



## **Behaviour Policy**

### **Our Vision:**

**Aspiration, achievement and self-belief are the 'golden threads' that lead to a bright future.**

At Yarnfield Primary School we have five core aims that are threaded through everything we do. We:-

- Are ambitious for all to achieve beyond expectation
- Compete with the belief that we have every chance of success
- Are nurtured in a culture where we are confident to take risks
- Engage and inspire learners by expanding their world
- Are proud of our community and know that together we achieve more

### **Aims and Objectives**

At Yarnfield Primary School our whole school vision is for our pupils to become responsible well-rounded citizens, who can in the future contribute valuably in the good running of society.

We aim to promote an environment in which everyone feels happy, safe and secure where exemplary behaviour is at the heart of productive learning.

We have three explicit school rules which underpin everything we do and learn, which are to **Be respectful**, to **Be responsible** and to **Be safe**.

We aim to ensure that all adults and pupils treat each other with mutual respect and consideration.

We aim to encourage positive relationships with parents and carers to involve them in the implementation of the schools policy and associated procedures.

We aim to maintain exemplary behaviour by modelling positive behaviours at all times, emphasising praise and positive reinforcement. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We treat all pupils fairly and apply our behaviour policy using a constant and consistent approach.



Our policy defines the school behaviour system in five key areas:

1. **BEHAVIOUR EXPECTATIONS FOR PUPILS**
2. **SUPPORTING GOOD BEHAVIOUR FOR PARENTS**
3. **MANAGING BEHAVIOUR FOR STAFF AND LEADERS**
4. **REWARDS FOR HIGH STANDARDS**
5. **SANCTIONS AND CONSEQUENCES FOR NON-COMPLIANCE**

### 1. **BEHAVIOUR EXPECTATIONS FOR PUPILS**

It is an expectation that everyone behaves in a considerate way towards others and follow the school rules. Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. This is to prepare our pupils as responsible citizens and to understand how to make the right choices ready for the wider world.

Pupils will be expected to:

- follow the school rules which underpin everything we do:
  - **Be respectful**
  - **Be responsible**
  - **Be safe**
  
- follow their class rules devised within their own class.
- be equipped with correct school uniform
- show respect for the working environment
- conduct themselves around the building in a safe, sensible, manner and show regard to others
- be punctual and attend school everyday
- bring equipment appropriate for the lesson (where necessary, e.g. PE kits)
- follow reasonable instructions given by the teacher
- behave in a respectful and polite manner to all adults and pupils
- show respect for the opinions and beliefs of others
- complete all class work in the manner required to the best of their ability
- hand in homework at the time requested.

Pupils may also display some of the listed positive **Behaviours for Learning** which will be rewarded. Adults will signpost to pupils which positive behaviours are being demonstrated. It is an expectation that pupils will build on these skills as they move up through our school:-

- Resilience
- Perseverance



- Risk taking
- Solution finding
- Respect
- Reflection
- Independence
- Active motivation
- Creativity
- Encouragement
- Enthusiasm
- Collaboration

## **2. SUPPORTING GOOD BEHAVIOUR FOR PARENTS**

We give high priority in developing a positive partnership with parents in supporting good behaviour since these are crucial in promoting and maintaining high standards of behaviour and learning for our pupils to succeed in school and later life.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with concerns. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

Parents agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions recommended firstly to the Class teacher, then to the Assistant Principal, Vice Principal and Principal. The Inclusion and Diversity Lead is also available to support as needed.

The school collaborates actively with parents and carers, so that pupils receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school. Where behaviour is causing concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. Parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy.



### **3. MANAGING BEHAVIOUR FOR STAFF AND LEADERS**

#### **Role of Staff**

All staff at Yarnfield Primary have a duty of care to the pupils in our school, this includes managing and supporting behaviour of pupils. All staff 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 pupils develop self-discipline and personal responsibility.

