

Behaviour and discipline policy

St Peter's Catholic Primary School

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

At St Peter’s Catholic Primary School, children, staff and parents work together to ensure that:

- children are able to learn and teachers are able to teach
- there is a safe environment
- everyone is treated with courtesy and respect
- the views of others are acknowledged
- the children develop self-discipline

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:	Serious misbehaviour is defined as:
<p>Disruption in lessons, in corridors between lessons, and at break and lunchtimes</p> <p>Non-completion of classwork or homework</p> <p>Poor attitude</p> <p>Disregard for the correct uniform</p>	<p>Repeated breaches of the school rules</p> <p>Any form of bullying</p> <p>Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation</p> <p>Vandalism</p> <p>Theft</p> <p>Fighting</p> <p>Racist, sexist, homophobic or discriminatory behaviour</p>

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Our school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

St Peter's approach to preventing and addressing bullying is outlined in our Anti-bullying policy.

4. Rights, Responsibilities and Restoration

4.1 Rights

Every person in our school has a right:

- to feel safe
- to learn and achieve to the best of their ability
- to be treated with dignity and respect

4.2 Responsibilities

Every person in our school has a responsibility:

- to take care of him or herself, other children, parents and staff

- to look after our school building and equipment
- to keep our classrooms, corridors and playground tidy
- to look after school uniform and other personal belongings
- to respect the property of other people.

4.3 Restorative approaches

St Peter's staff have been trained in Restorative Approaches to managing serious behaviour incidents: those which cause physical or emotional harm to, or involve conflict with, members of our school community. This approach enables children and adults to unpick the thoughts and feelings that have triggered the incident, and empowers the person who has been harmed by involving them in deciding how the harm can be repaired and the relationship mended. It is far from being a 'soft option'; children are brought face-to-face with the impact of their actions, invoking true contrition and an enhanced understanding of interpersonal relationships.

What is a restorative response to harm or conflict?

Those affected are invited to share:

- What has happened.
- What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected.
- What needs to happen to put things right or to make things better in the future.

The framework is based on sound learning theory regarding how people relate to each other and how best to meet the different needs that can arise from conflict or harm.

5. Roles and responsibilities

5.1 The governing board

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 10.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording serious behaviour incidents promptly (CPOMS)
- Challenging pupils to meet the school's expectations
- Developing with their class clear ground rules of what is acceptable in terms of behaviour, attitude and activity, with a view to promoting high standards of self-discipline and respect for others
- Guiding children in their decision making both in the classroom and playground
- Handling incidents as soon as possible
- Dealing with mistakes as part of the learning process and giving children the opportunity for restitution and reconciliation

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are in year arrivals.

6. School behaviour curriculum

In order to achieve our aims, protect our rights and encourage our sense of responsibility, we have core rules which we uphold in school, on the playground, on school visits and when travelling to and from school:

We are kind

We are honest

We are respectful

We are helpful

We are always ready to learn

These whole school rules are introduced at the start of each year and class teachers ensure that all children know what is acceptable in terms of behaviour, attitude and activity, with a view to promoting high standards of self-discipline and respect for others.

Teachers guide children in their decision making both in the classroom and in the playground. They handle incidents as soon as possible. They deal with mistakes as part of the learning process and give children the opportunity for restitution and reconciliation.

6.1 What does good behaviour look like?

There are also age appropriate rules for behaviour in all of the following areas which are revisited by the teacher and children at the beginning of each year. These are rules for good behaviour:

In lessons:

- All children listening, learning and on task
- Silent transitions to maximise learning time
- Children taking responsibility for their learning
- Hands up
- Responding to teacher signal to stop and listen quickly, hand up
- Effective, focused partner talk about learning
- Hands empty, body still, eyes looking, ears listening
- Helping tidy and being tidy

- › Staying in seats during lessons
- › Quiet learning focused whispers while doing independent work

Walking around the school

- › SSS - Slowly, silently, single file
- › Staying in line order
- › Picking up litter/coats
- › Respecting displays
- › Facing the front
- › Greeting people appropriately – Good morning, Good afternoon

At playtime and lunchtime

- › Treat others kindly in what you do and say
- › Respectful to staff and peers
- › Tidy up
- › Inclusive
- › Ask permission before going indoors
- › Good language
- › Walking in Grace's garden
- › Respectful of equipment
- › Rough play is not allowed
- › Stopping when the bell is rung and lining up quietly
- › Good table manners
- › Saying please and thank you

On trips

- › Listening to adults
- › Representing St Peter's Catholic Primary School
- › Staying in pairs
- › Being mindful of the public and respectful towards others
- › Sensible and smart
- › Enthusiastic
- › Polite
- › Quiet voices

In assembly

- › Respectful
- › listening not talking or fidgeting.

