

Primary Behaviour Policy

PURPOSE

The aims of the Behaviour Policy are to raise the importance of good behaviour in line with Ofsted requirements, to ensure that behaviour is managed and monitored effectively and consistently, to create a positive classroom culture where learning can take place, and to promote opportunities to celebrate and reward children for excellent behaviour in line with academy expectations.

Date of last review:	July 2021	Authors:	R. Brown
Date of next review:	September 2022	Owner:	R Brown
Type of policy:	<input type="checkbox"/> Network-wide <input type="checkbox"/> Set for school <input checked="" type="checkbox"/> Tailored by school	Approval:	SLT
School:	Ark Kings Academy	Key Contact Name:	Governance Team
Key Contact Email:	governance.team@arkonline.org	Key Contact Phone:	0203 116 6333

POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Behaviour Model

INTRODUCTION

1.1 Ark Kings Primary Academy believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of academy life is necessary. It seeks to create a caring learning environment in the academy by:

- Encouraging and acknowledging positive behaviour and discipline.
- Promoting self-esteem by encouraging pupils to value and respect themselves and others.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Ensuring a consistency of response to behaviour.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the academy's policy and associated procedure.
- Encouraging children to take responsibility for their behaviour.
- Explaining what unacceptable behaviour is and why.

POLICY STATEMENTS

Policy Scope

1.2 Although in general this policy covers behaviour within the academy building and grounds, it is important to note that legally, teachers have the power to discipline pupils for misbehaving outside the academy premises "to such an extent as is reasonable". This can relate to incidents occurring anywhere off the academy premises, such as on public transport, outside the local shops, or in a town or village centre.

Monitoring, evaluation and review

1.3 The academy will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the School.

Interrelationship with other academy policies

1.4 For the Behaviour Policy to be effective, a clear relationship with other academy policies, particularly equal opportunities, anti-bullying and inclusion has been established. This policy should be read in conjunction with the anti-bullying policy.

Involvement of outside agencies

1.5 The academy works positively with external agencies when this is considered to be in the best interests of the pupil (e.g. educational welfare, health services etc.). It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

Procedures

1.6 The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, pupils and parents/carers.

1.7 The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the academy equally. Each member of the academy community has a responsibility towards the whole community in which they live.

Acknowledgement and consequences

1.8 An academy ethos of encouragement is central to the promotion of good behaviour that is intrinsically motivated. Acknowledgements are one means of achieving this where a pupil regularly meets the standards of behaviour required in the academy. They have a motivational role in helping pupils to realise that good behaviour is valued and are clearly defined in the procedures. Integral to the system of acknowledgements is an emphasis on praise, both informal and formal, to individuals and groups. Exemplary behaviour that shows standards above and beyond that usually expected from pupils will be tangibly rewarded as well as acknowledged.

1.9 Consequences are what happen when a pupil is not following the school code of code. Pupils will generally be made aware of the consequences of their continuing non-compliance so that they are able to make a choice about their next actions and have certainty of the outcome of their choice. The consequence may be one from a range of sanctions as clearly defined in the procedures, and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures make a clear distinction between the sanctions applied for minor, repeated and serious offences.

ROLES AND RESPONSIBILITIES

Governing body

2.0 The Governing body will establish in consultation with the Head teacher, staff and parents/carers the policy for the promotion of positive behaviour and keep it under review. It will ensure that it is communicated to pupils and parents/carers, is non-discriminatory and the expectations are clear.

Governors will support the academy in maintaining high standards of behaviour.

2.1 The governing body will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. However, they will understand that the different causes of poor behaviour may require different consequences and subsequent actions. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

The Head teacher

2.2 The Head teacher and senior leadership team will be responsible for the implementation, day-to-day management and monitoring of the policy and procedures.

2.3 The Head teacher will ensure there is no differential application of the policy on any discriminatory grounds - ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

2.4 The Head teacher will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Staff, including teachers, support staff and trainee teachers

2.5 Staff will ensure there is no differential application of the policy on any discriminatory grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

2.6 Staff, including teachers, support staff and trainee teachers, will be responsible for ensuring that the policy and procedures are followed, consistently and fairly applied. Mutual support

amongst all staff in the implementation of the policy is essential so that a high-quality learning environment is created in which students develop self-discipline and personal responsibility.

