Behaviour Policy

Policy- Document Status			
Date of Policy Creation	January 2021	Named Responsibility	Headteacher Mrs. H. Kumar
Date of Policy Adoption by Governing Body		Autumn 2026	
Review date:		Autumn 2027	

'Keep your thoughts positive because your thoughts become your words. Keep your words positive because your words become your behaviour.' - ***Gandi***

Aims of the Policy

- To create a welcoming and safe learning environment in which everyone can be successful.
- Develop a consistent approach across the school which all pupils know and understand.
- Create an atmosphere where social, moral, spiritual and cultural values are learnt and developed.

School Aims

"Being happy starts on the inside…you have to feel good about yourself and the world around you."

- Everyone has a **right to feel safe** at school. The staff at Holmer Lake are committed to ensuring that **every pupil is protected from harm**.

- Everyone is of **equal value** and will be **valued equally regardless** of whether or not they have a disability, whatever their ethnicity, culture, religious affiliation, national origin or national status, whatever their gender and gender identity and whatever their sexual identity.

- It is **everyone's responsibility** to help make our school a **happy place** where **everyone can be successful**.

- We **expect** that the behaviour of pupils will **enable teachers to teach**, and **each other to learn**.

- Everyone is responsible for his/her own behaviour.

- Our **expectations** are for **good behaviour**.

- **Good behaviour** will be **celebrated** and **rewarded**.

- The **education** of the majority of pupils will be **protected from disruption** by a minority of unacceptable behaviour.

- **Unacceptable behaviour** will be **met with consequences**.

- **Parents** will be informed about the **expectations** of the school and about the **consequences** if their pupil behaves inappropriately.

- We have **rules** in our school because **they provide a code** about **working and being together**.

'Good discipline is essential to ensure that all pupils can benefit from the opportunities provided by educators' DFE 2012.

Staff Responsibilities.

- To treat all pupils equally, fairly and with respect.
- To raise pupils' self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all pupils can see that the key adults in their lives share a common aim.
- To recognise that each pupil is an individual and to be aware of their (special) needs.
- To offer a framework for social education.
- To promote British values.
- To promote the school values.

All staff are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school.

Expectations

We **expect** everyone in our school to:

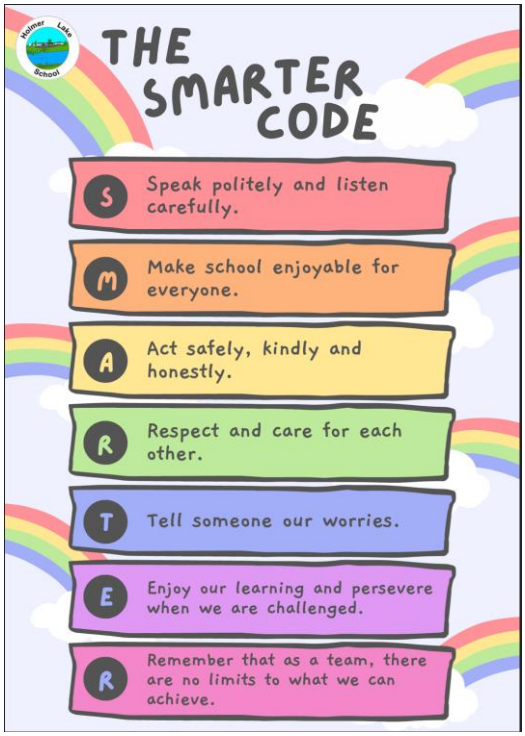
- have high expectations of behaviour;
- show respect to each other;
- develop an increasingly sound understanding of right and wrong;
- co-operate and work together;
- recognise the achievements of others;
- be reliable, trustworthy and responsible;
- behave in a safe manner at all times;
- respect the school's environment and belongings;
- take care of their own belongings and those of other pupils;
- be courteous and well-mannered at all times;
- show by their behaviour that they value the school community;
- treat others as we would like to be treated;
- to follow the British values.

