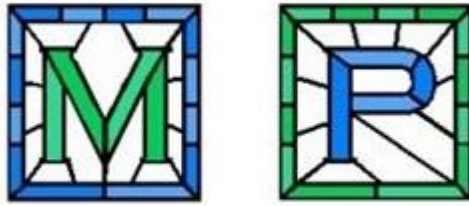


Monkfield Park



**Primary School and
Care & Learning Centre**

Positive Behaviour Policy

Approved by the Governing Body in:

Summer 2016

A Policy for Positive Behaviour and Practice

1. Introduction

This policy sets out the purpose, nature and management of behaviour in our school.

The school policy for Positive Behaviour reflects the consensus of opinion of the whole staff team and has the full agreement of the Governing Body. This document was approved at the Summer 2016 meeting of the Governing Body.

The implementation of this policy is the responsibility of all staff.

2. The Nature of Positive Behaviour

Positive behaviour is concerned with identifying and promoting good behaviour within a caring atmosphere enabling children to grow, to learn and to develop with positive attitudes. It is about recognising that we all need to develop skills within ourselves; by recognising that we can make mistakes and the importance of taking responsibility for our actions. It is concerned with clear and consistent expectations and understanding that all actions have consequences, both positive and negative. Finally, it is about recognising good choices and bad choices and reinforcing expected behaviour.

3. Entitlement

We aim to ensure that:

- children have their physical needs met;
- there is a safe and caring environment where children can develop a positive set of attitudes towards everyone in the life of the school and community;
- there is a supportive and friendly atmosphere to enable children to acquire a set of moral values such as honesty, sincerity, trust, mutual respect and tolerance of other religions, races and points of view;
- we recognise that each child is an individual and that we should encourage her/him to develop her/his self-esteem, confidence and true feeling of self-worth enabling the development of independence in work and decision-making;
- we provide clear expectations of behaviour to which everyone can aspire through our school rules;
- children are able to relate behaviour to choices;
- children learn to take responsibility for the consequences of their actions;
- we separate the child from the behaviour so they understand it is the behaviour choices which need changing;
- home/school agreements are used to formalise a series of expectations of responsibilities for behaviour, to be agreed by the parents, teachers and child;
- class and school council promotes citizenship and the right of everyone to have their say;
- there is an understanding that we all have rights, rules and responsibilities;
- children are provided with stimulation, challenge and opportunities to use diverse talents.

(These aims are not in any set order and should not be read as a list defining importance. All aims have equal value.)

Rights, Rules and Responsibilities

Children have the Right:

- to have their physical needs met;
- to have a friend;
- to be treated kindly, fairly and equally;
- to feel safe;
- to learn;
- to be listened to;
- not to be bullied;
- to have access to different parts of the school at appropriate times;
- to join in games;
- to communicate and express themselves;
- to share ideas and ask questions;
- to feel wanted;
- to be left alone;
- to sort out problems;
- to be stimulated, challenged and be given opportunities to use diverse talents.

Children must try to keep the Rules:

- to establish school and classroom expectations;
- to take responsibility for their own behaviour;
- to help others take responsibility for their behaviour;
- to help create a secure environment where children can be safe, happy and learn.

Responsibilities:

In order for Rights to work, everyone has to take on the Responsibility of using the school's rules and behaviour systems (see appendix 1). Our systems include ethos, expectations and consequences and rewards.

4. Inclusion

Monkfield Park aims to be responsive to all aspects of diversity and to increase the learning and participation of all pupils within the school and its locality. We are developing inclusive values which are shared between all staff, pupils, governors, parents/carers and the wider community, in a secure, accepting, collaborative and stimulating environment. Everyone is valued and diversity is seen as a rich resource to enhance and support the learning of all.

This inclusive culture is reflected in all school policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all pupils, drawing on their knowledge and experience outside school. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in school life.

