

ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

Behaviour Policy



Behaviour Policy

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Our School Ethos

At Alderman Richard Hallam Primary School, the happiness and safety of our children is paramount. We feel that effective behaviour management is key to achieving this. We want every child to be able to engage actively in learning and reach their full potential in all areas of school life, knowing that they are cared for and supported. We believe that this policy will:

- Promote high self-esteem
- Promote good behaviour
- Promote self-discipline and respect for others
- Ensure fairness and consistency when responding to all behaviours
- Provide a safe environment free from disruption, bullying, violence, discrimination and any forms of harassment
- Encourage a positive partnership with parents and carers.

School Rules

Our school rules align with our school motto: Be your best! These are displayed in every classroom and are shared at the beginning of the school year with the class and are referred to regularly by all staff. They tie into our school's Ingredients For Success:

Our school rules are:

- Best attitude (how we act towards ourselves and others)
- Best behaviour (how we approach challenges and school life)
- Best learning (how we think and learn)

When children do not follow these rules and the behaviour is either unintentional, or are low-level intentional behaviours, staff use the 'Choice, Chance, Consequence' model to ensure consistency. Children will be offered a choice of ways in which they can alter their behaviour with a clear explanation of what will happen if they do not. If they continue with their unacceptable behaviour, they will be given a chance. If the behaviour continues after this, they will be given a consequence which will focus on reflecting on their behaviour. 'Low-level' behaviours refer to those which are not causing harm to the child, harm to other children or damaging the environment around them.

In rare cases, for behaviours which cause harm (whether emotional or physical), damage to property or significant disruption, choices and chances will not be offered and a consequence will be given directly. Where necessary, this may be escalated to the Year Lead or a member of the Senior Leadership Team as appropriate. Children will still be given the time and opportunity to reflect on their behaviour.

We hope that by allowing the children the opportunity to reflect on their behaviour, and to identify how their behaviours affect others and themselves, that children will make better choices in the future.

Staff

The behaviour of adults in school is a significant factor in creating success for our children and details of expectations are within our Staff Code of Conduct. The modelled behaviour of staff towards each other and children is vital for the wellbeing and success of the school and to be good role models to the pupils in A.R.H., showing our expectations for the children's behaviours and interactions. We believe that the quality of the relationships in school is our biggest strength and the most powerful tool in behaviour management. Classrooms should always be calm, positive, secure places where children feel valued and safe.

All teaching and non-teaching staff are provided with the rewards and consequences section of this document (Appendix 1) to ensure that there is consistency throughout the school in how positive and negative behaviours are handled. All teachers, HLTAs, TAs, midday staff and volunteers are expected to uphold the Behaviour Policy and maintain high expectations for the behaviour of all children in the school. When staff give a consequence for a child's behaviour, it is vital that they see it through themselves.

We believe that good classroom organisation and the provision of an engaging curriculum is key to ensuring that there is good behaviour in our school and all staff are well-supported in ensuring this is the case. We aim to promote in children, through 'No Outsiders', PSHE and our use of the school's 'Ingredients For Success', a sense of shared values, a concept of responsible behaviour and respect for others. We use our 'Ingredients for Success' to reinforce positive behaviours for learning whilst also seeing certain behaviours as over-playing a character strength, for example a child who is shouting out in class may be showing wonderful enthusiasm and love of learning but need to develop their self-control.

Following an incidence of negative behaviour, staff will use a restorative approach with the child focusing on the 4 Rs: respect, responsibility, repair and reintegration. Children will be given an opportunity to reflect on what happened either through the use of a 'thinking chair' or a reflection sheet (see Appendix 2). They will then have an opportunity to talk through what happened with a member of staff, who will use key questions to support this process:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since the incident?
- Who do you think has been affected by the incident? In what way were they affected?
- What do you need to do now to make things right?

Appropriate consequences and actions for repair will then be decided upon with the child, in line with the severity of the behaviour. All staff, including lunchtime staff, are expected to follow a restorative approach with children to ensure consistency across the school.

