

Leigh Academy Hundred of Hoo

Primary Behaviour Policy



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Next Review Date: September 2026

Behaviour Policy

Academies within the Leigh Academies Trust, recognise the importance of consistently outstanding teaching and the positive impact that behaviour has on pupil outcomes. We want our academies to be enjoyable for every pupil. Pupils should be able to learn, disruption free so that they can appreciate their lessons, make friends and be enthusiastic about school. We want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between pupils or pupils and staff.

Mission Statement

Our Academy behaviour management system is centred on the idea of responsibility and choice. We expect pupils to take responsibility for their own behaviour and will support them to make the right choices at all times. We expect all pupils to self-regulate their own behaviour and we will empower all staff to manage behaviour appropriately. The Hundred of Hoo Primary Academy is relentless in their behaviour expectations of our pupils.

Children thrive in an environment where they know and understand what is expected of them, therefore a consistent approach to behaviour is key. It is important that a warm, strict approach to managing behaviour is upheld by every member of staff and should it be needed, staff will discipline with dignity.

Disruption-Free Learning

Disruptive behaviour can be defined as, *“any action that interrupts teaching, learning and day-to-day operations at an individual, whole class or academy level.”*

At The Hundred of Hoo Primary Academy we believe that an environment underpinned by mutual respect and high expectations is essential for academic success and personal development and that all pupils should be able to learn in an environment free of disruption.

As an International Baccalaureate (IB) Primary Years Programme (PYP) school, our behaviour policy is designed to uphold the values of the IB and every interaction is an opportunity to demonstrate the IB Learner Profile Attributes. We set clear and consistent high expectations, while also recognising the individuality of pupils.

Inclusion Team

The Hundred of Hoo Primary Academy has an inclusion team who support managing pupil behaviour:

Harry Paterson - Inclusion Lead

Emily Murrells - Pastoral Support Manager

Andrew Bullock – Vice Principal

Hannah Chandler - Vice Principal

Incentives

The positive reinforcement of good behaviour is acknowledged to be the most effective form of behaviour management. This is where appropriate behaviour is actively noticed and noted by adults and promoted to all pupils.

We use the statement, “our behaviour is exceptional” with the expectation that this is both by following the Golden Rules (please see below) but also being STAR learners throughout the day.



Golden Rules

We listen to all staff
We are polite and respectful
We walk sensibly and quietly
We use kind words
We keep our hands and feet to ourselves
We look after property

To further promote active learning we use the phrase **STAR** learner with the children.



Rewards

Each week we celebrate a “Star of the Week” from each class which is awarded to an individual who has particularly excelled themselves in a specific area of learning that week linked to the IB Learner-Profile Attributes.

Each term we then have a “Star of the Term” awarded to an individual from each class who has worked hard throughout the whole term.

Within each classroom, there is an expectation that there will be reward systems related to individual, group and whole class achievements including stickers, achievement charts, positive postcards and extra playtime.

Additionally, pupils earn positive points which are recorded on Class Dojo, which parents can view (see Appendix 1) and transferred to My Child At School (MCAS) at the end of each module so that parents are able to share in their child’s success. Ten positive points equates to a house-point token. Special ‘Blue’ tokens can be awarded by leaders and support staff for showing extraordinary effort in their work or contribution to school life.

Consequences/Sanctions

Although rewards are central to the encouragement of good behaviour, in line with our disruption free learning approach, there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect or disapproval can be a powerful deterrent.

Our use of consequences is characterised by certain features:

- It must be clear why the consequence is being applied;
- It must be made clear what changes in behaviour are required to avoid future consequences;
- Group punishments must be avoided as they breed resentment;
- There is a clear distinction between minor and major offences;
- The focus is on the behaviour, not the person.

Consequences range from expressions of disapproval, through withdrawal of privileges and/or time out inside and outside the classroom, to contact home, to referral to the Primary Vice Principal, referral to the Primary Principal, letters to parents and ultimately and in the last resort, exclusion. The most common inappropriate behaviour is low level where most instances of poor behaviour are relatively minor and can be adequately dealt with through a hierarchy of intervention strategies.

The implementation of any consequence or sanction must be in-line with the behaviour policy and 'Discipline with Dignity' practised. This means that pupils are not intentionally shamed or humiliated and the agreed consequence is the agreed punitive measure.