Rules

Our SMARTER Code of Conduct underpins our aims, with rules kept to a minimum and presented in a positive way. Expectations are clearly explained and reinforced formally and informally so that pupils understand why they are important:-

- for reasons of safety;
- respect for others and their property;
- for the smooth running of our school.

SMARTER Code



Our rules will:

- ensure that everyone can learn, enjoy and achieve;
- help make everyone feel valued and safe;
- protect the learning environment;
- protect the possessions of others;
- help everyone to understand about expected behaviour;
- set the boundaries for acceptable behaviour, which if crossed mean there will be consequences.

Promoting Good Behaviour

Good behaviour is helped when everyone remembers to do what is expected of him/her:

- staff praise pupils when they see good behaviour;
- staff focus on the positive behaviour they see;
- staff tell pupils clearly what is expected of them;
- pupils remember what is expected of them;
- school and classroom rules are consistent, fair, and kept;
- rules are regularly reviewed with staff and pupils together;

- coaching strategies are used to support pupils; the strategies help pupils to change patterns of behaviour and beliefs;
- responsibilities, expectations, and activities are matched to individual pupil's age, needs and development;
- staff regularly inform parents/carers of good behaviour or achievement;
- when pupils have worked hard on a task and produced excellent work this is displayed as an example;
- in Healthy Minds and Healthy Bodies and RE lessons pupils are taught the reasons why good behaviour is essential in our society and how bad behaviour can spoil the lives of others and restrict their own life opportunities;
- in assemblies, pupils are encouraged to think about others;

Rewards

A pupil's efforts to behave well are part of their overall attitude to school. Recognition of this by adults gives a boost to their self-esteem.

Our aim is to praise pupils for their efforts without over-reliance on stickers and certificates.

The Holmer Lake team's aim is to develop self-motivated learners who feel good about themselves and their achievements without the need for excessive external (extrinsic) rewards or encouragement. Everyone in school aims to positively praise pupils for their excellent behaviour and work. This will encourage motivation to learn, team spirit and improve morale so they will naturally feel good about themselves from the praise they receive for achievement in school.

We believe that good behaviour should be consistently rewarded.

School Rewards

- Platinum Reward is a half termly treat for all pupils that have displayed exceptional behaviour throughout the half term.
- Headteacher's half termly award and Pupil of the Year award
- Gold Card for exceptional attitude to learning - this can be achieved daily.
- Headteacher's postcard home for pupils who have followed the SMARTER code - this can be achieved daily.
- Winning the SMARTER cup weekly.
- Star of the Week Assembly weekly award.
- Daily praise and encouragement – lots of WELL DONEs from everyone.
- Daily Headteacher, Leadership team and Class Teacher stickers.
- Daily proud phone calls home.
- Daily house points and half termly non-uniform days.
- SMARTER stickers.
- Postcards home.
- Class tidy award.
- OPAL tidy award.

Platinum Reward
Each half-term, all pupils will have the opportunity to achieve their Platinum Reward. The Platinum Reward can be achieved by not receiving any Yellow, Red or Blue Cards in a half-term. Pupils will be able to vote for their favourite activities, such as:

- Discos.
- Sports sessions.
- Arts and Crafts.
- Movie sessions.
- Animal Man visit.

Our aim is for **every** child in school to achieve the Platinum Reward every half-term.

Headteacher's Award and Pupil of the Year Award.
The headteacher's award can be achieved by one pupil per class each half-term. Each child will be rewarded with a certificate and a sticker. In order to achieve this award, pupils need to:

- Display excellent behaviour at all times.
- Foller the SMARTER code.
- Be kind, helpful and caring towards the staff and other children.
- Be honest and reliable.
- Work hard and always try their best!

At the end of each academic year, teachers will choose one pupil per class to achieve the Pupil of the Year award. Each child will be rewarded with a certificate, sticker and a £10.00 voucher.

