



BROADWATER
CHURCH OF ENGLAND
PRIMARY SCHOOL

Rectory Gardens
Worthing
West Sussex
BN14 7TQ

TEL 01903 235389
EMAIL office@broadwaterce.org

www.broadwaterce.org

Behaviour Policy 2026-2027

Turn your ear to wisdom and apply your heart to understanding (Proverbs 2:2)

Broadwater is a Christian School. We will enable children to become wise, confident, successful learners with the motivation, skills and responsibility to make a positive difference in God's world. Our vision is underpinned by the values we live by.

The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. There is no law against these things! Galatians 5:22

It is this fruit that, in partnership with parents, we will instil in the children of our school.

Behaviour Policy 2026-2027

As a Christian school we base our ethos on the teaching of Jesus who gave us a guiding principle 'love one another'. We therefore see it as a priority that everyone in the school community, children and adults alike, should show concern and respect for one another, thus allowing every individual to thrive.

The School's Behaviour Policy aims to uphold the School Values and Vision within a culture of mutual respect and tolerance by teaching children right from wrong, and implementing clear behaviour procedures which ensure positive actions are a mutual goal for all.

AIMS OF THE BEHAVIOUR POLICY

Preventative Discipline

- To encourage a calm, secure and happy atmosphere within the school
- To foster positive caring attitudes towards all where every individual is valued and respected and experiences a sense of belonging.
- To define behaviour in terms of the values expressed in the School's vision statement.

Corrective Discipline

- To encourage independence and self-discipline so that each child learns to accept responsibility for his/her own actions
- To make boundaries of acceptable behaviour clear

Supportive Discipline

- To involve parents/guardians and ensure children, staff and parents have a sense of direction and feeling of common purpose
- The safety of all is paramount

(see Appendix 1 for examples of Preventative, Corrective and Supportive discipline within the school)

We want every child to establish and maintain positive relationships within school. In order to ensure all children are able to establish a sense of belonging every child should have a staff advocate (EEF, 2019). Forging positive relationships with pupils will allow for this and often has a positive impact on classroom behaviour (*Sammons et al., 2016; DfE, 2012*). Bennett (2017) states that, "Behaviour in school is inseparable from academic achievement, safety, welfare and wellbeing, and all other aspects of learning. It is the key to all other aims, and therefore crucial." If we want all children to achieve their best, we must ensure that pupil behaviour is derived from a culture of the highest expectations of staff, parents and children.

All staff at Broadwater will therefore work to follow the EMR approach to building effective relationships with pupils through the three stages of Establish, Maintain and Restore:

1. **Establish** – Intentional practices to cultivate a positive relationship with each student (*i.e. build trust, connection and understanding*)
Examples in school may include:
 - Inquiring about students interests by setting aside time
 - Reflexive listening – showing that you have heard what the child has said which makes them feel valued
2. **Maintain** – Proactive efforts to prevent relationship quality from diminishing over time (*i.e. ongoing positive interactions*)
Examples in school may include:

- Positive messages or phone calls home
 - Greeting student at the door each day
3. **Restore** – Intentionally repairing harm to the relationship after a negative interaction (*i.e. reconnecting with the student*)
- Examples in school may include:
- Starting each day afresh
 - Delivering a statement of empathy

Staff will endeavour to model their behaviour management strategies on the *Incredible years Teaching pyramid*, which emphasises the majority of teacher feedback being positive and reinforcing positive behaviour models. (*see Appendix 2.*)

The School Rules are a set of rules established by the school council in conjunction with all the children in the school. We believe they support and reflect the ethos of our school. These govern the behaviour of all members of our community (children, staff, parents and governors) at all times (in the classroom and at playtime, as well as in after school clubs). They reflect gospel values and emphasise the positive. These rules are displayed in prominent places around the school. These are reviewed annually.

Broadwater School Rules

Be kind and gentle
 Be respectful
 Be a good listener and polite speaker
 Be trustworthy
 Be a hard worker and learner
 Be thoughtful of property
 Be a quiet walker around school
 Be helpful and a good example to those around you
 And always, 'You first, me last' (*putting others first*)

Be Broadwater's Best – Constructed by School Council 2024

ROLES AND RESPONSIBILITIES

The children's responsibilities

- To respect other people
- To follow the School Rules
- To accept responsibility and consequences of their actions.
- To respect the adults with whom they work with and be tolerant and understanding of others.
- To ensure correct uniform is worn, including following rules on jewellery
- To work hard in class to the best of their ability

The staff responsibilities

- To respect other people
- To follow the School Rules
- To apply the policy consistently and fairly
- To take responsibility for the behaviour of all children at Broadwater CE Primary and not just those in their immediate care

- To raise everybody's self-esteem through actions and words
- show unconditional positive regard to every child
- To create a climate of trust
- To be a good role model and avoid negative comments.
- To liaise with parents so that they are well informed and part of the partnership
- To respect confidentiality

The parent's responsibilities

- To respect other people
- To support the School Rules to ensure exemplary behaviour
- To work with staff to create a positive dialogue so that children receive a consistent message about behaviour
- To inform the class teacher if they have concerns or if the child's circumstances have changed which may impact on their child's behaviour
- To ensure that each child attends school daily, ready for learning and arrives punctually.
- To encourage each child to make the most of the opportunities presented at school and take pride in his/her achievements.
- To encourage children to do their homework and offer support with this
- To set a firm foundation at home, encouraging high standards of behaviour, good manners and promoting independence.
- Act as good role-models for their children.

