to incur more serious sanctions, bearing in mind the age of the child and the time that has passed between incidents.

The above list is not exhaustive.

Electronic Devices

Whilst on school sites pupils may have their own and school electronic devices. This includes but is not limited to: mobile phones, smart watches, iPads and laptops. Once on school site, pupils must turn off their mobile phone and given to either their class teacher or the school office for safe keeping in locked storage. Pupils should only bring a mobile phone to school with the consent of their parent and if they travel alone. Smart watches are only allowed for telling the time. The school has clear expectations for conduct when working on laptops and iPads and breaches of this will result in sanctions in line with this policy.

Sanctions that may be applied for serious incidents

- A longer lunchtime detention
- A longer internal exclusion in another classroom/area of the school – as far as possible, children will be given the same work or similar to the class. All work set will be matched to their needs/ ability and relevant
- After school detentions for KS2 pupils (these may be issued to KS1 pupils in exceptional circumstances). These will either be 30 minutes or an hour.



Parental permission for these is not required, however 24 hours' notice will be given, unless, with the school's agreement, the parent chooses for it to happen earlier. These will only be issued by the SLT. Where possible parents and pupils will be warned that this is a likely sanction for further behaviour

- Loss of privileges e.g., missing out on class rewards, whole school events or representing the school at an event
- Cleaning up of any mess that a child may have deliberately made
- Placed on behaviour contract for a specified period. Children returning from exclusion may be placed on one of these. Being on a behaviour contract can incur after school detentions if the child continues to choose to break the school rules
- Internal exclusion at an offsite inclusion facility may be issued, arrangement for this would be discussed with parents
- Suspension (fixed term suspensions) (see exclusion policy)
- Permanent suspension (see suspension policy)

We aim to include not suspend. No suspension (fixed term suspension) will be issued without first attempting other strategies or in the case of a serious single incident, a proper investigation.

Behaviour away from school

We are proud of Gordon Children's Academy and all of the pupils who attend. It is important to us that we are viewed as a positive part of the community. This means that there may be occasions where pupils' behaviour away from school, will still have a consequence in school. The school has the right to discipline children in the following circumstances, although children can only be disciplined when on the school premises:

When the pupil is:

- Taking part in any school- organised or school- related activity or
- Travelling to or from school or



- Wearing school uniform or
- In some other way identifiable as a pupil of the school

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

- Could have repercussions on the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

This includes inappropriate behaviour/activity on social media. Bullying, both online or offline, is not tolerated at The Gordon Children's Academy and sanctions will be taken in line with the school behaviour policy. Further information can be found in the anti-bullying policy on the school's website.

For more information see:

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115222/behaviour-in-schools-advice-for-headteachers-and-school-staff-feb-2024.pdf)
(publishing.service.gov.uk)

Roles and responsibilities

Senior Leadership Team

Senior leaders in the school are responsible for making sure that all staff and pupils understand the expectations for behaviour and the importance of maintaining them. Leaders are also responsible for ensuring that staff receive relevant training for behaviour management and for understanding the implementation of this policy. This training will include how certain special educational needs, disabilities or mental health may at times affect a pupil's behaviour. Leaders are also responsible for tracking and monitoring behaviour incidents within the school and for ensuring that this information is analysed and that trends and patterns are responded to. This should include the effectiveness of any suspensions and the follow up work that takes place. Leaders are responsible for ensuring that pupil, parent and staff voice is gained at least once a year to see how respondents feel. Leaders should report to governors at least 3 times a year.



Teachers and staff

Staff are expected uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff are expected to complete behaviour records in a timely manner and make relevant staff aware of incidents and/or further support needed. Staff are expected to communicate clearly with parents about behaviour (positive and misbehaviour) or incidents. This should be done in a timely manner.

Pupils

We believe that all pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. Pupils will be made aware of our rules, behaviour systems and routines are shared frequently with the children through a range of approaches:

- Assemblies
- Be Your Best Self time-tabled sessions
- Classroom and school displays
- Class discussions
- Group and individual intervention/discussion
- PSHE lessons

All pupils will be taught that they have a duty to follow the school rules and expectations as their contribution to our school culture.

