



## Behaviour and Discipline Policy - “A Positive Approach”

### **1. Introduction**

This document is a statement of the aims and strategies for ensuring positive behaviour. It was revised during the **summer Term of 2019**, through a process of consultation with the children, staff, head teacher, governors and parents.

### **2. Rationale**

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at John Emmerson Batty Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff.

### **3. Aims**

We aim at John E. Batty Primary School for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

John E. Batty Primary School has a number of “Golden Rules”. The primary aim of the behaviour policy, however, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

John E. Batty Primary School does not tolerate bullying of any kind. It is our aim to work towards eradicating all instances of bullying within our school community. We aim to do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy for further information).

We aim to work in partnership with parents and carers, recognising that without such positive relationships we will be less able to help the child develop positive approaches to the management of their behaviour.

#### **4. A Positive Approach**

An effective school is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of John E. Batty Primary School in relation to behavior management are that:

- Behaviour can change and that every child can be successful.
- Children's self image and self worth are directly influenced by the nature of the interactions they have with other people.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more and has a direct impact upon standards.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. Consistency of expectations and boundaries are essential but strategies used to manage behaviour may need to be flexibly applied to ensure fairness. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves and promotes their wellbeing.

#### **5. Working in Partnership with Parents and Carers**

It is our aim to work closely with parents and carers to help all children in school develop in to well-rounded and emotionally balanced individuals. To support this aim school asks all parents and carers to sign a Home School Agreement within which it asks parents to:

- support the school in promoting good behaviour and the tolerance of differences between people.

School will always look to work with parents and carers to achieve the best outcomes for children in its care.

#### **6. Adult Expectations**

At John E. Batty Primary School adults will:

- Treat each other with respect at all times, providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Constantly look to reward good behaviour.
- Provide encouragement and stimulation to all pupils in and out of the classroom.

- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the school rules and that each class has its own classroom code.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.
- Show approval and disapproval through the use of facial expression, body language and amended tone of voice. (Adults will not shout at children)

## 7. School Rules

The school's 'Golden rules' are:

- We are gentle and caring
- We are kind, respectful and helpful
- We listen
- We are honest
- We work hard and try our best
- We look after our school and the people within it.

These are displayed in pictures and texts around the school.

As well as the 'Golden Rules' every member of the school community should apply the following principles:

- If you don't help to stop the inappropriate behaviour you are condoning it.
- You own your own behaviour.

## 8. Rewards and Sanctions Overview

We will aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. The emphasis of the school discipline policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and positive behaviour.

Included in the policy are suggestions for behaviour management techniques (see 'sanctions' below). All class teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence. Children, for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

## **9. Rewards**

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise and the use of school reward systems. Wherever appropriate the children's best efforts will be celebrated through display and performance.

**Teachers should work on the principle of a 4:1 praise to sanction ratio.**

### **(CATCH THEM BEING GOOD)**

Rewards at JEB may involve:

- Receiving verbal thanks for specific positive behaviour /work
- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Smiley faces
- Stickers and stamps
- Certificates (Including Head Teacher Certificates)
- Sending good work to other staff members for reward or praise
- Special responsibility jobs
- Special privileges (e.g., free time)
- Positive phone call home to parents
- Class wide rewards
- Awarding of House points
- Awarding of Superstar Tokens (Inside and out of class)
- Golden Nugget Tokens (Given at lunchtime for healthy eating and positive behavior)
- Annual Governor Awards
- First in line privileges

## **10. Golden Time**

"Golden Time" is provided as part of our school positive behaviour policy.

With "Golden Time", children are rewarded for behaving well by receiving 'choice time' on a Friday afternoon.

In this way, the message given to children is that if they are sensible, co-operative and go about their business to the best of their ability, they will be rewarded for their efforts.