Equality and inclusion will be achieved through analysis and assessment of children's needs, by

monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all children is given equal priority and available resources are used to maximum effect.

Monkfield Park Primary School meets the specific duties of the Race Relations Amendment Act (2000) by considering the implications for race equality and cultural diversity in planning and developing all policies. For further details refer to the Equality and Diversity policy.

Children with Special Educational Needs will be given support to access the curriculum at an appropriate level to enable them to reach their full potential.

All children, including those who have been identified as able, gifted and talented, will be given opportunities within lessons and through extra-curricular activities to use and develop their gifts and talents. These opportunities will be provided in accordance with the Gifted and Talented policy.

5. Resourcing

Resourcing for positive behaviour will take into account the needs of all pupils. Funding is through the budget for Personal, Social and Health Education.

All staff will be inducted into the school's positive behaviour policy. Further training will be arranged from time to time e.g. behaviour surgeries for staff with Cambridgeshire Access and Inclusion Specialist Teacher Service Specialist Support Teacher.

There are numerous books to support this policy within the PSHE resources. This policy is seen to be most effective when worked alongside the whole school ethos and the work done within PSHE lessons.

6. Implementation

Implementation is seen as a whole school responsibility and supported through the ethos within the school.

We seek to create an environment which:

- meets children's physical needs;
- makes children feel safe and secure;
- allows children to feel a sense of belonging and to feel cared for as individuals;
- makes children feel individually valued;
- provides stimulation, challenge and opportunities to use diverse talents.
- fosters relationships based on respect in a variety of ways;
- develops a positive self-esteem in each child to encourage the best efforts, independence, self-reliance and responsibility.

This will be achieved in a variety of ways:

By Listening:

Our own behaviour as adults will reflect our expectations of the children. As a staff we will aim to meet the children with a smile, be consistent, keep calm, to not be judgemental, remain open-minded, listen to the children and follow up problems to their conclusion.

Non-verbal Strategies and Reinforcement:

We are aware of and reinforce the importance of non-verbal communication such as giving children eye contact, smiling at them, using positive gestures (such as thumbs up, clapping).

Verbal Reinforcement:

We are aware of and reinforce the importance of the use of praise both to groups and to individuals. All staff are expected to use praise when working with groups and individuals.

Strategies in the Classroom:

Each class develops a set of classroom expectations at the beginning of the school year and revisits them throughout the year to ensure consensus. These are used alongside the whole school rules, rewards systems, and agreed consequences.

All staff can write positive comments or symbols (smiley face) on children's work. These are used at the discretion of individual teachers and in line with the marking policy. The children themselves are encouraged to develop the skill of reflecting and commenting constructively on their behaviour and work, as well as being able to set realistic targets for the future. The children are given time to allow for this reflection.

Referral to Senior Staff and Strategies that Exist Between Classes:

By arrangement and as part of the rewards and progressive consequences, children are sent to other members of staff and the Headteacher and Deputy Headteacher to share information, work and behaviour (See Appendix 7).

Contacting Parents/Carers:

Parents/Carers are kept well informed about all aspects of their child's behaviour as necessary. This is achieved by meeting or communicating with parents/carers. Twice yearly parent consultation evenings allow for all parents and carers to be updated on their child's behaviour and attitudes to school life.

Displaying Children's Work:

This is an important way of showing that children's work is valued. Care should be taken to ensure that all children's work is displayed at appropriate times.

Rocket Fuel:

The school operates a 'house' system made up of five teams, which the children are allocated to across the school. Within their classes, the children aim to earn 'rocket fuel' for their house team, which comes in the form of a coloured counter, specific to each team. On a weekly basis the counters earned by each house team across the school are calculated, the scores are shared and the winning team is celebrated in Mrs Jarman's weekly assembly. The winning team will earn an energy orb which will be visible for all to see in their generator pipes at the front of school. At the end of each half term, the house team with the most energy orbs will win themselves a film

afternoon with popcorn hosted by The Headteacher in the school hall.

