



# Behaviour and Discipline Policy 2018 – 2021

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## Statement of general principles (AIMS)

Governors, staff, pupils and parents of Mereside Primary School agree that the values the school is committed to promoting through its Behaviour Policy are:

Respect for each other and for oneself  
Fairness  
Equal opportunity  
Inclusion

and that our aims are:

1. To ensure everyone feels valued and respected and has an equal chance to do their best
2. To help children develop a positive attitude, self-respect and respect for others, and learn to take responsibility for their own actions
3. To understand and meet children's individual needs, especially those of vulnerable pupils
4. To ensure all achievements are recognised and celebrated
5. To create a caring, safe, purposeful and calm environment which promotes children's wellbeing
6. To develop positive and supportive relationships between children, parents, school and the wider community.

These general principles can be summed up in the school's vision statement:

### **Learning Together, Achieving Together**

The purpose of the Behaviour Policy is to

- Promote good behaviour, self-discipline and respect;
- Prevent bullying;
- Ensure pupils complete their work;
- Regulate the conduct of pupils

## How the principles are put into practice

### Classroom management, learning and teaching

At Mereside Primary School we believe that all children have the right to learn and all teachers have the right to teach free from disruption.

Good teaching and learning is of key importance in improving behaviour in school. Teachers are responsible for ensuring that their classroom provides an effective learning environment and that the quality of the relationship between teacher and pupil is given utmost regard. Use of the Classroom Context checklist should be the first step in ensuring an effective environment. Teachers and Teaching Assistants should at all times follow the principles of positive approaches to improve behaviour.

### School Organisation

Classroom teachers have the core role in ensuring discipline. The Teachers' Standards (September 2012) state that a teacher must:

#### Manage behaviour effectively to ensure a good and safe learning environment

- **have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy**
- **have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly**
- **manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them**
- **maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.**

### Staff roles

Principal and Deputy Designated Safeguarding Lead  
– Mrs Sarah Bamber

Deputy Principal - Miss Sam Upton

Inclusion Lead / SENDCo / Designated Teacher for Looked After Children/  
Designated Safeguarding Lead – Mrs Jane Walpole

Pastoral Manager– Mrs Lesley Lawrence

Pastoral Team / Learning Mentors – Mrs Julie Prosser, Mr McGough

**Mrs Bamber, Mrs Upton and Mrs Walpole, the School Senior Leadership Team (SLT)** will meet with parents when it is necessary: for a child to have a part-time timetable; to make final decisions on the appropriate level of sanctions including exclusions; to liaise with partner agencies, eg the Police. SLT and the Pastoral Team are responsible for the Behaviour Policy including liaison with Governors, parents and pupils; and overall school ethos.

**Mrs Walpole, the Special Educational Needs Coordinator (SENDCO) and Inclusion Lead**, will liaise with partner agencies, eg Educational Diversity Outreach Team, Educational Psychologists; advise classteachers in the drawing up and implementation of Person Centred Plans; advise on the impact of the Behaviour Policy on vulnerable children; make referrals to SERF units where necessary. Mrs Walpole is also the Designated Teacher for Looked After Children.

**Mrs Walpole, the Designated Safeguarding Lead (DSL)**, supported by Lesley Lawrence, Carol Whiteside, and Mrs Bamber will liaise with partner agencies where an Early Help Assessment has been put in place to best meet the needs of a child, and/or where safeguarding of the child may be an issue; be a first point of contact for parents; and inform classteachers of issues affecting children in their class so that safeguarding and support procedures can be applied appropriately to vulnerable children.

**Mrs Prosser, Mr McGough (Mentors) and Mrs Lawrence (Pastoral lead)** will provide support and advice to classteachers in dealing with behaviour issues; will liaise where necessary with parents; keep records of sanctions and provide information to the Headteacher; supervise children in the Galaxy suite; monitor behaviour on an ongoing basis and provide support where necessary; and carry out positive behaviour management programmes.

They will provide pastoral support to children; carry out nurture and positive behaviour programmes in the KIVA Nurture suite and Galaxy; liaise with parents where necessary; monitor the impact of nurture programmes and other interventions; refer to appropriate services e.g. Bereavement Counselling Service, The Den.