2.7 There are five consistencies that all staff are expected to uphold in the academy:

Model positive behaviours and assume the best of all pupils.

Actively greet all pupils as they enter school. *Maintaining 2 metre distance at all times

Engage and challenge pupils during every lesson.

Step pupils calmly and slowly through sanctions giving opportunities for children to remedy their behaviour.

Ensure all corrective conversations are kept private, depersonalised and encourage pupils to reengage in their learning and meet expectations.

Parents and Carers

2.8 Parents and carers will take responsibility for the behaviour of their child both inside and outside the academy. They will be encouraged to work in partnership with the academy in maintaining high standards of behaviour and will have the opportunity to raise with the academy any issues arising from the operation of the policy.

Children

2.9 Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the academy policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

ACKNOWLEDGEMENTS AND CONSEQUENCES OVERVIEW

Approach to behaviour management (Code of conduct)

3.0 At Ark Kings Academy Primary, we believe that, for a school to have excellent behaviour, each of the following must be in place:

- A clear and consistent behaviour system
- Engaged parents who understand and buy in to the school's policy
- Confident teachers who are equipped to handle behaviour
- A positive culture and ethos that celebrates pupil success

3.1 We want Ark Kings Academy Primary to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about education. We want to encourage positive behaviour through regular praise. We will impose consistent, clear and unavoidable sanctions for unacceptable behaviour. We will ensure that, whenever possible, pupils understand the consequences of choosing not to follow the behaviour policy and school code of conduct.

3.2 Pupils making good learning and behaviour choices will be acknowledged through the academy's structured reward system and these will be differentiated appropriately. Although certificates, positive notes home and material rewards will be available, there will be an emphasis on encouraging intrinsic motivation to learn as this will be beneficial to the child in the long term.

3.3 Sanctions at Ark Kings Academy Primary will have a learning focus, build relationships and encourage pupils to take responsibility. Restorative approaches are encouraged and supported following incidences of poor behaviour. Secondary behaviours will generally be tactically ignored at the time they are displayed but will be discussed with the pupil when they are once again calm and rational.

3.4 It is extremely important that parents/carers understand and support the Behaviour Policy and help their children understand why respecting this policy is important for the well-being of

every member of the school community. In particular, we encourage parents to celebrate with their child when they are acknowledged for positive behaviour in the academy.

Details of the behaviour management process, rewards and sanctions are outlined in Appendix 1.

3.5 If the ongoing behaviour of a pupil is causing concern, then this will be reported to a more senior member of staff who will consider whether a Behaviour Support Plan (BSP) or Early intervention should be put in place. When an BSP is put in place this will be fully discussed with staff, pupils and parents.

Bullying (Please refer to the anti-bullying policy)

3.6 The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed, will students be able to fully benefit from the opportunities available at the Academy. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Within the curriculum the academy will raise the awareness of the nature of bullying through inclusion in PSHE, class time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Seclusion/ Isolation / Exclusion

3.7 A decision will be made by the senior leadership team to internally exclude a child. The length of seclusion/ isolation will also be agreed depending upon the nature of the offence. Children will be marked as present on site but will work in isolation.

3.8 We will endeavour to avoid exclusion wherever possible. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the School rules or where the behaviour of the child means that it is not safe, either for them or for staff working with them, to remain in school at that time. The Head teacher, or the most senior member of staff in her absence, will take the decision to exclude a pupil and will also decide upon the length of the exclusion and whether it is to be fixed term or permanent.

3.9 A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole academy community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the academy that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

4.0 There will, however, be exceptional circumstances where, in the judgement of the Head teacher, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence. Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. In all cases where a child has accrued 15 or more days of exclusion then a formal meeting will be held with the child, parent/carers and a panel of governors.

4.1 The academy has a duty to provide suitable full-time education for the excluded pupil from the sixth academy day of any fixed period of exclusion of more than five consecutive academy days.

