



THE ARRETON & OAKFIELD FEDERATION

BEHAVIOUR POLICY

OAKFIELD CE PRIMARY SCHOOL

COMMITTEE: CCP

DATE AGREED: OCTOBER 2018

REVIEW DATE: OCTOBER 2019

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|--------------|--------------|--------------|--------------|---|
| 1 | Oct 2018 | MH | CCP | Scheduled review and changes following consultation |
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Behaviour Policy

1. Introduction

As a Church of England Federation, our behaviour policy is informed by Christian values which underpin every aspect of our community's life and work, including our curriculum. These values are firmly rooted in the teachings of Jesus. Central to our policy are Jesus' words recorded in the Gospel of Matthew, widely known as the 'Golden Rule':

"So in everything, do to others what you would have them do to you."

2. We aim to:

- Create a positive and compassionate environment in which all children can flourish and reach their full potential as God intended
- Develop relationships based on **love, trust, honesty** and **hope** between all members of the school community, including parents and members of the Governing Body
- Raise awareness of desired standards of behaviour by celebrating and rewarding occasions where children have displayed our school values in practice
- Ensure that there is clarity and consistency across our school about procedures and consequences, agreed by all stakeholders
- **De-escalate** any situation at the earliest opportunity
- Make reasonable adjustments for pupils with SEN, disabled or requiring particular support strategies.
- Provide a learning environment where staff can teach without disruption and the varied learning needs of the children can be met.

As a direct consequence of the Behaviour Policy:

3. Children will:

- build strong relationships
- benefit from a calm and secure learning environment
- be fully involved in regular reviews of the Behaviour Policy (through School Council and PSHE lessons)
- Understand that the schools behavioural expectations, including learning to manage and adapt their behaviours effectively in different situations, will enable them to flourish in later life.
- Experience what it means to live and serve as a member of an open, generous and forgiving community.

4. Staff will:

- benefit from a calm and secure environment in which to teach effectively
- be able to convey clearly and with confidence expectations of behaviour in line with our policy
- model forgiveness and **prioritise restoration**
- Ensure that the 'Six Strands model' is in place and supporting all children to have successful learning behaviours.
- build positive relationships with parents and the whole school community and work together, in particular, to address any behavioural concerns
- Illustrate the link between rights and responsibilities
- conform to teachers standards in respect to behaviour management
- develop personally and professionally
- record all incidents on CPOMs

For the purposes of this policy 'staff' includes all teaching, support and administration staff. The Executive Head Teacher (EHT) is responsible for behaviour policy and the Heads of School (HOS) for the implementation, consistency and monitoring of the policy.

5. Parents will:

- be fully informed about the School's ethos, core Christian values and the Behaviour Policy
- feel confident that all the decisions regarding behaviour are just, unbiased, and informed by the School's behaviour management system and the School's values
- support the school by reinforcing the importance of the School's behaviour policy and expectations, knowing how these link to life chances later on.
- be confident that their child is developing personally, socially and academically
- be offered opportunities to explore further the school's values at home through home learning activities
- feel welcome in school to discuss their child's progress in a positive atmosphere.

We respect individuals' right to confidentiality and therefore will only discuss details of each individual with their own parent/carer unless it is a safeguarding concern in which case we have a duty of care to share with relevant professionals. All parents are encouraged to discuss concerns or questions about behaviour at the earliest possible time so that issues can be dealt with quickly and effectively. The parent/carer contract supports this process.

