



## Behaviour Policy

For effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This policy supports the school community to work together in an effective and considerate way and in encouraging positive behaviour in and around school.

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## Document History

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V0.1	January 2019	Megan Williams	Draft policy created
V0.2	March 2019	Helen Stockill	Policy formatted for Education Standards Committee approval
V1.0	March 2019	Helen Stockill	Policy approved by Trustees
V2.0	August 2021	Megan Williams	Policy Reviewed

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## 1. Introduction

At Braunstone Community Primary School we aspire to ensure that all pupils feel safe, secure and valued. We want pupils to grow socially, personally and academically and to become responsible, caring and successful members of society. Through restorative approaches, pupils taught about right and wrong, fairness, justice and tolerance.

We believe that learning happens best when there are good relationships; between our staff, between our pupils, within the classroom, with parents and carers and with our wider community. Staff should seek to establish a calm and supportive environment where pupils feel safe and are listened to.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, and have an ethos of respect and responsibility.

## 2. Linked policies

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

- Anti-bullying policy
- Online safety policy
- Physical Intervention policy
- Exclusion and Suspension policy
- Safeguarding policy
- Mental Health policy

## 3. Aims

This policy aims to:

- **Create a community of self-discipline and acceptance**, where everyone takes responsibility for their actions
- Provide a **consistent approach** to behaviour management
- **Promote** and **maintain** clear expectations of behaviour
- **Celebrate successes** and good behaviour, and where behaviour is inappropriate, to challenge that behaviour positively through the restorative approach and language
- **Encourage** positive relationships
- Ensure **equality and fairness** of treatment for all
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**

## 4. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

## 5. Purpose

Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.
- **Adopting a nurturing ethos:** To support children effectively we consider each individual's needs, when supporting positive behaviour changes we focus on the nurturing and repair of relationships.
- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all.
- **Implementing restorative approaches:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour choices we endeavour that pupils recognise the impact of actions, any harm caused, and consider steps to make things right.
- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention.

## 6. School rules

Our school rules have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management. Our school rules are known as the 3 R's:

- **Respect** everyone
- Show **Resilience**
- Be **Ready** to learn

In addition to these school rules, we have our school vision: Belong, Care, Persevere and Succeed.

## 7. Learning Characteristics

At Braunstone Community Primary School we are committed to the development of character traits, attributes and behaviours which underpin achievement and success; endeavouring to ensure that developing 'character' goes hand in hand with high educational aspirations and achievement. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment.

The three characteristics of effective teaching and learning run through our school, children focus on the skills of being a good learner alongside developing a Growth Mindset. Our three learning characteristics are:

- **Active Learner** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievement

- Independent Learner - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- Adventurous Learner – children are inquisitive, they question and challenge and are passionate to find new concepts

In every classroom there is a Learning Characteristics are displayed. Pupils who show our Learning Characteristics are rewarded for their efforts by both peer and staff recognition achieving stickers and post cards home.

## **8. Roles and responsibilities**

### **The Advisory Board**

The Advisory Board is responsible for approving the behaviour policy and monitoring its effectiveness. They will also ensure equality of application to individuals and groups through the monitoring of behaviour incidents and suspensions/exclusions.

### **The Headteacher**

The Headteacher is responsible for developing and implementing the behaviour policy. Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Treating all pupils fairly and with respect
- Creating a safe and pleasant environment, physically and emotionally
- Develop a positive relationship with all pupils
- Respect pupils, listen to their views without discrimination and respond subtly
- Modelling positive behaviour at all times
- Providing a personalised approach to the specific behavioural needs of particular pupils
- working in partnership with parents to support pupils to develop positive behaviour and celebrate their pupils efforts and achievements
- Recording behaviour incidents on internal systems

The senior leadership team will support staff in responding to behaviour incidents.

### **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### **Pupils**

Pupils are expected to:

- To work to the best of their abilities

- To treat other pupils and staff members with respect
- In class, make it possible for all pupils to learn
- Treat the school building and school property with respect
- Ask for help and support when required from a trusted adult
- Take responsibility for their behaviour

## 9. Behaviour system

At Braunstone we use a staged behaviour system, each classroom has a behaviour chart displayed on the wall. This system is used to reward positive attitudes to learning, perseverance and making a positive contribution to the class and school. In addition, it is used to modify behaviours that disrupt the learning of other pupils.

This diagram explains how the staged behaviour system works.