6.2 Why do we need good behaviour?

- › To ensure that children's right to be heard, to learn and to be safe in body and mind is always respected by everyone.
- › To ensure children can learn in a safe environment.

- To create well rounded citizens by ensuring children have good social skills and show respect towards each other and adults at all times.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

House Points

These are awarded by teachers for positive behaviour as well as academic achievement, and are recorded weekly. The winning house is announced at Friday's celebration assembly and the captains of the winning team receive the House cup. There is also an extra playtime for the winning house. Staff can award up to 5 house points for positive behaviour.

Celebration Certificates

These are awarded by teachers for achievements in every area of school life, including academic work, helpfulness or kindness to other people. Certificates are awarded at Friday's celebration assembly.

Values and Virtues certificates

These are awarded by the pupils to those children in their class who have lived out the values and virtues. These are introduced to the children through an assembly each week.

Writing certificates and Headteacher Tea Party

Children who have shown fantastic writing skills and effort are recognised at Friday's celebration assembly. These children are also rewarded with a place at a tea party with the headteacher. Their work is read aloud in assembly for all the staff and children to appreciate their wonderful words.

Winnie certificates

Children who go 'above and beyond' are rewarded with a Winnie certificate at the Celebration Assembly on a Friday.

Reading challenge award

This is a treat for those children who complete the reading challenge award.

Golden time

Golden time is a time set aside during the week when the whole school stops the teaching timetable and engages in some fun and different activities. Golden Time is a class activity session to celebrate keeping the St Peter's Rules or school values. Golden Time activities are special activities that the children have chosen to do.

Stickers

These are awarded by teachers and lunchtime supervisors for good work or behaviour.

Individual Class Reward Schemes

These are developed by class teachers in discussion with the pupils and take the form of positive behaviour reinforcement strategies (e.g. jewels in the jar, Class Dojo points).

Reward Charts

These may be used as part of an Individual Education Plan for a child who exhibits challenging behaviour.

7.4 Responding to misbehaviour

Schools have a legal right to impose reasonable sanctions if a pupil misbehaves.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

CONSEQUENCES

Teachers are responsible for correcting as positively as possible bad manners and minor misdemeanours in class and in the playground. The following strategies may be used. Children may be:

- reprimanded and asked to apologise. The adult will speak to them about the choices that they have made
- asked to miss part of a playtime, if the teacher is prepared to stay with them
- asked to miss their lunchtime, this will be spent with a member of SLT
- removal of Golden time privileges

- sent for a short period to another class teacher, then the phase lead and then to a member of the leadership team, with class work to complete where appropriate. This will depend on the nature of the incident.
- Internal exclusion

Persistent poor behaviour should be reported to the class teacher who will contact the parent by telephone or by speaking to the parent directly when he or she collects the child at the end of the school day. All serious behavior incidents will be recorded on CPOMS.

Monitoring behaviour at lunchtime:

The Senior Lunchtime Supervisor will keep a record of any incidents of poor behaviour, and will report any persistent or serious offenders to the Class teacher, Headteacher or a member of the Leadership Team.

7.5 Incidents to be referred to the headteacher:

Some behaviour requires the immediate intervention of the Headteacher. In the Headteacher's absence these incidents should be referred to the Deputy Headteacher or a member of the Leadership team. They include:

- causing deliberate physical injury to another child
- causing deliberate physical injury to a member of staff
- making racist or sexual remarks
- swearing
- persistent teasing or name-calling
- stealing
- causing deliberate damage to property

Immediate removal of playtime and lunchtime privileges will be given for these offences, and parents will be contacted by the Headteacher to discuss if there needs to be a more serious sanction such as an internal or external exclusion.