6. Classroom Behaviour Management System

- Each school has adopted the Six Strands model which focuses on 6 key areas of behavioural development. Therefore the expectations of behaviour in the classrooms and support offered to individuals, ultimately promote being ready to learn.
 1. Respecting **BOUNDARIES**
 2. Having **RESILIENCE**
 3. Ability to **FOCUS**
 4. Having **RESPECT**
 5. **SELF-REGULATION**
 6. **INDEPENDENCE**

These are all encompassed in three overarching **OAK**field expectations, displayed in every classroom and around the school:

Organised and ready to learn

Always respectful (*So in everything, do to others what you would have them do to you*)

Keep yourself and others safe

7. Responses to good behaviour

- Praise and positive comments will be given readily. Staff will be encouraged to comment on good behaviour using the 'values and six strands language' in order that children understand what the value, e.g. what respectful looks like in practice. Staff can also use clear gestures such as smiles/thumbs up.
- Weekly we have a celebration assembly where children who have demonstrated the Schools values are acknowledged and celebrated.
- Teachers are able to develop their own in class reward systems such as stickers, marble jars, Dojo's and raffle tickets to celebrate good behaviour choices.

8. Response to Inappropriate Behaviour

When dealing with behaviour that falls below the expected standard throughout the school, adults will:

- use the School **OAK** expectations as the starting point to challenge the child on how he/she would have felt if he/she had been on the receiving end of the behaviour in question, and encourage the child to feel empathy
- ensure that the child understands why his/her behaviour is not appropriate
- seek to **avoid confrontation** and demonstrate compassion through **active listening** and **forgiveness where there is an acknowledgement of wrong doing**
- illustrate the link between that child's rights and their responsibilities towards themselves and others
- establish the facts and reserve initial judgement
- use consequences sparingly; a removal of privileges will be used as the main sanction
- Remember that quiet, personal, explicit reprimands are not carried out in public where possible. General criticism of whole groups is not encouraged.
- provide children with the opportunity to make amends, reminding them that it is their behaviour, not themselves, that is unacceptable
- offer children 'time out' - a chance to calm down out of the classroom situation. Withdrawal from class will only be used in line with the consequences table.
- engage others agencies as necessary to help improve behaviour
- CPOMs and Six Strands will be used for major behaviour violations (in particular to capture pupil voice/response)
- if necessary an individual Behaviour Support Plan will be put into place. We have a range of support options via our inclusion team (overseen by our SENCO), which can include the use of the Nurture Suite, intervention groups, specialist interventions (including play therapy sessions), outside agency support including support from the LA.

When dealing with behaviour that falls below the expected standard within the classroom, teachers will:

- deal with classroom problems, whenever possible, within the classroom
- record any minor classroom disruption on CPOMs, to track behaviour trends and inform for moderate or major consequences (persistent misconduct)

- require unacceptable/incomplete work (as a result of negative behaviour) to be repeated/completed at home
- expect a child to make up for wasted time during his/her free time; e.g. at break or lunch time
- inform parents via a telephone call of any unacceptable behaviour that they need to be aware of. Should the behaviour persist then a meeting between the parent, SENCO and teacher should be arranged asap and if behaviour does not improve following that, a meeting between the parent, SENCO, HOS and teacher should be arranged (involving the child as and when appropriate).

9. Consequences

Consequences for inappropriate behaviour will be at the class teacher's discretion in the first instance. A behaviour and consequences table (appendix 1) outlines the agreed consequence for pupils. This table is only illustrative and can be adapted when used as part of a Behaviour Support Plan. The majority of pupils will receive consequences in line with the following procedure:

All pupils are expected to:

- Not disrupt a lesson
- Listen attentively in class
- Follow adult instructions
- Undertake all learning directed to the best of their ability
- Be polite and respectful at all times
- Line up at the end of break times and walk around the school sensibly, including entering the school hall 'worship ready'.

Outside at break/lunchtime:

- Be respectful and considerate at all times
- Put your litter in the bin and care for our school environment
- Respect the school equipment – do not damage property/vegetation
- Play sensibly and share equipment
- Use appropriate language
- Follow adult instructions at all times

As part of behaviour control staff may use the following:

Time-out: Time away from a situation or lesson. This may involve pupil choice as part of a planned and structured behavioural programme, or a short term procedure to de-escalate (e.g. sitting on a bench at break/lunch time to help reduce anxiety or anger).