All staff

- Meet and greet pupils.
- Model positive behaviours and build good relationships.
- Refer to school rules 'being Respectful, Responsible and Safe'
- Plan lessons that engage, challenge and meet the needs of all pupils.
- Always use positive praise to emphasise and reinforce good behaviour.
- Praise the learning behaviours you want to see
- Be calm and give 'take up time' when going through the steps of reinforcing good behaviour in order to prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with pupils.
- Always expect excellent behaviour as the norm. Without exception, never ignore or walk past pupils who are not following the school rules.
- Inform parents of positive behaviour displayed by pupils.
- When needed inform parents of any negative behaviour so they can reinforce consistent approach needed to support pupil.
- Record on CPOMS incidents of poor behaviour causing a concern displayed by pupils and how it was actioned.
- Notify and liaise with a member of SLT if support is needed with a behaviour incident.

#### **Role of Leaders**

Leaders will stand alongside colleagues to support, guide, model and show a unified consistency in implementing the policy to pupils and parents.

Leaders will:

- Meet and greet pupils.
- Be a visible presence around school to encourage appropriate conduct.
- Regularly celebrate staff and pupils whose effort goes above and beyond Expectations.
- Regularly share good practice.
- Encourage use of Positive Notes and Positive Phone Calls to parents.



- Support staff in developing strategies to manage behaviour of pupils.
- Support staff in returning pupils to learning by sitting in on reparation meetings and supporting staff in conversations.
- Support staff in managing pupils with more complex or entrenched negative behaviours and advise on strategies to support.
- Ensure staff training needs are identified and targeted with support.
- Ensure they follow up on CPOMs any behaviour incidents with appropriate action within the policy

### **Role of the Principal**

It is the responsibility of the Principal 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 Principal to ensure the health, safety and welfare of all pupils in the school.

The Principal:

- will support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- keeps records of all reported serious incidents of misbehaviour including bullying and racism.
- use behaviour data to target and assess interventions
- has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour.
- may permanently exclude a child for repeated or very serious acts of anti-social behaviour. These actions are taken only after the School's Local Governing Body have been notified.

### **Use of reasonable force and Use of calm areas**

On extremely rare occasions where pupils need more support in managing behaviour, there is a need for Staff to use physical restraint. A pupil should only be restrained if it is in their best interests and absolutely necessary, physical intervention should only be used when:

- there is a clear and unequivocal emphasis on the rights of all children to be kept safe at all times.
- to prevent injury to them or others including staff;
- to prevent damage to property that would result in injury
- their behaviour is prejudicial to the maintenance of good order and discipline.
- or when previous history suggests that failure to act promptly will result in any of the above;

and

- the potential consequences of not intervening are sufficiently serious to justify considering use of force.



- the chances of achieving the desired result by other means were low
- The risks associated with not using force outweighed those of using force.

Any restraint should be reasonable and proportionate. Ideally, it should be carried out by staff who have had the appropriate training (Team Teach).

- Any restraint should be recorded on CPOMS as soon as possible, after any recovery time needed.
- Staff should keep to the facts and record them clearly in chronological order, using words like 'guide', 'support', 'secure', 'escort' and 'steer' to describe the restraint.
- It should also be reported to SLT and Inclusion and Diversity Lead and a debrief conversation held.
- After any restraint of a pupil, a Challenging Behaviour Risk Assessment will be completed to support/inform any further incidents.

*This should be read alongside the Yarnfield Positive Handling Policy: Behaviour and Discipline in Schools DfE2014, and: Use of Reasonable force DfE 2013*

When a pupil becomes distressed, the school may take the decision to employ the use of a 'calm/quiet' room, providing that this is in the pupil's best interests. The school will assess each case individually to decide how long a pupil will stay in the 'calm/quiet' room and what they may or may not do in there. A pupil will only be kept in the 'calm/quiet' room for as long as necessary and once they have used the time to demonstrate the correct behaviour, they will be allowed to return to class. If they need the toilet, or the period of time out is over lunch, they will be allowed to use the toilet and/or have lunch.