<p><b>PLATINUM</b> – For pupils that display behaviours and attitudes which are above and beyond the expected levels, they will be moved to platinum. Pupils on platinum will receive a certificate to take home and 5 Dojo reward points.</p>
<p><b>GREEN</b> – All pupils start the day with their photographs here. If pupils remain on green for the day, they will receive 2 Dojo reward points.</p>
<p><b>A verbal warning will be given to pupils before they move down the behaviour chart negative behaviours and/or attitudes.</b></p>
<p><b>YELLOW</b> – If negative behaviours and/or attitudes continue, a pupil will move to yellow after they have been given a verbal warning. A restorative conversation will be had between the pupil and the member staff who has moved the child to yellow. At this stage the pupil can still move back up to green and then to platinum if they display a positive change in attitude.</p> <p>*If a pupil has an individual behaviour plan, they will have the option to speak to their key adult.</p>
<p><b>RED</b> – If a pupil continues to display unacceptable behaviour despite being given opportunities to improve their behaviour. The pupil will be issued with a red slip which details the reasons why the child has been moved to the red stage.</p> <p>If pupil has been moved to red, class staff may decide that the pupil will:</p> <ul style="list-style-type: none"> <li>- Remain in the classroom</li> <li>- Go to their parallel class</li> <li>- Go to the Eden</li> </ul> <p>*If a pupil has an individual behaviour plan, they will have the option to have a check in with their key adult.</p> <p>In addition to this, children who move to red will:</p> <ul style="list-style-type: none"> <li>- Stay on red for the remainder of that part of the session</li> <li>- Miss 15 minutes of morning play or lunch time depending on the time of the incident (here they will complete a reflection sheet – Appendix 1)</li> <li>- Parents/Carers will be informed if their child has been moved to red</li> </ul>

Pupils who have ended the morning session on yellow or below will move back to green before afternoon lessons begin. Appendix 2 shows examples of how the behaviour chart may be used.

All red slips are recoded and monitored by the behaviour team - if a child receives up to 6 red slips in any 2-week period, parents/carers will be called in for a meeting with the class teacher and a member of the behaviour team (a member of the senior leadership team may also attend), during this meeting an action plan will be devised.

## 10. Rewards

All staff should take time to recognise positive behaviours and reward success through making proactive use of:

- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Stickers
- ✓ Whole class rewards – Golden time letters
- ✓ Visit to other members of staff for recognition and praise
- ✓ Certificates
- ✓ Class Dojo points
- ✓ Post cards home, texts or phone calls home to parents
- ✓ Special responsibilities given

Class Dojo points are linked to our school behaviour system, children will receive additional rewards when their number of class dojo reward points are equal to key milestones:

- 100 points – Certificate home
- 500 points – Certificate and a prize from the prize box
- 1000 points – Certificate and an activity with a member of the pastoral team

Class dojo points will be reset each half term. The class with the most dojo points at the end of each half term will receive a whole class reward.

## 11. Consequences

We believe that children feel more secure if they know where the boundaries of acceptable behaviour lie and what consequences are in place when unacceptable behaviour is displayed. The school may use one or more of the following consequences in response to unacceptable behaviour:

- ✗ A verbal reprimand
- ✗ Expecting work to be completed at break or lunchtime
- ✗ Missing some of their social time to reflect
- ✗ Referring the pupil to the pastoral team or a senior member of staff
- ✗ Letters or phone calls home to parents
- ✗ Agreeing a behaviour/action plan

When a behavioural incident occurs, we seek that children take responsibility for their actions in a safe way, therefore pupils will be given time and space to resolve the situation. Staff will take time to repair relationships with the pupils, to try to avoid escalation of behaviour. Staff will not refer to previous incidents but try to focus on positive behaviour and the way forward.

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the Eden room during lessons if the behaviour displayed by a child may be deemed to be a serious incident. This may include but not limited to:

- Hurting another child or a member of staff
- Causing an incident in the classroom which leads to the rest of the children having to be evacuated
- Throwing furniture
- Malicious or false allegations
- Extreme insubordination which leads to the child's or others safety being at risk
- Racist, homophobic or sexually offensive language

In the Eden room children will be expected to complete the same work as they would in class. After these incidences, a restorative conversation will take place between the pupil and the teacher.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may be excluded from off site visits on health and safety grounds which must be discussed with the head teacher so that all other possible avenues are explored first, and suspension from the trip is the last resort.

We understand that poor behaviour management can adversely affect mental health, therefore, consequences will be applied in a way that maintains self-respect and as soon as possible after the inappropriate behaviour has occurred.

## **12. Lunchtime behaviours**

Lunchtimes are a social occasion, however, some pupils find having unstructured periods of time, such as lunchtime, extremely challenging. Pupils who need additional support during lunchtime will be identified by the behaviour team. During lunchtime a member of the behaviour team will be on the playground to support pupils.

Children are be given a pompoms at lunchtime for positive behaviour. If a child is given a pompom, they will put this in their class pot when they return to the classroom and they will be given 5 Dojo reward points. At the end of the week/term the class with the most pompoms at the will be given a trophy in assembly.