Withdrawal: The removal of a pupil from normal teaching situations to a location where they can continue their learning whilst being continuously observed and supported until ready to resume normal activities, this can be in another class (KS2).

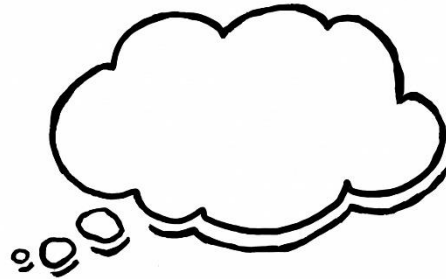
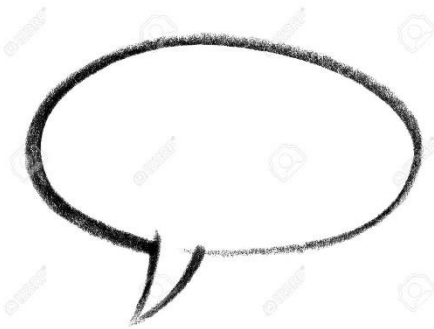
10. Systems in Early Years

Children in early years are given stickers for positive actions and behaviours and these are explicitly modelled and celebrated throughout the school day. Stickers can be added to their sticker chart or worn on jumpers. If a child displays inappropriate behaviours an adult will assist with conflict resolution and help the child understand the consequences. Children will be expected to apologise to other children or adults involved. If behaviour is repeated children are given a reminder warning about how we should behave. If repeated again the child will be given time out for reflection.

11. Systems

Visual cues are displayed in every classroom. A verbal warning is reinforced by the teacher referring to the speech bubble. After an initial verbal warning, should the child's behaviour not improve they will be given time to think about their behaviour choices (see appendix 1). If the behaviour continues a member of the SLT team will be called to give a final chance to redress any undesirable behaviour. If the child defies SLT then the HOS/EHT will be notified and take over at this point. Disrespectful behaviour may result in an internal exclusion for either a morning or afternoon session (depending on the time of the incident) and should an incident occur at the end of the day then a consequence can be followed up in the morning where the HOS/EHT have approved it.

Any child who consistently demonstrates our School Values and 'OAK' rules may receive an additional reward either class based or wider school.



12. Exclusions

There may be instances where serious misconduct exceeds acceptable boundaries and normal consequences are insufficient. In such instances the Federation will consider fixed term or permanent exclusion, details of which are set out in Appendix 2.

13. Review

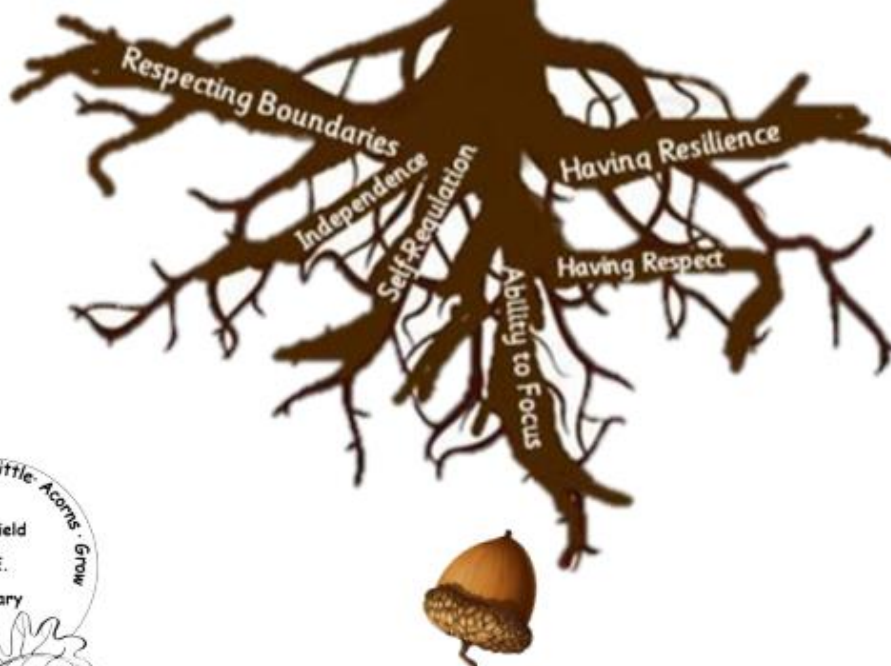
This policy will be reviewed annually. It will be published on the school websites and hard copy will be available from reception.

