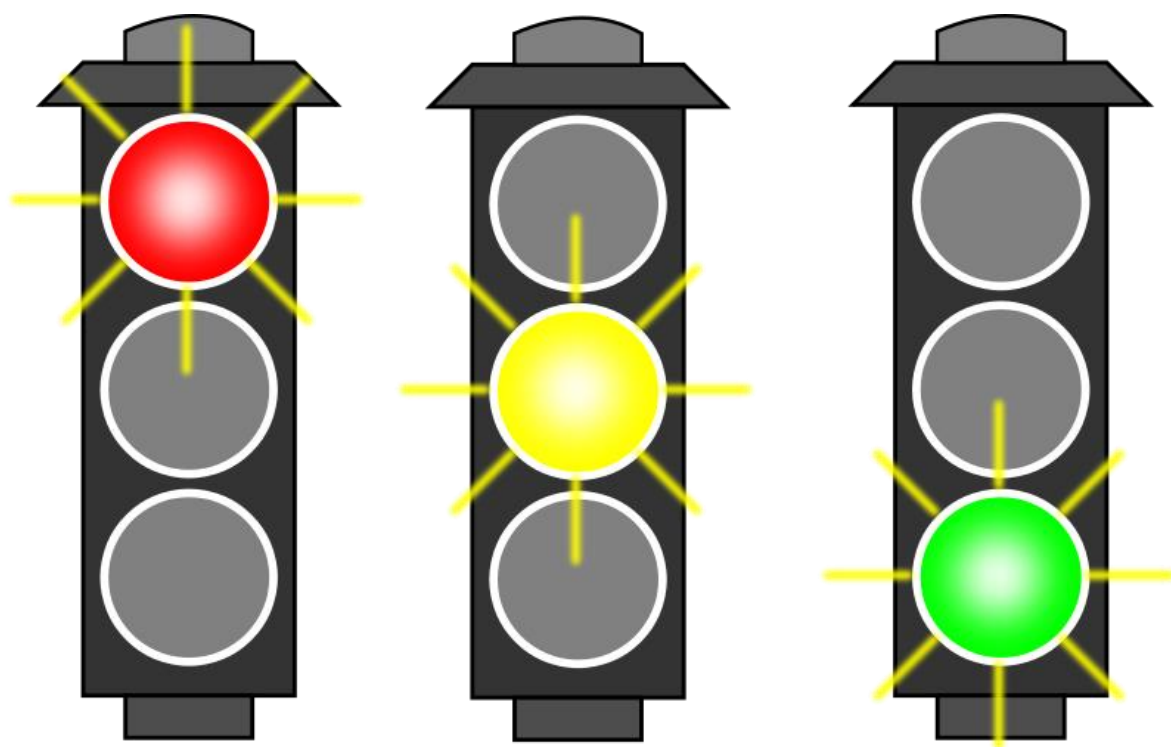


St Charles Catholic Primary School



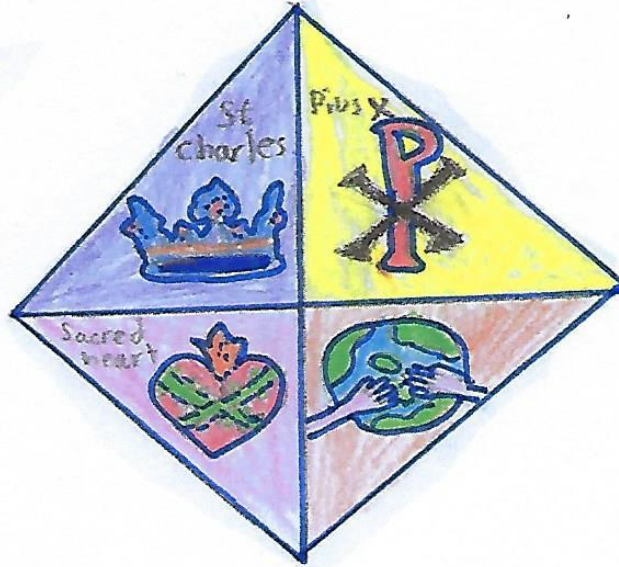
Behaviour and Expectations Policy

Date policy adopted by the Governing Body: Spring 2024
Date policy to be reviewed: Spring 2026

St Charles Catholic Primary school

Our Mission Statement

✠ *Love God, Love your Neighbour* ✠



(Design by Claudia 5A - 2020)

Through God's love, and with guidance from the Holy Spirit, we, the Community of St Charles, share our Catholic faith together. We seek to nurture in our children an understanding of the importance of Christian values and a deep love and lifelong commitment to God.