### **11. Superstar Tokens and Golden Nuggets**

To provide a concrete symbol of the giving of praise, Superstar Tokens (Given at anytime) and Golden Nuggets (Given at lunchtime) are passed to children that are witnessed exhibiting appropriate behaviour or produce positive work. Children that obtain these tokens are entered in to a draw and can win:

- For Golden Nuggets - Privileges at Lunchtime (Sit on top table)
- For Superstar Tokens - Prizes at Superstar Assembly

### **12. House Points**

To encourage a collective sense of achievement and promote a group responsibility, all the children are placed in a House on entry to school. Throughout their time at JEB the children can receive house points for positive behaviour or work. These house points are collated on a weekly basis and the running totals reported to the children in assemblies. At the end of the year the house with the most points receive a trophy which is displayed in the entrance hall.

### **13. Note on the Giving of Praise and Prompting of Children to Behave**

*Where praise, thanks or rewards are given, adults should always openly and demonstratively communicate to the child the specific behaviour which is being reinforced e.g. "You can have this superstar because you walked sensibly and quietly down the corridor without being asked to."*

*To prompt misbehaving children to behave appropriately, adults should look to praise other children in close proximity, openly and demonstratively stating the behaviour that they wish to be exhibited from all.*

### **14. Sanctions**

Despite positive responses as a means to encouraging good behaviour in John E. Batty Primary School, it may be necessary to employ a number of sanctions to enforce the Golden Rules, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these over-riding rules:

**Be calm** – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

**Disapprove behaviour... not children** – show disapproval of the behaviour and not the child. Show disappointment in the child and express that you expect better from them.

**Logical consequences** – A logical consequence is a sanction that should "fit" the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours

**Fresh Start** – although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained.

If the class/school rules are broken the table in Appendix 1 outlines possible approaches to the issuing of sanctions. **This table is designed to guide intervention and will not be adhered to inflexibly:**

**(Sanctions will be differentiated to the needs of the children)**

### **15. Yellow / Red Card Warnings and Blue Card Sanctions**

Where a child's behaviour is causing concern a gentle prompt or reminder will be given to that child to help them modify their behaviour. Where inappropriate behaviour continues the teacher will then give the child a yellow card warning. The child's name will be written on a yellow card in the classroom to explicitly demonstrate the giving of the warning. Where the child continues further with the inappropriate behaviour the adult will then give the child a red card sanction by writing their name on a red card in the classroom. This will result in the child having a playtime sanction and the issuing of a Behaviour Card (Blue).

Children receiving a blue behaviour card will spend the following days playtime in 'Sanction' (class) reflecting on what they should do next time to ensure they do not receive further sanctions.

Where a child receives a significant number of blue cards within a short period of time, the child's parents will be asked to contact school to discuss the matter with the deputy head teacher or head teacher. In such cases the child may be given additional lunch time sanctions to reflect on their behaviour.

Blue Behaviour Cards are kept for recording purposes to enable patterns in inappropriate behaviour to be analysed.

Where a child's behaviour is deemed immediately severe and warrants the attention the head teacher or deputy head, a Blue Behaviour Card should be issued and passed to the School Office for the attention of senior members of staff.

## 16. Peer on Peer Abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

All staff recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including:

- **physical abuse such as biting, hitting**, kicking, shaking, hair pulling or otherwise causing harm;
- **sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching or sexual assault;
- **sexting** including pressuring another person to send a sexual image or video;
- **teenage relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner;
- **initiation/hazing** - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them;
- **prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with peer on peer abuse.

The school takes the following steps to minimise or prevent the risk of peer on peer abuse:

- The school is an open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them;
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying;
- RE and PSHE are used to reinforce the message through stories, role play, current affairs and other suitable activities;
- Staff will endeavour to create surroundings where everyone feels confident and at ease in school;
- The school is well supervised, especially in areas where children might be vulnerable.