Consequence Stages

The grid below outlines a hierarchy of sanctions and record keeping to guide teachers in consistency of approach across the school.

Use of the grid will ensure the appropriate degree of seriousness is attached to incidents and there is fair and consistent use of sanctions applied by all staff members.

Within each classroom there is an expectation that the sanctions system will be visible and clear to all pupils. Teachers are free to present this system in a way that best suits their class / individual pupils. The application of the sanctions system must be fair and consistent to all pupils.



<h1>Stage 1</h1>	1 st Verbal Warning If repeated 2 nd Verbal Warning then... Name is moved from Green to Orange Miss play or lunch for 5 minutes.
<h1>Stage 2</h1>	Time out space in the classroom Name moved from orange to red. Miss play or lunch for 10 minutes.
<h1>Stage 3</h1>	Sent to partner classroom for up to 15 minutes - Incident Log Completed Sent to partner classroom for up to 15 minutes - Incident Log Completed Y6O ← → Y5K Y4B ← → Y3O Y4F ← → Y3S Y2A ← → Y1N Y2L ← → Y1F YR ← → Y1N/F
<h1>Stage 4</h1>	Sent to Primary AP or VP Behaviour Reward Chart Internal Exclusion Class Teacher to phone home Fixed Term Exclusion
<h1>Stage 5</h1>	Sent to Primary Principal Behaviour Report Fixed Term Exclusion SLT to phone home

*See Appendix 2 for the detailed consequence chart

Behaviour Reward Chart

Negative behaviour points are regularly reviewed by SLT/Phase leaders. A behaviour Reward Chart is the first layer of personalised behaviour support. Should a pupil be identified as requiring additional support in managing their behaviour they will be placed on a Behaviour Reward Chart to guide them in achieving the school's behaviour expectations. A Behaviour Reward Chart records the positive steps pupils make towards individualised behaviour targets. Should a child consistently meet their targets they are rewarded for their positive progress within or at the end of the day. Behaviour Reward Charts are used for a maximum of 3 weeks and reviewed against the pupil's targets. Should a child's behaviour not improve within the 3 weeks it may be necessary to place a pupil on a Behaviour Report.

Behaviour Report

Behaviour Reports intensely monitor and review a child's behaviour each lesson against 4 categories:

- Conduct
- Effort in Completing Work



- Respect Towards Staff
- Respect Towards Other Students .

At the end of each section of the day (break, lunch and end of day) the pupil will need to show their Behaviour Report Chart to a member of SLT. This report is shared with parents and captures the reflections of the teacher and child on a daily basis. Behaviour Reports will be started after a meeting between parents/carers and either the Principal/Vice principal. After 3 weeks, the pupil's behaviour is reviewed with parents and Principal/Vice Principal. The report is either stepped down to a Behaviour Reward Chart with the aim of the child independently managing their behaviour after a further 3 weeks or should a child's behaviour not consistently improve, the child will continue to have a Behaviour Report and fixed-term suspension or permanent exclusion may be considered.

Internal Suspension

An Internal Suspension requires a pupil to be suspended from all contact with classmates during the school day including break times and assemblies and to be supervised by the Primary Vice Principal/Principal with the parent or carer formally informed of actions.

Internal Suspensions are a short term strategy which reinforce behaviour expectations and ensure that good order is not prejudiced.

Suspension

The Primary Principal may use Suspension from school in response to a child's behaviour and conduct or as a result of persistent breaches of school rules and expectations. Upon return from a fixed term suspension – parents must attend a reintegration meeting. A parent's failure to attend a reintegration meeting will not support their child in ensuring they understand the severity of their actions and the changes they need to make to ensure there is not a repeat of their child's behaviour.

Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situations in which permanent exclusion may be considered. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term suspension, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which could include racist or homophobic bullying) or persistent actions over time, as described in this policy.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence.

Line Up Procedures

All staff (Teachers, TA's and Midday meals supervisors) are expected to take an active role to ensure that children are lined up appropriately and are escorted back into the school building at the end of break/lunch.

1. At the end of break/lunch time it is the responsibility of the staff on duty to blow the whistle.
2. All children will stand still before being called into line.
3. Children must walk silently into a 5S line and remain silent.
4. Children must walk into the school building in silence.

