



Keep Hatch Primary School Behaviour Policy

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Contents

1	Introduction and Aims.....	3
2	Legislation and statutory requirements.....	3
3	Definitions	4
4	Bullying	5
5	Roles and Responsibilities	6
5.1	The Board of Directors	6
5.2	The CEO	6
5.3	Frays Inclusion Strategy Manager	6
5.4	The Local Governing Body of each school.....	6
5.5	The Headteacher	7
5.6	Staff	7
5.7	Parents and carers.....	7
6	Pupil Code of Conduct	8
7	Pupil Voice	8
8	Rewards and sanctions	8
8.1	Off-site behaviour.....	9
8.2	Malicious allegations.....	9
9	Behaviour management	9
9.1	Classroom management.....	9
9.2	Physical restraint	10
9.3	Confiscation.....	10
9.4	Pupil support	11
10	Responding to misbehaviour from pupils with SEND	11
10.1	Recognising the impact of SEND on behaviour	11
10.2	Adapting sanctions for pupils with SEND	12
10.3	Considering whether a pupil displaying challenging behaviour may have unidentified SEND.....	12
10.4	Pupils with an education, health and care (EHC) plan	12
11	Pupil transition	12
12	Suspension and permanent exclusion.....	13
13	Safeguarding.....	13
14	Training.....	14
15	Monitoring arrangements	14
16	Links with other policies.....	14
	Appendix 1 – Behaviour Strategies	15

1 Introduction and Aims

At Keep Hatch Primary School, it is our aim to provide every child with an outstanding education. For us to fulfil this we firmly believe it is essential to create and promote a culture of excellent behaviour, self-discipline and respect for others. We recognise that every child has a right to learn in a safe setting, where they feel nurtured and cared for; therefore, we will strive to provide a school that is safe and stimulating for the children in our care. With that in mind we have introduced this policy, with set procedures to create a calm, secure and happy environment for all.

This policy will help to promote the smooth running of our school whereby the standard of behaviour is high, and the expectations of the staff, pupils and parents are fulfilled as far as possible. It will enhance the children's education by providing them with further opportunities to develop their self-discipline and take pride in their conduct. We expect parents to support us in this aim.

For this policy to be successful, we require the commitment and consistency of practice of all staff and parents to ensure that learners know the standards expected of them. All employees of Keep Hatch Primary are expected to develop a positive approach to discipline which will help to maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. Learners should be treated fairly and consistently and all should uphold the core values of the Trust.

In addition, Keep Hatch staff have undergone training on Therapeutic Thinking, led by the Deputy Headteacher and SENDCo. It focuses on how all children and young people are supported, particularly in terms of their emotional wellbeing and mental health. The approach also helps to develop an understanding of how to respond to those who may be communicating through inappropriate behaviours.

The Therapeutic Thinking approach is a school-led embedded ethos that is characterised by an inclusive culture, underpinned by best practice, policy and plans. Therapeutic Thinking uses a range of resources to analyse an individual's behaviour in order to better understand the child / young person's needs. This analysis then assists in better planning for the child, their class and the wider school or setting by highlighting the learning or experiences that the child needs.

This policy aims to:

- Provide a consistent approach to behaviour management
- Outline how pupils are expected to behave
- Define what we consider to be unacceptable behaviour, including bullying
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2 Legislation and statutory requirements

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy;
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

3 Definitions

Good Behaviour is defined as:

- Following the school rules
- Being polite and courteous always
- Demonstrating a good attitude to learning
- Showing respect for school property and the school environment
- Completing work to the best of their abilities
- Behaving safely at break times and not doing anything to intentionally hurt or upset others
- Respecting the right of other pupils to learn and the teachers' duty to teach

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Being unkind to others

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault or harassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. This includes
 - Knives or weapons
 - Stolen items
 - Tobacco
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4 **Bullying**

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

Bullying is, therefore:

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

Bullying can include:

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

At schools within Frays Academy Trust, we do not tolerate bullying of any kind and take a firm approach to addressing any incidents that might arise. Details of our approach to preventing and addressing bullying are set out in our Anti-Bullying Policy, which is published on our school websites.