We value the unique strengths and gifts of the children entrusted to us and strive to provide an excellent education, so that through our teaching the children may realise their full potential.

In partnership with our families, Governors and Parish, and inspired by our faith, we support the children of St Charles. We encourage them to shine, to have pride in their achievements, to show concern for others and contribute to society as responsible citizens.

Our Aims

- *To appreciate that we are all uniquely created and loved by God.*
- *To deepen each child's understanding of the Catholic faith.*
- *To nurture in the children an understanding of Christian values and how these help shape our lives and the lives of others.*
- *To understand the importance of forgiveness and reconciliation.*
- *To work in partnership with parents and Parish to create a Christian atmosphere enriched through prayer.*
- *To provide an excellent education so children learn and achieve their potential.*
- *To respect and care for one another in a happy, welcoming and nurturing community.*
- *To ensure children care and respect others, develop an understanding of the world and contribute to society as responsible citizens.*

Positive Behaviour - The School Mission Statement.

St. Charles School is a Catholic School. The staff and children therefore follow the teachings of Jesus Christ whose message to us is: To Love God and To Love Your Neighbour. This message is very important to our school community. This is why it has been adopted as the school's motto. It is also an integral part of our school mission statement and permeates everything we do.

The staff and children are reminded of this message each day through its reinforcement in prayer, assemblies, RE lessons and liturgies. There are also many images around the school depicting God's love for us and the School Mission Statement is displayed in every classroom and throughout the School.

Whilst investigating incidents of unacceptable behaviour and whilst issuing sanctions, staff are expected to be mindful of the school mission statement and to display the same qualities and characteristics displayed by Jesus, in particular patience, fairness, compassion and forgiveness. Offending pupils will be given the opportunity to reflect upon their behaviour and to apologise to the offended parties. They should also be provided with appropriate support in order to deter them from repeating the offence. (See Behaviour and Sanctions grid). Under no circumstances should a child ever feel humiliated or prejudged. Equally, no member of staff should show favoritism when dealing with children.

Aims of our Behaviour Policy

This policy exists as a framework for supporting the aims of St Charles' Catholic Primary School and ensuring the happiness and learning of every individual in our community.

It will do this through:

- Encouraging a calm, purposeful and happy atmosphere within school
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property, and differences of others
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- A consistent approach to behaviour throughout the school with parental cooperation and involvement
- Helping our children develop appropriate self-esteem
- Encouraging our pupils to co-operate with one another and with the adults in school
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded
- Help working alongside parents to encourage our children to develop socially, academically, orally, and spiritually in preparation for a positive role in society
- Ensure that all adults are clear about their role when managing a pupil's behaviour
- Ensure the children are aware of unacceptable behaviour
- Allow all children equal opportunities to learn
- Allow all adults in school equal opportunities to fulfil their role
- Reward and encourage positive behaviour
- Use sanctions where appropriate in accordance with this policy
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity

Encouraging Positive Behaviour

We support positive behaviour and a positive environment through:

- A consistent approach by the whole school community
- Monitoring pupil attendance and taking swift action where necessary
- Constructive whole school planning
- Developing the voice of the child, for example the School Council
- Appreciating and following the agreed Class Rules
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility
- Developing the skills of co-operation and discussion
- Encouraging everyone to take pride in the school environment
- Having a positive and consistent approach to playtimes and lunchtimes
- Creating a stimulating classroom environment
- Providing a clear and positive learning experiences fairly and consistently
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating
- Ensuring that the curriculum issues concerning organization, methods of teaching and learning, content and differentiation are addressed

At St Charles Catholic Primary School, we believe it is vital that positive behaviour is rewarded through sets of rules, both in the classroom and around the school, and a reward system that is transparent to the pupils is seen and applied consistently and fairly.