Golden Time:

Each week, every child is entitled to 30 minutes of 'Golden Time' each, which takes place each Friday afternoon. Golden Time is a time to celebrate/reward children's positive behaviour and commitment to following the school rules throughout the week. It is an opportunity to say thank you to the children and to acknowledge that they have followed the school rules. The activities which the children do in this time are fun, creative and include things such as dancing, sports, cooking, arts and crafts. The children are also encouraged to think of activities themselves which they would like to do as part of their Golden Time.

If children break the school rules then they will be given an initial warning. If a rule is subsequently broken they risk losing their Golden Time in 5 minute increments for each time that a rule is broken. This is represented through the use of behaviour balloons which are different coloured balloons that represent different time increments. A green balloon for 30 minutes, a yellow balloon for 25 minutes and so on. However, if children make an effort in changing their behaviour then it is possible for them to earn their minutes back by demonstrating good behaviour and making a genuine effort to improve. By the time that Golden Time arrives children may have kept all of their Golden Time and therefore can participate fully in the activity, whilst others may have lost some of their time and will have to 'sit out' of the activity for some of the time.

Special Assembly:

Children may receive a Special Certificate at Special Assembly which happens at the end of each half term. This is a crème de la crème award for children who have consistently gone the extra mile in their learning and efforts over the course of the half term. Two children are selected by each class teacher for this award.

Golden Assembly:

Each week, two teachers host a Golden Assembly. Each class teacher chooses two children that they believe have been 'golden' in their efforts to achieve outstanding behaviour or progress and which the teacher wishes to recognise as exceptional for those children. This is then shared in an assembly and the children are crowned on golden thrones for the rest of the school to see and given a shiny golden sticker which reads 'I am in the Golden Book'. The aim is for the children to leave Golden Assembly proud of themselves and to motivate others to aim to be just as golden in the near future.

Playtimes and Lunchtimes:

Support staff are given guidance through the staff handbook (see Appendix 6) to help implement this policy. In addition they are provided with stickers to reward and recognise those children making good behaviour choices at playtimes and lunchtimes

Strategies for Dealing with Difficult Behaviour:

When dealing with inappropriate behaviour these are the main considerations:

- care for the individual involved and the appropriateness of the response to them;
- a prompt, fair and consistent response from the adult/s concerned;
- consultation with parents at the end of the school day if their child's behaviour is a cause for concern.

In exceptional circumstances it may be necessary for the Headteacher and/or the Senior Leadership Team to deal with inappropriate behaviour by talking to larger groups assembled together.

In the child's own classroom:

- reminding pupils of the school and/or class expectations;
- noticing positive behaviour as it occurs and re-enforcing it;
- ignoring secondary behaviour as appropriate.

Children with Challenging Behaviour:

Some children's behaviour is beyond normal rewards and consequences. As a school we aspire to help these children to break out of their choices of inappropriate behaviour. On some occasions we may draw upon the advice of other agencies.

The use of star/smiley/sticker charts is sometimes helpful in supporting a child and encouraging the development of a more positive attitude. When appropriate these charts are used between home and school in a mutually supportive way.

If there are concerns that a child needs strategies in place to support behaviour which are above and beyond teacher flexibility and differentiation, then the Inclusion Manager should be informed and a meeting with the parents arranged. This will allow all involved to set up an agreed 'Special Behaviour Contract'. This may be included in a child's Individual Support Plan (I.S.P) or Individual behaviour Plan (I.B.P), which includes achievable targets and rewards. This should be for a focussed time and then evaluated (see Special Educational Needs policy).

If it is necessary physically to restrain a child the school's policy on Positive Handling must be followed. Any staff involved in physical restraint should have had appropriate training.

The Environment - Internal:

The overall appearance of a school both inside and out sets a positive atmosphere both for everyone. A sense of ownership and pride in the school environment is fostered by all and this has a positive effect on behaviour. Everyone aims to maintain these standards and respect the school.

