



# **St Edmund's Catholic Primary School**

## **BEHAVIOUR POLICY**

### **SCHOOL MISSION STATEMENT**

**Our vision is to deliver an outstanding and distinctive Catholic education with Christ at the heart of our community.**

**Commitment to equality:**

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have adopted a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

**The member of staff responsible for this Policy is: Elizabeth Bart-Williams**

**The Governing Body designate responsible for this Policy is: Teaching & Learning Committee**

**This Behaviour Policy has been approved and adopted by the Governing Body on 25<sup>th</sup> March 2024.**

**This Policy will be reviewed in March 2025**

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## **1. RATIONALE**

The UN Convention on the Rights of the Child – Article 29 (Goals of Education as summarised by UNICEF)

*Children’s education should develop each child’s personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.*

## **2. INTRODUCTION**

At St Edmund’s Catholic Primary School, we try to live as a caring community in which the children grow in the love of God and the understanding of each other. The Catholic character of the school is vital and should be present in all that we do. We promote the core values of equality, dignity, respect and non – discrimination. These values are at the heart of our Catholic school community. We are committed in ensuring that all children are treated consistently and fairly by all staff. By following an agreed code of conduct we aim to actively encourage tolerance, courtesy and consideration for others. We believe that the whole school community has a role to play in maintaining an environment within which children and adults can feel safe, secure and able to fulfil their potential. This policy is used as a means of promoting “good behaviour”, the well-being of the individual and enhancement of a purposeful learning environment.

## **3. AIMS OF THE SCHOOL**

- To recognise that Christ is in and around us, celebrating His love through prayer and worship;
- To ensure all children remain in their class as much as possible and ensure we limit sanctions being applied within our school and instead, foster a positive environment, where praise and encouragement are our main forms of communication with the children;
- To provide a caring, welcoming environment where everyone has a right to be heard, and is listened to with respect;
- To secure the physical safety and emotional well-being of the individual;
- To create an awareness and appreciation of other cultures and provide equality of opportunities for all, irrespective of race, gender, disability or cultural background;
- To provide opportunities for children to become independent and motivated learners so that each may achieve his or her full potential;
- To promote a sense of community, a welcoming atmosphere and to encourage the partnership between home, Parish and school, which is essential for every child to flourish;
- To foster good relationships and teach social skills for life-long learning;
- To facilitate a stimulating environment that will promote motivation and passion for

learning in pupils and staff, and which nurtures and celebrates the successes of our community;

#### **4. PURPOSE OF THIS POLICY**

Our Behaviour Policy was created to:

- provide a safe, calm and caring atmosphere in which learning can take place;
- ensure consistency, fairness and clear expectations;
- support all children in meeting their full potential as independent learners through differentiation that takes into account children's individual needs and Individual Behaviour Plan (IBP) targets.
- work in partnership with parents and the Head Teacher, SENDco and Behaviour Team to review pupil behaviour and update support provided as required.
- support co-operative and caring behaviour and to discourage anti-social behaviour through the use of SEAL [Social, Emotional Aspects of Learning] and SMSC [Spiritual, Moral, Social and Cultural development], all of which promote our core values, as well as British Values.
- enable pupils to develop social skills and moral values in the context of the school as a community.

#### **5. CODE OF CONDUCT**

Good behaviour is essential to what we all do in School, and a high standard of behaviour is expected and will be promoted at all times. This includes in lessons and throughout all aspects of school life. All members of staff will lead as role models and set high standards of expected behaviour, giving children clear guidance of the expectations. Much of our behaviour is a result of choices – conscious and unconscious – which result in sanctions and/or rewards. In modifying our language of choice, adults will enable children to become more conscious of their behaviour, emphasizing the positive rather than highlighting the negative. With this in mind, we will:

At St Edmund's we promote being **PALLS**: **P**raise **A**ll **L**earners **L**ovingly and **S**ensitively  
**P**raise **P**ositively **P**ublicly and **D**iscuss **D**isappointment **D**iscretely.