Oakfield's Behaviour Policy

Organised and ready to learn

Always be Respectful

Keep yourselves and others safe



Our Christian Roots Golden Rule...

"So in everything, do to others what you would have them do to you."

Appendix 1

| | |
|--|--|
| Organised – Ready to Learn | Range of possible consequences |
| Calling out Not listening Running indoors Pushing in the line Not working Not having Kit | Verbal warning Moving the child within the classroom Completion of work in own time After a reminder, if child repeats, they are given time to think (next step) |
| Always Respectful | Range of possible consequences |
| Persistent repetition of minor behaviours after a verbal warning. Distracting others Throwing small objects but not to hurt Inappropriate physical contact (eg pulling hair, pinching) Inappropriate language Refusal/Complaint against work Minor deliberate damage to school property Refusal to follow instructions Rough play including pushing Interferes with others property Leaves the room without permission | Child to stop and think! 'Time Out' Loss of playtime in 5 min increments Playground restriction (eg no football or loss of use of play equipment) Missing whole or part of lunch time Removal/exclusion from clubs Removal of walk home pass Follow up - Restoration/re-visit Six Strands and Verbal/written apology If the child refuses to accept the consequence given LW/BH/HD (strategic leader) are notified. Teacher/SLT to inform parent in person or via telephone at end of day |
| Keep Yourself & Others Safe | Range of possible consequences |
| Persistent repetition of moderate behaviours Threatening behaviour Swearing/aggressive language Defiance of staff Persistent disruptive behaviour Prejudice related incident (eg racism or homophobia) | Internal exclusion at lunchtimes and or break times Internal exclusion during lessons with work completed in isolation Child sent to Mrs Reader or Mr Haley CPOMs procedures followed to capture pupil voice Teacher/SLT to inform parent in person or via telephone at end of day Invite parent/carers to meeting Possible external exclusion |
| Non- Negotiable consequence for | |
| Violent Behaviour Bullying | External exclusion (fixed term or permanent) |

Appendix 2

Fixed-Term and Permanent Exclusions.

We do not wish to exclude any child from school, but sometimes this may be necessary. The Federation has adopted the standard national guidance, *Exclusion from maintained schools, Academies and pupil referral units* (DfES, June 2012). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

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

1. A decision to exclude a pupil will only be taken:

- In response to a serious breach, or persistent breaches, of the school's behavior policy; and
 - Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- a. Only the Head Teacher has the power to exclude a child from school. The HT 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 EHT may exclude a child permanently. It is also possible for the EHT to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
 - b. If the EHT/HT excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the EHT/HT makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
 - c. The EHT informs the LA/Social Services and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
 - d. The governing body itself cannot either exclude a child or extend the exclusion period made by the EHT.
 - e. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
 - f. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA/Social Services, and consider whether the child should be reinstated.
 - g. If the governors' appeals panel decides that a child should be reinstated, the EHT must comply with this ruling.