The Environment - External:

A wide variety of activity areas have been provided to occupy the children gainfully and encourage positive learning, play and behaviour. The children have been, and continue to be, involved in designing the grounds. Some areas which have been introduced include; talking benches and a creative zone.

Self Esteem:

Our policy seeks to improve the self-esteem of all children.

Self-esteem is built on:

- security;
- identity;
- belonging/acceptance;
- motivation/sense of purpose in life;

- feeling of personal power – “I can do it”.

Characteristics of a child with high self-esteem:

- persistent at tasks;
- can ask for help when needed;
- can risk being different;
- can make positive statements about herself/himself;
- can express emotions;
- can accept praise;
- can cope with constructive criticism;
- typically feels: confident, competent, valued, needed and loved, happy, safe and secure.

Children with low self-esteem demonstrate feelings of being:

- unloved,
- unwanted,
- rejected,
- inadequate,
- incompetent,
- discouraged,
- powerless.

We promote high self-esteem in school by:

- caring for children
- catering for individual needs;
- acknowledging and reinforcing good behaviour;
- using Circle Times in classrooms to share experiences and feelings;
- celebrating achievements through the ‘Golden Assembly’ and ‘Special Assembly’.

Circle Time

The use of Circle Time is central to our Positive Behaviour Policy. Circle Time provides a tried and tested framework for the development of a whole school policy on self-esteem and positive behaviour. There must be a sense of ownership and commitment by all involved. Circle Time can be used to build self-esteem.

The children and staff will be seated, in a circle, so that everyone can be seen by everyone else. In any discussion that takes place the emphasis is on help and not blame. Praise can be given by any member of the group. Topics for discussion can cover anything e.g. behaviour, schoolwork, rules, lunch times, playtimes, news, concerns, etc.

A code of behaviour is decided upon by all in the circle. Where appropriate, eye contact and the use of names is encouraged (unless discussing negative and sensitive issues).

Our main rules for Circle Time are:

- Everyone listens;
- Only one person speaks at a time;
- Mutual respect.

Other expectations can be decided upon by those involved in any given circle.

Links with Other Areas of the Curriculum

Our Positive Behaviour Policy has strong links with areas of the curriculum notably PSHCE and Religious Education, where issues of self-esteem, moral and spiritual development are addressed. It also has strong links with English, particularly the area of speaking and listening and the e-safety aspects of the Computing curriculum.

Other school policy documents will also reflect elements of the Positive Behaviour Policy, notably Equal Opportunities, Anti-bullying, Special Educational Needs and Positive Handling, and the 'Home-School Agreement'. The behaviour leaflet which is available for staff as well as parents and carers fully supports this policy.

7. Health and Safety

All Health and Safety issues related to this policy are covered within the school's Health and Safety policy.

8. Monitoring

Evidence may be collected in numerous ways including: teacher's informal notes, incident books (teacher's own, playtimes and lunchtimes), school and class council meeting minutes, pupil interviews/questionnaires, notes made during parent consultation and meeting times and on the annual school report. These sources of evidence and information will give an indication of progress made throughout the year and provide a way of monitoring children who may need further support.

9. Review

The Headteacher, teaching staff and Governors will review this policy in accordance with the School Improvement Plan. The review date for this policy is: Summer 2019.

Our School Rules

1. Move sensibly and considerately wherever you go.
2. Treat others with respect through kind words and actions.
3. Look after the school environment, school property and the property of others and use it with care.
4. Follow all instructions once they are given.
5. Always try your best and be proud of each other's achievements.