We will encourage our school community to:

1. be kind, honest and truthful to everyone;
2. have respect for ourselves, for one another and for school property;
3. be prepared for our daily work - to try our best and make full use of our talents;
4. stop, look and listen when asked;
5. move sensibly and safely around the school; and
6. treat our environment with great care.

We will promote this as a school community by:

1. reinforcing the ethos and values of the school through the PSHCE/SEAL curriculum which provides pupils with the opportunity to learn about and practice social, emotional and behaviour skills.

2. teach the pupils about their rights and the rights of others and empowering our school council members to be a 'voice' for their peers.
3. providing opportunities to take responsibility and contribute to our school ethos through the prefect system taking on the role as our school community PALLS.

## 6. SCHOOL RULES

Our aim is to help children to develop a sense of **RESPONSIBILITY**, to have **RESPECT** for one another and for themselves, and to make informed **CHOICES**. We wish all pupils to be aware of the consequences of their behaviour and to understand why certain types of behaviour are unacceptable. In the interests of safety and consistency we say:

- When moving around the school, children should walk quietly, using the left-hand side of corridors and stairs. This is especially important when going down to the playground or leaving the school at the end of the day;
- During assemblies, children should enter and leave the hall in silence and should show courtesy and consideration at all times;
- Children are expected to dress smartly and to wear school uniform at all times. For P.E. and swimming lessons, the correct kit must be worn;
- Children are not allowed inside the school building without the supervision of a teacher or mid-day supervisor. During indoor playtimes, children should remain in their own classrooms and occupy themselves with suitable quiet activities – all classes have a selection of games and books;
- Children should only bring money to school when requested e.g. dinner money, Diocesan building fund, outings payments, etc. which should be given to the school office as soon as possible. Teachers will not accept responsibility for money brought to school for other purposes;
- No valuable items such as **watch recording devices**, radios, radio-controlled toys and computer games should be brought to school;
- With regards to mobile phones: Year 6 may bring their mobile phones to school so that those who travel independently are able to contact their parents. However, it is not the responsibility of the School, and we shall not be held liable for loss or theft. Children will place their phone in a class box which will be locked in a secure cupboard and brought out at the end of the day;
- The only jewellery that children are permitted to wear are watches and studs. For reasons of safety, earrings should be removed for PE, games or swimming lessons;
- Children who bring a packed lunch should eat their lunch in the dining hall at the appropriate time;
- Chewing and bubble gum are not allowed and no breakable containers of any kind should be brought to school;
- When a child celebrates his or her birthday, on their "Special" day, they may bring healthy snacks/food choices to school to share out at the end of the day;
- Footballs can be used in the enclosed games area only, on the designated class days;
- Children are expected to be respectful of school property, especially when going to

- the toilet, using water fountains and of resources provided;
- Classes must exit the school by the main gate, which remains locked during school hours. For break times and lunch times, and at the end of the day, children are to be led downstairs by an adult;
- Visitors to St. Edmund's must report to the Reception, who will call to inform the member of staff with whom they are meeting. Visitors must be met in the Reception by a member of staff;
- Children are not allowed to open the main gate to let adults inside. If they see someone trying to gain access to the school, they should notify the school office or a member of the teaching staff.

## **7. SCHOOL ORGANISATION**

*'It is clear that the key to effective management is prevention. Effective managers prevent problems from arising in the first place rather than have special skills in dealing with problems once they occur.'* Brophy [1983].

Wherever possible, situations should be avoided which present opportunities for poor behaviour, e.g. lack of supervision, unnecessary queuing, inappropriate tasks. Clear expectations, alongside engaged and motivated children, should eliminate many behaviour problems. Behaviour problems are also less likely to occur if children are aware that adults can see them.

We aim to encourage the children to take pride in St. Edmund's and its environment by:

- having high quality, interactive and purposeful wall displays created by pupils and staff – working walls;
- developing routines and rotas that encourage personal responsibility and leadership skills; and
- encouraging children to take a pride in their own, each other's and the school's property.

## **8. CLASSROOM MANAGEMENT**

We believe that there are three key areas of Preventative Classroom Management:

### **Classroom Layout**

- Effective use of wall space and floor space.
- Arrangement of children's tables and other classroom furniture.
- Location of, and accessibility to, resources and equipment.
- Organisation of provision for children's personal belongings.