2. **Serious breach of Behaviour Policy**

Every occasion of misconduct will be appropriately investigated. A serious breach of Behaviour policy may include, but not be limited to:

- Persistent misconduct
- Refusal to follow reasonable instructions
- Violent behaviour
- Threatening behaviour
- Bullying/persistent bullying
- Inappropriate language including racist abuse
- Defiance of uniform rules
- Unauthorised leaving of school premises
- Possession of offensive weapons

3. **Drug and alcohol related incidents**

- a. It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- b. The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into

school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

- c. If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and appropriate authorities informed.
- d. It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The appropriate authorities will be informed. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Principal and other authorities as necessary.
- e. If the offence is repeated the child will be permanently excluded.
- f. If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

4. Searching pupils

School staff can search pupils with their consent for any item. The EHT and HOSs (or designated stand-in) retains the right to search a pupil or their possessions, without consent, where they suspect the pupil has a prohibited item such as alcohol, illegal drugs, stolen items, offensive weapons, fireworks, pornographic images or tobacco. Additionally a search will be made for any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. The school may, from time to time, ban items within the school grounds and these may be searched for (with consent) if there is reason to believe a pupil has broken any instigated school rule relating to these items.

5. Outside of school grounds

It should be noted that our Behaviour Policy will apply on all organised school trips and other activities outside the school (e.g. sports fixtures, educational visits etc.). The school reserves the right not to take a child outside the school grounds if they have behaviour issues that impact on the health, safety and well-being of other pupils and staff.

Buses and Taxi's - It is important that children understand that they are expected to behave in line with the schools expectations whilst on their journey to and from school on the transport provided.

Appendix 3

Physical control, contact and restraint

1. It is recognised that the majority of our pupils respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk. Reasonable Force may be required to:

- a. Maintain the safety of pupils and staff, preventing pupils from hurting themselves or others.
- b. Prevent serious breaches of school discipline.
- c. Prevent serious damage to property.

Definitions

2. For the purpose of this guidance:

- physical intervention will involve the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property;
- the scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

a) Physical Contact

Situations in which proper physical contact occurs between staff and pupils, e.g. in the care of pupils with learning disabilities; in games/PE; to comfort pupils, first aid etc.

b) Physical Control/Restraint

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of 'reasonable force' should be seen as a last resort. All such incidents must be recorded. The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

Any use of force must be 'reasonable in the circumstances' (no more force than that needed). 'Control' is passive physical contact (e.g. blocking a pupil's path) or 'active' such as leading a pupil out of the classroom by the arm. Restraint means to hold back physically or to bring a pupil under control.

Pupils are not to be locked in a room. 'Locked' includes a person holding a door shut. Such an action is considered to be a restriction of liberty.

Authorised staff

3. In this Federation all staff are authorised to use reasonable force within the context of 'The use of Reasonable Force to Control and restrain pupils' guidance. Authorisation is not given to parents. The EHT will ensure that those authorised are aware of and understand what the authorisation entails. Those whom the EHT has not authorised will be told what steps to take in the case of an incident where control or restraint is needed, for example to contact an 'authorised' member of staff.

Training

4. Training for all staff will be made available and will be the responsibility of the EHT. No member of staff will be expected to undertake the use of reasonable force without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development. Members of staff will be given additional training as required (e.g. for 1:1 staff).

5. As a precursor, to minimise the need to use force staff should:

- a. Create calm environments that minimise the risk of incidents.
- b. Teach pupils to manage conflict and strong feelings.
- c. De-escalate incidents if they do arise.
- d. Only use force when the risks are outweighed by the risks involved in not using force.
- e. Risks assessments and positive handling plans are in place for identified pupils.

Acceptable measures of physical intervention

6. The use of any degree of force can only be deemed reasonable if:

- a) It is warranted by the particular circumstances of the incident;
- b) It is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent;
- c) It is carried out as the minimum to achieve the desired result;
- d) The age, understanding and gender of the pupil are taken into account;
- e) It is likely to achieve the desired result.

7. Wherever possible, assistance should be sought from another member of staff before intervening.

8. If force is undertaken staff should:

- a. Give a clear verbal warning that force may have to be used.
- b. Suggest the nature of any force you are going to use.
- c. If at all possible do not use force unless another member of staff is in support/present.
- d. Post-incident, appropriate support is to be provided.

Recording

9. Where physical intervention has been used to manage a pupil, a record of the incident will need to be kept. Forms in accordance with the guidance document are to be used.