Parents

The role of parents is crucial in helping us develop and maintain good behaviour. We ask all parents to be familiar with our behaviour policy and to reinforce the expectations



at home as appropriate. If a parent is concerned about any aspect of behaviour management within the school, we would ask that they contact us directly about this.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

At Gordon Children's Academy, we consistently promote high standards of behaviour to ensure that all pupils can achieve and thrive both in and out of the classroom. We recognise that at times, some pupils may need additional support to achieve the expectations that we have set. We recognise that some behaviours are more likely to be associated with particular types of SEND. We will also consider behaviour in relation to a pupil's SEND but are clear that not every incident of misbehaviour will be connected to a pupil's SEND.

In line with the Equality Act 2010, we will take reasonable steps to avoid any substantial disadvantage to a disabled pupil by the implementation of this policy or our practices in relation to it. In line with the Children and Families Act 2014 we will always use our best endeavours to meet the needs of pupils with SEND.

Where parents are concerned that a SEND is contributing to a pupil's misbehaviour, they should request to speak to the class teacher in the first instance, who will refer them on to the SENDCo if appropriate and/or if difficulties persist.

Trauma Informed Practice

We are a trauma informed school. This means that staff are trained to understand that traumatic events shape children or young people's neurological development as well as other aspects such as psychological health or social behaviour patterns. As a school we are aware of trauma and its effects and we are committed to supporting pupils who have experienced trauma. We have strong working relationships with a range of agencies and will always explore what support is available both in school and elsewhere.

The use of reasonable force

(See: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>)



There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Staff at The Gordon Children's Academy are trained in de-escalation and positively handling a pupil (use of reasonable force) will always be used as a last resort. Although it is not mandatory, some staff are trained in physical intervention and we have a Positive Handling policy.

Any incident where a child has needed to be handled must be recorded on the relevant paperwork and parents must be informed. This should be done as soon as possible after the incident and every record must be seen and signed by the Head of School.

A positive handling plan must be completed for any child who has needed to be handled and shared with parents. This should be done in advance if there is evidence that it is likely to be needed. If not, it must be done after the first incident of handling, even if it is believed this will be a one off.

Searching, screening and confiscation

(See: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>)

The Headteacher and staff they authorise (SLT and designated safeguarding lead) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. The conditions for this search are outlined within DfE guidance below and will be implemented consistently, proportionately and fairly. The age and needs of the person being searched will be considered. This includes the individual needs or learning



difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability. Parents would always be informed. Should prohibited items be found, these will be confiscated and returned or handed over to relevant authorities.

This policy has been written with consideration to the following documents:

Behaviour in schools (Advice for Headteachers and school staff)

https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf

Searching, Screening and Confiscation Advice for schools

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Use of Reasonable Force in schools.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Stepped Approach- Foundation Stage