### **Getting the year off to a good start**

- Advance organisation, e.g. layout, materials, apparatus, equipment.
- Spend time teaching children where things are kept to encourage independence.
- All children should have fun and success on day one.
- Provide extension activities for pupils who grasp a concept quickly.
- Focus on the whole class at the beginning and end of each day – cultivate the culture

of reading a book. together at the end of the day - either by an adult or selected children.

- Offer regular feedback and praise; recognize and praise small steps.
- Show an interest in and respect for each individual child.

### **Developing Routines**

- Entering and exiting the classroom.
- Getting out materials.
- Getting work marked.
- Getting the attention of the class.
- Changing activities.
- Making up non-completed work.
- Going to the toilet.
- Getting started and winding down/ finishing off.

## **9. CLASS CHARTERS**

Each term, pupils and teachers create a class charter to establish and build shared values in order to promote a positive and productive classroom environment. A class charter is an agreed code of behaviour within the classroom which complements the school's behaviour policy and high expectations.

## **10. BALANCED CURRICULUM**

It is well documented that if behaviour problems are not handled satisfactorily then the curriculum will become less effective. However, a stimulating and enriched curriculum can lead to less behaviour problems.

The broad aims of our school curriculum encompass

- ensuring that children learn basic academic skills;
- teaching personal and social skills, as well as religious, moral and British values;
- teaching the ability to work and play independently;
- teaching the skills of enquiry and information gathering; and
- teaching problem-solving and decision-making skills and encouraging creative thinking.

Where pupils are actively and successfully involved in meaningful activities which meet these aims, the opportunity for behaviour problems to develop will be minimized.

In our curriculum planning we give thought and consideration to:

- planning and teaching exciting and entertaining activities;
- adaptation - matching activities that cater to each child's learning style and ability;
- the balance between individual work, group and whole class work, and for a balance between teacher talk to the whole class, groups and individual; and the need for a balance between work involving speaking and listening, reading and writing and other practical activities, such as drama and role play.

## **11. BEHAVIOUR IN ASSEMBLY**

Assemblies are special times when the school comes together to celebrate achievement, to learn about bigger issues or to listen to guests who visit the school. It is important for us all to show respect by being polite and well-mannered at these special times. Children are expected to enter and leave the hall quietly. School staff will be with the pupils to make sure they are showing their best behaviour.

Our Monday gospel assemblies are an integral part of the Catholic life of the school during which children, staff and parents gather to celebrate the Word. As these assemblies are acts of collective worship, we expect all those in attendance to enter, participate respectfully and reverently.

Our Thursday achievement assembly is a chance for lunchtime staff, playground staff, the school office, teaching assistants and teachers to celebrate good behaviour and curricular achievements. Children are presented with a star award and publicly acknowledged for their efforts over the last week. Whilst these are celebratory gatherings, we maintain high expectations for the behaviour of all present. We will invite families and visitors of each child being celebrated to join us, but ask that they be polite and respectful observers.

## **12. BEHAVIOUR IN THE DINNER HALL**

We expect children to maintain good standards of behaviour in the dinner hall. Our kitchen staff and lunchtime supervisors can give children dojos for showing good manners and positive behaviour in the hall. Children are also expected to help out by clearing their own place. There are always three adults on duty at lunchtime and a member of the Senior Management Team is on hand where necessary.

Upper Key Stage 2 are nominated to serve as lunch time leaders, helping younger children and supporting transitions in and out of the playground for staggered lunch times. Our Year 3, 4 and 5 children can become Playground Pals and help to organise games for their peers and support with minor conflict resolution. We have a range of equipment that children are able to use at lunch time; our staff encourage the children to use it respectfully.

## **13. BEHAVIOUR AT LUNCHTIME AND IN THE PLAYGROUND**

In the playground, lunchtime supervisors give children dojos for showing positive behaviour. Aside from this, the lunch time supervisors pick a 'star of the week' to be presented in each Friday. Staff encourage children to share, play fairly and enjoy active time.

