



Behaviour and Discipline Policy

This policy represents the agreed principles for behaviour and discipline throughout the school. The Full Governing Board, all teachers, teaching assistants and midday supervisors representing the Early Years, KS1 and KS2 have agreed this policy.

Covid-19 Update to the Behaviour & Discipline Policy (May 2020):

- The primary aim of our school - that every member of the school community feels valued and respected, and that each person is treated fairly and well - is still very important to us
- Our Behaviour Policy is designed to continue to support the way in which all members of the school can live and work together in a supportive way. It seeks to promote an environment where everyone feels happy, safe and secure, within the new guidance that we have been given from the DfE
- Despite the necessary changes to our Behaviour Policy our extremely high standards of behaviour remain in place
- The changes below are being made in order to support current government guidance on school reopening and social distancing
- When the school partially reopens on 1st June 2020, the following strategies and sanctions recommended in the Consistency Levels will not be used:
 - Sunshine Room
 - Behaviour Reflection Room
 - De-escalation activities – ‘walk and talk’
 - Time Out in class (foster class)
 - Time out of class with a TA
 - Withdrawal of break or part of lunchtime play
 - Loss of lunchtime play equipment privileges
 - Warning about representational activity e.g. School Council, school teams
 - Loss of forthcoming events
 - Loss of privileges
- We expect the following behaviour to be adhered to during partial school opening, in order to keep staff, children and families safe:
 - Children must use hand gel when arriving at school
 - Children must wash their hands when asked to do so during the day, for at least 20 seconds – this will include during lesson time, when coming in from outside and before they eat
 - Children must socially distance – this means keeping a 2metre distance from other children and staff
 - When first aid needs to be administered, or where a child needs to be supported with intimate care and staff and children need to be closer than 2metres to each other, the child must follow the instructions given by the adult who is helping them
 - Children must sit in their own space in the classroom, as directed by their class teacher and teaching assistant
 - Children must use their own resources, which have been prepared for them by their class teacher and teaching assistant. They must not touch other children’s resources
 - Children should go to the toilet on their own
 - Children must sneeze into a tissue (or their elbow) and must put the tissue straight into the bin and then wash their hands
 - Children must walk on the left of the corridor if they need to walk around the school

- Children will attend school in small groups and children must not mix with children in other groups of children at any time
- Within their own group, children must not touch other children or staff
- Children will not use the trim trails
- Children will not leave bicycles or scooters in the school bicycle shed/scooter parks.
- We ask parents to remind children of our new school rules
- Some of our children and staff fall into or live with people who fall into the following categories identified by the government: vulnerable, clinically vulnerable and clinically extremely vulnerable. So if a child is unable to adhere to our rules, then a risk assessment will be completed in order to ascertain whether it is safe for them to be at school, or whether it is safer for them to learn from home while strict government guidance is in place.

Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The school's behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It seeks to promote an environment where everyone feels happy, safe and secure and to support the key aims of the school outlined below:

At Shepherd Primary School we aim to:

- Learn and grow together within a safe, caring and happy environment
- Encourage achievement in all aspects of school life
- Motivate all children with a broad and challenging curriculum
- Treat everyone with honesty and respect
- Ensure opportunities for all

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together effectively. We expect all our pupils to represent our school in the most appropriate way, both in school and when travelling to and from school each day. Equally, we expect our pupils to maintain our high behaviour expectations when visiting other schools and representing Shepherd Primary School at sporting or other events.

The school expects every member of the school community to behave in a considerate way towards others. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school understands its legal duties under the Equalities Act 2010 and implements a range of reasonable adjustments to support any pupil with characteristics protected by the act.

Approaches in behaviour management, as outlined in this policy, are supported by the Local Education Authority 'Behaviour Strategy 2015 – 2018'. A copy can be found on 'Hertfordshire Grid for Learning'. Our behaviour policy is updated annually and published to all stakeholders (parents, staff, pupils and governors) on our website.