At St Charles Our Pupils can expect the following:

- Have the right to be valued as members of the school community
- Get help when they seek it: whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns
- Make mistakes, and learn from them
- To be treated fairly, consistently and with respect
- Have the right to be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;
- Have the right to be taught in a pleasant, well-managed and safe environment
- Have the right to work and play within clearly defined and fairly administered codes of conduct
- Have the right to experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met
- Have the right to develop and extend their interests, talents and abilities

At St Charles we expect Our Pupils to do the following:

- Come to school on time with homework done
- Be suitably equipped for the lessons in the day ahead
- Respect the views, rights, and property of others, and behave safely in and out of class
- Co-operate in class with the teacher and with their peers;
- Work as hard as they can in class
- Conform to the conventions of good behaviour and abide by school rules
- Seek help if they do not understand or are in difficulties
- Accept ownership for their own behaviour and learning, and to develop the skill of working Independently
- Be willing to apologise
- Wear a full School uniform

At St Charles Our Staff can expect the following:

- Have the right to work in an environment where common courtesies and social conventions are respected
- Have the right to be treated with respect and free from threat
- Have the right to express their views and to contribute to policies which they are required to reflect in their work
- Have the right to a suitable career structure and opportunities for professional development
- Have the right to support and advice from senior colleagues and external bodies
- Have the right to acceptable and appropriate accommodation and resources
- Have the right to be treated with care and dignity from all members of our school community

At St Charles we expect Our Staff to do the following:

- To behave in a professional manner at all times
- To dress appropriately as per staff handbook
- All staff should treat their colleagues with respect
- Have an expectation of confidentiality
- Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked
- Show interest and enthusiasm in the work in hand and in their pupils' learning;
- Listen to the pupils, value their contributions and respect their views;
- Be sympathetic, approachable and alert to pupils in difficulty or falling behind
- To identify and seek to meet pupils' special educational needs through the SEND Code of Practice
- To share with the parents any concerns they have about their child's progress or development
- To expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development
- Report suspected cases of bullying to Designated Teacher for Child Protection
- To follow up any complaint by a parent and report back on the action taken

At St Charles Our Parents/Carers can expect the following:

- Have a safe, well-managed and stimulating environment for their child's education
- Have reasonable access to the school
- Have their enquiries and concerns dealt with sympathetically and efficiently
- Be informed promptly if their child is ill or has an accident, or
- Be notified if the school has concerns about their child
- Be well informed about their child's progress and prospects
- Be well informed about school rules and procedures
- Have a broad, balanced and appropriate curriculum for their child;
- Be involved in key decisions about their child's education
- Have a suitably resourced school with adequate and well-maintained accommodation

At St Charles we expect Our Parents/Carers to do the following:

- Ensure that their child attends school everyday
- Ensure their child arrives on time, with homework done, and suitably equipped for the lessons in the day ahead
- be aware of school rules and procedures, and encourage their child to abide by them by being supportive of the school

- show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home
- act as positive role models for their child in their relationship with the school
- attend planned meetings with teachers and support school functions
- Provide the school with all the necessary background information about their child
- Telling the school promptly about any concerns they have about school in the appropriate manner
- Notify the school of any significant change in their child's medical needs or home circumstances
- Keep the school updated with contact details
- Be respectful when dealing with all staff.

(See also 'Abusive/Threatening behaviour and assaults on staff – Statement of Intent' in the appendix.

The Importance of Parental Support.

A good relationship between the school and our parents is essential in order to create together an appropriate setting for all pupils to grow and develop into well educated and rounded young people, demonstrating the Gospel values.

Parents are expected to support the school and its decisions regarding the discipline of their children. Should parents have any concerns regarding an incident they should discuss it with the teacher concerned in the first instance and then with the Head of School or Assistant Head should the matter be left unresolved. All meetings should take place at a mutually convenient time.

It should be understood that when a child whose parent is also a member of staff at the school is being questioned or disciplined for inappropriate behaviour, that parent will keep a professional distance and will not get involved in the incident. However, such parents are reminded that they do have the same rights as any other parent in the school and should they feel, after discussing the matter with their child after school, that they wish to discuss the incident further then they should arrange to meet with the member of staff concerned in the first instance and then with the Head of School or Assistant Head should the matter be left unresolved. All meetings should take place at a mutually convenient time.

The Importance of Punctuality

Parents must ensure their children arrive punctually each day. This is very important as pupils who are late take longer to settle down, can become stressed and may miss important instructions or notices. This will inevitably have a damaging effect on a child's understanding and learning.