Appendix 2

Guidance for Teachers On Class and School Rules

- ✓ Teach the school rules. (Explain why you need rules and that everyone is working towards behaving well.)
- ✓ Create a set of class rules. (Explain how you will positively recognise what they are.)
- ✓ Display school and class rules in a positive manner in the classroom environment.
- ✓ Revisit the school rules as needed with individuals/groups of children/the whole class.
- ✓ Revisit and review the class rules as needed with individuals/groups of children/the whole class.
- ✓ Create lessons, including circle time to reinforce the school/class rules and the positive behaviour policy. This may include discussion, role-play, drawings and written work.
- ✓ Reinforce and reward positive behaviour as soon as it is seen.

Appendix 3

CLASSROOM BEHAVIOUR PLAN

At no time is careful behaviour planning more important than at the beginning of the year when children are seeking their own place in the group and when teachers are establishing mutual respect through the use of consistent planned strategies. The following identifies actions to prevent unnecessary disruptions and strategies to correct problems as and when they arise.

PREVENTATIVE ACTION

Action to prevent unnecessary disruptions

- a) have an aesthetically pleasing room
- b) have appropriate materials easily accessible by all
- c) have appropriate seating arrangements
- d) plan interesting lessons with clear expectations
- e) cater for individuals
- f) communicate clear expectations and objectives
- g) have classroom rules, owned by the children, which are clear and are displayed

CORRECTIVE ACTION

Action to correct problems when they arise

When carrying out CORRECTIVE ACTION the member of staff should:

- maintain eye contact with the child
- minimise embarrassment and hostility to the child by using a respectful voice
- watch your proximity to the child - maintain your distance
- avoid arguing and give clear choices to maximise the child's responsibility for their behaviour
- be consistent in the use of appropriate action and follow through
- be certain, not severe
- focus on primary behaviour, in some cases ignoring secondary behaviour
- consider the language of discipline being used
- use wide support (e.g. peers, other staff, parents/carers)

Appendix 4

Helpful Classroom Strategies

Tactical Ignoring: *The purpose is to reinforce on-task behaviour. The member of staff gives no direct eye contact for off-task behaviour*

Positive Reinforcement: *Pick up on-task behaviour and acknowledge it*

Do not even look in the direction of the child calling out, let alone comment on their behaviour. But, at the same time as the child is ignored, on-task (rule-keeping) behaviour by another child is reinforced. "Thanks for putting up your hand. What's your question?" In the first two or three minutes the reinforcement is positive, specific and accompanied by direct eye contact or even a smile! Off-task behaviour is tactically, resolutely ignored. The teacher is on the lookout for the moment when the off-task child does put up their hand so positive reinforcement can be applied.

Privately Understood Signal: *Non-verbal messages*

Rule Reminders: *Simply re-state the rule. Don't get caught up in discussion*

Restate the rule: "You know our ground rule for communication, use it please." Don't add the rule itself (the child knows it!), don't preach or add any sarcasm ("I've been waiting five minutes for you to keep the rule!"). Just give direct eye contact and restate the rule. Add the rider of thank you or please to communicate what we call 'the expectation of compliance.'

Simple Direction: *Use respectful language accompanied by please and thank you. Keep directions simple.*

Give a simple direction (direct to the behaviour you want to see). "If you want to ask a question, put up your hand and wait - without calling out. Thanks". Then, turn the eye focus away to the on-task members of the class or the lesson itself as is necessary. Allow the child "take up time" to react.

Question and Feedback: *Break into a disruption cycle with a question. Start with "What" not "Why".*

Blocking: *State a direction repetitively*

Time Out: *A cooling-off period in the class or withdrawal under the supervision of another member of staff.*

Contracting/Conferencing: *Involving Senior Management staff and / or parents leading to contracts about work or behaviour.*

'Exit' and subsequent 'time-out' should be planned ahead with all concerned. It is normally

enough for the 'exited' child to go to a colleague's room to simply cool off for 10 to 15 minutes and then be allowed back to their own room, once settled. The message given to the 'exited' child is "When you are ready to work by the school rules / make good choices you can go back to your room."

It is important that the 'exited' child does not have their behaviour overly reinforced by any discussion or questioning. They are there to cool off and settle until ready to go back (or the member of staff deems they are ready). They need no work or special privileges.