## **Pupil Support**

In addition to the support provided through the pastoral team, good behaviour is promoted at Mereside Primary School through active teaching through Jigsaw PSHE and Circle Time, and through the school ethos as reflected in whole school assemblies and the environment. Core Fylde Coast Academy Trust (FCAT) values such as pride, ambition, resilience, integrity, respect and excellence underpin everything we do, and children are taught their meaning and how to apply them in their lives through PSHE and assemblies. More individualised support is provided via programmes run by the SENDCO and Pastoral Team as above, and through partner agencies such as Educational Diversity Outreach Team e.g. Headstart, Why Try ? , Sunshine

Circles (based upon Theraplay Principles), Green club (protected Playtimes and Lunch times).

### **Staff Support**

Appropriate training is provided to staff, eg MAPA Safe Handling training, and training from external consultants. The Behaviour Policy and its implementation are regularly discussed at staff meetings. Pastoral Team meetings provide supervision support for staff dealing with significant behaviour challenge.

Class teachers and Teaching Assistants can turn to the Pastoral Team for specific advice and support related to a child in their class. The Educational Diversity Outreach Team offer training for all staff including Midday Supervisors. Staff are urged to seek support and not to struggle unaided. In the event of an allegation of misconduct being made against a member of staff, safeguarding procedures will be followed and staff supported following procedures set out in the Managing Allegations Policy. If a child is found to have made a malicious allegation against a member of staff, then disciplinary action will be taken. This will take the form of fixed term or permanent exclusion.

## **Behaviour Pathway at Mereside Primary School**

### **Whole School Charter**

We promise to:

- Try our best and persevere
- Not stop others learning
- Be kind to others
- Respect others, show them empathy and treat them fairly
- Respect others' opinions and show them tolerance
- Look after our environment and the property in it

Class teachers may have agreed class rules that further develop the above Charter. The school Charter is displayed all around school.

### **Rewards and Sanctions**

Good behaviour is encouraged at Mereside School through a mixture of high expectations, consistent approach and an ethos which fosters self-discipline and mutual respect between pupils and between staff and pupils. There is a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the behaviour policy. These are proportionate and fair and vary according to the age of the pupils and any other special circumstances that affect the pupil.

### **A positive approach**

- At all times we try to speak to the children in a positive way.
- We speak about the behaviours that we want to encourage, rather than suggesting those which we do not.
- We draw attention to examples of good behaviour and children keeping to the rules, but minimise the attention given to children who show poor behaviour.

- We use “Do ....” expressions, rather than “Do not ....”
- We promote a calm atmosphere in school where all shouting is discouraged and where children move around in a quiet and orderly way.
- We use music to promote a calm mood.
- We start and finish each day and each session, where possible, with a positive thought or comment.
- We celebrate achievement in good behaviour and communicate this to the children and parents at every possible opportunity.

## Rewarding Good Behaviour

It has long been established that rewards are more effective than punishment in motivating pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly. A rewards/sanctions ratio of at least 5:1 is an indication of a school with effective rewards and sanctions system.

- Dojos – awarded for good attitude and/or attainment
- Weekly Dojos assembly – Child with the most Dojos in each class, each week.
- Rewards for 100 (Bronze), 200 (Silver) and 300 (Gold) Dojos.
- Phone calls and texts sharing positive news to parents
- Dojos, stickers, stamps, certificates and verbal praise are all used by staff to reward pupils for effort, behaviour, manners and achievements.

Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important. Teachers should follow the school’s system of rewards but may also decide to supplement it with their own systems, eg table points, stickers, postcards home etc.

## Sanctions

All staff in school, including Welfare and ‘Club’ staff, should use a **graduated response** when giving sanctions in accordance with the Behaviour Steps Agreement (Appendix 1).

**If a child misbehaves during school time the following procedure is followed:**

### Step 1

A **warning** is given making it clear what type of behaviour was unacceptable and referring to the school rule broken if possible. This will be communicated calmly and without irritation. In a non-confrontational manner.

### **If the behaviour is not repeated:**

That is the end of the matter. When appropriate praise the child for amending their behaviour. Next session is a fresh start.