All allegations of peer on peer abuse should be passed to the DSL immediately. They will then be investigated and dealt with as follows:

- **Information gathering** – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.
- **Decide on action** – if it is believed that any young person is at risk of significant harm, a referral will be made to children’s social care. The DSL will then work with children’s social care to decide on next steps, which may include contacting the police.
- **Inform parents** - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care and/or the police before parents are contacted.

Safeguarding incidents or behaviours can be associated with factors outside of school and can occur between children outside of school. All staff consider the context within which incidents or behaviours occur (contextual safeguarding). Assessments of children consider whether wider environmental factors are present in a child’s life that are a threat to their safety and welfare. As much information as possible must be provided by the school if a referral is being made.

### **Supporting Those Involved**

The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships or some restorative justice work.

Support will also be required for the pupil that harmed. The school will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours.

***Please refer to the schools Child Protection Policy for further guidance and information in relation to the issue of Peer on Peer Abuse.***

## 17. Lunchtimes

Midday Supervisors will also issue Blue Behaviour Cards as appropriate using the following guide:

<p><b>Misdemeanour 1 (M1)</b></p> <p>Unless repeated these behaviours should be dealt with in yard e.g.: Time on wall etc</p>	<p><b>Misdemeanour 2 (M2)</b></p> <p>Time on yard and issuing of Blue Card</p> <p>Possible playtime sanction</p>	<p><b>Misdemeanour 3 (M3)</b></p> <p>Removal for all children to Senior Member of Staff / Issue of Blue Card</p> <p>Automatic playtime sanction</p>
<p>Name-calling</p> <p>Swing on or climbing equipment</p> <p>Misuse of school property</p> <p>Spitting on ground</p> <p>Swearing not directed at a person.</p> <p>Not lining up correctly at end of lunch</p> <p>Play fighting</p> <p>Entering School Without a pass</p> <p>Inappropriate use of play equipment (e.g. kicking ball at lunch time)</p>	<p>Throwing soft objects at others</p> <p>Spitting on school property</p> <p>Swearing at another child</p> <p>Rough play (pinching, pushing etc)</p> <p>Throwing objects/food over fence / in hall</p> <p>Inappropriate behaviour in toilets</p> <p>Inappropriate behaviour on wall/in dinner hall</p> <p>Lying</p> <p>Inappropriate harassment (touching, nasty words etc)</p> <p>Ignoring instructions</p> <p><b>Multiple or extreme M1</b></p>	<p>Spitting at another person</p> <p>Racist comments</p> <p>Swearing at adult</p> <p>Running away from adult</p> <p>Rude to adult</p> <p>Fighting (any hitting, kicking etc)</p> <p>Biting</p> <p>Throwing dangerous objects</p> <p>Bullying Behaviour</p> <p><b>Multiple or extreme M2</b></p>

\*Where Blue Behaviour Cards are issued at Lunchtime, the Senior Leaders in school will review the details related to the giving of the Blue Card and issue sanctions as they deem appropriate.

## 18. Lunchtime Sanction

Where the Head Teacher, Deputy Head Teacher deem a child's inappropriate behaviour to be significant, then a lunch time sanction may be given. During a lunchtime sanction the child will discuss their behaviour with a senior member of staff and reflect on how they should behave in the future.

### **19. Rationale for Report Card System**

In any school there are a few children who can go through periods where they find meeting expectations for behaviour more difficult than other children. This can often manifest itself as children not demonstrating appropriate behaviour for adults that are other than their usual teacher/s. These children deserve to be helped to understand the importance of demonstrating positive behaviours for school. In line with our belief in achievement for all children, we believe that our response to these children may need to be modified in line with their needs. By using a report card system we will be able to modify our response to individual children during periods where they need more support with their behaviour management.

### **20. How Report Cards Work**

Those children deemed to be struggling to exhibit appropriate behaviour for learning on a weekly basis will be placed on the report card system for a period of four weeks. This could be in relation to inappropriate behaviour exhibited whilst the class teacher is taking the sessions or whilst adults other than the normal teacher are teaching the class. The Senior Leaders in school will make the decision whether to place a child on report.