Staff are aware of ACEs (Adverse Childhood Experiences) and understand that a trauma informed approach to behaviour may be necessary. This policy, and the rewards and consequences within, will serve as a guide for the behaviour management of the vast majority of pupils within the school. In exceptional circumstances, the guidance within this policy may be altered to suit the needs of an individual pupil.

Children

At Alderman Richard Hallam, we aim for children to be confident in self-regulating their behaviour. One way in which we encourage this is through the use of the school council. Our school council consists of one child from each class in KS1 and KS2, elected by their peers. They meet regularly and, as part of their duties, discuss how to ensure rules are implemented and decide on activities to help encourage a positive ethos in the school. They are also expected to help in the implementation of the school rules and to be good role models to their peers.

Alderman Richard Hallam Primary School does not tolerate bullying of any kind and has Anti-Bullying Champions in Years 5 and 6 to help promote this message. They play a key role in resolving conflict, handling any worries children may have and help to ensure that no child feels isolated. Please see our Anti-Bullying Policy for further information.

All children in Year 4 receive peer mediation training which will help them to make good choices and understand how to resolve conflicts effectively. This training is renewed for our Anti-Bullying Champions on an annual basis.

We have high expectations for the behaviour of all children in our school which is shared with the children regularly throughout the school year. Children must not cause harm to themselves, others or damage property; they must not act in a way which negatively impact on theirs and others learning.

Governors

Whilst the Senior Leadership Team (SLT) are responsible for the implementation of our Behaviour Policy on day-to-day matters, the Governing Body may be informed and give advice about extreme behaviours (detailed below). The SLT will regularly provide feedback and analysis of current trends for behaviour within school; this will take place on a termly basis through the Headteacher's Report. Governors regularly undertake learning walks that focus on or encompass behaviour. These are planned throughout the year and incorporate constructive feedback.

Parents and Carers

Our partnership with parents and carers is highly valued and we know that, to ensure children achieve their full potential, a good relationship between the school and the parents and carers is vital. Good News Certificates and Praise Postcards are used to ensure parents and carers are informed of their child's positive behaviours and achievements. Parents and carers can always discuss a problem with their child's teacher in the first instance and, if necessary, can speak to a member of SLT. Contact can be made via phone call or email; an appointment should be made if a parent or carer wishes to discuss an issue in more depth face-to-face.

Early parental involvement is essential where there is a significant or recurring problem. We encourage parents and carers to know that:

- They will be listened to and their opinions valued.
- Unless a teacher is made aware of the facts, they may not know a situation exists.
- It is important to keep a sense of perspective.
- The staff have the best interests of **all** children involved in mind.
- Under no circumstances should they take action against another child or parent, either physically, virtually or verbally.

Where necessary, home/school records may be set up to ensure parents and carers are kept informed of their child's behaviour to ensure there is good communication and to help address certain behaviours.

We ask that our parents and carers model excellent behaviour on school grounds and demonstrate how to resolve conflicts appropriately, through calm discussion. For more details on this, please refer to our Parents and Carers Code of Conduct.

Persistent and Serious Misbehaviour

When a child's behaviour causes a serious and persistent concern, the class teacher, a member of the SLT, the parents or carers and the child will have a meeting to discuss and create a Positive Behaviour Plan for that child which will go on Provision Map. This should include the behaviours that should be avoided, how they will be avoided, what consequences are in place for unacceptable behaviours and what rewards are in place for positive behaviours. There is always an emphasis in the school on support and education to run alongside any consequences needed. This will be monitored on a half-termly basis and a member of SLT will be involved with supporting the class teacher in the implementation of rewards and consequences.