Level	Unacceptable / Inappropriate Behaviours	Responses / Consequences The adult can choose from...
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<p>1 - Low Level:</p> <p>Dealt with within the classroom behaviour management by teachers and support staff (including playground incidents at this level).</p>	<p>Distracting other children /teacher</p> <p>Calling out</p> <p>Failing to listen</p> <p>Pushing in lines</p> <p>Failing to come in when called after playtime</p> <p>Teasing</p> <p>Snatching</p> <p>Lack of care about classroom/playground and equipment</p> <p>Throwing sand/water/toys/other objects</p> <p>Mishandling books</p> <p>Running inside</p>	<p>Child's name moved to the rain cloud.</p> <p>Good/appropriate behaviours taught, modelled and demonstrated (whole class, group, 1:1).</p> <p>Misbehaviours pre-empted, diverted away from.</p> <p>Taught how to care for their environment – getting things out, treating things with care, putting things away.</p> <p>Broken record.</p> <p>Positive reinforcement of desired behaviour.</p> <p>Tactically ignoring attention-seeking behaviours – give praise to others for what you want.</p> <p>Clear boundaries, kindly applied.</p> <p>Told to stop, directed choice given.</p> <p>Warning given and consequences explained.</p> <p>Reminder of what is expected.</p> <p>Reinforcement of school rules and what is acceptable behaviour.</p> <p>Reward those children who do conform.</p> <p>Redirection – say name and then give short, clear instruction.</p>
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<p>Level 2:</p> <p>Behaviour that requires a consequence or response - because of its intensity or frequency.</p> <p>Dealt with by the class teacher with the option of seeking support from YGP team.</p>	<p>Breaking rules</p> <p>Continuing to/constantly distracting children</p> <p>Physical abuse, deliberate (but minor): slapping, kicking, hitting, pinching, pulling hair, biting, pushing</p> <p>Ignoring adult requests / instructions (repeatedly or in a way which is unsafe).</p> <p>Deliberate shouting out, running inside, pushing in, destroying school property e.g. books or displays</p> <p>Behaviours persisting despite Level 1 consequences</p>	<p>Child's name moved to the storm cloud.</p> <p>Time out from child-initiated activities/play for 5 - 10 minutes.</p> <p>Good/appropriate behaviours taught, modelled and demonstrated (1:1).</p> <p>Removal from situation.</p> <p>Informal chat with parent/carer.</p> <p>Consequences as immediate as possible in order to be fully effective.</p> <p>Reinforcement of school rules.</p> <p>Repeatedly going on the storm cloud may result in a Level 3 consequence.</p>
<p>Level 3:</p> <p>Behaviours that senior managers will need to be kept informed about.</p> <p>Dealt with by AHT/DHT.</p> <p>Incident form completed and passed to AHT.</p>	<p>Physical abuse – deliberate and repeated attacks, fighting, hurting and spiteful behaviour despite Level 2 consequences</p> <p>Deliberate vandalism of property e.g. equipment (books), coat down toilet</p> <p>Deliberate refusal to comply with adult requests</p> <p>Intense verbal abuse – swearing, racism, sexism or offensive name-calling</p>	<p>Child raised to the Inclusion Team.</p> <p>Behaviour Support Plan put in place (involving parents/carers, teacher and ELT/SLT member – targets and review dates set).</p> <p>Reinforcement of school rules.</p> <p>Time out given e.g. loss of a whole play.</p> <p>Implementation of personalised sticker chart to systematically reward good/desired behaviour.</p> <p>Systematic time out for undesirable behaviours - taken away from play situation, supervised but not given attention.</p> <p>Member of SLT informed if no improvement over time.</p> <p>Parent/carer informed through more formal discussion.</p>



<p>Level 4:</p> <p>Behaviours that require immediate removal from class, senior management involvement and formal follow up.</p> <p>Incident form completed and passed to AHT.</p> <p>Dealt with by AHT/DHT or when required, HT.</p>	<p>Intense physical abuse – repeated attacks, fighting, hurting & particularly spiteful behaviour despite Level 3 consequences</p> <p>Intense verbal abuse – swearing, racism, sexism and offensive name-calling</p> <p>Rage outbursts – maybe involving injuring another child or adult, throwing or breaking furniture or large toys</p> <p>Dangerous behaviour (to self and others) e.g.- climbing fence/gate, running out of designated area, hurting another child resulting in puncturing the skin</p>	<p>Behaviour Support Plan put in place (involving parents/carers, teacher and ELT/SLT member – targets and review dates set).</p> <p>Child taken to a place of safety by adult (or other children removed from classroom) until child has calmed down.</p> <p>Reinforcement of school rules.</p> <p>Time out with a member of SLT.</p> <p>Parent/carer informed immediately – formal meeting to discuss way forward.</p>



<p>Level 5:</p> <p>Behaviours that require immediate involvement from the HT.</p>	<p>Verbal or physical attack on another pupil leading to injury</p> <p>Physical attack on an adult</p> <p>Extreme physical bullying</p> <p>Extreme vandalism</p> <p>Bringing a weapon into school</p> <p>Leaving site without permission (away from immediate boundaries)</p> <p>Racist, homophobic, sexual misconduct or use of other derogatory language</p> <p>Bringing drugs or other illegal substances into school</p> <p>One off serious breach or persistent breaches of the school's behaviour policy</p>	<p>Fixed Term Exclusion.</p> <p>Permanent Exclusion.</p> <p>This list is not exhaustive or limited to.</p> <p>When deciding to issue a Fixed Term or Permanent Exclusion, the Headteacher follows the DfE statutory guidance.</p>
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Stepped approach- Key Stage 1