#### **4. REWARDS FOR HIGH STANDARDS**

At Yarnfield Primary School we promote positive behaviour, learning and attitudes to prepare our pupils in making the right choices all the time and reward high standards. We aim to motivate and enthuse our pupils to take responsibility for areas of their own learning. We place great emphasis on pupils making positive choices for behaviour, learning and attitudes and we endeavour to reward pupils for this. We implement a well-structured reward system that pupils see as fair and consistent so pupils want to achieve their very best all the time in order to reap the rewards given for their positive achievements. Pupils best efforts are celebrated through display and positive praise such as:

- use of positive praise
- a note or phone call home to parents
- sharing of good work or behaviour
- visit to another teacher
- visit to a member of SLT
- sitting on the Star worker bench in Praise Assembly



We operate other pupil rewards for high standards through a Yarnfield currency scheme. A 'Yarn' is given to pupils as a reward for recognising the high standard and extra effort a pupil has made for their behaviour, learning or attitude. Pupils will collect Yarns over a period of time and then be able to spend their 'Yarns' in exchange for items bought. We believe there are many benefits in having a 'Yarns' rewards system. We aim to teach our pupils the connection between work and reward, the value of money, and the potential rewards of saving versus spending. Pupils will be learning in different subject areas in a fun way as they collect their 'Yarns' through rewards. For example, Personal, Social and Emotional Development, Maths, Reading, etc. Pupils will be learning crucial skills ready for 'real life'. Yarns will be given out at the discretion of Staff when they see pupils going over and above the normal expectation of behaviour, learning and attitude. Yarns are in values of 1, 5, 10, 20 and 50.

Examples of:- How to earn Yarns:

100% in a Spelling or Maths test.

100% attendance for half a term

Being the Timetables Rockstar champion in your Year Group

Then pupils would exchange their Yarns to buy:-

A pencil = 5 Yarns

Sharpener = 10 Yarns

Yo-yo = 15 Yarns

## **5. SANCTIONS AND CONSEQUENCES FOR NON-COMPLIANCE**

We aim to apply a clear and well-structured system for sanctions that pupils, staff and parents recognise as fair and consistent. Sometimes it is necessary to implement a sanction in order to encourage a pupil to begin displaying positive behaviour in line with our Behaviour Policy. It is extremely important that we keep parents informed at every stage if we are implementing a sanction. We believe working in partnership with parents can be key in preventing an escalation of behaviour that is deemed as unacceptable or negative. We aim to work diligently to keep parents informed at every stage, including letting parents know about positive pupil behaviour.

### Yarns currency fine

At Yarnfield Primary School, we use the system of allowing pupils to earn the 'Yarns' currency for displaying positive behaviours, learning or attitudes. We aim to prepare our pupils for 'real -life' and to understand that there are rewards for good behaviours and consequences for negative behaviours and sometimes this may include paying fines, e.g. adults parking on a double yellow line will incur a fixed penalty fine. Therefore, if pupils display negative behaviour in learning, attitude or presentation and do not follow the school rules, they will incur a 'Yarn fine' which will mean a deduction from their Yarns earned. This will be at the discretion of the pupil's Class teacher.



Pupils will have opportunity to earn the Yarns back by correcting the behaviour. We aim for our pupils in learning to make the right choices with the Yarns currency system.

### **Fix it time**

'Fix it time' is a sanction when pupils need to pay back some time during their playtime/lunchtime with the Class teacher or TA supervising and organised within a year group. This is when the pupil deliberately displays inappropriate behaviour and chooses to make the wrong choices in disturbing others, through physical contact or making noises and choosing not to follow instructions. The length of time kept in will be at the discretion of the Class teacher depending on the severity of the deliberate action by the pupil. The 'fix it time' may also be carried out in another class or year group in order encourage the pupil to take responsibility and follow instructions.

### **Behaviour Charts and Behaviour Support Plans**

If a pupil is displaying negative behaviour over a sustained period as deemed by the Class teacher, then support will be put in place in a bid to improve their behaviour and/or attitude towards their learning by the Inclusion and Diversity Lead or a member of SLT. Following discussion involving the pupil, Learning Mentor, Class teacher and Parent, a 'Behaviour Chart' will be put in place. The purpose of this chart will be to support the pupil to manage their own behaviour and trigger situations more independently. The targets will be focussed on the particular behaviour issues e.g. aggression, and be written in such a way to give the pupil specific strategies e.g. *'When I feel angry, then I will....'*

If this does not prove successful, then the pupil will initially work with the Learning Mentor or SLT for a fixed period of time).