Fixed-term inclusions (wherein the child is in school but does their work with a member of staff outside of the classroom and is not allowed to participate in play during break and lunch times), exclusions or permanent exclusions may be used when the Headteacher and the SLT, in partnership with the class teacher, feel that a situation is sufficiently serious to warrant such a response. The parents and carers will be informed immediately, giving reasons for the inclusion or exclusion. In the case of a longer fixed term inclusion/exclusion, the school will work in partnership with the child and the parents or carers to agree a 'Return to School' strategy. Where a child with a social worker is at risk of exclusion, their social worker will be informed and involved in relevant conversations. Permanent exclusions will only be considered in extreme circumstances and would be in line with statutory procedures.

Child-on-Child Abuse, Sexual Violence and Sexual Harassment

Some behaviour, including sexual harassment, online sexual abuse and sexual violence, is classified as child-on-child abuse and will be dealt with in line with our school's Safeguarding and Child Protection Policy and our Sexual Violence and Sexual Harassment Policy. These incidences will be recorded on both Arbor and CPOMS to ensure they are responded to appropriately and that the school is able to review any incidences and identify any patterns of behaviour.

The school has an 'It could happen here' approach to such incidences and ensures that all children feel listened to and able to come forwards with any concerns they may have.

Perpetrators of child-on-child abuse will be treated sensitively and supported with education alongside consequences for unacceptable behaviour. It is important not only to address their behaviour but to identify the causes behind it.

'Low-level' behaviour, which can lead to a culture of harm, such as sexualised comments, online behaviours or sexualised actions will be treated seriously and tackled as soon as possible to prevent any situation from escalating.

Victims are encouraged to come forward in the knowledge that their concerns will be treated seriously, are never insignificant and will not be downplayed by staff. A victim will never be given the impression that they are creating a problem by reporting bullying, sexual violence or sexual harassment, nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

Unstructured Times

Many incidences of behaviour take place during the unstructured parts of the day when children aren't in the classroom environment, namely break and lunch times. To address this, the following strategies have been put in place to support children in managing their behaviour effectively.

Break Times

Break times are supervised by members of staff who are responsible for addressing any incidences of behaviour. They are proactive in tackling situations that could lead to an incident, for instance if a group of children are play-fighting.

Teaching staff are expected to run structured activities during break times, whether these be playground games, art activities or sports activities. This can be used to support children who can struggle to manage their behaviour at this time and those who struggle with friendships and social skills.

Where possible, the school has created calm zones for children to use during break times, such as picnic benches, for those children who find break times stressful or overwhelming and prefer calm activities.

Lunch Times

Our lunchtime supervisors are provided with annual behaviour management training to help to support them in their role. Lunchtimes can be a particularly challenging time for behaviour and support is available for any instances of unacceptable behaviour. Lunchtime supervisors are supported by the lunchtime managers and a member of the Senior Leadership Team is available daily on rota to support with any significant issues.

Rewards

We work hard to ensure that we maintain a positive approach to behaviour management at all times in the day and this is continued during lunch times through a range of different rewards including, but not limited to, stickers, positive praise and Headteacher's Tea Party.

Consequences

It is vital that staff are consistent in their application of school rules and consequences; staff will never dismiss unacceptable behaviours or ignore children who speak to them regarding another child's behaviour. Where there are incidences of unacceptable behaviours during lunchtimes, the following consequences will be put in place:

Level 1 – Unintentional Behaviours

If a child does something that they shouldn't but were not aware that this was an unacceptable behaviour and it is the first time they have done this, then this will be addressed sensitively and calmly. The lunchtime supervisor will speak to the child quietly and on their level. They will listen to what the child has to say, provide a clear instruction of the expected behaviour and end the discussion positively.

Level 2 – Intentional Behaviours

If a child has already been spoken to and continues with the unacceptable behaviour, they will need to stand with the lunchtime supervisor for two minutes to reflect on their behaviour. They will be reminded of the expectation and given this time to reflect on why the behaviour is important, to take responsibility for their actions and to show respect to the lunchtime supervisor.

If a child is non-compliant, this will be escalated to five minutes of reflection time.