To ensure consistency Class teachers will lead their classes back into the school building.

Behaviour Around The School

Pupils are expected to walk around the school sensibly. Children's noise levels should be kept to a minimum, particularly as we adopt an 'open-door' classroom policy.

During lesson time children are expected to be silent in the corridor and around the school building.

At all times they are to walk on the left of the corridors to ensure that congestion is kept to a minimum.

When waiting to enter a classroom, they line up outside the door and along the wall silently and will enter the classroom silently.

It is an expectation that when greeted by any member of staff, they respond courteously.

Lunch Time Procedures

To ensure consistent behaviour is maintained on the playground a duty rota is in place. Staff are responsible for ensuring good order is maintained on the playground and to take an active supervisory role.

Staff are encouraged to be actively engaged in children's games and to encourage play. All staff (including Midday Meals Supervisors) are expected to follow the sanctions stages. During lunchtimes a member of SLT will be rotated as available to support. Should a child not adhere to school behaviour expectations the children may be asked to leave their play and reflect.

Extended Schools

Our behaviour policy applies to all areas of academy life including our extended schools provision. If there are three incidents of what we deem to be stage 3 behaviour or above from Appendix 2, during breakfast club, out of hours provision or after school clubs, this may result in your child being unable to access these elements of the school day either for a period of time or permanently. If there are any incidents of what we deem to be stage 4 behaviour or above during breakfast club, out of hours provision or after school clubs, this may result in your child being unable to access these elements of the school day either for a period of time or permanently.

Reasonable Force

The Trust recognises that in certain circumstances it might be necessary for staff to physically intervene or use reasonable force and have the legal power to do so, although it is not recommended. If reasonable force is to be used then it is always in the child's best interest and should be reasonable and proportionate.

The Education Act 1996 states that a member of staff may use such force as is reasonable in the circumstances to prevent a pupil from doing (or continuing to do) any of the following:

- A. Committing any offence.
- B. Causing personal injury to, or damage to the property of, any person (including the pupil himself or herself).

- C. Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the Academy or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.

The Department of Education states the circumstances in which reasonable force might be necessary are, in general terms:

- Remove a disruptive pupil from the classroom where they have refused to follow an instruction to do so.
- Deliberate vandalism by a pupil.
- Where a pupil absconds from a class or tries to leave the Academy.
- Persistent misbehaviour by a pupil which is seriously disrupting a lesson (the pupil may be refusing to leave the classroom).
- Preventing a pupil who is intent on leaving a safe location against advice/instruction.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.
- Where action is necessary in self defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order and discipline.

Anti-Bullying (See also Anti-Bullying Policy)

Bullying is:

‘Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally.’

(DfE ‘Preventing and Tackling Bullying’ November 2014)

We support the pupils to understand the difference between bullying, other hurtful behaviour and relational conflict by exploring the definition with them. We follow national awareness days and offer pupils a range of activities to promote social inclusion. We have a robust PSHE curriculum in which we educate pupils about bullying.

Pupils are encouraged through a range of systems to talk about bullying:

- PSHE lessons
- Reporting bullying to staff, including when witnessing bullying.
- “Worry Box” and other class systems to pass messages.

The Inclusion and Senior Leadership Teams will act to ensure that:

- Bullying is an open and high profile subject throughout the school;
- Staff are well trained and feel confident in their roles when responding to bullying;
- Staff have a say in how bullying and anti-social behaviour is addressed;
- There is support where an incident needs to be investigated further and meetings with parents held;

If an incident of bullying is reported, it will be investigated in line with our anti-bullying policy and dealt with in line with our consequences chart if found to be true.

Online bullying

As a school we regularly discuss and teach the importance of online safety and exemplify how important our behaviour online is. This is done explicitly in designated lessons and also as part of our online safety awareness sessions. Children are encouraged to talk about online experiences with their teachers and adults at school using the methods detailed above. Staff are supported by the Senior Leadership and Inclusion Teams to recognise, report and deal with incidents of online bullying.

Behaviour Incidents Online (see also Acceptable Use of Technology policy)

The way in which pupils relate to each other online can have a significant impact on their school experience. Even though the online space differs in many ways from the school environment, the same standards of behaviour are expected online as they are offline. Everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour can include, but is not limited to:

- Bullying.
- The use of inappropriate language.
- The soliciting and sharing of nude or semi-nude images and videos.
- Sexual harassment.