The Main gates will open at 8.50am and pupils should go straight to their classroom where their teacher will be waiting. All pupils must be in their class ready to start the day *before* the bell rings at 9 o'clock. A warning bell is rung at 8.58am. Parents/Carers of pupils who are constantly late will be sent a letter outlining the School's concerns. A maximum of 2 letters may be sent before parents are asked to attend a meeting with the Head of School/Executive Head Teacher to discuss the matter. If punctuality does not improve the Head teacher will report the matter to the local authority.

The Importance of Full Attendance

Parents must ensure that their children attend school every day in order to:

- **promote their child's welfare and safeguarding**
- **ensure their child has access to the full-time education to which they are entitled**
- **ensure that their child succeeds whilst at school**
- **ensure that their child has access to the widest possible range of opportunities when they leave school.**

'Only pupils who attend (school) regularly and concentrate on their learning will be able to achieve to the best of their ability'. (Every Child matters - DCSF)

The Importance of Homework

Although not strictly a behaviour issue, homework is still considered to be very important as it reinforces a child's understanding and encourages independent learning and organisational skills. Homework is also used to assess pupil progress and often used as part of the next lesson. For these reasons appropriate sanctions are considered if homework is missing, handed in late or incomplete.

Rewards and Praise

If we are to achieve the above aims, we believe that everyone in our community must be encouraged to work together positively to achieve them.

We are committed to developing a positive school environment, which places learning as the main priority and to help achieve this it is vital to impart the importance of good behaviour.

We use a range of positive behaviour strategies:

- It is the aim at St Charles to provide a working environment where all pupils can realise their full potential in an undisruptive, happy and stimulating environment
- Pupils learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable
- By making the expectations of good behaviour explicit, the school creates a positive atmosphere that supports effective learning
- Pupils are taught to understand the advantages of good behaviour in pursuit of happy and positive relationships with others both now and into the future
- Staff and pupils must share the responsibility for ensuring that health and safety obligations are not jeopardised by unruly behaviour
- Some young people display emotional, behavioural and social difficulties. When this occurs, the aim of the school is to remedy, or at least positively manage, such difficulties to ensure that these pupils are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded

Rewards and Incentives - KEY STAGE TWO

In Key Stage Two all pupils are allocated to a house team, St Joseph, St Bernadette, St Francis or St Cecilia. During the week pupils can gain 'house points' for their House Team by presenting good work or by displaying good behaviour. These points are recorded each week and the House with the most points wins a rosette which is displayed on a record chart in the hall. At the end of each half-term the House Team with the most rosettes is rewarded with an 'own clothes' day. The House with the most over-all points for the half term win an afternoon play.

Each week, during a 'Well done' assembly, two children from each class, who have been identified as having demonstrated outstanding behaviour (Action Hero) or exceptional class work (Learning Hero), are presented with a special certificate. These children are presented to the Key Stage as role models. Their Certificates are displayed in the Hall and their names are displayed electronically in the Office noticeboard and written in the School Newsletter to parents.

Every KS2 class has a Recognition Board for promoting good behaviour. The class agree on a behavior target that the class can aim for each week and names of all children are placed on the appropriate area of the board once they have achieved and maintained it.

Rewards and Incentives - KEY STAGE ONE

Each week, during a 'Well done' assembly, two children from each class, who have been identified as having demonstrated outstanding behaviour (Action Hero) or exceptional class work (Good Work Hero), are presented with a special certificate. These children are presented to the Key Stage as role models. Their Certificates are displayed in the Hall and their names are written in the School Newsletter to parents.

In order to encourage KS1 pupils to line up appropriately after morning, afternoon and lunch time breaks, the school uses a 'Rocket to the Moon' reward scheme. The class which lines up appropriately, ie, quickly, in a straight line and without talking, are rewarded a booster rocket. This allows their class rocket to move one space towards the moon on the display boards in the KS1 corridor. The class who reaches closest to the moon at the end of the week are allowed a special treat to be agreed with their class teacher.

Each day pupils demonstrating good behaviour are rewarded. Reward systems vary according to the class but include stamps and stickers and 'Golden Time', where pupils may choose their own fun activity.

Every KS1 class has a Recognition Board for promoting good behaviour. The class agree on a behavior target that the class can aim for each week and names of all children are placed on the appropriate area of the board once they have achieved and maintained it.

Rewards and Incentives - FOUNDATION

Each week, during a 'Well done' assembly, two children from each class, who have been identified as having demonstrated outstanding behaviour (Action Hero) or exceptional class work (Good Work Hero), are presented with a special certificate. These children are presented to the Foundation Stage as role models. Their Certificates are displayed in the Hall and their

names are written in the School Newsletter to parents.