Whilst on report the child will have to report to the head teacher at the end of each week to discuss their behaviour. In addition whilst on report if the child presents inappropriate behaviour the child will be given more severe sanctions as deemed appropriate by the Senior Leaders in School e.g. longer periods missing playtime privileges, internal exclusion from class.

When the child is placed on report, his parents or carers will be informed by letter. All children on report will be given a card upon which class teachers will record how the child has behaved in class on a daily basis.

After a period of four weeks the child's progress in relation to behaviour management will be reviewed by senior leaders and depending on outcomes, the child may be taken off report or be placed on report for a further four school weeks.

### **21. Lunchtime Sanction**

Where the Head Teacher, Deputy Head Teacher deem a child's inappropriate behaviour to be significant, then a lunch time sanction may be given. During a lunchtime sanction the child will discuss their behaviour with a senior member of staff and reflect on how they should behave in the future.

## **22. Positive Intervention Plans**

Where a child's behaviour is of serious concern and may warrant the use of other positive handling techniques such as the Team Teach approach, a positive handling plan will be drawn up between the parents, child and Team Teach lead teacher. This will state clearly acceptable behaviour from the child, the rewards, the sanctions and the techniques which are to be used when positively handling them. Any serious incidents requiring positive handling will be recorded and parents will be informed as stated in the school's Positive Handling Policy. (Please refer to the school's Positive Handling Policy)

## **23. Pastoral Support Programmes and Involvement of Other Agencies.**

Where a child's behaviour is of serious concern the school will seek to provide support to the child from other agencies. In such cases the school will look to employ Parental Support Programmes (PSP) to provide improved liaison between home and school.

## **24. Fixed-term and Permanent Exclusions**

Only the head teacher (or the acting head teacher) has the power to exclude a child from school. **The school's Exclusions Policy will be adhered to where it is deemed that this course of action is necessary.**

## **25. The Role of School Council**

The School Council meets approximately once every three weeks. The School Council consists of children from Year 1 – Year 6.

As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. They will play an important role in implementing this policy.

## **26. Behaviour of Pupils Outside of School**

In some circumstances there may be situations where pupils exhibit inappropriate behaviour outside of the school which impacts negatively on the school community. The Education and Inspections Act 2006 gives head teachers the power to regulate the conduct of pupils when they are away from school premises. The school therefore will, where deemed appropriate by the head teacher, use this power. This may include the issuing of school sanctions and rewards. Factors here which may influence whether school takes action could be:

- Proximity of incident to school grounds;
- Proximity of the time of the incident in relation to start and close of school;
- Severity of the emotional/physical impact of behaviour on other pupils in school e.g. cyber bullying;
- The impact of the behaviour on the good name of the school e.g. inappropriate behaviour carried out whilst wearing the school uniform or on school trips; and
- The extent to which particular behaviour is repeated.

(This is not an exhaustive list of factors. The decision to intervene by the school will be entirely at the head teacher's discretion)

The nature of the sanctions / awards given for out of school conduct will be decided by the head teacher only. Here the head teacher should use the criteria outlined elsewhere in this and the Anti-bullying policy as guidance for his/her decisions.

### **27. Special Considerations for Pupils with SEND**

When making decisions regarding appropriate responses to the behaviour of pupils with special educational needs or disability (SEND), their needs should be considered to ensure responses are in the best interests of the individual child and class as a whole. If staff feel the child's SEND is an influential factor in the behaviours being exhibited and they are unsure how to respond, they should refer to senior leaders for guidance.

### **28. Monitoring, Evaluation and Review**

The Governing Body will review this policy bi-annually and assess its implementation and effectiveness. The views of parents and children will be reviewed through the use of annual questionnaires and in School Council Meetings. Staff's views will be reviewed through liaison during briefing and staff meeting times. The policy will be promoted and implemented throughout school.