Appendix 5

PLAYTIME / LUNCHTIME BEHAVIOUR PLAN

Everyone has the right to feel safe and happy at playtimes and lunch times.

PREVENTATIVE ACTION

Action to prevent unnecessary disruptions

Be friendly and approachable:

Children need to see you are someone who is approachable and ready to listen to them. A cold or distant manner will stop them from approaching you. Beware of the child who monopolises your attention every day - perhaps you can ask someone to be a good friend to him/her.

Stay calm:

Try to stay calm at all times. This will help you to remain in authority and be effective.

Smile:

Try and remember to smile at the children, they will then see you as someone warm and friendly.

Try and chat:

Be willing to chat to the children about their news, interests and activities.

Give praise:

Praise is more effective than criticism, so try and use praise frequently.

Give incentives:

Children who have tried particularly hard need to be rewarded. Often just a word of praise to show that you have noticed is enough. The class teacher may feel it appropriate to mention this during a Golden Assembly or give a sticker.

Be polite:

Set a good example to the children by speaking politely to them. Ask girls as well as boys to do heavy jobs.

Be alert:

Try to anticipate problems. Often just your mere presence near a group of children will be enough to prevent a situation getting out of hand.

Watch out for loners:

Watch out for lonely or isolated children. Talk to them and try and involve them in games with the other children.

Be visible - circulate:

It makes good sense for one person to remain static at a place where supervision of the whole area is possible, while others circulate in the area. A sensible mixture of static supervision and circulating is needed.

Appendix 6

CORRECTIVE ACTION

Action to correct problems when they arise

Treat all children fairly and equally:

It is all too easy to jump to wrong conclusions about a situation. The children must be given an opportunity to explain their behaviour. Don't act on hearsay: only act on what you are sure you saw.

Give gentle reminders:

Children often forget some rules, e.g. running in the corridor. A gentle reminder is often all that is needed to correct this. Give visual cues/reminders as well as verbal ones if possible. Remind children of the rule. "In this School we....." Ask what behaviour is expected.

Avoid getting into a confrontation:

Don't argue with a child, this undermines your authority. Repeat your request calmly and then use a sanction if necessary. Emphasise the fact that the child has chosen to break a rule, etc. They have made the decision and must accept the consequences. Get the child away from the situation, i.e. away from an audience.

Help a child "back out" of an awkward situation:

If a child is deliberately rude, ask them to repeat what they said. This allows the child to retract the statement or apologise. Accept any apology and don't continue to scold. Give children "take up time" to react to any of your requests.

Don't shout (unless absolutely necessary):

Avoid shouting at all times. Don't shout in anger - the child has won. You should only shout if a child is in danger or another child is acting in an unsafe manner.

Don't use sarcasm:

Don't belittle children by using sarcasm - this leads to resentment.

Don't use labels:

Don't give children negative labels such as "naughty," "rude," "stupid." Tell the child that it is their behaviour which is unacceptable, not them; refer to good choices and bad choices. In other words, condemn the act, not the child. Finally, remember that labels "stick!"

Deal with the initial problem:

Some children have a wonderful gift of diverting you away from the initial behaviour problem. Ask them what they did, not why they did it. Always deal with the initial behaviour problem.

Communications between midday supervisors staff and class teachers is crucial to follow-up effectively of incidents. Each midday supervisors staff will carry essential items such as an incident book. The class teacher should be informed at the end of play / lunchtime of any incidents that have been recorded. The class teacher is responsible for checking the incident book so that persistent offenders can be identified. This may involve a child consistently "offending" in a minor

way, but nonetheless this should be treated seriously enough to inform the parents, following confirmation from a member of the Senior Leadership Team.