Level 3 – 'Red-line' Behaviour

Where a child acts in a completely unacceptable way, e.g. bullying others, using derogatory language to others, violence, swearing, spitting or outright defiance, this will be treated as a 'red-line' behaviour. They will be referred directly to the lunchtime manager who will provide an appropriate consequence; these consequences will be in line with our restorative

approach to behaviour management. If the lunchtime manager deems it necessary, they will involve the member of SLT on rota for that day.

Once the consequence has been completed and the issue has been resolved, the child will be returned to the lunchtime supervisor who identified the 'red-line' behaviour. The child will apologise to them and then complete their two-minute reflection with them, thus returning authority to the lunchtime supervisor. In this manner, all incidences of behaviour will be resolved by the end of lunchtime.

Where a child has exhibited a 'red-line' behaviour, the lunchtime managers will inform the class teacher of this; **the class teacher should then log this incident on Arbor.**

Inclusion

At Alderman Richard Hallam Primary School, we ensure that we consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. Whilst we are aware that a child's special educational need and/or disability may affect their behaviour, staff will not assume that all behaviours are related to this – staff judgement will be used on a case-by-case basis. Staff will consider whether a pupil's SEND has contributed to misbehaviour and decide, based on this judgement, whether it is appropriate or lawful to implement a consequence, in line with the Equality Act 2010 and the school's SEND Policy. Furthermore, the school will always try to understand the underlying causes of the behaviour and put in place reasonable adjustments where needed.

Monitoring

All teaching and non-teaching staff are expected to log any unacceptable behaviours (as outlined in Appendix 1) using Arbor (see Appendix 3).

They should log the type of behaviour, an outline of the incident, the children and staff involved and how the matter has been resolved. On a half-termly basis, reports will be created to identify any patterns in times, locations or types of behaviour to help the school to address these issues in the future.

Policy Links

This policy is to be read in conjunction with the following other policies and documents:

- Anti-Bullying Policy
- Complaints Policy
- Mental Health and Emotional Wellbeing Policy for Pupils
- Parent and Carer Code of Conduct
- Safeguarding and Child Protection Policy
- SEND Policy
- Sexual Violence and Sexual Harassment Policy
- Staff Code of Conduct

APPENDIX 1: Rewards at Alderman Richard Hallam Primary School

	Nursery	Reception	KS1	KS2
Demonstrating good listening	Stickers Pick of the pot, 'Percy the penguin' to take home on a Friday and to look after for the weekend.	Stickers Pick of the pot Expert Initiative Well done certificates and reading certificates.	1/2 raffle tickets/sticker/positive praise	1/2 raffle tickets Positive praise
Being a positive role model	Certificates in assembly. High fives and verbal praise ('faaaaaantastic')	Verbal praise. 'Wow' moments shared in class from parents.	1/2 raffle tickets Certificate Sticker Positive praise	1/2 Raffles tickets Possible Good News Certificate
Sitting sensibly during teacher input	Labels with what the children have done well used as stickers to generate discussion at home time with parents.	High fives and verbal praise ('faaaaaantastic') Sticker or praise from another member of staff.	1/2 raffle ticket/sticker/positive praise	1/2 raffle tickets Positive praise
Demonstrating the IFS	'Wow' moments shared in class from parents. Possible Praise Postcard sent home	Possible Praise Postcard sent home	1/2 raffle tickets Certificate Sticker Positive praise Possible Praise Postcard sent home	1/2 raffle tickets Possible Good News Certificate Possible Praise Postcard sent home Acting as 'Expert' on specific tasks
Producing high quality work	Expert Initiative for Phonics and Maths.(2 children) Possible Good News Certificate Possible praise Postcard sent home	Expert initiative. Work placed on the 'WOW' wall Sharing their work with another member of staff Sticker or praise from another member of staff. Possible Good News Certificate Possible praise Postcard sent home	1/2 raffle tickets Possible Good News Certificate Sticker Positive praise Sharing work with another member of staff	1/2 Raffles tickets Possible Good News Certificate Possible praise Postcard sent home Sharing their work with another member of staff
Moving around the school quietly and sensibly	Stickers, Pick of the pot 'Percy the penguin' to take home on a Friday and to look after for the weekend.	Stickers Pick of the pot Expert Initiative Well done certificates and reading certificates.	Individual – 1/2 raffle ticket/sticker/positive praise	1/2 raffle tickets Positive praise
Being kind and caring towards others	Certificates in assembly. High fives and verbal praise ('faaaaaantastic')	Verbal praise. 'Wow' moments shared in class from parents.	1/2 raffle tickets Certificate Sticker Positive praise	1/2 Raffles tickets Possible Good News Certificate