Level	Unacceptable / Inappropriate Behaviours	Responses / Consequences The adult can choose from...
<p>1 - Low Level:</p> <p>Dealt with within the classroom behaviour management by teachers and support staff (including playground incidents at this level).</p>	<p>Calling out</p> <p>Talking over the teacher</p> <p>Disruption while children are working</p> <p>Attention-seeking/ “winding up” other children</p> <p>Making inappropriate noises</p> <p>Tale-telling</p> <p>Running in the classroom</p> <p>Not settling for register/story/carpet</p>	<p>Child’s name moved to the rain cloud.</p> <p>Behaviours tactically ignored.</p> <p>Reminder given to the child.</p> <p>Warning given and consequences explained.</p> <p>Good/appropriate behaviours taught, modelled and demonstrated (whole class, group, 1:1).</p> <p>Positive reinforcement of desired behaviours.</p> <p>Reinforcement of school rules.</p> <p>Broken record.</p> <p>Strategy used: eye contact, name, gesture, ‘thank you’.</p> <p>Language used: name, redirecting back to task, ‘thank you’.</p> <p>Language used: name, rule reminder, when...then..., choice, warning.</p> <p>Child removed from main group – immature/inappropriate behaviours pointed out and desired behaviours demonstrated/modelled.</p> <p>Child seated away from the group (time out).</p>



<p>Level 2:</p> <p>Behaviour that requires a consequence or response - because of its intensity or frequency.</p> <p>Dealt with by the class teacher with the option of seeking support from YGP team.</p>	<p>Consistent/repetition of Level 1 behaviour despite Level 1 consequence</p> <p>Physical abuse – deliberate (but minor) pushing/ pulling hair, etc.</p> <p>Repeatedly ignoring adult requests/instructions, arguing back, lying, defiance</p> <p>Deliberate shouting out, running about, pushing in, etc.</p> <p>Breaking school rules</p>	<p>Child’s name moved to storm cloud.</p> <p>Systematically rewarding using house points system.</p> <p>Reinforcement of school rules.</p> <p>Removal from situation, time out/loss of privilege.</p> <p>1:1 adult talking through why the behaviour is unacceptable & modelling/role play appropriate behaviour, maybe at break time.</p> <p>Class teacher - informal chat with parent/carer the same day.</p> <p>Time out from part of playtime at Reflection Zone.</p> <p>Repeatedly being moved to the storm clouds in a session/day or week could lead to Level 3 consequence.</p>
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<p>Level 3:</p> <p>Behaviours that senior managers will need to be kept informed about.</p> <p>Dealt with by AHT/ DHT</p> <p>Incident form completed and passed to AHT.</p>	<p>Continuation of above behaviour following Level 2 consequences</p> <p>Intense physical abuse/ aggressive/violent playground behaviour – repeated attacks, fighting and hurting</p> <p>Deliberate vandalism of property or misuse of resources such as scissors, sharp pencils, rulers etc.</p> <p>Deliberate refusal to comply with adult requests.</p> <p>Verbal abuse – to a teacher or pupil</p> <p>Deliberate swearing, racism, sexism and offensive name-calling or other bullying</p> <p>Misuse of mobile phone/device on school site or on school visit.</p>	<p>Child raised to the Inclusion Team.</p> <p>Behaviour contract</p> <p>Behaviour Support Plan put in place (involving parents/carers, teacher and ELT/SLT member – targets and review dates set).</p> <p>Resources removed.</p> <p>Reinforcement of school rules.</p> <p>Time out e.g. sitting in a reserved seat/ area of the classroom (with work and an adult if unable to work independently) or sent to partner class for 5 - 10 minutes.</p> <p>Implementation of systematic reward & consequences programme.</p> <p>Loss of treat/privilege.</p> <p>Loss of playground freedom for 5/10/15 minutes at Reflection Zone completing reflection form.</p> <p>Inform parent/carer by letter/more formal discussion with parent/carer, with YGL, AHT, DHT where appropriate.</p>
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<p>Level 4:</p> <p>Behaviours that require immediate removal from class, senior management involvement and formal follow up.</p> <p>Dealt with by AHT/DHT or when required, HT.</p>	<p>Persistent aggressive outbursts and/or fighting – maybe involving injuring another child or adult</p> <p>Throwing or breaking furniture or large equipment</p> <p>Dangerous behaviour (to self and others) where the skin has been punctured</p> <p>Extreme / repeated / deliberately offensive verbal abuse, harassment or bullying</p> <p>A second, or subsequent racist incident</p> <p>Stealing</p> <p>Repeated misuse of mobile phone/device on school site or school visit.</p> <p>Running out of school/ leaving the school site</p> <p>Threats towards other children, taking into account the age of the child and the context of the situation</p>	<p>Behaviour Support Plan put in place (involving parents/carers, teacher and ELT/SLT member – targets and review dates set).</p> <p>Behaviour contract</p> <p>Child taken to a place of safety by adult (or other children removed from classroom) until child has calmed down.</p> <p>Reinforcement of school rules.</p> <p>Time out with a member of SLT (internal exclusion).</p> <p>Parent/carer informed immediately – formal meeting to discuss way forward with class teacher and member of SLT.</p> <p>Referral to Educational Psychologist.</p> <p>Possible internal exclusion at another school or fixed term exclusion e.g. if unprovoked attack leading to an injury (child or adult), exceptionally violent or aggressive behaviour.</p>
	<p>Threats or malicious comments to/about pupils on social media that are negatively impacting school life</p> <p>Serious behaviour away from school that falls under the remit of the behaviour policy</p> <p>Threats against staff (including those on social media)</p> <p>Malicious allegations against staff</p>	