There will always be two adults on duty at playtime in each playground. One adult is always responsible for overseeing the cage area and children are only allowed to play football inside the cage area on their designated days.

Sanctions at lunchtime are similar to those in the classroom. Children are given a reminder about behaviour, a warning, then some time out to think about their behaviour. Any major issues with behaviour outside are dealt with by class teachers or senior leaders.

In the event of poor behaviour on the playground, the adults on duty will immediately inform a member of the Senior Management Team and record the incident on the school's information management system where it will be followed up as appropriate. The following will be recorded:

1. Unacceptable noise in dining area;
2. Disobeying reasonable requests / instructions from support staff;
3. Rudeness, cheek, insolence;
4. Play fighting: hitting, punching, kicking;
5. Damaging school / other people's property;
6. Eating sweets / gum / food in playground;
7. Spitting;
8. Name calling;
9. Deliberately annoying other children e.g. taking balls, spoiling games.

The following incidents are to be immediately referred to the Head of School or another member of the SMT:

1. Swearing at children or adults;
2. Physical abuse to children / adults;
3. Running out of school;
4. Bullying – please refer to our school Anti-Bullying policy.

#### **14. REWARDING AND SHARING SUCCESS**

Positive behaviour and attitudes toward learning is praised explicitly by all staff at St Edmund's. Pupils' hard work and effort are recognised by:

- the award of a congratulatory stamp or sticker at any time.
- a comment and praise on the children's achievements.
- 'Good News' cards can be awarded on a daily basis. Class teachers are responsible for giving parents the cards at the end of the day.
- teachers will award Star Awards to at least two children per class during the Thursday achievement assembly.
- children are also encouraged to praise each other's achievements
- the Head Teacher awards special 'stickers' to children who are sent to her with good work or kind actions.
- the Head Teacher's Award is awarded throughout the year at the Head Teacher's discretion.

#### **15. CLASS DOJO**

The main system we use at St Edmund's is called 'Class Dojo' where children gain points for showing skills such as listening, team work, focus and trying their best. Parents are able to access their children's progress and what they have gained points for through an app they can use on their mobile devices. Dojos can be awarded to individual children or groups of children. Dojos can also be taken away, again by identifying specific behaviours.

#### **EYFS and Key Stage 1**

Class Dojo points will be awarded daily, with a target of at least 10 Dojo points in the week. Children who receive the most dojos on each week will receive an entry ticket to the Head Teacher's tea during Friday assembly.

### **Key Stage 2**

Class Dojo points will be awarded daily, with a target of at least 20 Dojo points in the week. Children who receive the most dojos on each week will receive an entry ticket to the Head Teacher's tea during Friday assembly.

### **Bouncy Castle Party!**

At the end of the half term, the child who has the most dojo points will gain access to the Bouncy castle party at the end of term.

### **Head Teacher's Tea Party!**

At the end of the term, the children who received the entry tickets, will celebrate at the Head Teacher's Tea Party.

## **16. SYSTEM DOWN**

In the case of not being able to access the internet, staff are encouraged to have their Dojo Icon on their board. When children gain a Dojo, they will write the child's name and place a tick by their name for every time a Dojo is added. If Dojos are to be taken away, simply cross the ticks out for every time a child loses a Dojo. Once the system is back up and running, staff may enter the Dojos on the website.

## **17. WHEN THINGS GO WRONG**

At St Edmund's we believe that poor behaviour does not mean a bad child. We address the unacceptable behaviour and not the child, so that self-esteem is neither lowered nor raised by the attention that the behaviour demands. The staff at our school considers the following to be the most serious acts of inappropriate behaviour:

- Swearing;
- Physical violence;
- Negative body language;
- Going out-of-bounds without permission, e.g. leaving the classroom;
- Discrimination;
- Bullying – please refer to the Anti-Bullying Policy.

All of the above will be immediately referred to the Head or Senior Management Team.