This policy should be read in conjunction with the following documents:

- Inclusion policy
- SEND policy
- Policy on Adult Volunteer Helpers and Student Placements
- Dealing with Parental Incidents Policy
- School Equality Scheme
- Racial Equality Policy
- Restrictive Physical Intervention Policy
- Drugs Policy
- Safeguarding Policy
- Home School Agreement
- Harassment and Bullying Policy and Procedure

Behaviour Consistency Levels

We treat all pupils fairly and apply this behaviour policy in a consistent way, making reasonable adjustments as necessary for pupils with specific needs. Possible types of behaviour are categorised into levels 1, 2, 3, 4 and 'Beyond Level 4 behaviour types'. These levels and corresponding strategies and sanctions have been compiled in a document to be used by all staff when managing pupils' behaviour entitled 'Behaviour Consistency Levels' (See Appendix i below).

The 'Playground Consistency Levels' document (see Appendix iii below) is referred to by staff on the playgrounds at morning breaks and lunchtimes. Staff have agreed what constitutes different levels of behaviour and have grouped these behaviours within levels. In this way we are endeavouring to ensure that the strategies and sanctions applied by staff to intervene and correct poor behaviour are consistent, regardless of who is dealing with these incidents.

Level 1 type of behaviours have been agreed to be the domain of all Class Teachers and Teaching Assistants. Level 2 behaviours will also primarily remain the domain of Class Teachers and Teaching Assistants to manage but other members of staff such as Key Stage Leaders/the Inclusion Manager may become involved. Midday Supervisory Assistants (MSAs) are fully trained in the use and application of our consistency levels to manage behaviour.

Bullying (see Harassment and Bullying Policy and Procedure)

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We always endeavour to do everything in our power to ensure that all children attend school free from fear. Any incidents of bullying are reported to the Headteacher and recorded in the 'Records of Bullying Incidents' file which is kept in the Headteacher's office. Parents are always informed of any bullying incidents that occur involving their children.

Managing Pupil Transition

At Shepherd Primary School, the management of pupil transition into our school as well as between key stages is of the utmost importance. When pupils first join Shepherd Primary School entering into our Early Years classes, we ensure that the following opportunities are available to support with this transitional phase:

- Settling in visits for all pupils
- The allocation of a Key Worker for each pupil
- Full handover with each pupils' previous setting
- Liaison with parents/carers

When managing the transition between the Early Years Foundation Stage (EYFS) and Key Stage 1, we endeavour to provide all pupils with the opportunity to experience a setting which replicates the organisation of the EYFS, as well as opportunities to continue with child-initiated learning during the Autumn term. Some individual pupils may require additional support with this transition and therefore we tailor this to each individual, taking into account their personal needs.

When pupils transition between KS1 and KS2, as well as between classes, we ensure that Class Teachers meet to share information about each pupil as well as giving pupils the opportunity to experience time in their new classroom setting with their new Class Teacher. New pupils to our school are welcomed and often provided with a 'buddy' – a class mate who supports them and helps them navigate their way around the school and their classroom for their initial settling down period.

Year 6 Class Teachers provide their secondary colleagues with updated information for each pupil they teach during the summer term. In addition, pupils receive visits from their secondary school teachers during the summer term and are usually given the option to spend the day at their new secondary school prior to the start of Year 7.

School 'SMART' Moves and the Role of Pupils

The school employs a number of sanctions and strategies to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. These sanctions and strategies are outlined clearly in the document entitled 'Behaviour Consistency Models Levels 1-4 and Beyond' (See appendix i attached). Staff worked alongside the School Council to compile a short list of school rules - 'SMART Moves' - to be adhered to across the whole school by all pupils. These are published around the 'common parts' of the school environment, in the school prospectus for parents and are referred to by all staff to remind pupils of general whole school expectations of behaviour.

Our SMART moves are:

- Always try our best
- Keep safe
- Respect ourselves and others
- Be kind and caring

Our Class Teachers discuss the school 'SMART moves' with pupils on a regular basis. In addition to the school 'SMART moves', each class also has its own classroom 'Code of Conduct', which is agreed by the pupils at the start of each new year and displayed on the wall of the classroom. In this way, every pupil in the school knows the standard of behaviour expected at Shepherd Primary School.