### Step 2 BEHAVIOUR LEVELS IN APPENDIX 2

### **If during the same school session the behaviour is repeated:**

The behaviour steps agreement is followed dependent upon the level the behaviour displayed comes under. Level 1 and 2 behaviours are dealt with by the class team. Level 3 involves the Pastoral Team. Level 4 and 5 must involve SLT.

The steps should be used in discussion with the child regarding their behaviour.

Individual highlighted copies may be used in discussion with parents. Behaviours are recorded on CPOMS by the adults involved. On return to the classroom from any sanction the child is expected to have used the time to calm down and be prepared to get on with their work.

Returning with the right attitude and an apology to the teacher is an indication that the child has understood that this signals a fresh start. However the apology should not be demanded or sought publicly. A quiet, personal apology at an appropriate time is much more meaningful.

Children in each classroom must have access to a designated calm down space with appropriate prompts and resources

#### **Additional Sanctions to support class teachers manage behaviour**

- Loss of playtime
- Loss of up to 15 minutes of a pupil's lunch break (Only a whole lunchtime if approved by a member of the Senior Leadership Team)
- After school detention – parents and carers must be given 24 hours notice.
- Phone calls to parents and carers to discuss behaviour.
- A behaviour chart or home-school book.
- Letters to parents and carers regarding a pupil's behaviour.
- Representing the school – if a pupil cannot follow school rules in class and around school serious consideration should be given to the appropriateness of that pupil representing school at another setting. A risk assessment may support such decisions.
- The Seclusion space is calm and quiet and is a great place for children to calm down or visit to talk about a problem.

#### **Other sanctions used in school:**

##### **Seclusion**

For more serious incidents, a child can be issued with a half day or full day seclusion. This will be used as an alternative to a fixed-term exclusion wherever possible and can only be issued by Mrs Bamber, Miss Upton or Mrs Walpole.

Parents will be informed of seclusions by phone call, followed up with a letter.

##### **Fixed term exclusion**

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted.'

(DfE 'Exclusion from maintained schools, Academies and Pupil Referral Units in England 2012)

At Mereside Primary School, all decisions to exclude are serious and only taken as a last resort or where the breach of the School rules is serious or persistent at Level 4 and 5 of the Steps Behaviour System.

The following are examples of serious breaches:

- Failure to comply with a reasonable request from a member of staff. Failure to wear School uniform which has been provided (where available). A student



who remains in incorrect uniform is regarded as having failed to comply with a reasonable request

- Breaches of health and safety rules
- Verbal abuse of staff, other adults or students
- Possession of drugs and/or alcohol related offences
- Failure to comply with the requirements of the 'consequence' system
- Wilful damage to property
- Homophobic or racist bullying
- Bullying
- Sexual misconduct
- Theft
- Making a false allegation including against a member of staff
- Behaviour which calls into question the good name of the School, including when this takes place off the school premises whilst in school uniform
- Persistent defiance or disruption
- Minor assaults or fighting that is not premeditated or planned
- Other serious breaches of School rules

### **Permanent exclusion**

A decision to exclude a pupil permanently should only be taken:

- in response to serious or persistent breaches of the school's behaviour policy; and;
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'. (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

The Principal will make the judgement. In exceptional circumstances, it may be appropriate to permanently exclude a child for a first or 'one-off' offence.

These offences might include:

- Serious actual or threatened physical assault against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Possession of an illegal drug with intent to supply
- Carrying an offensive weapon
- Making a malicious serious false allegation including against a member of staff
- Potentially placing members of the school community or the public in significant danger or at risk of significant harm

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the School community.

### **Cases where a Principal may permanently exclude a student include:**

- one of the above offences;
- or
- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises.

### **Guidance on Offensive Weapons**

The School has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the School. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons.

Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal or the Academy Council to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

In addition, the Academy Council also considers the following to be serious incidents which may result in the permanent exclusion of a student:

- Deliberate activation of the fire/evacuation alarm without good intent
- Repeated or serious misuse of the School computers by hacking or other activities that
- Repeated verbal abuse of staff
- Persistent disruption and defiance that may or may not be directly linked to the Consequences system

### **Monitoring**

**Behaviour is monitored by classteachers, the Pastoral Team and SENDCo where appropriate.**

#### **Class Teacher responsibilities**

- Early intervention and involvement of parent/carers when a pattern or concern is highlighted from the weekly analysis.
- Logging of antecedents, behaviours and responses on CPOMS, either by incident, daily or weekly report.
- Reflection on class routines and action of staff when analysing behaviour records.
- To seek advice, liaise with parents/carers and inform phase leaders, the SENDCO or SLT of any concerns.
- Completion of break / lunch detention log for any child on a sanction or attending intervention at this time e.g. Green Club.

#### **School Leadership Team**

- The team will monitor Behaviour Management files and tracking, supporting class teams to apply the policy consistently and effectively.
- Support class teams analysing records for patterns and concerns.
- Deal promptly with any behaviours classed at Level 4 and above, recording the outcome and attaching relevant paperwork to CPOMs.

### **Use of Reasonable Force**

#### **Staff authorised to use reasonable force:**

Normally, only those staff who have been trained in 'MAPA Safe Handling Techniques' will restrain pupils. However, all employees at Mereside Primary School are authorised by the Principal Sarah Bamber to use reasonable force to control or restrain pupils should the need arise.

#### **When reasonable force can be used:**

Reasonable force can be used to prevent pupils:

- **from hurting themselves or others**
- **from damaging property**

- **from causing disorder**

At Mereside School, reasonable force can be used, for instance, to: separate pupils who are fighting; to physically move a pupil who is refusing to leave a room and thereby disrupting learning; to prevent a pupil from attacking a member of staff or another pupil. This list is not exhaustive. The decision to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Parents will always be informed if their child has been restrained. A 'Use of control or restraint' recording form must be completed by those staff who have carried out the restraint and the incident recorded on CPOMS.

See the 'Control and Restraint Policy' for further details.

### Taking account of individual pupil needs

Vulnerable pupils may require the adults in school to take account of their individual needs and circumstances when applying the Behaviour Policy. Vulnerable pupils are those described by Ofsted as 'at risk' in the education system and include:

Pupils with SEN or other disabilities; minority ethnic and faith groups, travellers, asylum seekers and refugees; pupils who need support to learn English as an additional language (EAL); children looked after by the local authority; sick children; young carers; children from families under stress; and any other pupils at risk of disaffection and exclusion.

Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the school's safeguarding policy.

### Behaviour Management in the Early Years

Many behaviour management principles apply throughout school. However it is necessary to adapt some of the strategies used to ensure they are appropriate for very young children. The following are key points to bear in mind:

- It is important to distinguish between 'disengaged', 'disruptive' and 'unacceptable' behaviour, ie
  - Disengaged – the child is bored, unsettled or unhappy
  - Disruptive – prevents other children from learning
  - Unacceptable – violent or destructive behaviour
- Observations will be made to identify triggers for negative behaviour.
- In the first instance, staff will try to re-direct children by offering them alternative and positive options.
- When dealing with negative behaviour, staff will communicate with children at a level appropriate to their understanding.
- Positive behaviour will be reinforced with praise and encouragement. Negative behaviour will be challenged in a calm and firm manner.

- Staff will discuss concerns with parents at the earliest opportunity in an attempt to identify the causes of negative behaviour and share strategies for dealing with it.

### Pupils with SEN and other Disabilities

The Education Act 1996 and the Equalities Act 2010 provide the statutory framework that underpins equality of opportunity for pupils with SEN or disabilities in accessing school education.

We recognise that we may need to employ further strategies for children who have additional needs and whose behaviour cannot be improved or managed through a 'blanket policy' that assigns consequences rigidly for given behaviours, as this can lead to discrimination against disabled pupils. At Mereside Primary School sanctions will be applied with particular reference to the needs of the pupil. A punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The reasonable adjustment duty in the legislation requires schools to think ahead, anticipate the barriers that disabled pupils may face and remove or minimise them before a disabled pupil is placed at a substantial disadvantage. At Mereside Primary School the SENDCo, seeking support from additional agencies as appropriate, will provide advice to staff to avoid discrimination against these pupils and organise training where necessary. This may include a Pupil Support Plan (PSP) developed in consultation with the parent, pupil and other appropriate staff. These plans are shared with all staff working with the children.