These incidents will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead when an incident raises a safeguarding concern. The Hundred of Hoo Academy and the Leigh Academies Trust, use Smoothwall to monitor all academy devices and systems through proactive real time monitoring online and offline.

The designated safeguarding lead responsible for online safety is notified of any potential risks, which are then investigated and responded to following our usual behaviour, anti-bullying and child protection policies.

Many online behaviour incidents occur outside the Academy day and off academy premises. Parents are primarily responsible for this behaviour.

However, the academy may sanction pupils if incidents online:

- Pose a threat or cause harm to another pupil.
- Could have repercussions in the orderly running of the Academy.
- When pupils are identifiable as a member of the Academy.
- If the behaviour could adversely affect the reputation of the Academy.

Inappropriate Chrombook use/damage

The Leigh Academy Hundred of Hoo Primary 1:1 Chromebook Scheme provides students with a chromebook giving them access to a range of e-learning tools and resources to assist and enhance their learning at the academy and at home.

All parties involved (students, parents/carers and the Academy) must agree with all of the terms and conditions outlined in the Chromebook loan agreement 2025-26, as well as the Chromebook Acceptable Use Agreement. Failure to abide by these will result in an appropriate sanction in line with the academy's Behaviour Policy.

It is important to note that in the event of deliberate/malicious damage parents will be charged with the cost of the repair or the cost of the device.

Inappropriate Sexual Behaviour

All reports of inappropriate sexual behaviour are logged as a safeguarding report. These are then passed to the DSL Team who will liaise directly with the Principal over the next steps. The Leigh Academy Hundred of Hoo is clear that inappropriate sexual behaviour is never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned.

- Depending on the age of the child and nature of the incident we tailor our procedures in how to deal with them.
- Where there are concerns for a pupil's wellbeing, appropriate consultations and referrals will be made to children's services and other agencies if required. The nature of the incident will depend on whether or not consent is sought from the parents.
- All incidents are reviewed in line with our consequences chart.
- Depending on the nature of the report, we implement risk assessments which all staff and parents are made aware of in order to prevent any further incidents arising and to ensure the alleged 'victims' and 'perpetrators' are fully supported.
- Parents are informed and met with by a member of Senior Leadership Team or the Inclusion Team (unless children's services advise otherwise)
- Alongside the safeguarding record, we keep a separate specific log of these incidents to enable any patterns to be identified.

Searching, Screening and Confiscation (see also LAT Searching and Screening policy)

The Hundred of Hoo Primary Academy refers to the Leigh Academies Trust policy on Searching and Screening. Under common law powers, the Principal and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Knives or weapons
- Alcohol
- 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 property of, any person (including the pupil).

The Academy is not required to have formal written consent from the pupil for this sort of search - it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree. Where a student refuses to cooperate with such a search the Academy can apply an appropriate disciplinary penalty. Academy 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 Academy discipline.

Wellbeing

At The Hundred of Hoo Primary Academy it is recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their wellbeing in adulthood.

The Department for Education recognises that, in order to help pupils succeed:

Schools have a role to play in supporting them to be resilient and mentally healthy. "Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community."

(World Health Organisation, 2014)

As a school, we aim to promote positive mental health for every child, parent/carer and staff member. We pursue this aim using whole school approaches as well as specialised, targeted approaches, positive rewards and motivation. These include a positive point based system, tracked via Class Dojo, where children are praised and rewarded on a regular basis.

Pupil Code of Conduct

The Academies of the Hundred of Hoo Academy provide a well ordered and disciplined environment in which teaching can flourish. The Pupil code of conduct supports learning behaviours and promotes the opportunity to earn rewards.

Pupils will:

- Listen to and immediately follow all adults' instructions.
- Have a positive attitude towards my learning and my peers.
- Take responsibility for my actions.
- Respect other people's cultures, feelings and beliefs, as well as their property.
- Be an ambassador of the school by being honest.
- Take pride in being part of our school community.
- Be polite, helpful, co-operative and show consideration to others at all times.
- Be punctual at all times.

Care for the Academy buildings and environment by:

- Walking around the site, calmly and quietly, never running.
- Holding doors open for others.
- Not creating litter and picking up litter if requested.
- Be proud of and respectful of displays.