Rewards

At Shepherd Primary School, we reward good behaviour, as it is believed that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Our SLT team, Class Teachers, Teaching Assistants, Midday Supervisory Assistant and support staff praise and reward good behaviour in a variety of ways by:

- smiling at children
- thanking children
- providing children with enjoyable and responsible jobs
- writing positive and encouraging comments at the bottom of children's recorded work

- displaying children's work
- sending children to the the Headteacher or Deputy Headteacher or Inclusion Manager to share their work and receive special feedback
- posting children's work on the school Blog
- giving children stickers or house points
- nominating a child as 'Star of the Week' and sending home well done cards
- nominating a child/children to receive the Headteacher's Award in assembly
- giving the children opportunities to represent the school by taking on a leadership role
- nominating children for the weekly 'role model raffle' in 'Celebration Assembly'
- awarding the trophy for improved Behaviour' at our annual 'Trophy Assembly'

Headteacher's Award, Star of the Week and House Points

Each week, class teachers nominate one pupil from each class to receive a Headteacher's Award. These pupils are identified for extreme acts of kindness, helpfulness, bravery, improvement in attitude to work, behaviour etc. Class teachers can also nominate a pupil to be the 'Star of the Week' for significant achievements. In this instance, a postcard is sent home from the Headteacher to parents, sharing their child's achievement.

House points are awarded for a number of positive reasons throughout each week and these house points are added to the class house points chart. During 'Celebration Assembly' each week, house points are added together and the total for each house is displayed in the school hall. At the end of each term and school year, the house that has collected the most house points receives a special house celebration treat.

Hertfordshire Steps

Hertfordshire Steps has been adopted by the local authority as its preferred approach to behaviour management in schools. Hertfordshire Steps is an approach to behaviour management which provides for safe support and intervention by professionals working with pupils who exhibit challenging behaviour. It is a therapeutic approach to behaviour management, with an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control - not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Hertfordshire Steps is to provide opportunities to support and debrief both pupils and staff after a crisis, particularly if restrictive physical intervention has been required. Training and/or refresher sessions occur on a yearly basis and are delivered by staff at school. All staff are required to attend this training as part of their CPD (Continuing Professional Development).

Continuing Professional Development for Staff (CPD)

All staff receive ongoing CPD according to their role or a particular need. CPD is embedded practice at Shepherd Primary School, and where there is a perceived need for staff training to assist in achieving the aims of this policy, such training will be considered within the limits of available resources.

Restrictive Physical Intervention

At Shepherd Primary School, we have adopted Hertfordshire's model policy on 'Restrictive Physical Intervention'. It is a policy that compliments and endorses Hertfordshire Steps (see above) and gives clarity on all appropriate physical interventions within a school. All staff have received training and will receive regular updates on appropriate physical intervention as outlined in the policy and during training for Hertfordshire Steps. Our Governors support and have approved our 'Restrictive Physical Intervention' policy.

The Role of the Class Teacher

It is the responsibility of Class Teachers to ensure that the school's 'SMART moves' and the class 'Code of Conduct' are enforced in their classes - during each school day, at breaktimes and when on external school trips.

The Class Teachers in our school have high expectations of the pupils they teach with regard to behaviour, and they strive to ensure that all pupils work to the best of their ability. If a pupil misbehaves repeatedly in class, the Class Teacher refers to the 'Behaviour Consistency Levels 1 - 4 and Beyond' (See appendix i attached) for appropriate sanctions or strategies to address this behaviour. In the first instance, the Class Teacher will deal with incidents themselves using strategies and sanctions outlined in the 'Behaviour Consistency Levels 1 and 2 behaviour types'. They may seek support from their Key Stage Leaders. However, if misbehaviour continues, the Class Teacher uses the consistency levels for further intervention, when 'foster classes', and the Headteacher or Deputy Headteacher or Inclusion Manager may become involved.