Some pupils may have additional needs which affect their behaviour and make it more challenging to manage. These needs may include difficulties with communication, understanding, social skills or emotional needs. These pupils will be added to the SEND register (if not on it already) and will have a 'Behaviour Support Plan' put in place.

The purpose of this plan will be to again support the pupil to manage their own behaviour more successfully but also support the adults in managing more challenging behaviour and so avoid the need for Fixed Term Exclusions. This plan will be written in collaboration with adults in school, parents, pupil and the Inclusion and Diversity Lead.

Advice may also be sought from outside agencies. It will be a 'live' document and should be referred to and updated/amended regularly. Included in the plan will be an '**ABC Record**' for recording specific incidents (**A=Antecedent, B=Behaviour, C=Consequence**). The purpose of this record will help to identify trends and triggers to behaviour and so inform behaviour management strategies going forward. Details recorded may also be needed as evidence to support a Fixed Term Exclusion.



### **Reflection Time**

Reflection Time is a sanction to be used in the case of a serious incident or persistent poor behaviour. Reflection Time means that once the pupil has eaten lunch, they will report to the allocated staff member usually SLT, where they will sit in silence for the remainder of lunchtime. Attempts will be made to inform parents by telephone in the first instance but if contact cannot be made, either a text message will be sent or contact will be made at the end of the day.

### **Consequence of Repeated Reflection Time**

If a pupil is at risk of missing a half termly event due to repeated behaviour, which is below school expectations and has resulted in more than one Reflection Time, parents will initially be informed either in person or by telephone. The decision for a pupil to miss an event will be made by, and at the discretion of the Class teacher and SLT. (If the behaviour does not improve, this may then lead to a formal fixed term exclusion from school (*see Exclusion of Pupils*)).

### **Prejudicial Behaviour**

Any prejudicial behaviour (aggressive or casual) – including use of racist or homophobic language MUST be challenged and should also be referred to SLT or Inclusion and Diversity Lead. A restorative conversation MUST take place – involving all individuals affected (if willing). The Learning Mentor/ SLT or DSL's can support if necessary. Parents must be informed and details logged in the Prejudicial Behaviour Log via Lead DSL and CPOMS.

### **Bullying**

Bullying is defined as behaviour that is repeated and intended to hurt someone either physically or emotionally (See Anti-Bullying Policy). Bullying will not be tolerated at Yarnfield Primary School. All reports of bullying are taken seriously and investigated fully. We would endeavour to resolve any issues using restorative practice involving all those affected and reporting back to parents.

Cyberbullying (bullying via mobile phone or online) would most likely take place outside school but would still be dealt with in school as outlined above if reported to staff by a pupil/parent. Our powers to resolve these issues may be limited and we would advise parents to block/delete accounts (particularly where an age restriction has been ignored – as a safeguarding issue) – informing the police as necessary.

Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported to staff so we can prevent or resolve any issues before escalating.

### **Avoiding Exclusion**

Our Behaviour Policy is intended to promote good behaviour. An effective policy, procedures and training will minimise the number of pupils at risk of either fixed period or permanent exclusion. Possible measures that could be used for those at risk, as deemed appropriate;



- Engaging with parents/carers as much as possible
- Being on report to a member of the Senior Leadership Team with specific targets
- Placement in Reflection time
- Pastoral Support Plan written in a meeting where all avenues of support available are discussed in order to prevent a permanent exclusion
- A Managed Move to another school, with consent of all parties involved
- Consideration by the SENDCO with colleagues, of possible intervention within the school with the assessment of special educational needs or the possible placement in a specialist school provision.
- Referral to a specific support service, where available.

### **Decision to Exclude**

Only the Principal or in their absence, a Senior member of staff acting with their authority, can exclude a pupil from school.

A decision will not be made until a thorough investigation has been undertaken, with signed and dated written statements wherever possible and/or necessary.

We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore, when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school.