<p>Level 5:</p> <p>Behaviours that require immediate involvement from the HT.</p>	<p>Verbal or physical attack on another pupil leading to injury</p> <p>Physical attack on an adult</p> <p>Extreme physical bullying</p> <p>Extreme vandalism</p> <p>Bringing a weapon into school</p> <p>Leaving site without permission (away from immediate boundaries)</p> <p>Racist, homophobic, sexual misconduct or use of other derogatory language</p> <p>Bringing drugs or other illegal substances into school</p> <p>One off serious breach or persistent breaches of the school's behaviour policy</p> <p>Serious behaviour away from school that falls under the remit of the behaviour policy</p> <p>Threats against staff (including those on social media)</p> <p>Malicious allegations against staff</p> <p>Ongoing and repeated misuse of mobile phone/device on school site or on school visit.</p>	<p>Behaviour contract</p> <p>Fixed Term Exclusion.</p> <p>Permanent Exclusion.</p> <p>This list is not exhaustive or limited to.</p> <p>When deciding to issue a Fixed Term or Permanent Exclusion, the Headteacher follows the DfE statutory guidance.</p>
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Stepped approach - Key Stage 2

N.B. - Y3 is a transition year so use combination of KS1 and appropriate elements of KS2 approach.

Level	Unacceptable / Inappropriate Behaviours	Responses / Consequences The adult can choose from...
<p>1 - Low Level:</p> <p>Dealt with within the classroom behaviour management by teachers and support staff (including playground incidents at this level)</p>	<p>Squabbles / minor disruption</p> <p>Calling out / not putting hand up, answering back</p> <p>Talking instead of listening</p> <p>Off task behaviours resulting in loss of learning time</p> <p>Distracting, disturbing others / teasing/shrugging</p> <p>Eating in class</p> <p>Inappropriate behaviour involving equipment/minor damage to equipment</p> <p>Failing to settle to learning</p> <p>Deliberate lateness especially after play</p>	<p>Name moved to the rain cloud.</p> <p>Positive reinforcement of desired behaviours / catch being good – praise, approval, etc.</p> <p>Reinforcement of school rules.</p> <p>Broken record.</p> <p>Tactically ignoring & praise to good children.</p> <p>Strategy used: eye contact, name, gesture/look, turn into joke, reasoning, move place.</p> <p>Redirection, re-focusing on the task- firm basic repeating of expectations of the child ‘thank you’.</p> <p>Firm reminder – boundaries – warnings.</p> <p>Consequences/choices- simple language used- no negotiations.</p> <p>Consult/discuss problem with whole class.</p> <p>Confiscate items – send items home.</p>