All low level, level 1 and up and sanctions applied are logged on the 'Low Level Behaviour Record' by the Class Teacher (see appendix ii). This is reviewed weekly by the Inclusion Manager. Where relevant, the Class Teacher liaises with the Inclusion Manager in order to arrange for external agencies, as necessary, to support and guide the progress of each child. The Class Teacher and Inclusion Manager may discuss a pupil's behaviour with an external agency, for example, discuss the needs of a child with a member of the Tiered Behaviour Support who will assist with observations and recommendations. DfE exclusion guidance states that "early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The Headteacher will also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEND, but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems".

Pupils who persistently exhibit Level 3 and 4 types of behaviours may require a Pastoral Support Plan which will outline key targets for improvement linked to strategies, and sanctions to achieve these targets. This plan is carefully monitored by the Class Teacher in liaison with the Inclusion Manager. The Headteacher may also be involved in this process alongside other external agencies.

The Role of the Senior Leadership Team (SLT)

It is the responsibility of all members of the SLT to be aware of and monitor the behaviour of pupils within their classes and key stages. All SLT members meet together on a regular basis and part of this meeting time is used to discuss pupils who may be consistently finding it challenging to adhere to our behaviour policy. Strategies to support these pupils are discussed as a leadership team and decisions made as to the most positive steps forward.

The Role of Parents/Carers

The school collaborates actively with parents/carers, so that pupils receive consistent messages about how to behave at home and at school. Parents/carers sign a Home-School Agreement when their child starts at school. We expect parents/carers to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour. We publish the school rules 'SMART moves' on the school web site and we expect parents/carers to read them and support them.

The school uses reasonable sanctions, which have been collectively agreed, to sanction and give consequences to a child and we therefore expect parents/carers to support the actions of the school. If parents/carers have any concerns about the way that their child has been treated, they should initially contact the Class Teacher. If, having spoken to the Class Teacher, parents/carers still have concerns, they should discuss these with the Headteacher. If these concerns still remain after this, parents/carers should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. All reported serious incidents of misbehaviour will be logged on the school's CPOMS system (these are incidents of level 3 and above,) and records of all low level behaviour displayed, in the 'Low Level Behaviour' file (these are level 1 and 2 incidents).

The Headteacher has the responsibility for giving sanctioning exclusions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a pupil. These actions are taken only after the school governors have been notified. See Level 4 and Beyond Level 4 sanctions in 'Behaviour Consistency Levels 1-4 and Beyond' (See appendix i attached)

The Role of the Governing Board

The school's governing board ensures that this policy reflects their general standards of discipline and behaviour, and is responsible for regularly reviewing its effectiveness. The governing board annually reviews and supports the principles of the 'Behaviour and Discipline Policy' at Shepherd Primary School in order to consistently promote good behaviour and discipline. This policy includes the power to use reasonable force when necessary (as advised in the non-statutory DfE guidance on the use of reasonable force). The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour. The governing board supports the use of reasonable force when necessary (as advised in the non-statutory DfE guidance 'Use of Reasonable Force'). Governors expect a high standard of behaviour throughout the school and fully understand how this reflects on the aims and ethos of Shepherd Primary School.

Pupil Support Systems

At Shepherd Primary School, there are a range of different ways we support pupils who are struggling to adhere to our behaviour policy, these include:

- Daily nurture group
- Lego therapy
- Counselling
- Drawing and talking therapy
- CAMHS support

- Chessbrook outreach services
- Acorn centre support
- Family worker
- Risk management
- Individual behaviour charts
- Behaviour reflection time led by a specific member of staff

The Class Teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The Class Teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

It has been agreed by all staff that Class Teachers will not send children out of the class to stand in the corridor as this is detrimental to the duty of care we are committed to. Instead, Class Teachers have links with classes who represent a 'foster class' (in line with our consistency levels). The link 'foster class' represents a degree of internal inclusion, whereby children who misbehave at Levels 2 and above (not level 1) are sent with work to be carried out there. Foster classes are only applied when the Class Teacher has tried 'internal exclusion' within their own classroom environment. This works well as children who require 'internal exclusion' in the 'foster classes' will join children who are significantly younger or older than them, which emphasises the sanction from a peer group perspective.