5 Roles and Responsibilities

5.1 The Board of Directors

The Frays Academy Trust Board of Directors are responsible for monitoring the effectiveness of the Trust's overall behaviour strategy and approving the policy.

5.2 The CEO

The Frays Academy Trust CEO will monitor the behaviour policy's effectiveness by holding the Headteachers to account for its implementation.

5.3 Frays Inclusion Strategy Manager

The Frays Academy Trust Inclusion Strategy Manager is responsible for providing advice and support to Headteachers regarding behaviour strategy and development as well as specific support on suspension and exclusion and SEND.

5.4 The Local Governing Body of Keep Hatch Primary School

Governors are responsible for reviewing and approving their school's behaviour policy (based on the Frays policy) in conjunction with the Headteacher and monitoring the policy's effectiveness, holding the Headteacher to account for its implementation.

5.5 The Headteacher

The Headteacher is responsible for:

- Implementing the behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.6 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour, and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Supporting pupils to meet the school's expectations
- The senior leadership team will support staff in responding to behaviour incidents.

5.7 Parents and carers

Parents and carers are expected to:

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

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

6 Pupil Code of Conduct

At Frays we endeavour to promote an ethos of good behaviour, self-discipline and respect for others. As a result, we therefore have high expectations for behaviour. We expect our pupils to:

- Behave in an orderly and self-controlled way
- Show respect and courtesy to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school in an orderly fashion
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7 Pupil Voice

As a Trust, it is important to us that our pupils feel safe in school and that they are supported with both their own behaviour but also supported when they are the victims of unwanted behaviour or witness this. Our Pupil Voice approach has enabled us to speak to our pupils about their views on behaviour and safety in school and this informs our policy as well as measures taken in school to support our pupils. Further information is included in our Anti-bullying policy and our Child Protection policy.

8 Rewards and sanctions

The intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children. At Keep Hatch Primary School we understand that our pupils' wellbeing and happiness requires the presence of positive relationships. Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupils' relationships with peers must be built upon respect, trust, friendship and tolerance. We believe that positive and frequent praise for good and caring behaviour is a more effective way of improving standards and relationships between individuals than constant criticism. For this reason, we offer a wide range of positive rewards, which are based on a range of differentiated systems, through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

As part of our Therapeutic Thinking approach we strive to create prosocial experiences and feelings to achieve prosocial behaviours which are recognised and celebrated. Prosocial behaviour can be defined as being:

- Behaviour which is positive, helpful, and intended to promote social acceptance
- Characterised by a concern for the rights, feelings and welfare of other people
- Behaviour which benefits other people or society

Our schools have differing reward systems. Examples of positive rewards at Keep Hatch are:

- Praise
- Celebration assemblies
- Board of brilliance
- 'Hatchies' classroom awards
- House tokens
- Recognition of positive achievements through newsletters
- Verbal messages, letters or phone calls home to parents
- Special responsibilities/privileges

Keep Hatch Primary may use one or more of the following sanctions in response to unacceptable behaviour. These are educational consequences which remind and / or teach children the prosocial behaviour we want our children to learn:

- A verbal reprimand
- Sending the pupil out of the class to have reflection time
- Expecting work to be completed at home, or at break or lunchtime
- Loss of break or lunchtime where an appropriate task is provided to support with learning the correct behaviour choice
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Placing a pupil 'on report'
- Pastoral Support Plan if the behaviour does not improve. The SENDCo will be responsible for monitoring the effectiveness of further support and for enlisting help from outside agencies if this is deemed necessary.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that particular pupil's personal circumstances.

See the "Behaviour Strategies" guidance in Appendix 1 for examples of how sanctions are used as part of the wider behaviour strategy, in ensuring high standards of behaviour are maintained.

8.1 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved offsite. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

8.2 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our Child Protection Policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

For Further information, please see the 'Dealing with Allegations of Abuse against Teachers and Other Staff' Policy.