## **18. SENSORY ROOM USE**

If a child is displaying continuous disruptive behaviour and any of the acts we have agreed as the most serious acts (listed above), it is suggested we use the school's **Sensory room** as a space for the child to have reflection time and calm down. Below is what is expected once in the room:

- The child will be given the space they need to move around safely in this room;

- They must be accompanied by an adult and the adult should explain to the child why they are in the room;
  - The adult will provide an opportunity for the child to communicate how they feel, a chance to talk about their actions and reflect on how they can change their behaviour;
  - The role of the adult in this space is to allow the child to express how they feel and 'coach' the child to think of better ways they could deal with difficult situations;
  - Asking open ended questions such as: Why did you behave this way? What did you feel? How could you deal with this situation better next time?
  - If appropriate refer to SEAL's '4 Keys to Dealing with Change' to help a child through their reflection time. '4 Keys to Dealing with Change'
1. Breathe
  2. Think
  3. Take Action
  4. Keep Going

## **19. REPEATED OR PERSISTANT BEHAVIOUR**

The Executive Head Teacher has overall responsibility for the school. Children are expected to act with kindness and consideration toward each other. Individual teachers are responsible not only for the good conduct and discipline of their own class pupils by following the school's behaviour policy, but also share a wider responsibility for discipline throughout the school. In the absence of the Head Teacher, serious matters must be referred to a member of the Senior Management Team (SMT).

If a child behaves in an unkind, disrespectful or disruptive manner, a reprimand from the teacher or teaching assistant is usually sufficient. For longer term behavioural issues, we expect to work closely with parents and carers in supporting the child to understand that such behaviour is not acceptable. Working in partnership, staff take appropriate measures to maintain and promote responsibility and good behaviour in the classroom and the playground.

In some cases, outside agencies are consulted to support a child's positive learning behaviour at school and at home. As part of developing good behaviour we may complete an Individual Behaviour Plan (IBP) alongside parents.

For persistent or severe behavioural concerns, such as ongoing disruption to learning despite sanctions and verbal or physical abuse, the SENCo will be consulted and we may work with the Educational Psychologist to develop a Pastoral Support Plan (PSP). As part of this process, a meeting will be held with a view to registering the child onto the SEN Register

All behavioural incidents are recorded on the school's information management system and parents are informed in writing as well as over the phone or in person when possible.

## **20. SUSPENSION AND EXCLUSION**

The decision to suspend or exclude a child is only normally taken in exceptional circumstances.

Suspensions can be used where there has been a serious breach (such as physical assault) of the school's behaviour policy because of which allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Permanent exclusion usually follows a long history of behaviour issues and suspensions where the school has exhausted all other strategies or where there has been a single very serious offence. Permanent exclusion is very rare in our school as we seek to use every avenue of support possible before this step. In the event of the Head Teacher choosing to invoke a permanent exclusion, the school will follow Tower Hamlet's guidance and procedure.

A work pack must be given to the child to complete at home. The child is expected to return the work (completed) on their first day back to school. The Head Teacher and Behaviour Team Lead will facilitate a meeting between the child, parents, and any other appropriate staff members on the morning of the child's return to discuss the suspension and next steps.

## **21. RE-INTEGRATION DAY**

In order to support successful re-integration, the child will spend a day out of class as a 're-integration day' before returning to class. During this day the child will:

- reflect on why they were suspended;
- talk through strategies with a member of SMT or the behaviour team to prevent another suspension;
- write their intentions and goals for their return

All actions undertaken by any member of staff that leads to the suspension of any child will be noted and recorded in the school's information management system. The Chair of Governors will be notified of all individual external suspensions by the Head Teacher via email or telephone conversation.

## **22. PARENTS AS PARTNERS**

Parents are a child's first educator and as such, are the most important role models for good behaviour. At St Edmund's we encourage parents to become fully involved in their child/ren's education, including behaviour.

At St Edmund's we work in partnership with our parents. They support, and work with, staff to develop good social behaviour in our children and to follow the same guidelines, as laid down here in this policy, at home. To support parents and carers, the school will run small group workshops on Social, Emotional Aspects of Learning [known as Family S.E.A.L.] and on using a Growth Mindset. The PSHE Lead will send parents newsletters informing them of the different topics that we cover each Half Term and of any workshops they can attend.