SMARTER Stickers
Pupils can collect SMARTER stickers for demonstrating the school values. These stickers are awarded by school staff. Once pupils have completed their bookmark, they will visit the headteacher for treats and rewards:

SMARTER Cup
Each week, a class is awarded the SMARTER cup. This is as opportunity for pupils to work as a team to demonstrate excellent behaviour. SMARTER cup winners can then choose a treat collectively, such as:

- Extra playtime.
- Free time.
- Forest school time.

Housepoints
Each pupil will be placed in a school house: Red, Green, Blue or Yellow. Pupils can earn housepoints for demonstrating excellent behaviour or as rewards for achieving their SMARTER stickers. Housepoints can also be rewarded for house competitions, including sports events.

Behaviour Support Systems

To ensure that all pupils are following the SMARTER code, all staff in school follow these behaviour support systems.

Reception and Year 1

In Reception and Year 1, we will use the sunshine, cloud and thunder cloud system for reinforcing good behaviour. Displayed on the wall in each classroom is a card holder which allows all adults in school to monitor the behaviour of each pupil. The pupils are given different themed cards, depending on their behaviour. The pupils will be encouraged to follow the SMARTER code.

Year 2 - 6

Pupils will be encouraged to follow the SMARTER code. This behaviour system follows a similar privilege, warning and consequence model, however using a more grown up approach. Displayed on the wall in each classroom is a SMARTER code banner which allows all adults in school to monitor the behaviour of each pupil. The pupils are given different coloured cards, depending on their behaviour.

Early Years and Year 1	Year 2 – Year 6	Explanation/Behaviour Types.
		All pupils will be encouraged to work towards the end of half term Platinum Reward. This can be achieved for exceptional behaviour and for always following the SMARTER code. Rewards may include: cinema trips, tea parties, discos, arts and crafts sessions, visitors such as clowns, theatre productions etc.
		All pupils will be encouraged to work towards the Rainbow/Gold Card every day. This can be achieved daily for exceptional behaviour and for following the SMARTER code. Rewards may include stickers, visit to the Headteacher, a treat from the treat box, a proud call home etc.
Stop and Think	**Stop and Think**	This is an opportunity to think about any low level behaviours which are falling below the level expected for the SMARTER code. The class teacher will give the pupil a verbal reminder or a non-verbal prompt, such as a look. **Types of behaviour that will be addressed by Stop and Think:** • fidgeting constantly; • daydreaming; • not completing work; • calling out; • out of seat without permission; • wandering around; • interrupting other pupils; • ignoring minor instructions; • talking with other pupils when it is not appropriate; • silly noises; • pushing in line; • swearing – but not at a staff member or pupil - i.e. tripping up and swearing; • interrupting teacher when talking to whole class; • refusing to conform to uniform code. • disrupting other pupils; • deliberately throwing something on the floor; • minor challenge to authority; ***Adults may choose to ask pupils to miss a break time/part of their break time at Stop and Think stage without escalating to a yellow card 1.***
		The Cloud/Yellow Card will be given to a pupil if the stop and think approach has not had the desired effect. The class teacher will have an informal conversation with parents and log the incident on CPOMS. The pupil may be moved within the classroom. This will be away from the other pupils. The pupil will be given time to calm down and reflect on his/her behaviour. During this time, the pupil will be asked to discuss his/her behaviour with an adult. The pupil will remain indoors for one break. **Types of behaviour that will be addressed by a Cloud/Yellow Card 1:** • any continued behaviour that has been described above (Stop and Think) – the pupil has been spoken to and has not modified his / her behaviour; • refusal to follow instructions/complete work (after time has been given); • inappropriate comments to a peer (sexual, racist, homophobic etc).
		The Cloud/Yellow Card 2 will be given to a pupil if the cloud/yellow card 1 has not had the desired effect. The class teacher will have an formal conversation with parent and log the incident on CPOMS. If a pupil's unacceptable behaviour persists, he/she will be given time to calm down and reflect on his/her behaviour. During this time the pupil will be asked to discuss his/her behaviour with an adult. Once the teacher feels that the pupil is ready to return to his/her own class/space, he/she will return and be welcomed back into class by his/her class teacher. The pupil will remain indoors for two breaks with his/her class teacher. **Types of behaviour that will be addressed by a Cloud/Yellow Card 2:**