Further information on fixed term exclusions can be found at the following link:
<https://www.gov.uk/government/publications/school-exclusion>

Whilst the guidance does specify new timeframes, see table below, it also notes that if they cannot be met then the meeting should happen as soon as ‘reasonably practicable’ to do so. We will make every effort to meet the new timeframes and accommodate parental engagement in the exclusions process wherever possible, although staff, pupil and parent safety remains paramount.

Type of panel/ deadline	Standard timeframe from date of exclusion
PEX and 15+FTE governor review panel	15 school days
6 to 15-day FTE governor review panel	50 school days
Application for IRP following a governor panel	15 school days
Independent Review Panel	15 school days

The normal arrangements and procedures that must follow a decision to exclude on disciplinary grounds are described in the 2017 [statutory guidance ‘Exclusion from maintained schools, academies and pupil referral units in England’](#)

An exclusion should be taken as having ‘occurred’ on the first day of the exclusion (not the date when the decision to exclude was made or communicated)

Further information on changes in regulations can be found at the following link:
<https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>

Restraint and use of reasonable force

4.2 All academy staff have the authority of the Head teacher and therefore legal power to use reasonable force to prevent pupils injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

4.3 Whilst the academy will provide additional training to staff in the use of restraint techniques (Team Teach) from time to time, it is recognised that this is not a requirement prior to the use of restraint and should not stop a member of staff restraining a pupil where not to do so would put the pupil or others in danger. All incidents of restraint will be fully reported and recorded, and parents will be informed.

4.4 *PPE equipment will be available for staff to use if necessary reasonable force is needed (see school map for PPE locations)

4.5 Further information regarding DFE guidance on the use of reasonable force can be found on the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf

5.0 REASONABLE ADJUSTMENTS AND SUPPORT FOR VULNERABLE PUPILS

5.1 We are very mindful of the need to support our pupils with their transition back to school, providing clear guidance on the changes to school routines, and frequent reminders of our expectations in an age appropriate way. We will take into account the possible impact of the virus and lockdown on pupils when reaching a decision as to the level of sanctions i.e. the impact on mental health/wellbeing of being out of school for this period, anxiety, impact on their family, bereavement and concern for family members. At the heart of our behaviour policy is the opportunity for pupils to learn about and reflect upon their behaviour(s). We know that for some pupils returning to school post lock-down will be challenging as there will be new systems, routines and expectations. In order to support all pupils returning to school, a one to one conversation will take place assessing the experiences of lock-down that pupils have endured, resulting in risk-assessments put in place to support these individuals.

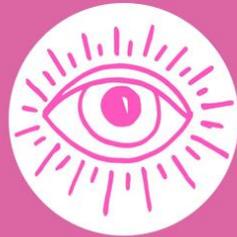
5. 2 A phased return for pupils with an EHCP or SEND pupils can support and manage the transition.

Transition meeting – prior to the pupil returning to school a transition meeting will be held with the parent/s and a key member of the pastoral team to discuss the how best to integrate back into school life. It is vital the family are part of this process to support and reinforce the new routines and any necessary adjustments.



Aspiration

Be curious, motivated, determined and I can achieve anything I set my mind to.



Aspire



Leadership

Take ownership of my own behaviours and learning, leading by example.



Aspire



Integrity

Be honest, fair and true to yourself.



Expect



Tolerance

Show respect and an understanding to different opinions, beliefs and environments.



Expect



Excellence

Show determination and always do my best.

Achieve



Resilience

Show perseverance and a growth mindset in the face of challenge.

Achieve



Communication

Listen to others and respectfully share my own thoughts and feelings.

Together



Kindness

Be considerate and generous to myself and others.

Together



BEHAVIOUR MANAGEMENT PROCESS, REWARDS AND SANCTIONS

6.0. The Pupil Code of Conduct states the expectations of pupil behaviour in lessons, at social times and around the school premises. Staff are aware of the standards and expectations that we have of them in relation to be a role model for all pupils at Ark Kings. Staff are encouraged to consistently provide a safe learning environment that prevents behaviour issues through high expectations and good quality teaching, learning and assessment.