Hall and Playground Expectations:

- Respect all staff.
- Show good manners – 'Please' and 'Thank You' and use the teacher's name when addressing them.
- Leave tables clean and tidy as well as surrounding areas.
- Eat all my food in the hall.

As a responsible member of the community I must ensure that I alert a member of staff if I am aware of any of the following:

- Fighting, bullying or any unkindness to others.
- The use of inappropriate, derogatory, or threatening language.
- Any concerns related to other pupils, including carrying banned items.
- Eating during lessons or chewing gum at any time.
- The use of Mobile Phones.
- Pupils who have large sums of money in the Academy.

Pupils who fail to follow the Code of Conduct will be subject to consequences

Working in Partnership for Success

Primary Academy will:

- Offer an environment in which there is a high level of mutual respect and high expectations for positive learning behaviours.
- Offer parents and carers various opportunities to become involved in the life of the Academy.
- Provide a happy, secure and challenging learning environment.
- Ensure that work within the curriculum challenges and motivates, paving the way for success in the Academy and in life.
- Keep you regularly informed of your child's progress.
- Contact you promptly with any concerns we may have about your child.
- Ensure that each pupil is known as an individual and that their needs are met.
- Care about our pupils' wellbeing and protect their safety at all times.
- Celebrate, recognise and reward pupils for their accomplishments.

Parents

I/We will:

- Treat all teachers and staff with respect and courtesy.
- Trust the professional judgement of adults.
- Support the school's Behaviour Policy by promoting positive behaviour.
- Ensure my child attends school regularly, on time and dressed correctly.
- Notify the school promptly if my child is unable to attend school.
- Ensure that our child attends the Academy every day, except in extreme cases of illness or bereavement.
- Take family holidays outside of term time, unless there are exceptional circumstances.
- Make medical appointments outside of school hours wherever possible and provide a medical card/appointment letter.
- Support my child with learning at home by ensuring that independent study is completed to a high standard and on time.
- Inform the Academy about any influences or situations which might affect my child's behaviour or performance.
- Become as actively involved with my child's school life as possible.
- Understand the importance of a healthy and balanced diet. We will ensure that our child is well prepared for the day by having breakfast and not taking sweets and fizzy drinks, including energy drinks, to the school.

Pupil

I will:

- Listen to and immediately follow all adults' instructions.
- Have a positive attitude to my learning and my peers.
- Take responsibility for my actions.
- Respect other people's cultures, feelings and beliefs as well as their property.
- Be an ambassador of the school by being honest.
- Take pride in being part of our school community.
- Be polite, helpful, co-operative and show consideration to others at all times.
- Be punctual at all times.

Damage to Academy Property

If a pupil has deliberately damaged any type of academy property, including but not limited to school resources or the environment, the parent/carer will be expected to cover the cost of repair or replacement.

Process:

1. A member of SLT will be informed of the damage caused.
2. The cost of the damage caused will be totalled.
3. The Principal will be informed of the total cost to be covered and agree on a payment link to be issued to the parent/ carer.
4. Finance will be asked to issue the payment link to the parent/ carer.

Appendix 1 - ClassDojo reward points



ClassDojo

Class Dojo Points and Rewards

We can earn Dojo Points and rewards for the following positive behaviours.

Our Dojo points will be reset at the end of the week.

Profile Attribute Points will be awarded for displaying the IB attributes.

Here are some examples of what this might look like:

- **Thinker** - solve problems, think carefully before acting, makes good decision
 - **Knowledgeable** - show what they have learnt, use background knowledge across subjects, achieve good outcomes in weekly tests
 - **Communicator** - share ideas, answer questions, feedback group work
 - **Risk-taker** - challenge ourselves, try new things (could be foods at lunchtime)
 - **Principled** - being respectful to others, displaying good morals and British values
 - **Open-minded** - listen to others, respect different opinions and ideas
- Inquirer - asking and solving questions





- **Caring** - looking after a friend, holding a door open, sharing, paying a compliment
- **Reflective** - responding to feedback, correcting mistakes, redoing something to improve it
- **Balanced** - engage in a range of subjects and activities

Additional Points

Blue tokens - These are given by Senior Leaders for pupils who have gone above and beyond the school's behaviour expectations.