Contributing to class discussions	Labels with what the children have done well used as stickers to generate discussion at home time with parents. 'Wow' moments shared in class from parents.	High fives and verbal praise- 'faaaaaantastic' Sticker or praise from another member of staff.	1/2 raffle tickets Certificate Sticker Positive praise	1/2 Raffles tickets Possible Good News Certificate Praise Postcard sent home Acting as 'Expert' on specific tasks
Whole Class Behaviour			Year 1 Children have 30 minutes of Golden Time (GT) on a Friday afternoon. This may be used as consequence time when appropriate. Year 2 Children can earn up to a maximum of 30 minutes of GT on a Friday afternoon. This may be used as consequence time when appropriate.	Years 3 and 4 GT is awarded for exceptional whole class behaviour up to a maximum of 30 minutes. These minutes will not be taken away from the class but individuals may lose minutes for their own behaviour. Years 5 and 6 In Years 5 and 6, the focus is on enjoyable, positive time on a Friday afternoon. This may take the form of extra P.E. or mindfulness sessions.

Parents and carers should be informed through certificates and praise postcards of outstanding behaviour.

General good behaviour should be shared as often as possible to foster a positive relationship between the school and parents and carers.

Exceptional behaviour or outstanding work could result in a visit to the Headteacher or Deputy Headteacher for a special 'Pick of the Pot'.

Each week, pupils receiving Good News Certificate from a particular year group will get to attend the Headteacher's Tea Party for treats and games. The year group selected is on a rota.

APPENDIX 2: Consequences at Alderman Richard Hallam Primary School

	Behaviour	Definition	Nursery	Reception	KS1	KS2	Parents informed?
Level 1	Inadequate work	Producing work that is below expected effort or quality standards	Choices, Chance, Consequences Consequence - time out. When their time out is finished, they are asked to apologise to the right person.	Choices, Chance, Consequences Consequence - time out of up to 5 minutes. When their time out is finished, they are asked to apologise to the right person.	Staying in at break/lunch to complete expected level of work (up to 5 minutes – if they need longer this will come out of golden time). Staff Involved: T, TA	Staying in to complete expected level of work Staff Involved: T, TA	x
	Work refusal	Deliberately choosing not to complete assigned tasks.					x
	Disruptive behaviour	Actions that interrupt or disturb the learning environment.	Children are encouraged to think about how that behaviour has impacted someone else. Staff Involved: T, TA	Children are encouraged to think about how that behaviour has impacted someone else. Staff Involved: T, TA	Choices, Chances, Consequences Restorative conversation in free time Staff Involved: T, TA	Choices, Chances, Consequences Restorative conversation in free time Staff Involved: T, TA Staff Involved: T, TA	x
	Defiance	Openly resisting or challenging instructions from staff.					Choices, Chances, Consequences Restorative conversation in free time Staff Involved: T, TA
Level 2	Swearing	Using offensive or inappropriate language.	This is usually an accident or repeated from being heard at this age and they are not aware of what they are saying. We will talk to them about words we do and do not say. *Parental involvement* Staff Involved: T, TA, YGL	Time out and restorative conversation/time out in another classroom. Children are encouraged to think about how that behaviour has impacted someone else and apologies made as appropriate.	Restorative discussion with child by appropriate adult. Consequence to be decided with the child following discussion. Apologies to be made to those affected by the behaviour. Staff Involved: T, TA, YGL	x*	