*A good discipline is fundamental to the ethos of the school. Everyone must work together to maintain it and to ensure that children and staff feel happy and secure.*

## **23. COMPLAINTS**

Complaints under this policy fall under the school's General Complaints Procedure, which as a general rule promotes informal resolution of difficulties before more formal procedures are required. Where parents wish to make a complaint about the handling of a decision made by the LA, for example in a request for statutory assessment or assessment for EHCP, separate procedures apply. Advice for parents can be sought from the LA.



## Appendix 1: Whole School Behaviour Policy Warning Structure



1. Step 1: warning
  - Deduction of 2 Dojo points
  - Not recorded on CPOMS
2. Step 2 – First Warning (5 minutes time out in class).
  - A **White letter** will be issued at the end of the day if the child remains on this step at the end of the day.
  - Deduction of 2 Dojo points
  - Recorded on CPOMS
3. Step 3: Second warning (5 minutes time out in buddy class)
  - SMT informed and a **Yellow letter** will be issued at the end of the day and parents will be called. The yellow letter is issued if the child remains on this step at the end of the day and there has been two occasions recorded of poor behaviour.
  - Deduction of 2 Dojo points
  - Recorded on CPOMS
4. Step 4: Final warning (10 minutes time out in buddy class)
  - SMT informed and a **Red letter** will be issued at the end of the day and parents will be called. The red letter is issued if the child remains on this step at the end of the day and there has been three occasions recorded of poor behaviour.
  - Parents/carers are informed that child will be placed on a report card for 5

days.

- Deduction of 4 Dojo points
- Recorded on CPOMS

5. More – Teacher & Parents meet with SENCo to create a plan



## Appendix 2: Step by Step Action for Sanction

	Behaviour	Appropriate Sanctions	Comments
Step 1 – Aggravations	<ul style="list-style-type: none"> <li><input type="checkbox"/> Calling out</li> <li><input type="checkbox"/> Getting out of seat / moving around classroom</li> <li><input type="checkbox"/> Running in the school building</li> <li><input type="checkbox"/> Not putting hand up to talk</li> <li><input type="checkbox"/> Interrupting other pupils</li> <li><input type="checkbox"/> Ignoring minor instructions</li> <li><input type="checkbox"/> Silly noises/minor annoyances</li> <li><input type="checkbox"/> Pushing in the line</li> <li><input type="checkbox"/> Talking during silent work</li> <li><input type="checkbox"/> Minor playground Incidents</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Eye contact</li> <li><input type="checkbox"/> Reminders</li> <li><input type="checkbox"/> Verbal reprimand</li> <li><input type="checkbox"/> Statement of inappropriate behaviour and consequences for repeating it</li> <li><input type="checkbox"/> Change of seating</li> <li><input type="checkbox"/> Use of in class behaviour system (e.g. moving to warning)</li> <li><input type="checkbox"/> Tactically ignore</li> </ul>	<p>Not recorded</p> <p>No other staff members involved.</p>
Step 2 – Less Serious	<ul style="list-style-type: none"> <li><input type="checkbox"/> Repeated Step 1 behaviour</li> <li><input type="checkbox"/> Eating sweets in school</li> <li><input type="checkbox"/> Refusal to work/unacceptable output</li> <li><input type="checkbox"/> Deliberate disruption</li> <li><input type="checkbox"/> Accidental damage through carelessness</li> <li><input type="checkbox"/> Cheek, off hand comments</li> <li><input type="checkbox"/> Minor challenge to authority</li> <li><input type="checkbox"/> Minor, non-directed swearing</li> <li><input type="checkbox"/> Spitting</li> <li><input type="checkbox"/> Repeatedly annoying other children</li> <li><input type="checkbox"/> Playground conflict (physical not targeted)</li> <li><input type="checkbox"/> Being in a building unauthorised.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 5 minute in class time out in class</li> <li><input type="checkbox"/> Writing a letter of apology during break time (with class teacher)</li> <li><input type="checkbox"/> 5 - 20 minute lunchtime detentions to complete unfinished work/complete pupil behaviour reflection (with CT)</li> <li><input type="checkbox"/> 5 minute playground time out</li> <li><input type="checkbox"/> Repair/clean up of damage</li> </ul>	<p>Deduction of 2 Dojos.</p> <p>Recorded on CPOMS.</p> <p>White letter issued after two occasions.</p>
Step 3 – More Serious	<ul style="list-style-type: none"> <li><input type="checkbox"/> Repeated Step 2 Behaviour</li> <li><input type="checkbox"/> Deliberately throwing small objects with intention of harming or breaking them.</li> <li><input type="checkbox"/> Harming someone with intent</li> <li><input type="checkbox"/> Damage to school/pupil property</li> <li><input type="checkbox"/> Leaving class without permission</li> <li><input type="checkbox"/> Repeated refusal to do set tasks</li> <li><input type="checkbox"/> Deliberate rudeness to adults</li> <li><input type="checkbox"/> Harmful/offensive name calling/directed swearing at another child or adult</li> <li><input type="checkbox"/> Bullying (including cyber bullying)</li> <li><input type="checkbox"/> Playground incident (targeted)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Informal contact with parents by class teacher</li> <li><input type="checkbox"/> Separation from the rest of the class for a session or half day (removal from classroom)</li> <li><input type="checkbox"/> Lunchtime detention (thinking room) including the completion of behaviour reflection</li> <li><input type="checkbox"/> Behaviour chart/ 'On report' monitored by a senior member of staff and a copy sent home at end of week to parent</li> <li><input type="checkbox"/> Withdrawal from whole school events e.g. trips</li> </ul>	<p>Deduction of 2 Dojos.</p> <p>Recorded on CPOMS.</p> <p>Yellow letter issued after two occasions.</p> <p>SMT to be informed.</p>