Exclusions will occur if a child:

- demonstrates physical violence or threatening behaviour
- swears intentionally to cause offence
- makes racist, sexist or homophobic remarks (these are recorded separately and reported to Governors)
- displays repeated disobedience
- continues inappropriate behaviour after returning from Reflection Club
- Exclusions from break times or lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

No unofficial exclusions are made, even for “cooling off” periods. (See Section 14 of Exclusions from maintained schools, academies and pupil referral units in England [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)).

Individual, short, fixed period exclusions are given for breaches of the school behaviour policy where these are not serious enough to warrant permanent exclusion, but lesser sanctions such as; detentions or internal isolations are not considered appropriate. If a pupil is repeating the same behaviour and receiving repeated exclusions, the Principal will consider implementing alternative strategies. The behaviour of pupils outside school can be considered as ground for exclusion at the



discretion of the Principal to prevent a permanent exclusion. (See Section 4 of Exclusions from maintained schools, academies and pupil referral units in England) [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170\\_831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170_831_Exclusion_Stat_guidance_Web_version.pdf)

Once a decision has been made to exclude a pupil the Principal is responsible for:

- Deciding the nature of the exclusion either fixed period or permanent
- The length of any fixed period exclusion
- Informing the parents/carers, in writing, of the period of the exclusion, reasons for the exclusion and any arrangements to hold a meeting regarding the exclusion
- Informing, in writing, the relevant Children's Services Department, where appropriate, of the exclusion, the period of the exclusion, reasons for exclusion, any arrangements to hold a meeting regarding the exclusion
- Making arrangements to ensure the pupil can continue their education at home including the setting and marking of work. If the exclusion is more than 5 days, suitable full-time education provision will be organised from the sixth day. (See Section 45 of Exclusions from maintained schools, academies and pupil referral units in England) [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170\\_831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170_831_Exclusion_Stat_guidance_Web_version.pdf).

If a Looked After Child warrants exclusion for an incident in or out of school, then suitable alternative provision from the first day will be organised wherever possible.

A return from exclusion meeting will be arranged for pupil and parents/carers to attend at the end of the exclusion period. This is normally with a member of the Senior Leadership Team. When appropriate, the SENDCO may also be present. School may decide to keep the pupil out of lessons in isolation until a meeting has taken place with parent(s) where appropriate.

Fixed period exclusions can aggregate up to 45 days in any one school year (See Section 1 of Exclusions from maintained schools, academies and pupil referral units in England)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170\\_831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170_831_Exclusion_Stat_guidance_Web_version.pdf)

### **Fixed term and Permanent Exclusion**

The Principal may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Principal may



decide to exclude a child permanently. If the circumstances warrant, it is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion.

A decision to exclude a pupil permanently will only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other pupils in the school. This may be where a pupil persistently breaches the school's behaviour policy and where the school has exhausted all strategies to engage the pupil in order to prevent a permanent exclusion.

A decision to move towards a permanent exclusion may also be sanctioned for a first or one off offense such as:-

- Where a pupil has committed actual or threatened violence against another pupil or member of staff
- Repeated violation of the School Behaviour Policy
- Carrying an offensive weapon

The decision to exclude either permanently or for a fixed period should be based upon:-

- A consideration of all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's behaviour and equal opportunities policies
- A review of the pupil's version of events
- Checking whether the incident may have been provoked, for example by racial or sexual harassment
- A consideration of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.
- A consultation with any other relevant parties The Principal will inform the Governors and the LA within one day of any permanent exclusion, any fixed period exclusion which would mean more than 5 days exclusion in a term and any exclusion where a public examination would be missed. The Discipline Committee of the Governing Body must review any permanent exclusion, or any fixed period exclusion that would result in a pupil being excluded for more than 15 days in a term.
- A Discipline Committee will meet to consider any exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the Discipline Committee decides that a pupil should be reinstated, the Principal must comply with this decision.



### **Monitoring and Review**

Inclusion and Diversity Lead or SLT will monitor the effectiveness of this policy on a regular basis and communicate this to the Principal. The Inclusion and Diversity Lead makes recommendations for further improvements and modifications.