		• any continued behaviour that has been described above (Cloud/Yellow Card 1) – the pupil has been spoken to and he/she has not modified his / her behaviour; • swearing deliberately at any pupil; • deliberately throwing small objects with the intention of breaking them; • silly behaviour which leads to another pupil being hurt; • deliberately hurting other pupils; • damaging school property or other pupil's property; • leaving class without permission; • challenging authority; • continued refusal to follow instructions; • inappropriate sexual actions towards a peer (sexual, racist, homophobic etc).
		If a pupil's behaviour still continues to be disruptive and the pupil refuses to follow instructions, the class teacher will seek support from an Assistant Headteacher. The Assistant Headteacher may decide to give the pupil a Thundercloud/Red Card and remove the pupil from his/her classroom for a short period of time. The pupil will be given an opportunity to calm down and regain control over his/her behaviour. When he/she enters the red zone, staff will not initially speak to him/her which will give him/her time to calm down and will hopefully prevent the pupil's behaviour from escalating. A pupil can remain in red zone for up to a day for Early Years/Year 1 pupils and up to three days for Year 2 – Year 6 pupils – pupils may continue with their learning in class but may be asked to sit away in a different space. An Assistant Headteacher will meet with the parents of the pupil to discuss the behaviour incident and ensure that the incident is logged on CPOMS. The pupil will remain indoors for up to three playtimes and three lunchtimes with a senior leader. If a pupil reaches red zone on three occasions in a half term, he/she will automatically be given a Blue Card. **Types of behaviour that will be addressed by Thundercloud/Red Card:** • if behaviour is not recovered in the cloud/yellow zones. There might be some instances when it is appropriate for pupils to go straight to the red card – some examples of this behaviour are: • aggressive verbal or physical abuse towards other pupils or staff • theft; • bullying; • malicious fighting; • aggressive behaviour, such as verbal abuse/tone or threatening to hurt adults; • deliberate swearing at any adult or other pupils; • continued inappropriate comments/actions towards a peer (sexual, racist, homophobic etc); • inappropriate comments or actions towards an adult (sexual, racist, homophobic etc); • vandalism.
		If a pupil's behaviour has not improved through the various stages, then the pupil will be given a Blue Card – this is an internal exclusion and the pupil will be supervised by the Headteacher. The pupil can be asked to remain in this area for up to three days. The pupil will be given a work pack that has been set by his/her class teacher. A formal letter will be sent to the parents advising them of the internal exclusion and inviting them to a meeting to discuss their pupil's behaviour. Break and lunch times will be staggered and the pupil will not be permitted to play with his/ her peers. The Headteacher will meet with the parents of the pupil to discuss the behaviour incident and ensure that the incident is logged on CPOMs. **Types of behaviour addressed by Blue Card:** • any behaviour that a pupil has not recovered in red zone; • If the pupil has received a red card three times in a half term. There might be some instances when it is appropriate for pupils to immediately receive a blue card (instant blue card) – some examples of this behaviour are: • continued inappropriate comments/actions towards a peer (sexual, racist, homophobic etc); • continued inappropriate comments or actions towards an adult (sexual, racist, homophobic etc);

		• inappropriate physical behaviour or physical violence towards adults or pupils; • possession of a weapon; • possession of drugs; • evidence of continued bullying; • throwing furniture; • deliberate destruction of a classroom/resources; • extreme vandalism. When a pupil is sent to the blue zone – it will be at the discretion of the Headteacher if a formal fixed term exclusion is imposed or in severe cases a permanent exclusion may be appropriate.

De-escalation

De-escalation is a targeted intervention carried out by staff for a child who is likely to escalate a low-level incident into an aggressive or dangerous behaviour. The targeted intervention carried out by staff will be done using calm, non-threatening verbal communication, gestures and body language to diffuse, re-direct or de-escalate a situation.

Staff receive regular training and support on effective de-escalation strategies. Staff will:

- Be active listeners.
- Ask the pupil 'what' caused them to get upset/act in an unwanted manner.
- Ensure pupils understand the reasons behind any sanctions put into place.
- Give pupils 2 choices – one of which will be the desired choice.
- Give pupils time to process the choices.
- Encourage and support the pupil to understand the positive choice.
- Use corrective language, such as:
    - When you do this…
    - It makes me feel…
    - I would be so impressed if…
    - It would be amazing if you could…
    - Do you remember the other day when...
- Speak to the pupil when they are calm to re-establish positive relationships.
- Seek support and guidance from the pastoral team/senior leadership team.

Special Educational Needs and disability discrimination (DDA).

We recognise that for a small number of pupils, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Educational Psychologist. As stipulated in Part 4 of the DDA (disability discrimination act 1995) Holmer Lake will not treat disabled pupils less favourably without justification and we will make reasonable adjustments to ensure that they are not disadvantaged compared to their peers.

Child on Child Abuse

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's policy and procedures with regards to child on child abuse. Please see **Safeguarding Policy.**

Break and Lunchtimes

- If the SMARTER code is not followed in the dinner hall or the playground then staff may ask the pupils to take some 'time out' (Stop and Think) - this may be sitting in a quiet area, walking around with the adult, etc.

- After time out to think (Stop and Think), there are chances for the pupils to *apologise* and shake hands, make friends and be positive again.

- If unacceptable behaviour continues then the behaviour card system (outlined above) will be followed.

- Any behaviour that warrants a yellow card or above, will be discussed with the class teacher/senior leader on duty.

At lunchtimes, pupils are expected to abide by all the school rules and it is the role of the supervisors to oversee this. The role of staff at lunchtime is to follow the agreed school rules. The Headteacher may, in extreme circumstances, decide to contact a pupil's parents and may exclude that pupil from the premises at lunchtimes. Lunchtime exclusions are counted as one half of a school day for statistical purposes and to trigger governor meetings so that parents can make representations. Lunchtime exclusions will not be counted towards the school's duty to provide full-time education from day six of a fixed period exclusion.

Exclusions

There may be some instances where modified timetables or fixed/permanent exclusions need to be sanctioned. Some examples of behaviour that may warrant this are:

- inappropriate physical behaviour or physical violence towards adults or pupils;

- possession of a weapon;
- possession of drugs;
- deliberate destruction of a classroom/resources, throwing furniture with the aim to harm a pupil or member of staff;
- extreme vandalism and/or attempts to severely damage/destruct the school building/belongings.

Parents will always be informed if their child has not behaved appropriately and a meeting with the headteacher will be arranged.

Leaving the Classroom or School Grounds Without Permission.

If a pupil runs out of a class, we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any pupil who has taken him or herself out of the school building and possibly out of school grounds, unless this provokes the pupil to run further. If a pupil is no longer on school premises, parents will be contacted. If they are not at home, the police will be informed that a pupil has left school and is at risk.

Equal Opportunities

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each pupil has the opportunity to achieve. All staff and governors are aware of the Equality Act and Disability Discrimination Act and are aware of their responsibilities in respect to this. There is a Bullying and a Racist incident book kept in the Headteacher's office to record any serious incidents.

Electronic Devices

iPads and tablets are not permitted to be brought onto the school site unless there are extenuating circumstances and the parent / carer has obtained permission from the Headteacher.

When staff find an electronic device that is prohibited by the school or that they suspect it has been or is likely to be used to commit an offence, cause personal injury, disrupt teaching, or damage to property, the school may examine any data or files on the device where there is a good reason to do so. Any data, files or images that are believed to be illegal will be passed to the police as soon as practicable.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

The school is not required to inform parents before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of a search.

Mobile Phones

Holmer Lake Primary School is an environment free from mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video).

Pupils who walk to or from school alone are permitted to carry a mobile phone to school for safety purposes; this mobile phone must be handed in on arrival and will be kept in the main office until the end of the school day.

The school staff will use their power to confiscate mobile phones or similar devices as a disciplinary penalty where the policy is clearly breached, for instance where a mobile phone is used by a pupil or is heard ringing in a pupil's bag. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated as a sanction, providing they have acted lawfully. Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Homophobic and Transphobic Bullying

School is proactive in the prevention of homophobic and transphobic bullying. Pupils are taught through the Healthy Minds and Healthy Bodies curriculum about different types of families and are encouraged to accept all. All staff and parents are aware that homophobic and transphobic bullying are reportable offences. In the event of any such bullying school would record the incident in the bullying incident log, record on CPOMS and inform all parents involved.

Power to Sanction Beyond the School Gate.

Sanctioning beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the Headteacher are lawful.

Searching and Confiscation

The Headteacher or staff authorised by the Headteacher, have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or any item considered to be harmful or detrimental to school.

Physical Intervention

Where a pupil demonstrates undesirable behaviour, a behaviour safety plan may be put in place. This plan will be discussed with the pupil and their parents. This plan will outline the de-escalation strategies that may be used to support the pupil to regulate his/her emotions.

The use of physical intervention is very rare and is, wherever possible avoided. There may be occasions where the use of physical restraint is appropriate; for example if a pupil is hurting him/herself and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded on CPOMS. Members of the senior leadership and pastoral team have been trained in CPI Safety Intervention techniques. ***Please also refer to the school's reasonable force policy.***

Pastoral Care for School Staff

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. The school will ensure that pastoral care will be provided to any member of staff accused of misconduct.

Revocation of Parents' Licence to Enter the School

If a parent verbally or physically assaults a member of staff, the matter is immediately reported to the Local Authority and a letter sent from school detailing the withdrawal of the parents' right to enter school. If appropriate, the police may be involved.

Outside Agency Support

- BeeU
- Behaviour Support Service
- Support from LA
- Family and Education Support Worker
- Early Help support practitioners

Developing the Partnership

Positive behaviour is the shared responsibility of pupils, parents and the teaching team - partnership is vital. Parents are actively involved in both supporting behaviour and being kept aware of their pupil's behaviour (good and not so good) by Report Cards at school and telephone calls or text messages if needed.

The Headteacher, along with the SENDCO (where appropriate) will work in partnership with other agencies e.g. the police, if and when deemed beneficial. A multi-agency assessment will be considered for pupils who display continuous disruptive behaviour. On some occasions continuous poor behaviour of pupils may require staff attending the Fair Access Panel to discuss concerns with a panel of Local Authority representatives. This could result in additional support being gained e.g. Outreach worker support.

Sanctions

We approach challenging behaviour proactively. We assess why pupils behave the way they do (what are the triggers or antecedents to challenging behaviour), then plan support programmes to avoid such triggers for poor behaviour or introduce the pupil to techniques to avoid such triggers and respond to their own need to self-regulate their behaviour.

A distinction is drawn between minor incidents and those of a more serious nature. Fighting, stealing, bullying or being constantly disruptive result in a pupil being removed from class and sent to the Assistant Headteachers or the Headteacher. A 'emergency' card system is used to call for assistance in classes. Staff will not give or threaten corporal punishment to a child.

Such behaviour will be logged on our online school safeguarding system, CPOMS. Parents will be contacted and their support requested if behaviour is a frequent concern. Outside agencies may be involved, with the aim of analysing the behaviour and the reason for it and the implementation of Individual Behaviour Plans if needed to plan support for the pupil with relevant home / school / agency support.