End of Policy

Policy agreed by the governing body on:

Signed on behalf of Governing Body:



**John E. Batty Primary School Equality Impact Assessment**

<i>Name of policy or project being assessed?</i>	<i>Date</i>
Behaviour and discipline policy	12 <sup>th</sup> June 2019

<p><b>Lead Officer:</b> Mr Martin Kitchen</p>
<p><b>Members of the assessment team:</b> Full Governing Body Members</p>
<p><b>Others involved in the assessment:</b> None</p>
<p><b>What are the aims of the policy or project?</b> To agree the arrangements for managing pupil behaviour and discipline.</p>
<p><b>Who are the beneficiaries of this policy or project?</b> All children in school and other stakeholders.</p>
<p><b>What are the desirable outcomes from this policy or project?</b> All stakeholders to have a clear understanding of how pupil behaviour is managed in school.</p>
<p><b>List any other key policies, procedures, projects or strategies that this policy or project has implications on:</b> Child Protection Policy, Single Equality Policy, SEND and Inclusion Policy, <b>Exclusions Policy</b>, Anti-Bullying policy, Safe Recruitment Policy, Health and Safety Policy, Confidentiality Policy, All Curriculum Policies</p>
<p><b>What are the racial, disability and gender equality implications of the policy or project?</b></p>

None Identified	
<p><b>Does the policy or project have any significant positive impact for:</b></p> <p><b>Different racial groups</b> <b>Disabled persons</b> <b>Men and women</b> <b>Boys and girls</b></p>	<p>Outlines the expected provision for managing pupil behaviour.</p>
<p><b>Does the policy or project have any significant adverse impact for:</b></p> <p><b>Different racial groups</b> <b>Disabled persons</b> <b>Men and women</b> <b>Boys and girls</b></p>	<p>None identified</p>
<p><b>Do you have any evidence?</b></p>	<p>Annual Survey to Parents regarding equality issues. Pupil feedback through School Council.</p>
<p><b>Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?</b></p>	<p>None identified.</p>
<p><b>Action to take:</b> None</p>	
<p><b>If you have indicated there is a negative impact, can it be justified?</b></p> <p>Yes / No (Not applicable)</p>	
<p><b>If you have indicated there is a negative impact and it cannot be justified, is it discrimination?</b></p> <p>Yes/No (Not applicable)</p>	
<p><b>If you have answered YES, please list all the changes that you have made to eliminate this discrimination:</b></p> <p>(Not applicable)</p>	
<p><b>How will the policy or project be monitored?</b></p> <p>As per policy review timetable.</p>	

Signed : <u>M. Kitchin</u> (On behalf of the curriculum committee)	Date: <b>12<sup>th</sup> June 2019</b>
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APPENDIX 1

Description of behaviour	Possible Sanction / Action	Adult involved/ referred to
Low level off task behaviour / disruptive behaviour (E.g. talking during listening time / not completing tasks in time given)	Positive verbal reminder of appropriate behaviour	Class Teacher / Teaching Assistant
Repeated low level off task behaviour / disruptive behaviour after the giving of reminder by adult	Positive verbal reminder of appropriate behaviour - Verbal reprimand and show of disapproval of behaviour - Isolation from group within classroom Yellow card Warning	Class Teacher / Teaching Assistant
Persistent low level off task behaviour / disruptive behaviour after the giving of repeated reminders by adult.	Time out in partner class - Issuing of Blue Card (For refusing to follow adult instructions) – Reflection during playtime.	Referral to Phase Leader / Deputy Head Teacher
Non-abusive swearing	Positive verbal reminder of appropriate behaviour – Yellow Card Warning - Verbal reprimand and show of disapproval of behaviour - Communication with parents /carers regarding words being used - Issuing of Blue Card – Reflection during playtime.	Class Teacher / Teaching Assistant / Supervisory Assistant
Repeated non-abusive swearing		Referral to