If negative behaviours are displayed at lunchtime, lunchtime staff will use yellow and red cards.

**YELLOW** – Warning given to the child

**RED** – 5 minutes time out, standing with the adult who has issued the red card. Behaviour mentors will be informed of any red cards given and will be record these on school systems.

Appendix 3 shows lunchtime behaviour examples.

### **13. Online Behaviours**

The education of pupils in online safety/digital literacy is an essential part of the school's online safety provision. Therefore, the school will help and support pupils to recognise and avoid online safety risks and build their resilience.

All pupils are expected to follow the schools acceptable use of the school's ICT systems and the internet. This acceptable use agreement states how we expect pupils to behave online and can be found in the school's online safety policy.

The school will deal with online safety incidents within this policy and the associated online safety and anti-bullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of school.

### **14. Personalised approach**

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach (such as an agreed Behaviour Plan- see Appendix 4) to help understand their behaviour and to help them to make the right choices; this will be agreed between the pupil, class teacher, parents and relevant members of the school staff which could include the Special Education Needs Co-ordinator.

### **15. Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **16. Exclusions and Suspensions**

On rare occasions there may be a need to directly exclude a pupil. This may mean that the staged behaviour systems would have been bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in an exclusion.

There are three types of exclusions used:

1. **Lunchtime suspension** – If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime a lunchtime suspension will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/careers are required to pick up by their child and return them to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
2. **Suspension** – This is a temporary suspension from school which can be between 0.5 and 5 school days. This is to give the child a period to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
3. **Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

A build up in suspensions over time could result in a permanent exclusion. This decision would not be taken lightly and would ultimately be sanctioned by the headteacher. Further information is stated in the school's exclusion and suspension policy.

### **17. Off-site behaviour**

Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform or being in some other way identifiable as a pupil at the school

Or, misbehaviour at any time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school
- Causing distress to another child at (insert school name)

In any of the above circumstances the Headteacher will consider if the behaviour is criminal or poses a threat a member of the public, in which case the police will be informed. The behaviour of pupils outside of school can be considered as grounds for exclusion.

### **18. Malicious allegations**

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated, and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made.

In such cases parents will always informed of their child's behaviour and sanctions applied.

The headteacher will consider whether any disciplinary action is appropriate against the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

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

If a malicious accusation has been made against a member of staff, the headteacher and the advisory board will ensure suitable pastoral care is provided.

## **19. Physical restraint**

School staff can use reasonable force to either control or restrain pupils. A number of staff members have Safety Intervention Training. This programme is designed to consider the care, welfare, safety and security of pupils as well as defuse challenging situations. Safety Intervention also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. Incidents of physical restraint must:

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

Our Physical Intervention Policy contains further details.

## **20. Confiscation**

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Possession of any prohibited items include: Knives or weapons, stolen items, alcohol, illegal drugs, tobacco and cigarette papers, fireworks or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the [DfE's latest guidance on searching, screening and confiscation.](#)

## **21. Pupil transition**

To ensure a smooth transition to the next year and/or school settings, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour may be transferred to relevant staff at the start of the term or year. Information on behaviour may also be shared with new settings for those pupils transferring to other schools.

## **22. Staff development and support**

Our staff are provided with training on managing behaviour and positive behaviour management strategies. Some members of staff are trained in Safety Intervention. However, behaviour management forms part of whole staff continuing professional development.

## **23. Review**

This behaviour policy will be reviewed by the headteacher and the advisory board annually to ensure it is meeting the needs of the school. At each review, the policy will be adopted by the Advisory Board.

The Education Standards Committee will review the exemplar policy template every two years.

# Children Behaviour Reflection Log



Name..... Date .....

How are you feeling?



Angry    Happy    Sad    Unhappy    Confused

              

What happen?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What can I do different next time?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My next steps

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Behaviour Mentor: \_\_\_\_\_