<p>Level 2:</p> <p>Behaviour that requires a consequence or response - because of its intensity or frequency</p> <p>Dealt with by the class teacher with the option of seeking support from YGP team.</p>	<p>Continuation of level 1 despite consequence</p> <p>Rudeness to adults/children</p> <p>Continual low-level disruption</p> <p>Telling lies / blaming others</p> <p>Refusal to follow instructions</p> <p>Refusal to take responsibility</p>	<p>Child's name moved to storm cloud.</p> <p>Reinforcement of school rules.</p> <p>Lost time made up for at break/lunch.</p> <p>Child removed from situation, working on own, working out of room.</p> <p>Time out in the class or in 'partner' class.</p> <p>Initial contact with 1:1 adult reasoning & planning tactics.</p> <p>Class teacher has informal chat with parent/carer.</p>
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<p>Level 3:</p> <p>Behaviours that senior managers will need to be kept informed about.</p> <p>Dealt with by AHT/DHT. Incident form completed and passed to AHT.</p>	<p>Continuation of level 2 despite consequences</p> <p>Provoked retaliatory behaviour</p> <p>Physical abuse/aggressive playground behaviour- punching/ fighting/ kicking/ hurting/ storming off/ threatening behaviour/ stampeding/ spitting on others</p> <p>Deliberate vandalism /misuse of equipment or property e.g. toilets, or misuse of resources such as scissors</p> <p>Deliberate and repeated refusal to comply with adult requests, open rudeness, refusal to come into class</p> <p>Verbal abuse – deliberate swearing, racism, sexism and offensive name-calling or other bullying or harassment</p> <p>Theft</p> <p>Misuse of mobile phone/device on school site or on school visit.</p>	<p>Child raised to the Inclusion Team.</p> <p>Behaviour Support Plan put in place (involving parents/carers, teacher and ELT/SLT member – targets and review dates set).</p> <p>Resources removed.</p> <p>Reinforcement of school rules.</p> <p>Longer time out in partner class.</p> <p>Work out resolution with the child, e.g. letter of apology, clearing up of mess.</p> <p>Loss of playtimes/ lunchtimes.</p> <p>Implementation of systematic reward & consequences programme.</p> <p>Loss of treat/privilege.</p> <p>Loss of playground freedom for 5/10/15 minutes at Reflection Zone completing reflection form.</p> <p>Inform parent/carer by letter/more formal discussion with parent/carer, with YGL, AHT, DHT where appropriate</p> <p>Behaviour contract</p>
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<p>Level 4:</p> <p>Behaviours that require immediate removal from class, senior management involvement and formal follow up.</p> <p>Dealt with by AHT/DHT or when required, HT.</p>	<p>Unmanageable behaviour / severe and constant disruption / complete defiance</p> <p>Physical assault - aggressive outbursts and/or fighting – maybe involving injuring another child or adult, throwing or breaking furniture or large equipment, vandalism A second, or subsequent, racist incident</p> <p>Leaving the premises without permission</p> <p>Dangerous behaviour (to self and others).</p> <p>Major / significant theft</p> <p>Extreme / repeated / deliberately offensive verbal abuse, harassment or bullying</p> <p>Threats towards other children, taking into account the age of the child and the context of the situation</p>	<p>Behaviour contract</p> <p>Behaviour Support Plan put in place (involving parents/carers, teacher and ELT/SLT member – targets and review dates set).</p> <p>Child taken to a place of safety by adult (or other children removed from classroom) until child has calmed down.</p> <p>Time out with a member of SLT - who will monitor & may give warning of exclusion.</p> <p>Parent/carer informed immediately – formal meeting to discuss way forward with class teacher and member of SLT.</p> <p>Referral to Educational Psychologist.</p> <p>Internal Exclusion at another school.</p> <p>Possible fixed term exclusion e.g. if unprovoked attack leading to an injury (child or adult), exceptionally violent or aggressive behaviour.</p>
	<p>Threats or malicious comments to/about pupils on social media that are negatively impacting school life</p> <p>Serious behaviour away from school that falls under the remit of the behaviour policy</p> <p>Threats against staff (including those on social media)</p> <p>Malicious allegations against staff</p> <p>Repeated misuse of mobile phone/device on school site or school visit.</p>	



<p>Level 5:</p> <p>Behaviours that require immediate involvement from the HT.</p>	<p>Verbal or physical attack on another pupil leading to injury</p> <p>Physical attack on an adult</p> <p>Extreme physical bullying</p> <p>Extreme vandalism</p> <p>Bringing a weapon into school</p> <p>Leaving site without permission (away from immediate boundaries)</p> <p>Racist, homophobic, transphobic sexual misconduct or use of other derogatory language</p> <p>Bringing drugs or other illegal substances into school</p> <p>One off serious breach or persistent breaches of the school's behaviour policy</p> <p>Serious behaviour away from school that falls under the remit of the behaviour policy</p> <p>Threats against staff (including those on social media)</p> <p>Malicious allegations against staff</p> <p>Ongoing and repeated misuse of mobile phone/device on school site or on school visit.</p>	<p>Behaviour contract</p> <p>Fixed Term Exclusion.</p> <p>Permanent Exclusion.</p> <p>This list is not exhaustive or limited to.</p> <p>When deciding to issue a Fixed Term or Permanent Exclusion, the Headteacher follows the DfE statutory guidance.</p>
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