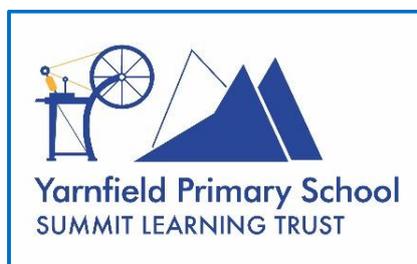
The school keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded. It also keeps records of all reported serious incidents of misbehaviour including bullying and prejudicial.

It is the responsibility of the Local Governing Body to monitor the rate of exclusions and to ensure that the school administers them fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by DCSF guidance 9.5.

The school also keeps a record of any incidents of positive handling in a logged and bound book, which is kept by Mrs Sparkes the Lead DSL.

The policy has been reviewed in September 2019 and will be reviewed annually.

Date Reviewed	Sept 2019
Review Date	Sept 2020



## Behaviour Sanction Flowchart

<b>Pupil</b>	<b>Adult</b>
<i>Possible Behaviours/Choices</i>	<i>Possible Sanctions/Solutions/Actions</i>
<p style="text-align: center;"><u>Low level behaviours</u></p> <ul style="list-style-type: none"> <li>• Out of seat</li> <li>• Rocking on chair/slouching</li> <li>• Calling out</li> <li>• Not listening/paying attention</li> <li>• Pushing/shoving in line into classroom</li> <li>• Not moving calmly and sensibly in the corridor</li> <li>• Not fully focused on learning</li> </ul> <p>Use <u>discretion</u> and treat pupils as <u>individuals</u></p>	<p style="text-align: center;"><u>Be Proactive/Non-Verbal/De-escalate</u></p> <ul style="list-style-type: none"> <li>• Eye contact/non-verbal signal/proximity praise paired with tactical ignoring/distraction techniques</li> <li>• Moving pupil to another seat</li> <li>• Discrete, verbal reminder</li> <li>• Repetition of task/completion in own time</li> <li>• Parents informed</li> </ul> <p style="text-align: center;"><u>Keep disruption to a minimum</u></p>
<b>Acts of a deliberate nature and choosing to make the wrong choice</b>	
<ul style="list-style-type: none"> <li>• <b>Choosing to NOT follow instructions</b></li> <li>• <b>Deliberately</b> distracting others from their learning</li> <li>• Inappropriate physical contact e.g. poking, pushing</li> <li>• <b>Deliberately</b> disrupting learning e.g. making noises, talking at inappropriate times, hiding own or others' resources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fix-it Time</b> in own or another classroom at break/lunch (T/TAs within year group to organise) – parents informed</li> <li>• Restorative Conversation</li> <li>• Yarns fine</li> <li>• Parents informed</li> </ul>
<b>Persistent, intentional defiance or aggression</b>	
<ul style="list-style-type: none"> <li>• Use of derogatory names/bad language to offend/insult</li> <li>• Physical aggression – potentially or intentionally hurting others or threatening to</li> <li>• Verbal abuse/aggression</li> <li>• <b>Defiance</b> – arguing with adult, answering back, <b>refusal to follow instructions</b></li> <li>• Deliberately damaging own/others/school property</li> <li>• Leaving the classroom without permission</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reflection Time</b> with Learning Mentor/AP</li> <li>• Restorative conversation/action</li> <li>• Yarns fine</li> <li>• Possible Behaviour Chart if reaching this stage repeatedly within a week</li> <li>• Logged on CPOMS</li> <li>• Parents informed</li> </ul>
<b>Serious harmful act impacting greatly on others</b>	
<ul style="list-style-type: none"> <li>• Violent assault</li> <li>• Serious damage to property</li> <li>• Inappropriate behaviour</li> <li>• Carrying a weapon with the intention to harm</li> <li>• Stealing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reflection Time</b> with Inclusion Team/SLT</li> <li>• Meeting with parents/carers and/or letter to parent/carers</li> <li>• Possible Fixed Term Exclusion / Permanent Exclusion</li> <li>• Logged on CPOMS</li> </ul>