7.6 Repair and restore

The child should be given the opportunity to repair and restore their behaviour to the standards expected at St Peter's. This may be achieved by:

- discussion with a teacher/adult
- writing a letter of apology
- making restitution if it is feasible to do so
- Personal Behaviour Plans
- RE lessons
- PSHE lessons and referring to the Zones of regulation
- Circle Time

7.7 Extreme disruption

- In consultation with a teacher the child will be allowed to designate a 'calm place' for time out
- The child will have an agreed signal with staff to alert them that he/she is intending to go to the 'calm place'

- If the child is causing disruption in class, the Headteacher, SENCO or a member of SLT will be called and will try to persuade the child to leave the classroom
- If this is impossible then the other children will be removed to another classroom or place of safety
- If the child concerned remains in the classroom, two adults must be present
- The incident must be recorded on CPOMS and parents informed by the HT/DHT
- Physical intervention will only be used as a last resort if the child's behaviour carries a risk of physical injury to the child concerned, another child or an adult
- Staff involved will be given the opportunity for a debrief and time to compose themselves before returning to their duties

7.8 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (CPOMS)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.9 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.10 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Year 6 pupils are allowed to bring a mobile phone to school. This must be turned off and handed into their class teacher when they are on the school site.

8. Serious sanctions

Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

The decision to exclude a student will be taken in the following circumstances:

- In response to a serious breach of the school's behaviour policy
- If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's behaviour policy:

- Verbal abuse to Staff and others
- Verbal abuse to students
- Physical abuse to/attack on staff
- Physical abuse to/attack on students
- Damage to property
- Theft
- Sexual abuse or assault.
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the pupils' behaviour

This is not an exhaustive list and there may be other situations where the Head teacher makes the judgment that exclusion is an appropriate sanction.

Please refer to our exclusions policy for more information.

9. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with a member of SLT

- An individual behaviour support plan

10. Monitoring arrangements

10.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions

11. Links with other policies

- Anti-bullying policy
- Child Protection Policy
- SEND policy
- Exclusions policy

Appendix 1: Written statement of behaviour principles

As a Catholic school, the ethos of our school is guided by gospel values with Jesus' teachings at the heart of all that we do. As a visible enactment of this ethos, the Governing Body of St Peters Catholic Primary school expects that all pupils and staff should demonstrate respect and acceptance of others at school. We will not tolerate discrimination in any form and promote equal opportunity for all in our community.

We believe that a high standard of good behaviour is key to the schools' success enabling every pupil the opportunity to learn and play in a safe and encouraging environment. Good behaviour provides every child the opportunity to achieve excellent progress in their learning and develop as caring individuals.

We understand that it is difficult for children to behave well all the time, and that as part of growing up they need to be taught how to behave by example.

To facilitate good behaviour, we expect the staff to actively support children to take full responsibility for their behaviour towards self and others.

In order to achieve these goals, the Governing Body ask the school to ensure that there are clear school rules and that child-centred practice and partnership working with parents (in keeping with current national policy and statutory obligations) incorporated within the behaviour management and anti-bullying policies, and the home-school agreement.

Specifically, governors ask the school to:

1. Develop policies and processes that ensure the safety of children and staff at all times including online safety.
2. Ensure that children and parents are made aware of their behaviour responsibilities, both in person and online, by clear dissemination of school rules (and relevant policies) via assemblies, classroom activities, displays, and the school website.
3. Ensure that all members of staff (including lunchtime supervisors, office staff and TAs) receive copies of the relevant policies and undergo regular training such that all policies are implemented consistently throughout the school environment.
4. Guarantee effective implementation of all policies through regular monitoring and reporting of results to the Governing body and other bodies as required by statutory guidance.
5. Make sure that the behaviour management approaches for minor and serious behaviour incidents allow children and adults to share their understanding of what happened, ensure that those involved develop an understanding of how their actions impact on others and that there is a need to put things right and say sorry.
6. To guarantee that behaviour management techniques are applied fairly and consistently in order to ensure that no pupil will be allowed to repeatedly behave in a manner which adversely affects the well-being and learning opportunities of others.
7. Implement a system rewarding good and improving behaviour and use sanctions (contextualised in terms of restore and repair) when standards fall below an expected level.
8. Children at risk of exclusion will be given every opportunity to take all reasonable steps to make the appropriate choices in order to comply with the school rules

Wet play rules

Children must follow the instructions of the midday supervisors.

Children should stay in own classroom except for visiting the toilet.

Children must ask for permission if they need to leave the classroom.

Children must tidy up before the bell.

Children must walk carefully around the classroom

Children are not to paint, glue or use scissors unless in a supervised lunchtime activity.

Computers may be used only if teacher has left them switched on and they are supervised.

At St Peter's...