### Dealing with Racially Motivated Incidents

The MacPherson definition of a racist incident is:

*'any incident which is perceived to be racist by the victim or any other person' and is a hostile or offensive action against individuals or groups (including travellers) because of their skin colour, ethnic origin, cultural, religious or linguistic background or lifestyle.*

Racist bullying and incidents may take many forms such as of physical assault, intimidation, verbal abuse, property damage, propaganda and incitement.

Examples of racist incidents include ;

- Refusal to cooperate with others on the grounds of their race, colour, ethnicity or that of their family
- Racist remarks or jokes
- Assault

- Promotion of racist material
- Racist graffiti
- Name calling

The way in which a racially motivated incident is dealt with will depend on a range of factors including the seriousness of the incident, the age and understanding of the children involved and the context. The school's behaviour policy sanctions will be applied to the situation as appropriate involving discussion with the pupil's parent or carer.

It is important that all incidents are dealt with quickly, sensitively and consistently. This will include;

- Supporting the victim
- Explain to those responsible and any onlookers what is unacceptable about the incident;
- Plan action for the bully and the victim
- Contact parents of those involved
- Record the incident and action taken on CPOMS
- Inform Governors termly
- Report the incident to the LA using the racist incident monitoring form located with Ms. Lydon.

### **Bullying**

We believe that bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

#### **What Is Bullying?**

There are a number of definitions of bullying but all definitions include the following characteristics:

- that it tends to be repetitive or prolonged
- that it involves an imbalance of power

The main types of bullying are:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focusing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumors, teasing

Children have described bullying as:

- Being called names
- Being teased
- Being pushed or pulled about
- Having your bag and belongings thrown around
- Having rumours spread about you
- Being ignored and left out
- Being forced to hand over money

- Being attacked because of your religion, race or colour

***The important thing is not the action but the effect on the victim. No one should ever underestimate the fear that a bullied child feels.***

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

### **Taking action**

1. Complete an incident log on CPOMS. This should be done by the member of staff in whom the victim has confided or jointly with the parent and pupil if reported in this way.
2. Alert the incident to:
  - i. the victim's class teacher;
  - ii. the class teacher(s) of the alleged bullies;
3. The class teacher of the victim will investigate the report of bullying, working with other staff as appropriate;
4. Report outcomes of investigation to parents/carers of the victim and the perpetrator
5. A follow up will take place with the victim after a couple of weeks and parents contacted and updated

*Check you have done all the points above – particularly relating to the victim;*

### **Possible outcomes**

The bully (bullies) will always be asked to apologise.

The parents or guardians of the victim and bullies will be involved whenever possible. In serious cases, isolation or even fixed term exclusion will be considered.

Whenever possible, the pupils will be reconciled.

After the incident / incidents have been investigated and dealt with, the situation will be monitored to ensure repeated bullying does not take place.

### **Preventing bullying at Mereside Primary School**

At Mereside Primary School we adopt a proactive approach to bullying. Through assemblies, the school rules, and recognising and modelling positive behaviour we are committed to ensuring that the school community work together to create a happy, safe, caring and stimulating learning environment. We continually reinforce the importance of treating others well rather than simply reacting to incidents when they occur. We raise awareness of bullying through the school curriculum, particularly PSHE, and ensure children have the opportunity to talk about bullying through circle time.