9 Behaviour management

9.1 Classroom management

At Keep Hatch Primary, we expect our lessons to be of a high quality. This means that teaching should be inspiring and capture the attention and enthusiasm of the pupils in the classroom. Teaching should be at an appropriate pace where time is used to be best effect and pupils are accelerated forward as soon as they have grasped a skill or concept. The Teaching and Learning Policy sets out clear expectations for how the learning needs of all pupils should be differentiated in the class and we ensure that support is put in place for those children who might need it.

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Teach values such as respect, citizenship, tolerance and kindness
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Using positive reinforcement
 - Helping children gain confidence in their own ability and motivating them to improve their performance.
 - Encouraging children to take pride in their achievements, sharing their ideas and skills with others.
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption

9.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

For further information, please see the Physical Intervention Policy.

9.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils and parents will be informed. We will also confiscate any other item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the latest guidance "Searching, screening and confiscation: Advice for Schools" (DfE, January 2018). Any pupil found to bring any kind of weapon onto the school site, may also be referred to the Police or Social Care.

9.4 Pupil support

At Keep Hatch Primary, we pride ourselves on our inclusive approach to education and endeavour to ensure all children feel nurtured, well supported and cared for. We recognise our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

Consequently, our approach to difficult or dangerous behaviour may be differentiated to cater to the needs of the pupil. Our training in Therapeutic Thinking ensures that all staff have a secure understanding of Adverse Childhood Experiences (ACES) and Trauma and the impact this can have on a child's emotional development, well-being and mental health. We also understand that negative behaviour can, at times be due to children going through a challenging time, for example during a bereavement or separation. In these instances, Keep Hatch Primary will do what they can provide children and families with a package of support, via our Inclusion Teams. In some circumstances, a response or consequence may be adapted to suit the specific needs of the child, in line with their Pastoral Support Plan and/ or other supporting documents, such as recommendations from outside agencies.

The school's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits difficult or dangerous behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, family support worker, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. Keep Hatch Primary has a strong inclusion team to ensure support is made available to meet emotional and behavioural needs. We will work closely with parents to create a behaviour plan and review it on a regular basis.

10 Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

We recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approaches to anticipating and removing triggers of misbehaviour may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

10.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

Our special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

11 Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings to ensure all new staff have a good understanding of the needs of their new class. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

12 Suspension and permanent exclusion

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

The decision to suspend or exclude will be made by the Headteacher or Deputy (advised by the Executive Headteacher/CEO) and only as a last resort. Please refer to our policy for more information.

13 Safeguarding

We recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection.

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

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

Please refer to our child protection and safeguarding policy for more information which can be found on our schools' websites.

14 Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development for both teaching and non-teaching staff.

15 Monitoring arrangements

Frays Academy Trust Behaviour policy will be reviewed by the Board of Directors every two years. At that point each school will review their school's policy.

16 Links with other policies

This Behaviour policy is linked to the following policies:

- Suspension and Permanent Exclusion Policy
- Child Protection Policy
- Anti-Bullying Policy
- Teaching and Learning Policy
- Special Educational Needs and Disability Policy
- Supporting Pupils with Medical Conditions Policy
- Physical Intervention Policy
- Dealing with Allegations of Abuse against Teachers and Other Staff Policy

Appendix 1 – Behaviour Strategies (in accordance with professional judgement)

Level One				
Behaviour Evidence	Action	How should the behaviour be recorded?	Who should be involved?	Consequences
<ul style="list-style-type: none"> Minor misdemeanour by child/ren who are acting out of character e.g. Playtime incident Falling out with friends/ unkindness Accident and/or minor injury as a result of a rough game Conflict during football & game Disrespectful responses Swearing Name calling Disruption during learning time 	<ul style="list-style-type: none"> Take the incident seriously. Listen to both sides. Seek ‘witness’ statement. Talk through how they could have managed the incident (this might be during the child’s own playtime or lunchtime if behaviour occurred during learning time) Ensure apologies are exchanged. Inform the class teacher. ‘Time out’ for five minutes to reflect upon their actions and gain some personal space. 	<ul style="list-style-type: none"> Record incident in individual behaviour logs if this type of behaviour occurs more than once. 	<ul style="list-style-type: none"> The children Witnesses Playground supervisors Class Teacher Support Staff 	<ul style="list-style-type: none"> Apologise Incident dealt with and children return to play. If the same children are involved in similar incidents they might go to level two. Talk about behaviour choices and how they can be improved/ changed <p>MOVE TO LEVEL TWO IF THIS IS APPROPRIATE FOR THE CHILD</p> <p>INFORM CLASS TEACHER</p>