Date: \_\_\_\_\_ Time ; \_\_\_\_\_

## Appendix 2: Example of how the behaviour chart is used for rewards/consequences

	Behaviour	Rewards/Consequences
Platinum	Children are displaying exceptionally positive attitudes and behaviour (that are above and beyond the expected level) to their learning and peers/adults in around the school.	<ul style="list-style-type: none"> <li>• 5 dojo reward points</li> <li>• Platinum certificate to take home</li> <li>• Praise (verbal &amp; non-verbal)</li> <li>• Learning characteristics sticker/postcard</li> </ul>
Green	Children are displaying appropriate behaviour and following school rules.	<ul style="list-style-type: none"> <li>• Moving up the behaviour ladder</li> <li>• Praise (verbal &amp; non-verbal)</li> <li>• 2 dojo reward points</li> <li>• Learning characteristics sticker/postcard</li> </ul>
Verbal warning	<ul style="list-style-type: none"> <li>• Talking to others whilst others are sharing ideas</li> <li>• Calling out</li> <li>• Bringing inappropriate equipment into school</li> <li>• Lack of respect/attention to others and school property</li> <li>• Wandering around unnecessarily during the lesson</li> <li>• Interfering with others and/or work</li> <li>• Telling tales about others</li> <li>• Delaying being on task</li> <li>• Coming into class inappropriately</li> <li>• Taking things without permission</li> <li>• Shouting/singing inappropriately</li> <li>• Deliberately annoying others</li> <li>• Not finishing work, despite support and encouragement</li> <li>• Answering back</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Confiscating offending items</li> <li>• Reminded of expectations</li> <li>• Reinforce appropriate behaviour 'Well done for making the right choices' etc.</li> </ul>
Yellow	Behaviour continues after the verbal warning.	<ul style="list-style-type: none"> <li>• Moved to yellow the behaviour chart</li> <li>• Restorative conversation with member of staff</li> <li>• Reminded of expectations</li> <li>• Reinforce appropriate behaviour 'Well done for making the right choices' etc.</li> <li>• Call for the behaviour team for a change of face if required.</li> </ul>
Red	<p>Persistent yellow behaviour. Pupils will be moved straight to red for:</p> <ul style="list-style-type: none"> <li>• Verbally abusive towards others, including using racist and/or homophobic language</li> <li>• Leaving the classroom without permission</li> <li>• Bullying others</li> <li>• Physically and/or verbally abusive towards others, including hitting, pinching, pushing, kicking and goading others</li> <li>• Deliberately damaging property</li> </ul>	<ul style="list-style-type: none"> <li>• Moved to red on the behaviour chart</li> <li>• Red slip being issued, this will be logged internally on school systems</li> <li>• Option for the child to go to the Eden room</li> <li>• Miss 15 minutes of lunchtime (if AM red) or 15 minutes of break the following day (if PM red)</li> <li>• Miss 10 minutes of Parkland Pride</li> <li>• Call for the behaviour team if required</li> </ul> <p>If child is moved straight to red, all the above applies and:</p> <ul style="list-style-type: none"> <li>• Call for behaviour team</li> <li>• Involvement of SLT</li> <li>• Parents contacted</li> <li>• Internal seclusions</li> </ul>

*NB: this is not a complete list and there may be other incidents that are not covered here. However, we must ensure that we are consistent between staff and classes **at all times**.*

### Appendix 3: Lunchtime behaviour examples and potential solutions/consequences.

	Behaviour	Rewards/Consequences
	Children are displaying appropriate behaviour	<ul style="list-style-type: none"> <li>• Praise (verbal &amp; non-verbal)</li> <li>• Pom Poms</li> </ul>
<b>Yellow card</b>	<ul style="list-style-type: none"> <li>• Not sharing equipment</li> <li>• Using equipment inappropriately</li> <li>• Running around school</li> <li>• Being disrespectful</li> <li>• Not listening to adults' instructions</li> <li>• Being in an area which they shouldn't be in</li> <li>• Not asking to go to the toilet</li> <li>• Rough play</li> </ul>	<ul style="list-style-type: none"> <li>• Yellow card shown</li> <li>• Verbal warning/reminder</li> <li>• Reinforce appropriate behaviour 'Well done for making the right choices' etc.</li> </ul>
<b>Red card</b>	<ul style="list-style-type: none"> <li>• Persistent yellow card behaviour</li> <li>• An instant red card may be given for:               <ul style="list-style-type: none"> <li>- Hurting others</li> <li>- Inappropriate language (swearing)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Red card shown</li> <li>• 5 minutes stop and think with the adult who has given the red card</li> <li>• Inclusion Champion informed and red card logged on internal systems</li> <li>• Missing following break time</li> </ul>
<b>Referral to behaviour team/SLT</b>	<p>A child may be referred straight to SLT if they:</p> <ul style="list-style-type: none"> <li>• Fighting with others</li> <li>• Absconding</li> <li>• Bullying</li> <li>• Verbal abuse including sexism and racism</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour team/SLT called to speak with the child.</li> <li>• Recorded on internal systems with a reason.</li> <li>• Parents contacted</li> <li>• Missing following break and lunchtime</li> </ul>

*NB: this is not a complete list and there may be other incidents that are not covered here. However, we must ensure that we are consistent between staff and classes **at all times**.*

## Appendix 4: Pupil Behaviour Plan

<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
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**Behaviours causing concern**

**Other Information**

**Triggers Include:**

**Strategies that work:**

**Strategies that do not work:**

**TARGET:**

**Rewards:**

**Consequences:**

**Provision/Interventions:**

Plan has been discussed with pupil:

Parent:

