



Micklands Primary School Behaviour Policy and Principles

This document includes school policy on racist, homophobic, biphobic, transphobic, sexist and ableist behaviour.

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This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE 2024 ‘Behaviour in schools: advice for headteachers and school staff’
- DfE 2024 ‘Keeping children safe in education 2024’
- DfE 2021 ‘Sexual violence and sexual harassment between children in schools and colleges’
- DfE 2018 ‘Mental health and behaviour in schools’
- DfE 2015 ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE 2013 ‘Use of reasonable force’
- DfE 2022 ‘Searching, screening and confiscation: advice for schools’

1. Behaviour Principles:

1.1 Our principles

Micklands Primary School follows the **therapeutic thinking** approach to behaviour which is endorsed by Brighter Futures for Children (responsible for delivering Children's Social Care, Early Help and Education services across Reading).

Therapeutic thinking is an approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic. **Prosocial** is behaviour which is positive and benefits other people or society. **Unsocial** behaviour is where there is a lack in effort to behave sociably in the company of others, but not to the detriment of others. **Antisocial** behaviour is that which causes harm or distress to an individual, a group, to the community or the environment. All children have the right to learn in a safe environment and antisocial behaviour infringes on these rights.

This policy uses advice from the DfE publication '**Mental health and behaviour in schools**' which aims to support Micklands Primary School to support pupils whose mental health problems manifest themselves in behaviour, i.e. our policy is based on how children are feeling and how we make them feel.

Micklands Primary School understands that when children experience a range of emotional and behaviour problems - that are outside the norms for their age - they are categorised as experiencing mental health problems such as: emotional disorders, conduct disorders, developmental disorders, attachment disorders and trauma disorders, eating disorders, habit disorder somatic disorders and psychotic disorders.

At Micklands, we also recognise that types of SEND increase the likelihood of mental health problems; for example, children with autism or learning difficulties are significantly more likely to have a mental health problem. In addition, children in need, looked after children and previously looked after children are more likely to have SEND and to experience the challenges of social, emotional and mental health problems.

'Mental health and behaviour in schools' (p.14) identifies **risk factors** such as social disadvantage, family adversity and cognitive or attention problems and recognises that children exposed to multiple risks are much more likely to develop conduct disorders (typically internalised behaviour) or behaviour problems (typically externalised behaviour). Micklands Primary School understands that risk factors can be counterbalanced by **protective factors** and that, in order to promote positive mental health, it is important that the school uses these protective factors to enable pupils to be **resilient** when they encounter problems and challenges.

1.2 Protective factors in the school

- Clear policies on behaviour and bullying
- Staff code of conduct
- 'Open door' policy for children to raise problems
- A whole-school approach to promoting good mental health
- Good pupil to teacher/school staff relationships
- Positive classroom management
- A sense of belonging
- Positive peer influences
- Positive friendships
- Effective safeguarding and child protection policies
- An effective early help process
- Understand their role in and be part of effective multi-agency working
- Appropriate procedures to ensure staff are confident to raise concerns about policies and processes, and know they will be dealt with fairly and effectively.

Source: 'Mental health and behaviour in schools'

1.3 Our aims

- To support a therapeutic approach to behaviour
- To promote the inseparable link between teaching, learning and behaviour
- To improve staff confidence and safety
- To support the inclusion of those with difficult or dangerous behaviour
- To support Brighter Futures for Children to reduce and eliminate exclusions
- To give staff the tools to understand, not simply suppress, behaviour
- To ensure all children within our school dynamic receive the behaviour approach they need

This policy is how staff at Micklands are going to help behaviour to change.

1.4 Our beliefs

- Everyone in school has the right to feel safe both physically and emotionally.
- Everyone in school has the right to be treated with respect.
- Everyone in school has the right to learn without distraction.
- That we can teach behaviour, not control it.
- Positive experiences create positive feelings. Positive feelings create positive behaviour.

1.5 General expectations

Fundamentally, all staff at Micklands have high behaviour expectations for all pupils. Staff need to know how to promote prosocial behaviour and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating.

In keeping with Micklands' 'Equality Statement', we are an inclusive setting who knows that promoting equality of opportunity does not mean all children should be treated the same i.e. we focus on what children *need* to succeed and not what they *want*.

The school makes behavioural expectations and the related policies clear and accessible to members of the school community, and ensures the community agrees they are fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school. The school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards. Each pupil receives the necessary behavioural support according to their specific needs.

The school creates a positive and respectful culture in which staff know and care about pupils.

The school does not tolerate offensive or insulting language in any circumstances and expects polite and considerate behaviour to be maintained by all. Bullying, discrimination, sexual harassment, sexual abuse and sexual violence are not tolerated, online or offline. Pupils are encouraged to report any of these behaviours they experience or observe to school staff, and wherever such behaviour occurs it will be dealt with quickly, consistently and effectively.

The school supports pupils to play a highly positive role in creating an environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. All pupils are taught to actively support the wellbeing of other pupils.

Staff lead by example and model their conduct in line with the school's standards. This statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school.

2. Staff commitment:

All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

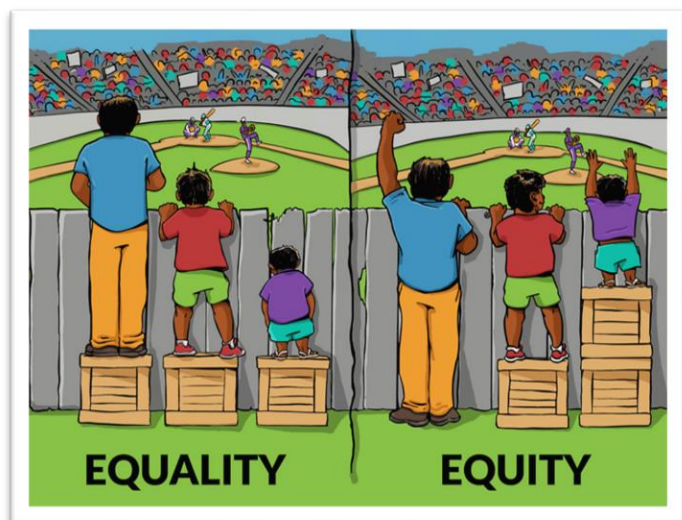
2.1 Principles on which staff actions are based

1. It is the inappropriate behaviour that is rejected, not the child.

2. Adults should keep the situation calm.
3. A child's success at reducing inappropriate behaviour should be acknowledged.
4. Children must be guided to accept responsibility for their actions (conscious or unconscious) and their consequences, both intended and unintended. It is our professional responsibility to challenge inappropriate behaviour and we should not take or deal with incidents in a personal way.

2.1 Equity and equality

In keeping with Micklands' 'Equality Statement', we are an inclusive setting who knows that promoting equality of opportunity does not mean all children should be treated the same i.e. we focus on what children **need** to succeed and not what they **want**.



Equality is treating everybody the same.

Equity is giving everyone what they **need** to achieve success.

Therefore, some children require a **differentiated approach** with their behaviour.

3. How we teach behaviour at Micklands:

At Micklands, we recognise that it is not about controlling children's behaviour but about **teaching** behaviour. Behaviour can be taught in various ways:

- Micklands' personalised PSHE curriculum
- Relationships
- Role modelling
- Advocacy of the school values
- Consistency
- Routines
- Prioritising prosocial behaviour
- Planning alternatives to antisocial behaviour e.g. prosocial ways of accessing rest breaks for those who need to leave the classroom
- Rewards and positive reinforcement (we do not use bribes)
- Feedback and recognition
- Comfort and forgiveness

Praise and encouragement are widely used in managing children's behaviour in order to promote positive self-esteem. Children will learn that it is their behaviour that can be unacceptable, not themselves as individuals.

4. Recording and monitoring behaviour at Micklands

4.1 Positive behaviour

We expect everyone to show respect in everything they do. By doing this we can all be happy, healthy and achieve well. While children learn how to be respectful members of the community, it is right that they are rewarded for their efforts. Children may be recognised by an adult if they demonstrate their understanding of our Respect Rainbow (Appendix 1).

When seen demonstrating their understanding of our Respect Rainbow, the children will be rewarded with +3 points in our online system (Arbor).

Children will also receive +1 point if they don't have any negative records during the week.

These points will also count towards their house point totals and winning house groups will also be celebrated weekly, termly and yearly.

Children are made aware of this process in a child-friendly way (Appendix 2).

4.2 Negative behaviour

School staff are committed to challenge the behaviour of any pupil which involves physical violence or abuse, threats, verbal abuse, theft and damage to personal or school property. This includes all forms of bullying or racism. Behaviour that is unacceptable will result in consequences. These are designed principally to aid children to recognise why their behaviour is unacceptable and to give them the opportunity to change it.

The Behaviour Processes (see Appendix 4) is designed to ensure that all children have the opportunity to achieve high standards in school. Actions and consequences are clearly laid out and it is the responsibility of the member of staff to follow the agreed order of escalation when behaviour incidents need to be passed on to more senior staff.

Behaviour in class will be monitored and recorded by class teachers and other adults working with the child on our online reporting management system (Arbor). It is imperative that the details of one off and ongoing incidents are filled in accurately and immediately as this will form the evidence to trigger further support. Any emerging patterns of unacceptable behaviour will be discussed with the SENDCo and a Therapeutic Plan - collaboratively written with the pupil, parents, class teacher, Headteacher and SENDCo – may be required.

Playground behaviour will be monitored by class teachers when on duty. Serious issues will be reported to the Headteacher. Serious incidents and a repeating pattern of minor incidents such as constant interruption of the play of other children or incidents of a physical nature, which upset others, will be followed up initially by class teachers but the SLT will be kept informed through the reporting system.

The role of the parents in supporting behaviour is key. Parents should be informed of any ongoing concerns at the earliest opportunity by the class teacher. The Head Teacher/Deputy Headteacher/SENDCo will inform parents of all more serious incidents involving their children.

Children are made aware of this process in a child-friendly way (Appendix 3).

5. Seeking additional support

Any teachers in need of **assistance** to manage behaviour in their classroom will use the school's telephone system or send an appropriate child for support. Through their response, staff will always do their best to disempower antisocial behaviour and consider the feelings of all children present when assisting with an incident.

5.1 Telephone scripts

- To request help: 'Please could we have some help in _____'
- To request a specific person: 'Please can (*enter name*) come to _____'
- To request immediate support: 'I need help now in _____'

5.2 Face-to-face scripts

- Offering help: 'I am here to help'. An adult should reply with, 'Can you _____?'
- Telling someone to change adult: 'More help is available'. Please note - if this is said to you, you must swap places with another adult.
- If you want to ask someone for advice: 'What do you suggest?' Reply should start, 'I suggest _____'.

5.3 Key areas of behaviour to report

- Inappropriate behaviour including bullying.
- Racist, homophobic, biphobic, transphobic, sexist and ableist comments and/or abuse.
- Sexual comments, harassment and/or abuse.

All incidents of racist, homophobic, biphobic, transphobic, sexist and ableist behaviour and sexual harassment must be recorded and reported. All of this is reported through CPOMS and Arbor and the Headteacher will automatically be informed. It is vital that such incidents are recorded in order that there is a method for noting the pattern and frequency of incidents. This data, plus action taken, will be reported termly to the Governing Body.

6. Racist, homophobic, biphobic, transphobic, sexist and ableist behaviour

Micklands takes all racist, homophobic, transphobic, sexist and/or ableist behaviour seriously and will always address such behaviour in children and adults.

In addition, we consider racist, homophobic, transphobic, sexist or ableist comments and action to be unacceptable, even if the comment or action is not perceived to be racist, homophobic, transphobic, sexist and/or ableist by the person hearing/witnessing them.

6.1 What is a racist incident?

"Any incident which is perceived to be racist by the victim or any other person." **Crown Prosecution Service.**

6.2 What is a homophobic/biphobic incident?

"Any incident/criminal offence which is perceived, by the victim or any other person, to be motivated by a hostility or prejudice based on a person's sexual orientation or perceived sexual orientation." **Crown Prosecution Service.**

6.3 What is a transphobic incident?

"Any incident/criminal offence which is perceived, by the victim or any other person, to be motivated by a hostility or prejudice against a person who is transgender or perceived to be transgender". **Crown Prosecution Service.**

6.4 What is a sexist incident?

Sexism is prejudice, stereotyping, exclusion or discrimination, typically against women, on the basis of sex.

6.5 What is an ableist incident?

Ableist is prejudice, stereotyping, exclusion or discrimination on the basis of disability.

6.6 Our aims

- To educate children that racism, homophobia, biphobia, transphobia, sexism and ableism is unacceptable and will not be tolerated.
- To ensure that all staff work and children learn with confidence in an environment that is free from racism, homophobia, biphobia, transphobia, sexism and ableism.
- To ensure that all children have an equal share in the rising standards of educational attainment.

6.7 Examples of racist, homophobic, biphobic, transphobic, sexist and ableist incidents

- name calling
- verbal abuse and threats
- graffiti
- wearing racist, homophobic, biphobic, transphobic, sexist or ableist clothing or badges
- racist, homophobic, biphobic, transphobic, sexist or ableist comments
- ridicule of others' cultural differences
- bringing racist, homophobic, biphobic, transphobic, sexist or ableist material into school
- physical assault which is racially, sexuality, gender identity or ability motivated
- damage which is racially, sexuality, gender identity or ability motivated
- incitement to others to behave in a racist, homophobic, biphobic, transphobic, sexist or ableist way
- refusal to co-operate with others because of their ethnic origin, sexual orientation, gender identity or ability

6.8 Procedures

- The Headteacher is responsible for implementing and monitoring school policy.
- Staff and Governors will receive training regarding their responsibilities.
- Allegations will be treated seriously. Accurate records will be kept using CPOMS and Arbor.
- Support will be given to the victim and reassurance that the matter will be investigated.
- If the allegation is corroborated the perpetrator will be dealt with firmly - counsel as well as consequences.
- Parents/guardians will be informed and advised of action taken.
- Staff, governors, parents and pupils will be informed in line with this policy and its procedures.
- Staff will receive training.
- Parental complaints regarding racist, homophobic, biphobic, transphobic, sexist or ableist incidents will be treated seriously and investigated in the manner in which any parental complaint is managed. If the parent is not satisfied then they will be able to take their complaint to higher levels (Headteacher, GB, LA).
- The Headteacher will report all incidents to the LA when requested.

7. Consequences

When children show antisocial behaviour, there needs to be **logical consequences** that are done **for** the child, not to the child.

At Micklands, there are two types of consequences which are used in tandem:

7.1 Protective consequences definition

- Removal of, or limited, freedom to manage harm.

7.2 Educational consequences definition

- The learning, rehearsing or teaching so the freedom can be returned.

When staff think about educational consequences, they give consideration to these questions:

- What does the child need to learn?
- How will I teach them?
- How long will the consequences need to last?
- How will I know that they have learnt / that the problem has been solved?

7.3 Examples of protective and educational consequences:

Protective	Educational
<ul style="list-style-type: none"> • Increased staff ratio • Limited access to outside space • Escorted in social situations • Restricted off site activities • Differentiated teaching space, i.e. a change in group dynamics • Exclusion 	<ul style="list-style-type: none"> • Completing tasks • Rehearsing and practicing • Assisting with repairs or the planning for repairs to damaged property/belongings • Educational opportunities • Research of the real-world implications • Constructive conversation and exploration

8. Therapeutic Plans

In our policy, the Behaviour Processes document is the plan for the majority of our children; some children, however, may require a Therapeutic Plan to formalise strategies that differentiate from policy.

Following an initial analysis, the Therapeutic Plan identifies different antisocial behaviours shown by a child and the corresponding strategies staff should use to respond.

The procedure to writing a Therapeutic Plan typically involves:

1. Anxiety Analysis
2. Conscious and Subconscious Checklists
3. Therapeutic Tree
4. Therapeutic Plan Risk Calculator
5. Collaborative writing of the Therapeutic Plan involving the pupil (if appropriate), family, Headteacher, Class teacher and SENDCO

If a child has a Therapeutic Plan, it **must** be followed by all staff members. It makes clear the words, actions and consequences that will apply to risky and/or dangerous behaviours that a specific child may be presenting with, e.g. climbing or running away. Staff unfamiliar with a child's plan should radio for help from someone who knows it.

9. De-escalation

All staff need to know how to promote prosocial behaviour and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

9.1 Key principles

- Staff should always speak to children respectfully and calmly - reducing conflict and leading by example.
- Staff should always help children to try to reduce conflict and to avoid escalating any situation.
- The importance of using a calm stance and de-escalation script in a conflict situation.
- 'Recovery time' should be given for the child to calm down after an incident, after which time there should be an opportunity for 'Reflect, Repair & Restore'.
- An individual risk management plan should be completed for any child for whom there is 'foreseeable' risk that they may behave in a way that will cause harm to themselves, others or property.

- The importance of handling children in a safe way.
- The importance of being proactive in managing children's behaviour, i.e. trying to avoid situations which may cause conflict.
- The importance of recording incidents and the harm caused by them.

The **de-escalation script** is a prepared script to be used when a child is trying to engage adults or others in conflict. The script all staff should use is:

- Child's name
- I can see something has happened.
- I'm here to help.
- Talk and I'll listen.
- Come with me and...

It is important that all staff use the same script. The de-escalation script should be used repeatedly, with no variation from it, until the child has been persuaded to leave the situation and calm down.

10. Restorative debriefs

'An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.' Professor George Wright, 1999

Restorative debriefs are about how we will talk to a child after an incident so that it doesn't happen again.

10.1 Restorative debrief script

- Tell me the story in your own words.
- What were you thinking before, during and after the incident?
- Who has been hurt or upset?
- How can this harm be repaired?
- Can we plan for a different response to the same experiences or feelings? Next time you feel ____, what are you going to do? When I'm starting to feel a little bit ____, I will.
- Do there need to be protective/educational consequences?

10.2 Differentiated resources staff may use

- Supported thinking
- Social stories
- Role-play with dolls/teddies/animals/pets
- Comic strip conversations
- Signing or signalling
- Emotion cards
- Complete a Therapeutic Tree with the child

11. Exclusion

Children who do not respond to the school's planned strategies to help them to overcome their difficulties will be excluded for a short fixed-term period with work set by school to be completed at home. Subsequent exclusions could be for longer fixed terms with a reintegration programme agreed by school, parents/ carers and outside agencies. Work will be provided to be completed at home. Permanent exclusion will follow if none of these strategies are successful.

A decision to exclude a child should only be made:

- In response to serious breaches of a school’s behaviour policy; AND
- Where allowing the pupil to stay at school would seriously harm the education or welfare of the pupil or of others in the school.

There may be exceptional circumstances where it is appropriate to permanently exclude a child for a first or ‘one off’ disciplinary offence, and these can include:

- Serious actual or threatened violence against another pupil or member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug; or
- Carrying an offensive weapon.

Bullying is not tolerated at any level and may result in exclusion if it persists. The exclusion could be fixed term or permanent depending upon the seriousness of the bullying (see Anti-Bullying Policy).

12. Therapeutic Interventions

When planning an intervention (learning or behaviour related) for a child at Micklands, we always give consideration to whether or not it is therapeutically healthy, i.e. will it create positive feelings?

A therapeutic view

Positive experiences create positive feelings.
Positive feelings create positive behaviour.



 Therapeutic Thinking © Jan 2019

Play therapy	A trained play therapist delivers play therapy. It is a talk-based therapy to help children develop their social and interaction skills through a individual activity.
Daily check ins	The school ELSAs complete daily check ins with identified children across the school to support their wellbeing.
Mental Health First Aider	We have two MHFAs on site who have an in depth understanding of mental health and the factors that can affect wellbeing.
ELSA	There will always be children and young people in schools facing life challenges that detract from their ability to engage with learning. Some will require greater support to increase their emotional literacy than others. ELSA is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed. ELSA work can be delivered on an individual basis or in small groups - small groups are especially beneficial in developing social and friendship skills. Sessions are fun, we use a range of activities such as: games, role-play with puppets or arts and craft.

13. Monitoring and evaluation

The effectiveness of this policy will be monitored by the Headteacher and Deputy Headteacher through incident reports. This will be reported to the Governors through the Head Teacher's termly report. This policy will be reviewed by the Headteacher and Governors every year.

The next date for review is 1st September 2025.

14. Appendices

14.1 Appendix 1 – Micklands' Respect Rainbow



Respect Rainbow

R – Rights

E – Everyone

S – Self

P – Property

E – Environment

C – Communication

T – Thoughtfulness

14.2 Appendix 2 – Positive behaviour



RESPECT AT MICKLANDS

Positive Behaviour

All of us at Micklands should show respect in everything we do. By doing this we can all be happy, healthy and achieve well.

While you learn how to be respectful members of the community, it is right that you are rewarded for your efforts.

You may be recognised by an adult if you demonstrate your understanding of our Respect Rainbow:

	What do I need to know?	What can I do to show I understand?
Rights	That everyone has rights, that these are important and should be protected.	Show, through your actions, that you are thinking about the rights of others.
Everyone	That everyone should be treated with respect, regardless of their age, ability, home situation, gender (and how they identify), faith, race and/or who they choose to love.	Stand up for those that are being disrespected. Report racist, homophobic, transphobic and sexist abuse. Always be kind to everyone. Never make hurtful comments to anyone.
Self	That I should respect myself by trying my best, keeping healthy and asking for help when I need it.	Put lots of effort into your work. Come to school every day. Wear the correct uniform. Be brave and talk to an adult if you are struggling with anything.
Property	That my and other people's property is important and should be looked after and appreciated.	Look after school equipment. Help to make sure the equipment in school is looked after and put away tidily.
Environment	That I have an important role in improving the school environment. That I can make a positive difference in local and global environment issues.	Help to keep the school clean. Stand up to those that drop litter. Take part in events to raise awareness of local/global environmental issues.
Communication	That the way I speak to people is one of the most important ways that I can show respect.	Say kind things to people. Encourage them, particularly if they are going through a hard time. If you are upset about something, communicate this in a calm way.
Thoughtfulness	That my actions can help people and shows that I have respect for them.	Offer to do things that will help others. Put others first.

Sometimes an adult might see you demonstrating one of these positive behaviours. If they do, they will let me know on our computer system and you will get +3 points for your house.

If you haven't had any negative incident all week, you will automatically get +1 point on Friday.

Adults in school can't see everyone all the time and sometimes you might do these kind things and not be spotted. If this happens, please don't be downhearted. The most important thing is that you know that you are making a positive difference to our school.

14.3 Appendix 3 – Negative behaviour



RESPECT AT MICKLANDS

Negative Behaviour

While you become respectful members of the community, it is important that you learn from your mistakes if something does go wrong.

Your behaviour is likely to be addressed if it goes against the strands in our Respect Rainbow. Here are some behaviours that we don't want to see at Micklands:

	What does this mean?	Risk
Disruption	Stopping others from learning.	Yellow
Inappropriate play	Being too rough. Being unkind when playing.	Yellow
Bad language	Using swear words or inappropriate language.	Yellow
Antagonising others	Winding others up. Encouraging others to misbehave.	Yellow
Damaging property	Breaking, vandalising or damaging school or other people's property on purpose.	Yellow
Not being where you should	Leaving class without permission. Being inside at play/lunchtime.	Yellow
Lying	Not being truthful.	Yellow
Verbal abuse to a child	Using aggressive and rude language in anger towards another child.	Yellow
Fighting	Having a fight with another child.	Yellow
Not following instructions	Not doing as an adult asks you to do. This includes lunchtime staff.	Yellow
Rudeness to adults	Answering back, making fun of and/or being rude to an adult. This includes lunchtime staff.	Yellow
Assault of a pupil	Physically hurting another child. Unlike a fight, this is one-sided and/or dangerous.	Orange
Verbal abuse to adults	Using aggressive and rude language in anger towards an adult. This includes lunchtime staff.	Orange
Absconding	Leaving the school site without permission.	Red
Assault of an adult	Physically hurting an adult.	Red
Bullying	Targeting another child with the intention of hurting them or upsetting them. This includes cyberbullying.	Red
Sexism, Racism, Homophobia, Biphobia, Transphobia and Ableism	Physically or verbally abusing someone because of their gender, colour of their skin, ethnicity, religion, sexuality (who they choose to love), gender identity or disability.	Red

If you do something wrong, we will help you to understand why it was wrong so that you don't make that mistake again. This is called an educational consequence. If the adult thinks that you may hurt or upset someone again, they might restrict what you do in school (such as staying in at playtime). This is called a protective consequence.

Mr Frost will be informed of all incidents. If you show the most risky behaviours, it is likely that he will call the people you live with to talk to them about your behaviour. The orange and red behaviours are very dangerous and will be taken very seriously.

14.4 Appendix 4 - Behaviour Processes

All incidents should be reported on Arbor which has been set up to automatically inform the correct people and escalate incidents as required.

For incidents at Level 3 to 5, there should always be a written follow-up recorded on the system. Incidents and Level 1 to 2 are automatically closed and do not require a written follow up.

Level 1

Who is informed? Class Teacher and Headteacher

What consequences? To be determined by class teacher. Likely to involve a reminder of the school expectations.

Escalation process? Increases to a Level 3 after five incidents – Headteacher will then take further action (see Level 3).

Parents informed? Not unless required by class teacher.

Level 2

Who is informed? Class Teacher and Headteacher

What consequences? To be determined by class teacher. Likely to involve a therapeutic educational response which may take place during break or lunch.

Escalation process? Increases to Level 4 after 3 incidents - Headteacher will then take further action (see Level 4).

Parents informed? Not unless required by class teacher.

Level 3

Who is informed? Class Teacher, Deputy Headteacher and Headteacher

What consequences? To be determined by the Headteacher or Deputy Headteacher. Likely to be a therapeutic educational response and additional protective consequences (such as loss of playtime). Report card should be considered.

Escalation process? Increases to Level 5 after 3 incidents - Headteacher will then take further action (see Level 5).

Parents informed? Yes

Level 4

Who is informed? Class Teacher, Deputy Headteacher and Headteacher

What consequences? To be determined by the Headteacher or Deputy Headteacher. Likely to be a therapeutic response and additional protective consequences (such as loss of playtime). Restorative work may also be required.

Escalation process? Increases to Level 5 after 2 incidents - Headteacher will then take further action (see Level 5).

Parents informed? Yes

Level 5

Who is informed? Class Teacher, Deputy Headteacher and Headteacher

What consequences? To be determined by the Headteacher or Deputy Headteacher. Likely to be a therapeutic response and additional protective consequences (such as loss of playtime). Restorative work will also be required.

Escalation process? Repeated incidents may result in exclusion. Individual therapeutic behaviour plan should be considered.

Parents informed? Yes