6.1 At Ark Kings Academy Primary, house points will be used to monitor and evaluate positive behaviour choices.

6.2 Each pupil will be in one of the four houses, Lancaster (red), Stuart (yellow), Windsor (green) or York (blue)

Positive behaviour & rewards	Sanctions
Acknowledgements verbal and non-verbal	Warnings (Non-verbal)
Specific praise	Warning (Verbal with specific explanation)
Housepoints (Academic and pastoral) Housepoints certificates and badges	Sad side (EYFS & KS1) Blue and orange warning board (KS2)
Stickers *Stickers to be left in pupil's trays, and for the pupil to then peel off and put on their own jumper/reward chart	Time out within the classroom Time out outside of the classroom Time out within another classroom Reflection time -When a child spends time in to think about their actions and reflect on their own behaviour and a resolution to reduce the risk of the same repeated behaviours.
Stars of the week (achievement assembly) *Fridays achievement assembly will be a virtual MS Teams assembly	See Key Stage leader (KGR/FMO/GGE) See Pastoral Team (FPI, LWA, NAL) *Pupils to stay in designated time in area
Praise postcards home *All pupils to receive a praise post card by their class teacher and by the end of each month, including pupils at school and those home learning.	Referred to SLT – Miss break/ part of lunchtime/ internal seclusion/isolation/ exclusion *Pupils to stay in designated time in area
End of half term/ term/Year achievements	Phone call with parents
Certificates in celebration assemblies *Class teachers to print and write on individual certificates in preparation for either virtual MS Teams assemblies or assembly in the school hall.	Meeting with parents. *Meetings to take place adhering to social distancing measurers, predominantly at entry and exit times
Weekly house winners/class winners	Behaviour Reward Chart
Weekly/ half termly/ termly/ Yearly 100% Attendance certificates and awards – Raffle draw weekly for family prize.	Behaviour Support Plan
Lunchtime - eating all meal.	
Additional time / play time.	

PRAISE AND REWARDS

6.3 Praise and rewards will be used to motivate pupils more frequently than negative consequences. This builds a positive culture of achievement and success.

House Points:

6.4 House points will be awarded for behaviour which demonstrates our school rules, which will be monitored half-termly by the DHT and pastoral team for Culture and Ethos. Pupils achieving a high number of house points will be celebrated through awards outlined below.

KS1 and KS2 house point reward totals

- Bronze Award: Pupils with 250 house points receive a Bronze Award with a badge to wear on their jumper.
- Silver Award: Pupils with 500 house points receive a Silver Award with a badge to wear on their jumper.
- Gold Award: Pupils with 750 house points receive a Gold Award with a badge to wear on their jumper.
- Platinum Award: with 1000 house points Platinum Award with a badge to wear on their jumper.

Children in EYFS collect house point counters which are added on by staff on a weekly basis.

EYFS house point reward totals

- Bronze Award: Pupils with 50 house points receive a Bronze Award with a badge to wear on their jumper.
- Silver Award: Pupils with 100 house points receive a Silver Award with a badge to wear on their jumper.
- Gold Award: Pupils with 175 house points receive a Gold Award with a badge to wear on their jumper.
- Platinum Award: with 250 house points Platinum Award with a badge to wear on their jumper.