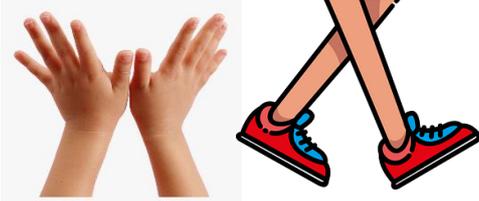
We are kind

We are honest

We are respectful

We are helpful

**We are always ready to
learn**

Playground code		
		Use kind words, kind hands and kind actions
		Listen to the adults on the playground
		Play together and look after each other
		Tell an adult if something is wrong
		Stop when the first bell rings
		Walk and line up in silence when the second bell rings

Appendix 5: Behaviour guidelines chart for staff

Stage	Behaviour	Consequences	Action/Managed by:
Stage 1 Unsocial behaviours Behaviours do not interfere with children's right to be safe or right to learn and they happen for the first time. LOW LEVEL BEHAVIOUR	Low level disruption Calling out/making silly noises in class/fidgeting with equipment when the teacher is talking. Pushing in the line. Walking around the classroom without permission. Failing to complete the task set. Continuing to play at lining up time Not lining up appropriately (expectation – silent, single file)	Non verbal signals given Verbal reminder Change of position in the learning environment or line Miss 5 minutes of next available breaktime	Restorative approach - Use Restorative Questions (appendix 6) Identify school value Name the behaviour Tell them what you expect, give example Refer to zones of regulation Pupils try to identify how to help themselves Private discussion about why the behaviour is unacceptable and giving the consequences if further poor behaviour If persistent: See stage 2 Managed by class teacher, MDS or Support Staff
Stage 2 Anti-social behaviours Behaviours do begin to impinge on children's and adults' rights most often the right to learn. They are often behaviours that have continued from stage one and sometimes require a period of time out. PERSISTENT LOW LEVEL BEHAVIOUR	Stage 1 behaviour continues after adult intervention/ warning Continuously disrupting learning Failing to complete the task set for the second time in a day Refusing to follow instructions Engaging in rough play in the playground Name calling Intentionally swearing to cause offence	Loss of privileges Miss 10 mins break time Miss 10 mins time out to phase leader's class Spoken to by phase leader Complete unfinished tasks during breaktime or lunchtime	As above If persistent: Class teacher to speak to parents at the end of the day Do something kind for those who have been upset Refer to zones of regulation Pupils try to identify how to help themselves Record on CPOMS – staff member that deals with issue Managed by class teacher, MDS and Phase Leader
Stage 3 Difficult and Dangerous Behaviours These behaviours seriously impinge on children's and/or adults rights, most often the right to be safe. ZERO TOLERANCE BEHAVIOUR	Swearing at another child or adult Deliberately breaking school property. Calling a child/adult racist/homophobic name. Physically hurting another child or adult deliberately through hitting, kicking, scratching, biting. Fighting in the classroom or playground. Leaving the classroom during a lesson deliberately without permission and refusing to return Bullying Leaving the school grounds Throwing classroom furniture Stealing	Loss of privileges Miss lunchtime Miss Golden Time on Fridays Behaviour report for persistent behaviour Child removed from class or playground by a member of SLT Fixed term internal exclusion may be issued – child with HT or DHT for a fixed period of the day. (1 hour)	As above but in addition: Do something kind for those who have been upset Record on CPOMS – staff member that deals with issue HT/DHT follow up with parents and teacher – discuss concerns Fill in behaviour report – monitored by SLT daily Fill in racist/homophobic incident form and send to LA Attend nurture group with ELSA/SENCO during lunchtime If persistent: Contact STIPS and Primary mental health worker Implement an Early Help Plan Managed by H /DHT/SENCO/ FSW
Stage 4 Exclusions PERSISTENT ZERO TOLERANCE BEHAVIOUR	Persistent disruptive behavior Serious assault of a child or adult Verbal abuse or threatening behaviour against an adult or child	Fixed term exclusion applied Permanent exclusion	SLT to follow DFE and Surrey exclusion policy and guidelines Managed by HT/DHT

Appendix 6: Restorative language

When our pupils find themselves in conflict or upset, we will ask them:

- What happened?
- What were you thinking or feeling when it happened?
- What needs to happen to put this right?
- What would you do differently next time?

We might also say to our pupils:

- What would you think or feel if this happened to you?
- How can we put this right?
- What could you do differently next time?
- What other choice could you have made?
- How could you make sure this doesn't happen again?
- Who do you think has been affected by your actions? How were they affected?