Searching, Screening and Confiscation

Shepherd Primary School adheres to the DfE's statutory guidance on 'Searching, Screening and Confiscation' (please refer to this document for full details and information). In particular, the use of the power to search pupils without consent. This DfE document confirms that schools have powers to seize and then confiscate items found during a search. School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent (the ability to give consent may be influenced by the child's age or other factors), where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff 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). Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Sanctions

The loss of playtime at lunchtime or a proportion of it, is a consequence which may be used for Level 2 and above types of behaviours. In order that pupils are properly supervised and purposefully reflecting on their behaviour, they are sent to the 'Behaviour Reflection Room', where behaviour management activities are carried out with them during the lunch hour. A log of pupils is kept in the school office and regularly reviewed by the SLT team. Any sanctions which take place in school must:

- be put in place by a paid member of school staff or a person authorised by the Headteacher
- take place on the school premises or while the pupil is under the charge of a member of staff
- not breach any other legislation, e.g. in respect of disability, SEN, race or other equalities and human rights, and it must be reasonable in all circumstances

Fixed-Term and Permanent Exclusions

Shepherd Primary School follows the DfE document 'Statutory Guidance for those with Legal Responsibilities in relation to Exclusion' (September 2017). This guidance is referred to in any decision to exclude a child from school. The relevant document is found at:

<https://www.gov.uk/government/publications/school-exclusion>

Only the Headteacher has the power to exclude a pupil from school. The decision to exclude a pupil must be lawful, reasonable and fair. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a pupil permanently. In exceptional cases when a pupil has initially been excluded for a fixed-term - usually where further evidence has come to light - a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period. If a pupil is excluded for a further fixed period following their original exclusion, or is subsequently permanently excluded, the Headteacher must inform parents without delay and issue a new exclusion notice to parents.

When establishing the facts in relation to an exclusion decision, the Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents that they can, if they wish, make representations to the governing board against the decision. The school will inform the parents how they can make any such representations. The Headteacher will inform the local authority and the governing board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing board itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing board has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When the governors' panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the local authority, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

If a pupil is excluded from Shepherd Primary School for a fixed period, they will be invited along with their parents/carers to a reintegration meeting. At this meeting, the incident which led to the exclusion will be reviewed, standards and expectations of behaviour will be reinforced and the pupil will be properly readmitted back into the school.

Managed Moves

A managed move is the transfer of a pupil who is at serious, but not imminent, risk of permanent exclusion from his/her school to another school. The purpose of a managed move is to give a child the opportunity of a fresh start somewhere else. A managed move may prevent the need for the child to be permanently excluded from his/her current school at some point in the future.

If a managed move is agreed, the Integration Team at Hertfordshire County Council will oversee the pupil's move to another school under the Hertfordshire Fair Access Protocol. The DfE Exclusion guidance states that "maintained schools have the power to direct a pupil

off-site for education to improve their behaviour. A pupil at any type of school can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority of the school. However, the threat of exclusion must never be used to influence parents to remove their child from the school."

Drug and Alcohol-related Incidents

It is the policy of this school that no pupil should bring any drug, legal or illegal, to school. If a pupil will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be administered - this should be taken directly to the school office for safekeeping. Any medication needed by a pupil while in school must be taken under the supervision of a Class Teacher or other adult worker (please refer to our 'Medicines Policy').

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any pupil involved will always be notified. It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any pupil who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the pupil will be permanently excluded. In all events both the police and social services will be informed. If any pupil is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that pupil to be taken home and the police and social services will be informed.

If a pupil is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the pupil will be permanently excluded from the school. The police and social services will also be informed.

Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of concerning incidents of misbehaviour on CPOMS and the Headteacher, Deputy Headteacher, Inclusion Manager and members of the SLT record those incidents as soon as possible. Midday Supervisory Assistants (MSAs) give verbal/written details of serious incidents to the the Headteacher, Deputy Headteacher or Inclusion Manager. Violent incidences towards staff are recorded and logged on Solero so they are reported to Herts County Council.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing board will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing board reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing board receives recommendations on how the policy might be improved. The Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year - this is done via the school website.