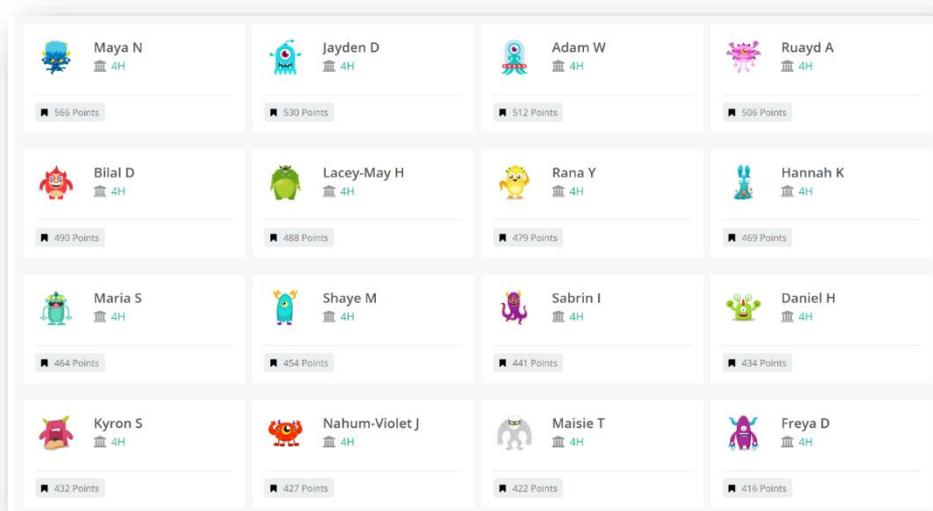
6.5 House points are awarded and tracked through the 'Online Learning Zone'. Points are based on school rules and values:

Housepoints category	Assigned housepoints
1 – 10 housepoints	1 – 10
Being helpful	2
Good learning	2
Good listening	2
Good manners	2
Great attitude	2
I showed respect	2
I was kind	2
Being on time	2
I behaved well at lunchtime	2
Improved test score	2
Remembering learning	2

Teacher award	3
Best class in assembly	3
100% attendance	5
House challenge	5
Aspiration	5
Leadership	5
Integrity	5
Tolerance	5
Excellence	5
Resilience	5
Together	5
Kindness	5
Head Teacher award	10

6.6 All pupils are given their own avatar, making it easier for younger pupils to select the visual image which represents their account. Pupils can track their own progress, but they can also see their peer's progress, which in return creates a fun healthy competition for each pupil/class to gain more house points.

* House points will be awarded to those pupils in school in the form of stickers.



Celebration Assembly certificates

6.7 Children will be nominated for stickers/a certificate for an exemplary display of our core values. These are handed out during a whole school assembly each Friday. Pupils will also receive a certificate if they have received the highest amount of house points in their class.

Attendance & punctuality awards

6.8 Good attendance and punctuality are to be celebrated. The class with the best weekly attendance will be rewarded in the celebration assembly. Pupils with 100% will receive half termly/ termly and annual attendance special certificates, rewards and prizes. There will also be a weekly raffle draw for those pupils who have achieved 100% attendance that week, two names will be draw out for each class weekly.

SANCTIONS

6.9 There is a clear set of escalating sanctions for undesirable behaviour. They range from expressions/non-verbal disapproval, verbal choice reminders, through to time out, to referral to SLT /Head teacher, letters to parents and, ultimately and in the last resort, exclusion. Most instances of undesirable behaviour are relatively minor and can be adequately dealt with through minor sanctions.

It is important that the sanction is not out of proportion to the offence. Where there is anti-social, disruptive or aggressive behaviour, frequent sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist may be necessary. This possibility should be discussed with the Head teacher, SENCO, or senior leadership team.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanction.
- There should be clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is corrected.

Warnings

7.1 This is used in conjunction with the behaviour flow chart in appendix 1. A child's name is placed on the sad side (EYFS/KS1) or the blue/orange area (KS2) if the child has not self-corrected their behaviour after receiving a warning.

7.2 Break and lunch time incidents – Please use Bromcom for recording and monitoring incidents. These incidents can be dealt where necessary by the SSM (ongoing/consistent concerns).

EXTREME BEHAVIOURS

6.3 Some more extreme behaviours may lead to a pupil receiving other sanctions, including (but not limited to) removal from class, isolation with a senior member of staff or fixed term exclusion.