Aggressive/Threatening behaviour	Displaying hostility or intimidation towards others.	Time out given. When their time out is finished, they are asked to apologise to the right person.	*Parental involvement* Staff Involved: T, TA, YGL		✓
Physical violence towards another child	Intentionally causing physical harm to a peer.	Children are encouraged to think about how that behaviour has impacted someone else. Staff Involved: T, TA, YGL			✓
Damage to property	Causing harm to school or personal belongings.	Time out given. When their time out is finished, they are asked to clean/repair what they can and apologise to the right person. Staff Involved: T, TA, YGL		Restorative conversation during free time. Child encouraged to understand the impact their behaviour has had on others. Asked to clean/repair what they can and apologise as appropriate. Further consequence may be appropriate and to be determined in conversation. Staff Involved: T, TA, YGL	✓
Leaving the classroom without permission	Walking away from the supervised environment to an unsupervised environment but remaining within the school building.	Time out given. Children are encouraged to understand the risks involved in this behaviour. Staff Involved: T, TA, YGL		Restorative conversation during free time by appropriate adult. Consequence to be decided with the child following discussion. Apologies to be made to those affected by the behaviour. Staff Involved: T, TA, YGL	✓
Inappropriate or offensive language towards another child	Using hurtful or disrespectful words directed at a peer.	Time out given. When their time out is finished, they are asked to apologise to the right person. Children are encouraged to think about how that behaviour has impacted someone else. Staff Involved: T, TA, YGL			x*
Inappropriate online conduct	Misusing digital platforms in ways that are unsafe or disrespectful.	Time out given. When their time out is finished, they are asked to apologise to the right person. Children are encouraged to think about how that behaviour has impacted someone else and		Restorative conversation during free time by appropriate adult. Consequence to be decided with the child following discussion. Apologies to be made to those affected by the behaviour. Risks involved with their behaviour to be explained to them clearly.	✓

			to understand the risks involved in this behaviour Staff Involved: T, TA, YGL	Age-appropriate Online Safety sessions to be delivered to the class/year group. Staff Involved: T, TA, YGL	
	Theft	Taking property that belongs to someone else without permission.	Time out given. When their time out is finished, they are asked to apologise to the right person. Staff Involved: T, TA, YGL	Restorative conversation during free time by appropriate adult. Consequence to be decided with the child following discussion. Apologies to be made to those affected by the behaviour and items returned/parents and carers to reimburse as appropriate. Staff Involved: T, TA, YGL	✓
Level 3	Inappropriate or offensive language towards a member of staff	Using disrespectful or abusive words directed at staff.	Time out given. When their time out is finished, they are asked to apologise to the right person. Children are encouraged to think about how that behaviour has impacted someone else. Staff Involved: T, TA, YGL, SLT	Restorative conversation during free time by appropriate adult. Consequence to be decided with the child following discussion. Apologies to be made to those affected by the behaviour. Staff Involved: T, TA, YGL, SLT	✓
	Severe inappropriate online conduct	Engaging in harmful or dangerous behaviour through digital platforms.	Time out given. When their time out is finished, they are asked to apologise to the right person. Children are encouraged to think about how that behaviour has impacted someone else and to understand the risks involved in this behaviour. Age-appropriate Online Safety sessions to be delivered to the class/year group. Staff Involved: T, TA, YGL, SLT/DSL	Restorative conversation during free time by appropriate adult. Consequence to be decided with the child following discussion. Apologies to be made to those affected by the behaviour. Risks involved with their behaviour to be explained to them clearly. Age-appropriate Online Safety sessions to be delivered to the class/year group. Staff Involved: T, TA, YGL, SLT/DSL	✓
	Significant damage to property	Causing major destruction to school or personal belongings.	Time out given. When their time out is finished, they are asked to clean/repair what they can and apologise to the right person. Staff Involved: T, TA, YGL, SLT	Restorative conversation during free time. Child encouraged to understand the impact their behaviour has had on others. Asked to clean/repair what they can and apologise as appropriate. Further consequence may be appropriate and to be determined in conversation. Staff Involved: T, TA, YGL, SLT	✓
	Extremely aggressive/threatening behaviour	Displaying intense hostility or intimidation that causes fear.	Time out given. When their time out is finished, they are asked to apologise to the right person. Children are encouraged to think about how that behaviour has impacted someone else.	Immediate restorative conversation by an appropriate adult. Child encouraged to understand the impact their behaviour has had on others. Further consequence may be appropriate and to be determined in conversation. Staff Involved: T, TA, YGL, SLT	✓