Challenging and anti-social behaviour is dealt with promptly and support is given to the victim. Our hierarchy of sanctions encourages pupils to reflect on their actions, gives them the chance to redeem themselves and encourages pupils to take responsibility for their actions and the impact they have on those around them. Our policy is to encourage integration with others, e.g. with the ultimate goal of bully and victim relating positively towards each other.

Holmer Lake Primary School

Behaviour Guide

Platinum Reward

If you consistently show excellent behaviour over a half term and are not sent into any of the zones, then you will earn this. We will be so proud of you!

These pupils may be considered for the half termly Headteacher's award.

Pupils cannot enter any of the zones if they are to qualify for this award (excluding the talking zone). Half termly treats will be awarded!

Gold Card

You will receive this if you show excellent behaviour daily. We will be so proud of you!

These pupils may be sent to the Headteacher to receive a Head's note home or receive a proud phone call home!

Stop and Think

If you show unacceptable behaviour then your teacher will remind you to do the right thing, either through a look or by talking to you. If you improve your behaviour, then you still have a chance to earn the Platinum Reward. Remember our SMARTER code rules!

Pupil may need to miss one of his/her breaks.

Yellow Card 1

If unacceptable behaviour continues then your teacher will ask you to sit in a different space in your classroom. If your behaviour improves, you will be asked to re-join your class. You can still earn the gold award if your behaviour improves.

Pupil may need to miss one of his/her breaks. Teacher will log on CPOMs and will inform parents of the unacceptable behaviour. **If you only receive this once in a half term, you can still achieve the gold card award.**

Yellow Card 2

If unacceptable behaviour continues further, then your teacher will ask you to go and work in a different space. If your behaviour improves, you will be asked to re-join your class.

If a pupil is repeatedly entering the yellow zone, then the class teacher should discuss this further with his/her manager so that strategies can be put in place to improve behaviour.

If pupil enters the yellow 2 zone, then he/she will need to miss two breaks (supervised by teacher). Teacher will log on CPOMS. **Teacher will meet and discuss behaviour with parents and record.**

Red Card

If you continue to disobey the SMARTER code rules, then you will be asked to move into the red zone. An adult will discuss your behaviour with you and encourage you to improve your behaviour. You will continue with your work in this zone until the adult feels that you are ready to re-join your class. You will miss playtimes/ lunchtimes for up to 3 days.

Assistant Headteacher will log on CPOMs. Pupil will miss up to three playtimes (supervised by class teacher) and up to three lunchtimes (supervised by class teacher). **Assistant Headteacher will conduct a formal meeting with parents.** Record to be kept of meeting.

Red Card can only be given by Assistant Headteacher.

If a pupil enters this zone three or more times in a half term, then he/she will be sent to the blue zone.

Blue Card

If you carry out a serious incident (listed on the Instant Blue Card list) or you continue to display unacceptable behaviour in the Red zone, then you will stay in this zone for up to 3 days and be supervised by a member of SMT. You will not be able to re-join your class until you demonstrate acceptable behaviour. You will not be able to join your peers on the playground until you re-join your class.

Headteacher will log on CPOMs. Pupil will be supervised by SMT at all times. **Headteacher will send out a formal letter to parents and conduct a formal meeting with parents.** Record to be kept of meeting.

Further Reading an

http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-ofreasonable-force-advice-for-school-leaders-staff-and-governing-bodies

http://www.education.gov.uk/schools/pupilsupport/behaviour/g0076647/guidance-for-governing-bodies-on-behaviour-and-discipline

http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advicefor-headteachers-and-school-staff-on-behaviour-and-discipline

http://www.ico.gov.uk/for_organisations/data_protection.aspx

http://www.education.gov.uk/pupilsandyoungpeople/sen/sen/types/clneeds/a0013105/guidance-on-the-use-of-restrictive-physical-interventions

http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening

http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-goodbehaviour-in-schools/allegations-of-abuse-against-staff