Class Rewards

Individual class teachers may choose their own, smaller, rewards within their classes i.e. stickers, additional playtime.

Appendix 2

Consequences Chart

	Behaviour	Appropriate Sanctions	Comments
Stage 1	<p>Aggravations</p> <p>Disruptive Behaviour in a Lesson (DBE)</p> <ul style="list-style-type: none"> ➤ Talking during silent work ➤ Not putting hand up to talk ➤ Calling out ➤ Interrupting other pupils ➤ Silly noises/Minor Annoyances <p>Defiance (DF)</p> <ul style="list-style-type: none"> ➤ Ignoring minor instructions ➤ Wandering about classroom ➤ Running in the school building <p>Physical Contact to Peer (PCP)</p> <ul style="list-style-type: none"> ➤ Pushing in the line <p>Disruptive Behaviour on the Playground (DBP)</p> <ul style="list-style-type: none"> ➤ Minor playground incidents 	<p>Eye contact reminders</p> <p>Verbal reinforcement of expectations</p> <p>Verbal telling off</p> <p>Appropriate use of class behaviour management to be implemented e.g. 5 Minute playground cool down period</p> <p>Tactically ignore</p> <p>If repeated 2nd Verbal Warning then...</p> <p>Name is moved from Green to Orange</p>	<p>Not recorded</p> <p>No other staff members involved</p> <p>Peer Mediators</p> <p>TA & Teachers on duty deal with playground incidents</p> <p>After 3 repetitions within a small time frame then move to stage 2</p>
Stage 2	<p>Less Serious</p> <p><i>Repeated stage 1 behaviour</i></p> <p>Defiance (DF)</p> <ul style="list-style-type: none"> ➤ Refusal to work/Unacceptable output ➤ Minor challenge to authority ➤ Being in a building unauthorised <p>Disruptive Behaviour in a Lesson (DBE)</p> <ul style="list-style-type: none"> ➤ Deliberate disruption <p>Rudeness/ Disrespect with peers and others (RU-DIS)</p> <ul style="list-style-type: none"> ➤ Cheek, offhand comments ➤ Repeatedly annoying other children <p>Damage Property (DP)</p> <ul style="list-style-type: none"> ➤ Accidental damage through carelessness 	<p>Separation from the rest of the class within classroom</p> <p>Writing a letter of apology during playtime/breaktime</p> <p>Child to stand apart from class group</p> <p>5-20 minute lunchtime/playtime reflection time to complete unfinished work (classroom or reflection area)</p> <p>Repair/clean-up of damage</p> <p>Name moved from orange to red</p> <p>Denial of Technology</p>	<p>TA/Teacher on duty to report playground incident to class teacher</p> <p>Repeated incidents within a short time frame to be reported to partner class teacher</p> <p>Peer Mediators/Play leader support</p>

	<p>Swearing (SW)</p> <ul style="list-style-type: none"> ➤ Minor, non-directed swearing <p>Disruptive Behaviour on the Playground (DBP)</p> <ul style="list-style-type: none"> ➤ Playground skirmish <p>OTHER (OTHER)</p> <ul style="list-style-type: none"> ➤ Eating sweets in school ➤ Undirected Spitting <p>Inappropriate Use of Device (INDEV)</p> <ul style="list-style-type: none"> ➤ Accessing or attempting to access content on device unrelated to learning 		
<p>Stage 3</p>	<p>More Serious <i>Repeated Stage 2 Behaviour</i></p> <p>Disrupting Learning Environment (DLE)</p> <ul style="list-style-type: none"> ➤ Deliberately throwing small objects with the intention of harming or breaking them <p>Deliberately Injuring Others (DIO)</p> <ul style="list-style-type: none"> ➤ Harming someone <p>Damage Property (DP)</p> <ul style="list-style-type: none"> ➤ Intentional damage to school/pupil property <p>Left Environment Without Permission (LEFT)</p> <ul style="list-style-type: none"> ➤ Leaving class without permission <p>Defiance (DF)</p> <ul style="list-style-type: none"> ➤ Repeated refusal to do set tasks <p>Rudeness/ Disrespect with peers and others (RU/DIS)</p> <ul style="list-style-type: none"> ➤ Deliberate rudeness to adults <p>Homophobic Incident (HOM)</p> <ul style="list-style-type: none"> ➤ Homophobic name calling or comment <p>Racist Incident (RAC)</p> <ul style="list-style-type: none"> ➤ Racist name calling or comment <p>Swearing (SW)</p> <ul style="list-style-type: none"> ➤ Directed swearing at another child ➤ Use of significantly offensive swear words, undirected <p>Bullying (BULL)</p> <ul style="list-style-type: none"> ➤ Proven cases of bullying 	<p>Informal contact with parents by class teacher</p> <p>Separation from the rest of the class - external from classroom</p> <p>Writing letter of apology during playtime/breaktime</p> <p>Behaviour Report monitored by Phase Leader/AP/VP - copy sent home at the end of week to parent</p> <p>Removal from playground (set duration)</p> <p>Removal from classroom (set duration)</p> <p>Withdrawal from whole school events e.g. trips</p> <p>Denial of Technology</p>	<p>Incidents recorded on Bromcom Behaviour Module</p> <p>Parental contact recorded on behaviour form (any notes to internal comms on behaviour event)</p> <p>Reported to AP/VP</p> <p>Repeated incidents within a short time frame to be reported to Assistant/Vice Principal</p>