Level Two				
Behaviour Evidence	Action	How should the behaviour be recorded?	Who should be involved?	Consequences
<ul style="list-style-type: none"> Children who repeat misdemeanours e.g. children who are repeatedly unkind to the other children either physically or emotionally through name calling, isolating, not letting the child join in with games/play Not telling the truth Rude or offensive responses Repeated swearing Repeated name calling Repeated disruption in class which impacts larger groups of learners/ whole class E-Safety - inappropriate use of technology e.g. not following expectations in a Computing lesson; using own mobile phone within the school grounds (Y6) 	<ul style="list-style-type: none"> Take the child seriously. Ask all the children to write down or draw what they think is happening. Ask witnesses to write down/provide verbally their version of events (as appropriate to age/ stage of child) 	<ul style="list-style-type: none"> Note the incident = in the child's behaviour log with key details Witness statements to be kept as evidence Contact parents to let them know that this is now repeated behaviour and let them know how you are managing it and how you will keep them informed. Any agreements made with parents must be recorded even if agreement is made over the telephone. 	<ul style="list-style-type: none"> Class teacher Playground supervisor/s Key Stage Leader ICT / E-Safety Leader Inclusion Team 	<ul style="list-style-type: none"> Children may have to miss a part of their play time (length of time determined by the age and developmental stage of the child) and have a restorative conversation with an adult Walk around at playtime with the teacher/supervisor on duty Agree a strategy with the child/ren where they can report back on playtime/lunchtime behaviour Ensure apologies are exchanged verbally Make sure information is shared with playtime supervisors and playtime behaviour is monitored Agree regular meetings with parents from both parties Hold regular meetings with the child/ren even if things seem 'fine' Child/ren to be designated a seat in the class (as appropriate) Write a letter of apology after restorative conversation with an adult <p>MOVE TO LEVEL THREE (IN CONSULTATION THE TEAM LEADER) IF THIS IS APPROPRIATE FOR THE CHILD INFORM CLASS TEACHER</p>

Level Three				
Behaviour Evidence	Action	How should the behaviour be recorded?	Who should be involved?	Consequences
<ul style="list-style-type: none"> • Persistent misbehaviour • Persistent name calling • Disrespect to staff • A general racist remark • A general sexist remark • Minor vandalism (e.g. graffiti that can be removed, pulling plants out, breaking school property, throwing stones into the school swimming pool, damaging displays) • A single incident of sexually problematic behaviour, with no overt victimisation (See Hackett Continuum – amber level) • Aggressive physical behaviour(e.g in a game of football) • Persistent disruption in class where the child’s behaviour disrupts other children’s learning • Absconding from Classroom – 1st time • E-Safety - second incident of inappropriate use of technology • Deliberate sabotage of pupils’ work 	<ul style="list-style-type: none"> • Take the child seriously. • Ask all the children to write down or draw what they think is happening. • Ask witnesses to write down/provide verbally their version of events. • Discuss with the children how they should have managed their behaviour. • Agree targets so that the child is very clear about them and about expected behaviour. 	<ul style="list-style-type: none"> • Dated details of the incident must be recorded in the child’s behaviour log • Any written statements to be kept. • Agreements with parents must be recorded even if an agreement is made over the telephone. • Notes of any meetings to be recorded on the child’s records • Notes of any interviews regarding the incident. 	<ul style="list-style-type: none"> • Class Teacher • Parents • Another Senior Member of staff • SENDCO/Inclusion Team • Key Stage Leader kept informed • ICT / E-Safety Leader • DSL Involved (If safeguarding concerns) 	<ul style="list-style-type: none"> • Child misses part of up to 3 lunchtimes (length of time determined by the age and developmental stage of the child). A restorative conversation/ activity is had with an adult to support the child with developing new skills/ ways of thinking. N.B. Child should still be given a movement break outside • Child creates an apology on paper through drawing or writing • All parents of pupils concerned contacted • Meeting held with class teacher • Children report to senior staff on a daily basis. • This helps to ensure that there is regular feedback between the child and the school regarding their behaviour • Agree what the next step will be if child persists • SENDCo to provide behaviour monitoring checks and to review against the Code of Practice: An • Individual Provision Map may be put into place to support behaviour choices