Level 4			Staff Involved: T, TA, YGL, SLT			
	Bullying	Repeated, targeted behaviour intended to harm or control another child.	Use of circle time discussions to prevent this from occurring. Child to apologise to person affected by bullying. Staff Involved: T, TA, YGL, SLT	Use of circle time discussions to prevent this from occurring. Child to apologise to person affected by bullying. Staff Involved: T, TA, YGL, SLT	Immediate restorative conversation by an appropriate adult. Child encouraged to understand the impact their behaviour has had on others. Further consequence may be appropriate and to be determined in conversation. Work to be done with both victim and perpetrator alongside whole class teaching. See Anti-Bullying POlocy for more information. Staff Involved: T, TA, YGL, SLT	✓
	Leaving the school building without permission	Exiting the building without staff knowledge or consent.	Time out given. Children are encouraged to understand the risks involved in this behaviour. Staff Involved: T, TA, YGL, SLT		Restorative conversation during free time by appropriate adult. Consequence to be decided with the child following discussion. Apologies to be made to those affected by the behaviour. Risks involved with their behaviour to be explained to them clearly. Staff Involved: T, TA, YGL, SLT	✓
	Racist Incident	Using language or actions that discriminate against someone based on race.	Use of circle time discussions to prevent this from occurring; this is usually repeated language at this age without an understanding of what they are saying. We will talk to them about words we do and do not say. Child to apologise to person comments were made to if applicable Staff Involved: T, TA, YGL, SLT	Use of circle time discussions to prevent this from occurring; this is usually repeated language at this age without an understanding of what they are saying. We will talk to them about words we do and do not say. Child to apologise to person comments were made to if applicable Staff Involved: T, TA, YGL, SLT	Restorative conversation during free time by appropriate adult. Consequence to be decided with the child following discussion. Apologies to be made to those affected by the behaviour and impact of their language clearly explained to them. Staff Involved: T, TA, YGL, SLT	✓
	Discriminatory language (e.g.sexist/homophobic/transphobic/biphobic)	Using words that demean or exclude based on any of the Protected Characteristics.				✓
	Leaving the school site without permission	Exiting school grounds without staff knowledge and/or consent.	Time out given. Children are encouraged to understand the risks involved in this behaviour.		Immediate restorative conversation by appropriate adult. Apologies to be made to those affected by the behaviour.	✓

			Staff Involved: T, TA, YGL, SLT	Risks involved with their behaviour to be explained to them clearly. This behaviour may result in an inclusion or exclusion. Staff Involved: T, TA, YGL, SLT	
	Extreme violence towards another child	Causing severe physical harm to a peer.	Immediate time out followed by loss of free time. Parents and carers called into school.	Immediate restorative conversation by appropriate adult. Apologies to be made to those affected by the behaviour.	✓
	Physical violence towards a member of staff	Intentionally causing physical harm to a staff member.	Children to have it explained that their behaviour has impacted someone else. Staff Involved: T, TA, YGL, SLT	This behaviour is likely to result in an inclusion or exclusion. Staff Involved: T, TA, YGL, SLT	✓

**All consequences and whether or not parents and carers are informed are at the school's discretion; each incident will be treated appropriately according to its severity and the understanding of the pupil.*