Appendices

- Appendix i Behaviour Consistency Levels
- Appendix ii Low Level Behaviour Chart
- Appendix iii Playground Consistency Levels

Appendix i: Shepherd Primary School – Behaviour Consistency Levels - Guidelines for all staff

Level 1: Behaviour Types and Strategies

	Behaviour Types (examples, not limited to)	Range of Positive Strategies
Level 1	Wandering around the class	Remove excuses for wandering – pens, equipment already; make expectations clear, and say how long it will be before; challenge- ‘Why are you out of your seat?’ Reminder of rules; Consider movement or brain breaks for longer lessons or testing situations.
	Not paying attention	Rule reminder; varying teaching styles; visual reminder – notes on board, using different colours; Directing questions at specific children; think about positioning of child and if appropriate TA
	Calling out, silly noises	Strategic ignoring and tackling later to lessen disruption to flow; praise those who do the right thing who put hand up; set the routines early and show no tolerance. It has to be dealt with some time; eye contact; when a child who does often call out puts up hand, ensure praise/responses as a reward.
	Fiddling with an object	Take object as you continue lesson – don’t let it stop the flow; eye contact; insert a name into the flow; for some children, blu-tac or a permitted item; for some children, plan seating position
	Encouraging others to misbehave	Explain why this is unkind and that other children need to decide for themselves how to behave at school
	Rocking on chair	Non-verbal signal – nod, look, hand gesture; go behind chair and tap or gently tip; remind of safety – the ‘dreadful anecdote’, warning; chair removed for set amount of time.
	Talking in assembly or in class	Say name to let them know you have seen them; move to front and see them at following break
	Talking when moving around the school or lining up	Set the tone early; send to back for some children; line up in register order; encourage children to avoid lining up with those who might bring temptation; if majority of class, return to try again or ‘practice’ at break time.
	Careless treatment or not looking after own or others property	If undamaged talking to child about importance of looking after property. If damage to others’ property involved, refer to HT.
	Not completing homework	Explain why good habits are important and how best to approach homework
	Not working in a group situation	Review at end of lesson; focus on group skills expected when giving instructions for activity
	Chatting or not on task	Eye contact; name; working separation; time targets for completion of activity
	Name calling	Explain that this can be hurtful to others and try to get the child to reflect on how they would feel.
	Hiding in school during break	Explain why it can be dangerous as we would not know where they were in an emergency.
Play fighting	Explain why it can be dangerous and suggest other things to do at playtime.	

Shepherd Primary School – Behaviour Guidelines for all staff

LEVEL 2: Behaviour Types and Strategies

	Behaviour Types (examples, not limited to)	Suggested responses	Who else to involve	Recording Log on Low Level Behaviour chart	Communication with parents/carers
Level 2 Repeated instances of Level 1 and/or:	Talking out of turn	<p>Possible strategies and sanctions:</p> <ul style="list-style-type: none"> • Talk one to one, away from classroom situation; set clear expectations for improvement; be clear and specific about targets; remain focused on primary behaviour rather than consequent behaviour; give chance to improve • Time in the Sunshine Room • Behaviour Reflection Room • De-escalation activities – ‘walk and talk’ • Time Out in class (foster class) • Time out of class with a TA • Loss of Golden Time • Internal inclusion in classroom • Withdrawal of break or part of lunchtime play (by the class teacher – class teacher) • Apologies may be appropriate, but these should be meaningful and sincere • Loss of lunchtime play equipment privileges • Warning about representational activity e.g. School Council, School Teams • Warning about loss of forthcoming events • Yellow card 	Inform Key Stage Leaders seeking guidance and support: who may then decide to intervene directly	Record on behaviour log. If persistent, discuss with a member of SLT, who might decide to log the difficulty on CPOMS.	Parents Evening, if behaviour forms part of a pattern or ‘collection’ of level 1 / 2 instances Class teacher to consider keeping notes Involve and inform parents if loss of representational activity or forthcoming events is under consideration
	Unkind or derogatory language or treatment of others – including written in notes				
	Deliberate misuse of property, or disregard for school environment				
	Leaving the class without permission				
	Unwillingness to co-operate/follow instructions				
	Inadvertent swearing				
	Persistent problems with homework				
	Deliberately provoking				
	Lying				