				MOVE TO LEVEL FOUR (IN CONSULTATION WITH SENIOR LEADERSHIP TEAM or SENDCo) IF THIS IS FELT TO BE APPROPRIATE FOR THE CHILD INFORM CLASS TEACHER
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Level Four				
Behaviour Evidence	Action	How should the behaviour be recorded?	Who should be involved?	Consequences
<ul style="list-style-type: none"> Stealing Continued disrespect/abusive behaviours towards staff Violent and/or physical violence e.g., that leads to the intended injury of another child Deliberately damaging other children's possessions Bullying behaviours (from one child to other(s) which are ongoing Leading a group in continued emotional torment towards another child which constitutes as bullying (see Anti Bullying Policy and Peer-on-Peer abuse section in the Child Protection Policy) Targeted Racist remarks Targeted Sexist remark Repeated incident of sexually problematic behaviour, with no overt victimisation (See Hackett Continuum – amber level) A single incident of sexually harmful behaviour, with victimisation (See Hackett Continuum – red, abusive level) 	<ul style="list-style-type: none"> Take the child seriously. Ask all the children to write down or draw what they think is happening. Ask witnesses to write down/provide verbally their version of events. Discuss with the children how they should have managed their behaviour. Call parents into school for a meeting with the Headteacher. Formal written warning sent to parents explaining next step could be suspension. 	<ul style="list-style-type: none"> Dated details of the incident must be recorded in the child's behaviour log Any written statements to be kept. Agreements with parents must be recorded even if an agreement is made over the telephone. Notes of any interviews regarding the incident. All incidents of sexually harmful behaviour to be recorded on a Child Welfare Form and passed immediately to 	<ul style="list-style-type: none"> Class Teacher Parents Headteacher Learning Mentor (as appropriate) SENDCo Key Stage Manager kept informed • ICT / E-Safety Leader • Designated Safeguarding Lead (as appropriate) • Seek further advice from the Frays Inclusion Strategy Manager, if necessary 	<ul style="list-style-type: none"> Child misses up to 5 lunchtimes and a restorative conversation / activity is had with an adult to support the child with developing new skills / ways of thinking N.B. Child should still be given a movement break outside Child creates an apology on paper through drawing or writing All parents of pupils concerned contacted Formal meeting held with parents and their children Children report to SLT on a daily basis to ensure the restorative practice is being successful