***All incidents of bullying will be recorded.***

Appendix 1

## Behaviour Steps



Mereside Primary School  
Behaviour Management Levels



Class Teacher Level		Learning Mentor/SLT Level		SLT Level
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Calling out</li> <li>Wandering around the classroom</li> <li>Silly noises</li> <li>Talking across the room</li> <li>Swinging on chairs / inappropriate sitting</li> <li>Not listening / looking</li> <li>Off task</li> <li>Talking / chatting at inappropriate times</li> <li>Eye rolling / face making at others</li> <li>Repeated shouting out</li> <li>Unwilling to share</li> <li>Snatching</li> <li>Not attempting a task</li> <li>Lying</li> </ul>	<ul style="list-style-type: none"> <li>Refusal to work</li> <li>Defacing own or others' books</li> <li>Winding up peers</li> <li>Name calling / Deliberate meanness</li> <li>Ignoring instructions</li> <li>Soft physical contact (e.g. pushing)</li> <li>Disrespectful responses to staff</li> <li>Continuation of level 1 behaviour</li> <li>Deliberate dropping / throwing equipment e.g. rubber / pencil</li> </ul>	<ul style="list-style-type: none"> <li>Damage to classroom property</li> <li>Throwing objects at somebody</li> <li>Refusal to return to the classroom / walking out of the lesson</li> <li>Inciting others to misbehave</li> <li>Inappropriate conversations</li> <li>Refusal to accept consequences</li> <li>Continuation of level 2 behaviour</li> <li>Chosen swearing at peers</li> </ul> <p>GALAXY DT, seclusion and isolation use is determined during the 'Walk and talk' level 2 consequence. Mentors will decide if a Level 3 or above consequence is needed</p> <ul style="list-style-type: none"> <li>Mentor Support in class for specific lessons</li> <li>Galaxy isolation during learning time - immediately or the next day.</li> <li>DT break time - Galaxy</li> <li>DT lunch-time Galaxy (KS2 only)</li> <li>DT After school. 24 hours notice given.</li> <li>Physical intervention</li> <li>Mentor phone call to parents</li> <li>SDQ completed by class teacher – IBP created in conjunction with learning mentor/SENCO</li> <li>Meeting with Class teacher and Learning mentor or SLT</li> </ul>	<ul style="list-style-type: none"> <li>Threatening behaviour</li> <li>Reckless / wilful damage to property</li> <li>Complete non compliance</li> <li>Aggressive verbal abuse to staff</li> <li>Aggressive verbal abuse to peers</li> <li>Bullying</li> <li>Leaving school premises</li> <li>Swearing at staff</li> <li>Inappropriate behaviour in public</li> <li>Fighting</li> <li>Racist or homophobic verbal abuse</li> <li>Deliberate harm</li> <li>Throwing dangerous objects</li> <li>Spitting</li> <li>Bringing dangerous object/ potential weapon into school</li> <li>Stealing</li> <li>Inappropriate use of ICT equipment / the internet</li> </ul>	<ul style="list-style-type: none"> <li>Verbal or high risk behaviour to self</li> <li>Serious physical abuse to staff or pupil</li> <li>Bringing / supplying drugs on the premises</li> </ul>
<ol style="list-style-type: none"> <li>Tactically ignored</li> <li>Tactical positioning</li> <li>Reminder of rules</li> <li>Non-verbal gestures</li> <li>Language of choice</li> <li>Verbal warning</li> <li>Name on board</li> <li>1:1 discussion in classroom</li> </ol>	<ol style="list-style-type: none"> <li>Talk outside the room with teacher or TA.</li> <li>'Time out' in a partner class</li> <li>Time outside the classroom to work.</li> <li>DT with class teacher</li> <li>'Walk and talk' with Mentor</li> </ol> <p><b>At the end of the day:</b></p> <ol style="list-style-type: none"> <li>Phone call home by class teacher</li> <li>Meeting with Phase Leader to plan future actions if Level 2 behaviours occur regularly</li> </ol>		<ul style="list-style-type: none"> <li>Seclusion</li> <li>Fixed Term Exclusion</li> <li>PCSO involvement</li> <li>External advice sought / refer to other agencies.</li> <li>Alternative provision considered</li> <li>SLT meeting with parents</li> <li>SLT isolation</li> <li>Fixed Period Exclusion at another school</li> </ul>	<ul style="list-style-type: none"> <li>Police involvement</li> <li>Permanent exclusion</li> </ul>

Low level persistent behaviour to be tracked daily / weekly and uploaded to CPOMs

If DT issued – teacher to log starting incident, behaviour and consequence on CPOMs

For level 3 and above behaviours, the adult initially involved is to log the starting behaviour/incident on CPOMs and then other staff involved will add actions and consequences / outcomes.