The following approach (see appendix 7) to handling incidents is designed to complement the Classroom Behaviour Plan (appendix 3). In using this "least to most" intrusive approach it should be remembered that in certain circumstances swift action is important, especially when pupils' safety is threatened. If any such incident develops, STOP it immediately, if necessary SEPARATE those involved and then use the appropriate stage of appendix 7.

Appendix 7

	Behaviour	Consequences
Stage 1	<p>AGGRAVATIONS</p> <ul style="list-style-type: none"> calling out, interrupting an adult when talking, interrupting other pupils, ignoring minor instructions, talking when asked not to, silly noises, pushing in line, avoidance of work, dawdling, Wandering about inappropriate language, running down the corridor, leaving the classroom to go to the toilet without asking. 	<p>AGGRAVATIONS</p> <ul style="list-style-type: none"> Show disapproval through eye contact, moved near adult, reminders (child given warnings), change of seating, sent to play elsewhere during break times within an agreed supervised area. Loss of golden time
Stage 2	<p>SERIOUS</p> <ul style="list-style-type: none"> Not responding to an adult's requests to work, being more disruptive, deliberately causing a disturbance, general refusal or reluctance to do anything, accidental damage through carelessness, cheeky off-hand comments (including one-off swearing), annoying other children. 	<p>SERIOUS</p> <ul style="list-style-type: none"> Separation from the rest of the class/group (child receives three warnings), written/verbal apology, 'Time out' child to stand/sit away from class group and return after a maximum of 10 minutes, completing unfinished work at playtime in a supervised area, 5 minutes time-out, informal contact with parents/carers by class teacher using thinking sheet - followed up later, parent/carer to reinforce behaviour code with child.
Stage 3	<p>MORE SERIOUS (PERSISTENT BEHAVIOUR)</p> <ul style="list-style-type: none"> Deliberately throwing objects with intention of breaking them, harming someone, damaging school/personal property, leaving class without permission, repeated refusal to do set tasks, continued or more serious cheek/challenges to authority, harmful/offensive name calling, occasional swearing bullying, stealing. 	<p>MORE SERIOUS (PERSISTENT BEHAVIOUR)</p> <ul style="list-style-type: none"> Formal introduction of behaviour card, discussed and commented on daily by teacher, pupil and parent/carer. Exclusion from class/removal to another class for up to 20 min, Clean/tidy damaged property in accordance with the school's health and safety policy, written apology to Headteacher and the person they have upset, formal letter to parents/carers by class teacher - reply slip to be sent back, home-school book to give regular daily reports to parents/carers, incidents recorded in class incident book, daily report to Deputy Headteacher, Deputy Headteacher/Headteacher involvement.

<p style="text-align: center;">Stage 4</p>	<p>VERY SERIOUS</p> <ul style="list-style-type: none"> • Repeatedly leaving the classroom without permission, • fighting and intentional physical harm to other children, • throwing large dangerous objects, • serious challenge to authority, • verbal abuse to any adult or child, • persistent swearing, • vandalism, • persistent stealing, • persistent bullying. 	<p>VERY SERIOUS</p> <ul style="list-style-type: none"> • Requires immediate involvement of the Headteacher/Deputy Head. • Pupil to be removed from class to a supervised area. • Parents/carers contacted and if possible met at the end of the day. • Internal exclusion e.g. set period out of class, supervised indoor playtimes. • Possible fixed term exclusion* of up to 3 days - parents/carers to be informed by letter.
<p style="text-align: center;">Stage 5</p>	<p>EXTREMELY SERIOUS</p> <ul style="list-style-type: none"> • Extreme danger or violence, • very serious challenge to authority, • verbal/physical abuse to any adult or child, • running out of school. • Serious persistent bullying 	<p>EXTREMELY SERIOUS</p> <ul style="list-style-type: none"> • Fixed term exclusion*. • Stage 5 behaviour may result in permanent exclusion* or a managed move to another school. <p>* After an exclusion the child and parent/carer must meet with the Headteacher/Deputy Headteacher to discuss re-integration prior to the child returning to school.</p>