These behaviours include, but may not be limited to:

- Swearing/verbal abuse
- Racism
- Fighting
- Spitting
- Bullying
- Stealing
- Physical attacks
- Damaging property

APPENDIX 1



Time in (designated area outside classroom) used as consequence 1

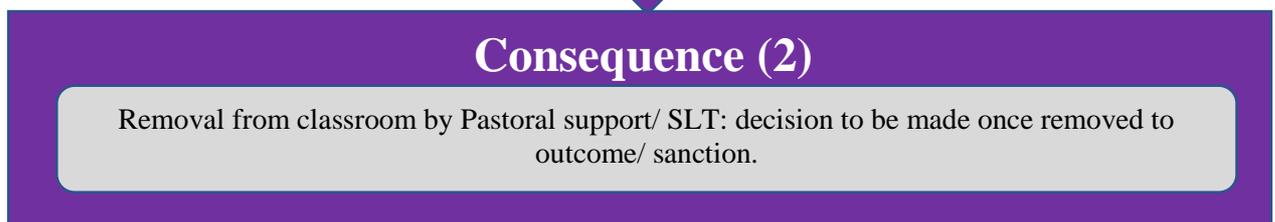
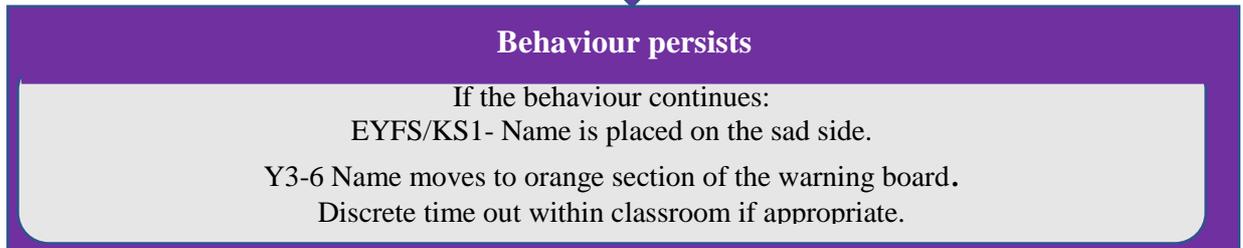
All classrooms/ learning areas to visibly display school code of conduct



EYFS/KS1 classrooms should display happy and sad sides.



KS2 classrooms display a warning board.



APPENDIX 2: PASTORAL AND INCLUSION

7.0 Ark Kings is an inclusive school and admits pupils with a variety of special and additional needs. The school always works closely with external agencies and families to ensure that individual children are supported effectively. The school will make reasonable adaptations to accommodate children's behavioural needs to help them to make choices that will enable them to be successful in school.

7.1 For pupils who struggle to manage their behaviour, but who do not have a special educational need or disability, there are three waves of pastoral support at Ark Kings Primary.

7.2 It is vital to intervene at the earliest opportunity to ensure each child receives the most appropriate support to prevent exclusion.

7.3 Wave 1: Early Intervention (EI) / Behaviour Reward Chart

- Work in collaboration with the pastoral team, class teacher, parent and child to identify the area/s of need and any triggers.
- Class teacher needs to check:
 - ✓ Rewards and sanction are being used appropriately to encourage positive behaviour.
 - ✓ The classroom environment/ where the child sits/ seating plan
 - ✓ Level of work/ access to the curriculum
- The meeting will consist of an assessment of need using the three houses model. It is important at this stage to evidence the child's views and any changes which make affect their behaviour.
- Develop appropriate causes of action with all parties involved to enable the child to make reasonable adjustments to address their behaviour.
- All present at the meeting will sign the Early Intervention form.
- The review date will be set 4 weeks from the initial meeting.
- A behaviour reward chart will then be created using the information provided from the three houses model including behaviour logs (BROMCOM), pupil targets and weekly rewards.
- The behaviour reward chart will be in action for approximately 2 weeks, with the flexibility to extend for a further two weeks if weekly targets are not being met.
- Review – If targets have not been met, they need to be escalated to wave 2.

8.0 Wave 2: Behaviour Support Plan (Formal)

- For pupils at risk of fixed term exclusion.
- A meeting will be held with the Pupil support manager/ pastoral team to discuss the child's behaviour and look at the catalogue of events (Data- CCR/BROMCOM).
- Look for patterns, for example trends in behaviour thus highlighting any areas of concern whilst also highlighting areas of good practice.
- Targets are set and agreed, these will be checked and reviewed every 3 weeks.
- The pupil's behaviour will be monitored using a home-school communication book, with interim and final reviews to decide whether the pupil is making progress, or whether they need to be escalated to wave 3 support.