	<p>Issuing of Blue Card – Reflection during playtime.</p> <p>-</p> <p>Loss of lunchtime privileges</p> <p>-</p> <p>Communication with parents /carers regarding words being used</p>	<p>Phase Leader / Deputy Head Teacher</p>
<p>Disrespectful behaviour towards others e.g. behaviour used to undermine adult authority, arguing with adult, inappropriate gesturing/ body language</p>	<p>Positive verbal reminder of appropriate behaviour – Yellow Card Warning</p> <p>-</p> <p>Verbal reprimand and show of disapproval of behaviour</p> <p>-</p> <p>Issuing of Blue Card – Reflection during playtime.</p> <p>-</p> <p>Loss of lunchtime privileges</p> <p>-</p> <p>Verbal apology to person</p>	<p>Referral to Phase Leader / Deputy</p>
<p>Repeated and persistent disrespectful behaviour towards others e.g. arguing with adult, questioning of adults authority, inappropriate gesturing / body language</p>	<p>Loss of lunchtime privileges</p> <p>-</p> <p>Fixed Internal Sanction – Isolation from other children in school.</p> <p>-</p> <p>Written apology to person having been disrespected</p> <p>-</p> <p>Communication with parents /carers regarding incident</p> <p>-</p> <p>Meeting with parents/carers</p> <p>-</p> <p>Report Card arrangements put in place</p> <p>-</p> <p>Loss of Lunch time Privileges</p>	<p>Refer to Deputy Head Teacher or Head Teacher</p> <p>Referral to outside support agencies</p>

<p>Willful refusal to follow adult instructions.</p>	<p>Time out in partner class - Issuing of Blue Card – Reflection during playtime - Communication with parents /carers regarding incident</p>	<p>Referral to Phase Leader or Deputy Head</p>
<p>Repeated/persistent willful refusal to follow adults instructions</p>	<p>Loss of Lunch time Privileges - Fixed Internal Sanction – Isolation from other children in school - Communication with parents /carers regarding incident - Meeting with parents/carers - Report Card arrangements put in place - Involvement of outside agencies - Parental Support Plan Initiated</p>	<p>Refer to Deputy Head Teacher or Head Teacher  Referral to outside support agencies</p>
<p>Willful minor damaging of property</p>	<p>Issuing of Blue Card – Reflection during playtime. - Loss of lunchtime privileges - Written apology to person with damaged property - Making good damaged property</p>	<p>Referral to Phase Leader or Deputy Head</p>

<p>Repeated willful or significant damage to property</p>	<p>Loss of Lunch time Privileges - Written apology to person with damaged property - Making good damaged property - Communication with parents /carers regarding incident - Meeting with parents/carers Fixed Internal Sanction – Isolation from other children in school - Report Card arrangements put in place - Involvement of outside agencies - Parental Support Plan Initiated - Fixed /Permanent Exclusion</p>	<p>Refer to Deputy Head Teacher or Head Teacher  Referral to outside support agencies</p>
<p>Verbal abuse of other children</p>	<p>Positive verbal reminder of appropriate behaviour – Yellow card warning. - Verbal reprimand and show of disapproval of behaviour - Isolation from group within classroom - Verbal apology to abused child</p>	<p>Class Teacher / Teaching Assistant</p>
<p>Repeated verbal abuse of children</p>	<p>Time out in partner class - Issuing of Blue Card Reflection during playtime. - Loss of lunchtime privileges - Written apology to abused child -</p>	<p>Referral to Phase Leader or Deputy Head</p>