10. Any use of force is to be reported to the EHT. The EHT will inform the Chair, parents and/or other agencies as required.

Complaints

11. The availability and application of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be dealt with under the School's Complaints Procedure.

The Chair of Governors will be informed of complaints.

Background

The new 'Keeping children safe in education' statutory guidance says that 'governing bodies... should ensure that there are procedures in place to handle allegations against other children' (paragraph 40). Having such procedures is a new feature to this guidance.

In most instances, the conduct of students towards each other will be covered by the school's **behaviour policy**. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

Key Issues

What are Safeguarding allegations?

What steps should be taken?

Who else should be informed?

Should this safeguarding allegation trigger a social care referral?

Should this safeguarding allegation trigger a police investigation?

Policy Statement

We recognise the importance of our safeguarding policies to ensure that they reflect our local situations and areas of risk. The Federation has developed policy to ensure that it meets the needs of our pupils.

Introduction

The Arreton & Oakfield Federation (Federation) believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Safeguarding allegations

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against another pupil and refers to their behaviour towards another or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older students may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards pupils from other students

On occasion, some students will present a safeguarding risk to other students. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

We ensure that these students have an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations, as we recognise there is a need to balance the tension between privacy and safeguarding.

Procedure

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) will be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL will contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police will be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).

It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation will take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan will be monitored and a date set for a follow-up evaluation with everyone concerned






































Oakfield CE Primary School

Behaviour Expectations & Possible consequences - Visual







1. I am organised & Ready to Learn

| 2. Always Respectful | | Range of possible consequences |
|---|--|---|
| <p>I am stopping other children from learning. </p> <p>I have thrown things around the classroom. </p> <p>I have not used kind hands and feet </p> <p>I may have done the following things...</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid blue; padding: 2px;"></div> <div style="border: 1px solid blue; padding: 2px;"></div> <div style="border: 1px solid blue; padding: 2px;"></div> <div style="border: 1px solid blue; padding: 2px;"></div> </div> <p>etc. </p> <p>I have not used kind words. </p> <p>I have refused my work </p> <p>I have broken something small that belongs to school </p> <p>I have refused to follow instructions </p> <p>Leaves the room without permission </p> | | <p>I need some time out to and think </p> <p>I need to lose some or all of my play time. </p> <p>I am not allowed to go on the playground equipment </p> <p>I am not allowed to go to my club </p> <p>I might lose my walk home pass </p> <p>I need to say sorry I might say it or write it </p> <p>If I refuse my consequence, I will need to speak to Mr Williams , Mrs Doyle or Miss Howlett and they will phone home. </p> |

| 3. Keep Yourself & Others Safe  | Range of possible consequences |
|--|--|
| I am showing the same behaviour mentioned above, again and again.  | I will spend playtime  or lunch time  with an adult on my own.  |
| I am scaring or worrying other people with my behaviour  | I will complete my work on my own, away from my class.  |
| I am swearing  and being using aggressive words.  | I will have to see   |
| I have refused  to follow instructions from  ,  Mrs Doyle  or Miss Howlett | Mrs Reader or Mr Haley. |
| I am continuing  to  other children from learning.  | The teachers will write what I say on CPOMS. |
| I have been unkind  to someone because of the way they look  or what they do. (e.g racism or homophobic) | Someone from school will phone home.  |
| I have been unkind  to someone because of the way they look  or what they do. (e.g racism or homophobic) | Someone from home may need to  |
| I have been unkind  to someone because of the way they look  or what they do. (e.g racism or homophobic) | have a meeting  with |
| I have been unkind  to someone because of the way they look  or what they do. (e.g racism or homophobic) | Mrs Reader or Mr Haley.   |
| I have been unkind  to someone because of the way they look  or what they do. (e.g racism or homophobic) | I may be sent home and excluded.   |

Non- Negotiable consequence for

| | |
|--|---|
| | |
| I have seriously hurt  someone else. I might be a child  or an adult.  | I will be sent home  This behaviour is not acceptable. |