	<p>Disruptive Behaviour on the Playground (DBP)</p> <ul style="list-style-type: none"> ➤ Less serious playground incidents/fighting <p>Other (OTHER)</p> <ul style="list-style-type: none"> ➤ Directed spitting <p>Inappropriate Use of Device (INDEV)</p> <ul style="list-style-type: none"> ➤ Accessing or attempting to access content on device considered to be offensive 		
<p>Stage 4</p>	<p>Very Serious <i>Repeated Stage 3 Behaviour</i></p> <p>Left Environment Without Permission (LEFT)</p> <ul style="list-style-type: none"> ➤ Repeatedly leaving the classroom without permission ➤ Truancy <p>Physical contact to staff (PCS)</p> <ul style="list-style-type: none"> ➤ Violence towards staff resulting from heightened state <p>Fighting (FT)</p> <ul style="list-style-type: none"> ➤ Fighting in the classroom ➤ Serious fighting & intentional physical harm to other children <p>Disruptive Behaviour on the Playground (DBP)</p> <ul style="list-style-type: none"> ➤ More serious playground incidents <p>Disrupting the Learning Environment (DLE)</p> <ul style="list-style-type: none"> ➤ Throwing large/dangerous objects <p>Aggressive Behaviour (AGB)</p> <ul style="list-style-type: none"> ➤ Serious challenge to authority <p>Swearing (SW)</p> <ul style="list-style-type: none"> ➤ Verbal abuse/swearing to any staff or parent <p>Off Site (OFF)</p> <ul style="list-style-type: none"> ➤ Bringing the school into disrepute e.g. on public transport, road. <p>Damage Property (DP)</p> <ul style="list-style-type: none"> ➤ Vandalism/Graffiti <p>Other (OTHER)</p> <ul style="list-style-type: none"> ➤ Stealing 	<p>Formal telephone call/contact/letter/meeting with parents (SLT)</p> <p>Possible recompense for damaged property from parent</p> <p>School 'community service'</p> <p>Behaviour Report monitored by Phase Leader/VP - copy sent home at end of week to parent</p> <p>Possible denial of technology access rights</p> <p>Removal from classroom (set duration)</p> <p>Removal from playground (set duration)</p> <p>Exclusion from site at lunchtimes</p> <p>Withdrawal from whole school events e.g. trips</p> <p>Possible suspension up to 15 days</p> <p>Possible permanent exclusion</p> <p>Behaviour Support Plan</p>	<p>Requires immediate involvement of Principal/Vice Principal</p> <p>Incidents recorded on Bromcom Behaviour Module</p> <p>If persistent, discuss possible external or internal referrals – if appropriate discuss with family any issues with regards to SEND</p> <p>Involvement of outside agencies</p> <p>Incidents recorded on Incident Report form & circulated (to be kept on file)</p> <p>Parental contact recorded on parent contact form</p>