	Behaviour	Appropriate Sanctions	Comments
Step 4 – Very Serious	<ul style="list-style-type: none"> <li><input type="checkbox"/> Repeated Step 3 Behaviour</li> <li><input type="checkbox"/> Repeatedly leaving the classroom without permission</li> <li><input type="checkbox"/> Fighting in the classroom</li> <li><input type="checkbox"/> Playground incident (repeated intentional physical harm)</li> <li><input type="checkbox"/> Throwing large dangerous objects</li> <li><input type="checkbox"/> Serious challenge to authority</li> <li><input type="checkbox"/> Verbal abuse/swearing to any staff or parent</li> <li><input type="checkbox"/> Bringing the school into disrepute e.g. on public transport, locality.</li> <li><input type="checkbox"/> Vandalism/graffiti</li> <li><input type="checkbox"/> Stealing</li> <li><input type="checkbox"/> Persistent or serious bullying including cyber bullying</li> <li><input type="checkbox"/> Racist/homophobic incidents</li> <li><input type="checkbox"/> Truancy</li> <li><input type="checkbox"/> Malicious or inappropriate use of new technologies (see also ICT policy)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formal telephone call/contact/ letter/ meeting with parents by above.</li> <li><input type="checkbox"/> Possible recompense for damaged property from parent</li> <li><input type="checkbox"/> School 'community service'</li> <li><input type="checkbox"/> Report card monitored by a senior member of staff copy sent home at end of week to parent</li> <li><input type="checkbox"/> Possible denial of technology access rights</li> <li><input type="checkbox"/> Lunchtime detention (thinking room) including the completion of behaviour reflection</li> <li><input type="checkbox"/> Withdrawal from whole school events e.g. trips</li> <li><input type="checkbox"/> Suspension from site at lunchtimes</li> <li><input type="checkbox"/> Removal from classroom for an identified fixed period</li> <li><input type="checkbox"/> Possible suspension up to 15 days/Permanent exclusion</li> <li><input type="checkbox"/> After school detentions (up to 1.5 hours)</li> </ul>	<p>Requires immediate involvement of SMT</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recorded on CPOMS</li> <li><input type="checkbox"/> Deduction of 4 Class Dojos</li> <li><input type="checkbox"/> SEN assessment</li> <li><input type="checkbox"/> Involvement of outside agencies e.g. CAMHs / Unlocking Potential / EP</li> <li><input type="checkbox"/> Support plan to be put in place</li> </ul>