In order to encourage Reception pupils to line up appropriately lunch time and afternoon breaks the school uses a 'Rocket' reward scheme. The class which lines up appropriately, ie, quickly, in a straight line and without talking, are rewarded with a Rocket which is displayed in the Foundation corridor. The class with the most rockets at the end of the week are allowed a special treat to be agreed with their class teacher.

Each day pupils demonstrating good behaviour are rewarded with stamps and stickers and given the title, 'Stars of The Day'. Stickers are also rewarded by the lunchtime staff to pupils who finish their lunch and to pupils who are prepared to try new foods.

Nursery pupils can become 'Line Leaders' and lead the class in and out to playtimes and assemblies if they demonstrate good behaviour as set out in the Nursery Rules. Other rewards include pupils being allowed to go out to play first and choosing toys to be set out for the following days activities.

School Values Rewards

The School values are Respect, Aspiration, Resilience, Gratitude, Individuality and Integrity. Each half term the School focuses on one value. This begins with a Key Stage Assembly to launch the Value. At the end of the half term, staff are asked to nominate a child from each year group who have regularly demonstrated the value. The SLT decide on the final children and they are invited to attend an afternoon tea with the Executive Head Teacher. They will also receive a certificate, which is displayed in the main corridor, and they may wear their own clothes for a day.

Sanctions.

The school accepts that from time to time pupils will have difficulty 'living up' to the school's code of conduct. However, as the DCSF (Department for Children, Schools and families) recognizes... *teachers are only able to teach effectively and pupils learn effectively in orderly classes with good behaviour*,... it is essential that staff allocate appropriate sanctions when they are deemed necessary. Sanctions vary according to the behaviour. At St Charles we categorise behaviour into three groups, Less serious incidents, (ie, calling out in class), Serious incidents, (ie, swearing), and Very Serious incidents, (ie, fighting). (*Refer to Behaviour and Sanctions Grid in the appendix*).

There will be immediate checking of misbehaviour, such as verbal and physical abuse as well as racist remarks, name calling, bullying, etc. There may be loss of privileges, such as restricted morning/lunchtime play, loss of membership of clubs, the right to go on educational visits or any extra curricular activities if the child puts him/herself or others at risk unnecessarily.

Parents will always be informed of serious incidences. If the inappropriate behaviour persists a discussion will take place with the child, parents and class teacher in the first instance, then with the Key Stage Coordinator, Assistant Head, or Head of School/Executive Head should it be deemed necessary. Follow-up meetings will also be considered.

If the disruptive behaviour continues, the Head of School may decide to issue an internal exclusion (child works with supervision away from their own class for a fixed period). The Executive Head Teacher may also consider a Partnership School Exclusion (child works in St Mary's Catholic School

accompanied by a member of staff for a fixed period) or exclude the child from school (child works at home with the parent/guardian for a fixed period). (Refer to the behaviour grid in the appendix)

The length of these exclusions may be increased if the Executive Head Teacher deems it necessary. If the exclusion is over 15 days in any one term, then a panel of Governors will convene to approve it. Every decision will be reported to the Chair of Governors and the LA. A re-admission meeting will be arranged with the family and the Executive Head Teacher at the end of any exclusion. This is in accordance with the Department of Education guidelines which will be closely adhered to.

As a last resort the Executive Head Teacher may permanently exclude the child from the School (child is asked to leave the school permanently) and inform the Governors and the LA within 1 day. This is in accordance with the Department of Education guidelines which will closely be adhered to.

In all cases of exclusion, (with exception of permanent exclusion) appropriate work will be set by the class teacher for the pupil to complete.

A child may be excluded from the school during the midday break in cases of severe disruption or risk to other children or adults. In these cases, a parent/guardian must collect the child from school and supervise him/her at home for the duration of the lunch time break.

A record of all exclusions is kept in the pupil's school record file and on CPOMs. These files will eventually be sent on to their secondary schools.

In the case of violent or extremely disruptive behaviour the Head of School/Executive Head Teacher may telephone the parents/guardians and insist that the child be collected from the school immediately.

Some serious incidences, such as deliberately harming someone, may lead straight to an internal exclusion, the duration of which will be determined by the Head of School/Executive Head Teacher and based upon the seriousness of the incident.