	<p>Bullying (BULL)</p> <ul style="list-style-type: none"> ➤ Persistent bullying <p>Homophobic (HOM), Racist (RACI) or Derogatory language (DLA)</p> <ul style="list-style-type: none"> ➤ Prejudicial language (e.g. racist, homophobic, transphobic) <p>Cyber Bullying (CYBER)</p> <ul style="list-style-type: none"> ➤ Malicious use of technologies to cause harm or upset to another member of the school community <p>Inappropriate Use of Device (INDEV)</p> <ul style="list-style-type: none"> ➤ Accessing or attempting to access content considered to be highly offensive 		
<p>Stage 5</p>	<p>Extremely Serious <i>Repeated Stage 4 Behaviour</i></p> <p>Aggressive Behaviour (AGB)</p> <ul style="list-style-type: none"> ➤ Extreme danger or violence ➤ Very serious challenge to authority <p>Derogatory language (DLA)</p> <ul style="list-style-type: none"> ➤ Verbal abuse <p>Physical contact to staff (PCS)</p> <ul style="list-style-type: none"> ➤ Malicious and intentional violence towards any member of staff <p>Left Environment Without Permission (LEFT)</p> <ul style="list-style-type: none"> ➤ Running out of school <p>Inappropriate Use of Device (INDEV)</p> <ul style="list-style-type: none"> ➤ Accessing or attempting to access illegal content <p>Other (OTHER)</p> <ul style="list-style-type: none"> ➤ Possession of a weapon considered to be dangerous by an adult ➤ Possession of illegal drugs 	<p>Immediate suspension or permanent exclusion</p>	<p>Requires immediate involvement of Principal/Vice Principal Incidents recorded on Bromcom Behaviour Module</p>

Appendix 3

Using De-Escalation

When to de-escalate

De-escalation techniques are most successful when used early, before the child becomes physically aggressive. To do this, it is necessary to be aware of and spot early signs of agitation such as:

- balled fists
- fidgeting
- shaking
- 'eye-balling' another child
- head thrust forward
- clenched jaw
- speech becoming more rapid or high-pitched.

These signs should not be ignored and you should never turn your back on an angry child in the hope that they just calm down.

Non-verbal techniques

Techniques include the following;

- **Appear calm and self-assured** - Make sure you are not displaying the same signs of agitation that can be seen in the child: unclench your fists, do not hold eye contact and avoid standing square to the child.
- **Maintain a neutral facial expression** - Even our eyebrows can indicate we are surprised or angry, and similarly our mouths can betray our emotions unwittingly. Another natural reaction we often have when under stress is to smirk or giggle, which must be controlled.
- **Allow space** - Entering a person's personal space can be useful to refocus on a task when the situation is calm, but when a child is agitated this can indicate aggression and escalate the situation. Staying some distance away will also help keep you safe should the child become physically aggressive.
- **Control your breathing** - When we are stressed, angry or tense, our breathing becomes more shallow and rapid. If we take deeper, slower breaths, this will not only help keep us calm, but the child will begin to match our own breathing pattern. It can sometimes help to match the child's breathing initially then gradually slow it down.

Verbal techniques

- Lower your voice and keep your tone even. It is hard to have an argument with someone who is not responding aggressively back to you.
- Distraction and diversion are extremely useful.
- When a child is aggressive, they are responding with their own fight-or-flight instincts and not thinking about their actions.
- Distract them and engage their thinking brain, perhaps by changing the subject or commenting on something that is happening outside the window.
- Give choices, repeat these using the broken-record technique if necessary, and do not get drawn into secondary behaviours such as arguing back, which are designed to distract or upset you.
- Acknowledging the child's feelings shows that you have listened to them, and can be crucial when diffusing a situation; for example, 'It must be really difficult for you ... thank you for letting me know'.
- Use words and phrases that de-escalate, such as:
 - I wonder if...

- Let's try...
- It seems like...
- Maybe we can...
- Tell the child what you want them to do rather than what you do not want them to do; for example, 'I want you to sit down' rather than 'stop arguing with me'.
- Give the child take-up time following any direction and avoid backing them into a corner, either verbally or physically.

Things to avoid

- Do not make threats you cannot carry through, such as threatening to exclude the child.
- Do not be defensive or take it personally. What is being said may seem insulting and directed at you, but this level of aggression is not really about you.
- Do not use humour unless you are sure it will help and you have a very good relationship with the child.
- Do not use sarcasm or humiliate the child.