Shepherd Primary School – Behaviour Guidelines for all staff

LEVEL 3: Behaviour Types and Strategies

	Behaviour Types (examples, not limited to)	Suggested responses	Who else to involve	Recording	Communication with parents/carers
Level 3 Repeated instances of Level 2 and/or:	Bullying	<p>Possible Strategies and sanctions:</p> <ul style="list-style-type: none"> • As above • Loss of break/lunchtime play – use of “Behaviour Reflect” room at lunchtime • Red card (Parents informed.) • Report card • Sticker record chart • Children reviewing their involvement • Time out in another ‘foster’ class. • Loss of forthcoming events • Loss of privileges • Loss of representational activity • Involvement of external agencies, for specific guidance • SEND referral 	<p>Key Stage Leader to work directly with child, who may then decide to refer on the HT/DHT/Inclusion Manager</p> <p>In case of severe disruption, use red ‘Adult Assistance Required’ Card (available in all classrooms, dining room etc.)</p> <p>Inform HT/DHT/Inclusion Manager</p> <p>Discuss patterns/developments of behaviour over the year</p> <p>Forward information to new school if child transfers</p>	<p>All incidences are to be recorded on CPOMS by a member of the SLT</p> <p>In case of Racist incidents, record in Racist Incident Log</p> <p>In case of Bullying incidents, record in Bullying Log</p> <p>May also need an Individual Risk Assessment for Offsite Visits.</p>	<p>Arrange meeting with parents, and further meetings to review, where appropriate</p>
	Spitting deliberately				
	Theft or property e.g. cloakroom stealing				
	Swearing for effect				
	Severe disruption to point where lesson cannot continue				
	Lashing out/retaliating e.g. physical abuse, punching, severe pushing, biting etc.				
	Serious challenge to the authority of adult - defiance				
	Minor vandalism e.g. writing on wall				

LEVEL 4: Behaviour Types and Strategies

	Behaviour Types (indicative, but not an exhaustive list)	Suggested responses	Who else to involve	Recording	Communication with parents/carers
Level 4 Repeated instances of Level 3 and/or:	Purposeful verbal abuse of staff; lashing out at staff in temper	Strategies and sanctions: <ul style="list-style-type: none"> As above Loss of break/lunchtime play – use of ‘Behaviour Reflect’ room at lunchtime Report card Loss of privileges Loss of representational activity Loss of forthcoming events Fixed Term Exclusion Involvement of external agencies, for specific guidance SEND referral 	HT involved Immediately; Key Stage Leader and DHT/Inclusion Manager informed All other staff informed as appropriate; in case of persistent disruptive behaviour consider support/case conferencing	All incidences are to be recorded on CPOMS Copies of Letters involved In case of Racist incidents, record in Racist Incident Log In case of Bullying incidents, record in Bullying Log May also need an Individual Risk Assessment for Offsite Visits. Exclusion Log	Parents informed Arrange meeting with parents, and further meetings to review, where appropriate
	Organised/pre-mediated or unprovoked violent behaviour; persistent aggressive disputes with others				
	Deliberate truancy from an activity or trip				
	Continuation or re-direction of bullying including cyber bullying and inappropriate Social Networking				
	Racist comments or discriminatory harassment – discriminatory comments about lifestyle, choices				
	Persistent violation of school rules				
Beyond Level 4 Repeated instances of Level 4 and/or:	Serious assault or physical/emotional abuse of staff or other children	Sanction: Permanent Exclusion	CSF/Social Services Staff as appropriate Parents Chair of Governors Police, as appropriate	Full recording of all details on CPOMS.	Parents informed immediately, then in writing
	Carrying an offensive weapon				
	Smoking in school				
	Malicious allegations against school staff				
	Possession of a drug which is not illegal but which is considered to be harmful or detrimental to good order and discipline				
	Criminal Activity: major theft e.g. a laptop; serious vandalism; extortion; possession of offensive weapons, illegal drugs, etc.				
	Seriously compromising school IT systems (hacking)				

Appendix iii: Playground Consistency Levels - September 2019

See below for a list of behaviours (created by the TAs/MSAs) which regularly cause issue on the playgrounds at morning break and lunch times:

Type of behaviour	Level	Positive Strategies to use	Suggested Sanctions
Ignoring instructions	1	Discuss school rules and importance of following instructions from adults	<ul style="list-style-type: none"> • Warning given by CT/TA/MSA • Dealt with outside by CT/TA/MSA • Refer to the pupil's CT if appropriate • Refer to SLT if repeated
Invading personal space	1	Explain why it is important to give people their own space	<ul style="list-style-type: none"> • Warning given by CT/TA/MSA • Dealt with outside by CT/TA/MSA • Refer to the pupil's CT if appropriate
Encouraging others to misbehave	1	Explain why this is unkind and that other children need to decide for themselves how to behave at school	<ul style="list-style-type: none"> • Dealt with outside by CT/TA/MSA • Refer to the pupil's CT if necessary • Refer to SLT if behaviour is repeated
Play fighting	1	Explain why it can be dangerous and discuss/suggest other things to do at playtime	<ul style="list-style-type: none"> • Warning given by CT/TA/MSA • Dealt with outside by CT/TA/MSA • Refer to the pupil's CT if necessary • Refer to SLT if appropriate or repeated
Name calling	1	Explain that this can be hurtful to others and try to get the child to reflect on how they would feel if they were called names	<ul style="list-style-type: none"> • Warning given by CT/TA/MSA • Prefect mediation • Dealt with outside by CT/TA/MSA • Refer to the pupil's CT if appropriate
Not being aware of other children's feelings	1	Discuss how their actions/words will have upset the other child and how to behave positively towards others in future	<ul style="list-style-type: none"> • Warning given by CT/TA/MSA • Dealt with outside by CT/TA/MSA • Prefect mediation • Refer to the pupil's CT if appropriate • Therapeutic approach – small group work on empathy and other children's feelings
Children in areas that they should not be in e.g. out of bounds areas outside, 'hiding' inside school	1	Explain why it can be dangerous as we would not know where they were in an emergency	<ul style="list-style-type: none"> • Warning given by CT/TA/MSA • Pupil given outside important 'job', e.g. Play Leading or Litter Picking • If repeated, refer to a member of the SLT
Excluding children from games	1	Discuss how to avoid leaving others out of games and hurting their feelings	<ul style="list-style-type: none"> • Warning given by CT/TA/MSA • Apology given to pupil being excluded
Telling tales	1	Explain that tales are not the truth and therefore should not be told	<ul style="list-style-type: none"> • Warning given by CT/TA/MSA • Prefect mediation
Lack of respect for play equipment	1	Discuss how to respectfully look after school property	<ul style="list-style-type: none"> • Warning given by CT/TA/MSA if there is no damage • If equipment is damaged, pupil to take the damaged piece of equipment to a member of the SLT and explain how they managed to break it • Log of broken equipment to be kept in the Huff and Puff shed. HLTAs to monitor log for patterns, e.g. specific pieces of equipment which keep getting damaged or particular children who keep causing the damage
Children not lining up quietly at the end of play time	1	Praise classes which line up well and use them as role models	<ul style="list-style-type: none"> • Rehearse lining up quietly over and over until all pupils are getting it right
Swearing	2	Talk one to one about school expectations and appropriate use of language	<ul style="list-style-type: none"> • CT/TA/MSA to find out which swear word has been use and child's understanding of said word – where have they heard it? • Refer to the pupil's CT if appropriate • Involvement of SLT/DSLs if necessary
Spitting	3	Explain why spitting is so unhygienic and disrespectful	<ul style="list-style-type: none"> • Refer to the pupil's CT and Key Stage leader • Refer on to SLT if necessary

CTs/SLT members may refer pupils to spend time in the Behaviour Reflection Room (BRR) where appropriate