8.1 Wave 3: Pastoral and additional needs plan (formal)

- For pupils who have been received fixed term exclusions, and who may be at risk of permanent exclusion.
- A meeting will be held to discuss triggers and set targets, along with interventions to support the pupil to meet these targets.
- Should it be deemed appropriate, the school will access specialist child and family agencies. These may include:
 - ✓ Behaviour Support Services
 - ✓ Education Welfare Officer
 - ✓ Education Psychology Service
 - ✓ Health Service (including Mental Health)

- ✓ Social Services
 - ✓ Youth Offending Team
 - ✓ Other agencies offering specific, targeted support
- The pupil's behaviour will be monitored using a home-school communication book, with interim and final reviews every three weeks to decide whether the pupil is making progress, or whether additional support and interventions are required.

LOGGING POOR BEHAVIOUR:

9.0 All staff have access to Bromcom. On this system staff must:

- Identify the individual(s)
- Select the appropriate behaviour category
- Explain in detail the incident
- Conversations had with the individual(s), staff and parents
- Sanction given

9.1 Behaviour categories:

Both the DHT and the pastoral team have worked in collaboration to create the following behaviour categories along with the appropriate sanction(s):

Behaviour code	Description	Behaviours include	Sanction
P- objects	Aggressive behaviour towards objects	Damaging school equipment or furniture purposely/ throwing objects/ pulling, kicking, punching, ripping, smashing, defacing objects.	TI/ seclusion / isolation/FTE
P – people	Aggressive behaviour towards people	Spitting, kicking, punching, biting, pushing, swearing (intent)	TI/ seclusion/ isolation /FTE
P-LLD	Low level disruptive behaviour	Making silly noises, tapping, banging equipment, playing with equipment, talking, shouting out, failure to follow instructions, fidgeting, talking over the teacher/adult, refusing to complete work, refusing, defacing others work or their own.	Use behaviour flow chart – appendix one behaviour policy. Professional judgement – TI if necessary.
P-ISB	Inappropriate social behaviour	Threatening, calling names, isolating others, not sharing, inappropriate conversations, taking things from others, stealing, running off, inappropriate use of social media, temper tantrums, hiding, moving furniture, self-harm (head banging, pinching, biting) answering back, rolling eyes, sucking teeth, dishonesty, ridiculing.	Use behaviour flow chart – appendix one behaviour policy. Professional judgement – TI if necessary.
P- SB	Sexualised behaviour	Overly sexualised behaviour for a student's age touching/ actions/ language	Use behaviour flow chart – appendix one behaviour policy.

			Professional judgement – TI if necessary. Report to DSL
P- Bullying	Bullying of all types	Repeated behaviours intended to hurt someone either physically or emotionally. Please state type of bullying in the comment box e.g. <ul style="list-style-type: none"> • Cyber bullying / online social media bullying • Verbal bullying • Physical bullying Social bullying –isolating someone purposely.	TI / seclusion / isolation/FTE Report to DSL
P- Racial	Racial abuse	Any action which shows abusive/inappropriate attitudes or treatment of others based on their race and religious beliefs.	TI / seclusion / isolation/FTE/ Report to DSL
P-Hphobic	Homophobic	Any action, attitude, or behaviour that discriminates against or unfairly limits same-sex attracted people because of their sexuality.	TI / seclusion / isolation/FTE / Report to DSL
P-Tphobic	Transphobic	Any action which shows a dislike of or prejudice against transsexual or transgender people.	TI / seclusion / isolation/FTE / Report to DSL
P-Bphobic	Biphobic	Any action which shows a dislike of or prejudice against bisexual people	TI / seclusion / isolation/FTE / Report to DSL
P-Xphobic	Xemophobic	Any action which shows a dislike of or prejudice against people from other countries.	TI / seclusion / isolation/FTE /Report to DSL
P- GDiscrim	Gender discrimination	Any actions which demonstrate the unfavourable treatment of individuals on the basis of their gender, which denies them rights, opportunities or resources.	TI / seclusion / isolation/FTE / Report to DSL