	Communication to parents/carers regarding incident	
Persistent verbal abuse of a children	<p>Loss of Lunch time Privileges</p> <p>-</p> <p>Fixed Internal Sanction Isolation from other children in school</p> <p>-</p> <p>Communication with parents /carers regarding incident</p> <p>-</p> <p>Meeting with parents/carers</p> <p>-</p> <p>Report Card arrangements put in place</p> <p>-</p> <p>Involvement of outside agencies - Parental Support Plan Initiated</p> <p>-</p> <p>Fixed Term / Permanent Exclusion</p>	<p>Refer to Head Teacher</p> <p>Referral to outside support agencies</p>
Verbal abuse adults	<p>Time out in partner class</p> <p>-</p> <p>Loss of lunchtime privileges</p> <p>Issuing of Blue Card</p> <p>-</p> <p>Written apology to abused adult</p> <p>-</p> <p>Communication to parents/carers regarding incident</p>	<p>Refer to Deputy Head Teacher or Head Teacher</p>
Repeated verbal abuse of adults	<p>Short Fixed Term Internal Sanction Isolation from other children in school</p> <p>-</p> <p>Communication with parents /carers regarding incident</p> <p>-</p> <p>Meeting with parents/carers</p> <p>-</p> <p>Report Card arrangements put in place</p>	<p>Refer to Deputy Head Teacher or Head Teacher</p>

<p>Persistent verbal abuse of adults</p>	<p>Extended Fixed Term Internal Sanction Isolation from other children in school - Communication with parents /carers regarding incident - Meeting with parents/carers - Involvement of outside agencies - Parental Support Plan Initiated - Fixed Term / Permanent Exclusion</p>	<p>Refer to Head Teacher  Referral to outside support agencies</p>
<p>Physical abuse of other children</p>	<p>Verbal apology to abused child - Time out in partner class - Issuing of Blue Card Reflection during playtime. - Loss of lunchtime privileges - Depending on severity communication with parents regarding incident</p>	<p>Referral to Phase Leader or Deputy Head</p>
<p>Repeated physical abuse of a children</p>	<p>Loss of Lunch time Privileges - Written apology to abused child - Fixed Term Internal Sanction Isolation from other children in school - Communication with parents /carers regarding incident - Meeting with parents/carers - Report Card arrangements put in place</p>	<p>Refer to Deputy Head Teacher or Head Teacher</p>

<p>Persistent physical abuse of a children</p>	<p>Extended Fixed Term Internal Sanction Isolation from other children in school</p> <p>-</p> <p>Communication with parents /carers regarding incident</p> <p>-</p> <p>Meeting with parents/carers</p> <p>-</p> <p>Report card arrangements put in place</p> <p>-</p> <p>Involvement of outside agencies - Parental Support Plan Initiated</p> <p>-</p> <p>Fixed Term / Permanent Exclusion</p>	<p>Head Teacher</p> <p>Referral to outside support agencies</p>
<p>Physical abuse of adults</p>	<p>Written apology to abused adult</p> <p>-</p> <p>Fixed Term Internal Sanction Isolation from other children in school</p> <p>-</p> <p>Communication with parents /carers regarding incident</p> <p>-</p> <p>Meeting with parents/carers</p> <p>Report Card Arrangements put in place</p>	<p>Refer to Head Teacher</p>
<p>Repeated physical abuse of adults</p>	<p>Extended Fixed Term Internal Sanction Isolation from other children in school</p> <p>-</p> <p>Written apology to abused adult</p> <p>-</p> <p>Communication with parents /carers regarding incident</p> <p>-</p> <p>Meeting with parents/carers</p> <p>-</p> <p>Report Card arrangements put in place</p> <p>-</p>	<p>Refer to Head Teacher and Chair of Governors</p>

	<p>Involvement of outside agencies - Parental Support Plan Initiated</p> <p>Fixed Term / Permanent Exclusion</p>	
<p>Persistent physical abuse of adult</p>	<p>Extended Fixed Term Internal Sanction Isolation from other children in school</p> <p>-</p> <p>Communication with parents /carers regarding incident</p> <p>-</p> <p>meeting with parents/carers</p> <p>-</p> <p>Involvement of outside agencies - Parental Support Plan Initiated</p> <p>Involvement of outside agencies - Parental Support Plan Initiated</p> <p>Fixed Term / Permanent Exclusion</p>	<p>Refer to Head Teacher and Chair of Governors</p> <p>Referral to outside support agencies</p>

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