<ul style="list-style-type: none"> • Serious Vandalism (e.g., breaking windows, damage to staff cars/property, deliberate flooding of toilet areas) • Repeated absconding from the classroom (need to ascertain reason e.g., social emotional, defiance etc. before setting sanction) • ESafety – repeated misuse of technology (including personal mobile phones -Y6). 	<ul style="list-style-type: none"> • In the case of sexual harassment, the Designated Safeguarding Lead will deal with the incident in-line with Child Protection Procedures (See Child Protection Policy). This may result in a • referral to Children’s Social Care 	<ul style="list-style-type: none"> • the Designated • Safeguarding Lead 		<ul style="list-style-type: none"> • Inform the family that the next step may be a fixed term seclusion • SENDCo to write a Pastoral • Support Plan in conjunction with the Headteacher <p>MOVE TO LEVEL FIVE IF THIS IS APPROPRIATE FOR THE CHILD INFORM CLASS TEACHER</p>
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Level Five				
Behaviour Evidence	Action	How should the behaviour be recorded?	Who should be involved?	Consequences
<ul style="list-style-type: none"> • Persistent stealing (this might lead to police involvement) • Continued significant disrespect/abuse towards staff • Physical violence that causes injury or harm to children or members of staff • Persistent bullying • Persistent vandalism • Persistent sexist or racist remarks • Persistent incidents of sexually problematic behaviour, with no overt victimisation (See Hackett Continuum – amber level) • A repeated incident of sexually harmful behaviour, with victimisation (See Hackett Continuum – red, abusive level – this might lead to police involvement) • A single incident of sexually violent behaviour, for example sexual assault, assault by penetration (see Hackett High level of vandalism) • Ongoing repeated absconding from Classroom • Absconding from the premises to avoid sanction (need to ascertain reason e.g., social emotional, defiance etc. before setting sanction) 	<ul style="list-style-type: none"> • Take all children seriously. • Ask the children to record all events. • Ask for witness statements of the events. • Discussion with all children how they should have behaved. • In the case of sexually harmful behaviour, the Designated Safeguarding Lead will deal with the incident in-line with Child Protection Procedures (See Child Protection Policy). This may result in a referral to Children’s Social Care. The police will be contacted if a criminal offence has been committed. • After investigating the incident/s the Headteacher should decide whether to give a fixed term seclusion or suspend/Permanently exclude a child. • In the case of a fixed term seclusion: <ul style="list-style-type: none"> - Provide a letter to parents detailing the reasons for the seclusion/ and the length of seclusion - Parents asked to attend initial seclusion/ meeting. - Provide work covering the curriculum that the child will miss during this period, with reasonable adjustments applied, if necessary 	<ul style="list-style-type: none"> • Dated details of the incident must be recorded through the school’s behaviour logging system. • Any written statements to be kept. • Agreements with parents must be recorded, through the school’s behaviour logging system, even if an agreement is made over the telephone • Notes of any interviews regarding the incident. • All incidents of sexually harmful behaviour to be recorded using the school’ safeguarding logging system 	<ul style="list-style-type: none"> • Class Teacher • Headteacher • SENCO • Parents • Designated • Safeguarding Lead • Social Care/ Police (as appropriate) • Executive Headteacher/CEO • Frays Inclusion Strategy Manager 	<ul style="list-style-type: none"> • Fixed term seclusion (on the school premises) with restorative practice to provide the child with new skills or new ways of thinking to support them with behaving differently faced with the same set of circumstances reoccurring given by a member of the Senior Leadership Team • If this is a repeated significant incident on the school premises and/ or other children’s learning or safety is affected, or if any adult’s safety is affected, then a fixed term suspension will be given of an appropriate length by the Headteacher. • If this is a repeated significant Lunchtime incident then a lunchtime seclusion, initially of five days, will be given with restorative practice detailed above N.B. Child should still be given a movement break outside <p>*** In a case of Sexually harmful behaviour, the child will be always</p>

Level Five				
Behaviour Evidence	Action	How should the behaviour be recorded?	Who should be involved?	Consequences
<ul style="list-style-type: none"> E-Safety – Use of chats / forums in an illegal way, child at risk – child protection issues. 	<ul style="list-style-type: none"> Collect work at the end of the fixed term seclusion to mark and assess. Parents to attend a meeting at the end of the fixed term seclusion To review the behaviour support plan for the child and discuss any possible unidentified needs that may be causing the behaviour. Assign a trusted adult to provide pastoral support for the child In the case of fixed term suspension/permanent exclusion, the Headteacher should follow procedures outlined in the ‘Suspensions and Permanent Exclusions Policy’. 	<p>and passed immediately to the Designated Safeguarding Lead</p>		<p>given a suspension, rather than seclusion ***</p> <p>INFORM CLASS TEACHER IF UNAWARE</p>