Individual Behaviour Plan (IBP)

An IBP may be used for a child who continues to display inappropriate behaviour over a long period of time and where all other School sanctions have proved unsuccessful. However, the Head of School may decide to issue an IBP before this stage has been reached if it is thought to be more appropriate to do so. The IBP involves the pupil, parent/Carer, class teacher and the Head of School agreeing on targets to be achieved over a set period of time. Other members of staff may also be involved where appropriate, eg, School SENCO. The plan outlines the agreed targets, the achievement criteria and rewards issued when targets are met as well as sanctions for when they are not. The plan is reviewed regularly and may continue for as long as it proves useful. Once all targets have been met and behaviour improves the IBP will be closed. However, if targets are not met and the inappropriate behaviour continues then the child may face permanent exclusion.

Behaviour and Discipline – Bullying.

(See also the school's Anti-Bullying, E-Safety and Child Protection policies).

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual

orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgments about each specific case.

At St Charles we are working hard with staff, pupils and parents to create a school community where bullying is not tolerated.

We take all types of bullying very seriously, ie, physical, emotional, racial and cyber bullying. All incidents should be reported to the Head of School/Executive Head Teacher Head Teacher so that the appropriate action can be taken. The Child Protection Officer should also be informed. This post is currently held by the Head of School. (Refer to Behaviour and Sanctions Grid).

All incidents of bullying are recorded on CPOMs.

Parents/Carers of the child demonstrating bullying behaviour are informed as early as possible as their involvement is essential in supporting and re-educating their child. Parents of the child who experienced the bullying are also informed so they too can support their child and be reassured by the school that the incident has been investigated fully and appropriate action has been taken.

Children are encouraged to speak to an adult in the school if they feel they are being bullied. This should be their class teacher in the first instance but can be any other member of staff should they feel more comfortable talking to them.

All incidences should be reported to the Head of school and to the schools Child Protection Officer.

In order to deter bullying behaviour the school endeavours to:

- **Discuss, monitor and review its anti-bullying policy annually.**
- **Support staff to promote positive relationships and identify and tackle bullying appropriately.**
- **Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.**
- **Report back quickly to parents/carers regarding their concerns on bullying and deal promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.**
- **Seek to learn from anti-bullying good practice elsewhere and utilizes the support of the local authority and relevant organisations when appropriate.**

Abusive/Threatening behaviour and Assaults on Staff

Statement of intent

St Charles Catholic School encourages close links with parents/Carers and the community. We believe that pupils benefit when the relationship between home and school is a positive one.

The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the School. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, verbal and/or physical abuse towards school staff.

Our school expects and requires its staff to behave professionally in these difficult situations and attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all staff have the right to work without fear of violence and abuse and the right, in an extreme case, of appropriate self defence.

We expect parents and other visitors to behave in a reasonable way towards school staff. Below are outlined the steps that will be taken where behaviour is unacceptable.

Behaviour

Types of behaviour that are considered serious and unacceptable and will not be tolerated:
This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting at school staff, either in person or over the telephone
- Physically intimidating a member of staff, eg standing very close to her/him
- The use of aggressive hand gestures
- Threatening school staff
- Shaking or holding a fist towards another person
- Swearing at a member of school staff
- Pushing
- Hitting, eg slapping, punching and kicking
- Spitting
- Racist or sexist comments
- Breaking the school's security procedures

Unacceptable behaviour may result in Local Authority (The Royal Borough of Kensington and Chelsea) and the Police being informed of the incident.

Procedure

When a parent or member of the public behaves in an unacceptable way towards a member of the school staff the Executive head teacher or appropriate senior staff will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continue, or where there is an extreme act of violence, a parent or carer may be banned by the Head of school/Executive Teacher from the school premises for a period of time, subject to review. An alternative sanction imposed by the Head teacher may be to ban the parent/carer from addressing or meeting with the member of staff for a fixed period

without a senior leader present.

Prior to being banned the following steps will be taken:

1. The parent/carer will be informed, in writing, that s/he is banned from the premises, subject to review, and what will happen if the ban is breached, eg that an injunction application may follow.
2. Where an assault has led to a ban, a statement indicating that the matter has been reported to the local authority and the Police will be included.
3. The Chair of Governors will be informed of the ban.
4. Where appropriate, arrangements for pupils being delivered to, and collected from the school gate will be clarified.

Conclusion

St Charles Catholic School will take action where behaviour is unacceptable or serious and breaches our home-school code of conduct or health and safety policy

SCHOOL CODE OF CONDUCT

The following code of conduct was written by the School Council on behalf of the children in St Charles School. A copy of this code has been agreed by each child and hangs in every classroom.

- 1 – Respect each other.**
- 2 – Be sensible in line.**
- 3 – Help others.**
- 4 – Be polite.**
- 5 – Play safely.**
- 6 – Walk in the corridors in between classes.**
- 7 – Do your best at everything and use your full potential.**
- 8 – Treat the school properly with respect.**
- 9 – Listen to everything the teacher says.**
- 10 – Bring the proper equipment to the right activities, eg. PE kit for PE.**
- 11 – When it is wet play remember the class is not the playground.**
- 12 – Treat prefects and rainy day monitors with respect.**
- 13 – Respect the teachers and the dinner ladies.**
- 14 – Talk quietly in the dinner hall.**
- 15 – Always put rubbish into the bins provided.**
- 16 – Recycle paper whenever possible.**
- 17 – Wear the right uniform – Remember no jewellery.**
- 18 – Be sensible in the toilets.**

All pupils are expected to abide by this code of conduct.

Behaviour and Sanctions Grid

	Behaviour	Sanctions	Persistent	Support
Less Serious Incidents	<u>(Examples)</u> Wandering about in class. Incomplete uniform	<u>(May involve any of the following)</u> Class sanctions, including; Tactical ignoring. Verbal warning Name on board. Reminded of rules. Express disappointment. Time out. Model appropriate behaviour. Stern look. Inform Parent/Carer	<u>(May involve any of the following)</u> Morning break detention. Loss of morning play. Informal meeting with Parents/ KS Coordinator.	<u>(Examples)</u> Reminder of rules Discuss behaviour with pupil. Try to determine reason. Seek parents support. IEP / Passport to learning if appropriate. Buddying-up. Change seating plan. Pupil success chart.
	Calling out in class. Interrupting teacher when talking to the class.			
	In school building at lunch/play.			
	Interrupting other children.			
	Inappropriate talking.			
	Ignoring minor instructions.			
	Silly noises.			
	Not having appropriate equipment.			
	Accidental swearing.			
	Not responding to requests to work.			
	Disrupting a lesson.			
	Accidental damage.			
	Defacing of books/work. Deliberately annoying other pupils.			
Not lining up properly.	Give warning.	Wall time(KS1) Detention(KS2)		
No PE kit, books, etc.	Give 3 warnings.	Letter to parents / Inform PE Coord.		

Behaviour and Sanctions Grid

	Behaviour (Examples)		Sanctions	Support
Serious Incidents	<p>Deliberately throwing objects.</p> <p>Intentional swearing.</p> <p>Cheek, off-hand comments to staff.</p> <p>Offensive name-calling. Theft</p> <p>Bullying behaviour.</p> <p>Serious challenge to authority.</p> <p>Refusal to obey an instruction.</p> <p>Leaving class without permission.</p> <p>Deliberately harming someone. <i>(Including biting in Nursery)</i> Damaging school/pupil property.</p>	<p><u>Biting in Nursery</u> Time out and inform parents/HOS. To go home after 3 biting incidences.</p>	<p><i><u>(May involve any of the following)</u></i></p> <p>Involve KS Coordinator/Asst Head</p> <p>Head/Ex Head as appropriate. Enter on CPOMs</p> <p>Morning/Lunchtime detention.</p> <p>Individual Behaviour Plan (IBP)</p> <p>Inform parents.</p> <p>Lunch –Time Home exclusion Internal exclusion.</p> <p>Miss Class Trip</p> <p>Partnership School exclusion.</p>	<p>Family Support Team.</p> <p>Play Therapist.</p> <p>Out-reach Team. Ed. Psychologist/ TBAP</p> <p>Discuss behaviour with pupil. Discuss behaviour with parents.</p> <p>Detention reflection forms.</p> <p>Pastoral Support. Behaviour Intervention Plan (BIP)</p>
Ex. Serious incidents	<p>(Examples)</p> <p>Extreme danger or violence.</p> <p>Serious racial abuse.</p> <p>Physical abuse/intimidation of staff.</p> <p>Extreme verbal/physical abuse.</p>		<p>Involve Head/Exe Head/Asst Head.</p> <p>Inform parents.</p> <p>Partnership School exclusion.</p> <p>Fixed/Permanent School exclusion.</p>	