The governors' responsibilities

- To respect other people
- To support the School Rules to ensure exemplary behaviour
- To be a good role model
- To establish good relationships with staff and parents
- To work with the headteacher to deal with complaints fairly and consistently
- To respect confidentiality

CLASS CHARTERS

At the beginning of the year we establish an agreed code of conduct with each class together – based on the School rules, but more classroom and class specific. This will form part of helping the class towards a greater sense of belonging. It can be used as a tool for preventative, corrective and supportive discipline by staff and pupils.

REWARDS AND SANCTIONS

We have agreed a system of rewards and sanctions to ensure consistency across the school.

Reasons for rewards

- To reinforce positive behaviours
- To encourage achievement
- Raise self-esteem
- To give a reason for making the right choice
- A concrete way of showing pleasure with work, effort, behaviour – to show it is not taken for granted
- To value an individual- their actions and words

Children can receive recognition and rewards for (*but not limited to*):

- Completing learning tasks to a high standard
- Demonstrating exceptional effort in their learning

- Modelling positive behaviours as outlined in the School Rules.
- Demonstrating respect for others through their actions
- Completing take away tasks to a high standard

Types of rewards:

Rewards for positive behaviours are structured in a range of different ways:

Individual rewards

In every class:

- Verbal Recognition of positive behaviour in class
- Recognition where children go 'Over and above' what is expected
- Celebration assembly rewards that include: Star of the Week (linked to school values) and Star Work.
- Notes home/verbal praise home.

Dependant on year group, age and cohort differences:

- In class strategies that recognise and celebrate positive behaviour that lead to rewards, that may include:
 - Pencil points,
 - raffle tickets
 - other personalised small step strategies

Class/cohort rewards

- Earning Credits towards a collective class or cohort treat. (KS2 only)
- Gold coin towards a collective class or cohort treat (KS1 only)

Headteacher award

- Gold book with head teacher award – awarded for outstanding effort in any aspect of learning or behaviour.

UNACCEPTABLE BEHAVIOUR AND THE CONSEQUENCES

Although staff will always, in the first instance, address any unwanted behaviours by engaging with positive re-enforcement of expected behaviours there will be times corrective actions and sanctions will be required.

Reasons for sanctions and corrective actions

- To let children know that something is unacceptable
- To help children to recognise that actions have consequences
- To help children avoid the behaviour in the future.

We actively try to prevent unacceptable behaviour by encouraging good behavioural choices but if a child displays unacceptable behaviour according to our agreed codes of behaviour there will be a consistent response by the adults involved and consequences appropriate to the child's or children's actions. In these instances, we will follow our staged approach to discipline. They are proportionate and reasonable, taking account of the child's age, special educational needs, disability and any religious requirements the child may have whilst maintaining the underlying principle that safety is non- negotiable. As part of the sanction, restorative actions will always be included.

The following graduated approach outlines examples of how escalating behaviour may be addressed. At stage 1 and 2, children will always be given a verbal warning and children will be

encouraged to make the correct choice and moderate their behaviour before it escalates to the next stage.

	Behaviours	Sanctions/Corrective Actions	
		In Class	Playground
STAGE 1	Unsocial Behaviour Not behaving sociably in the company of others or not doing as instructed -but not to the detriment of others. These behaviours may include, but are not limited to: • Leaving their desk without permission • Leaving the carpet during input/story without permission • Refusing to complete the work set • Choosing to do another activity than the one the class are doing - (reading/drawing on whiteboard etc) Rocking on their chair • Calling out/talking to a friend • Not listening to instructions • Playing/fiddling with equipment	STAGE 1 – Teacher/Staff led Staff member may • Speak firmly, but without raising your voice and explain why the behaviour is unacceptable and what will happen if the behaviour continues • Talk one to one with the child, away from other children when possible, to find out why they are choosing to behave unacceptably using TED approach (tell me, explain, describe) • Provide the child with ‘Thinking time’ in the classroom with a timer • Relocate the child to: a) to an alternative area of the classroom b) outside the room with a timer for ‘thinking time’, accompanied by a Teaching Assistant/LSA c) work with a teaching assistant outside the classroom • Teacher may choose to keep a child back at next break for several minutes to make up lost learning or have a quiet conversation. • Talk to parent where necessary	STAGE 1 - MMS/TA led • Deal with problems immediately, consistently and appropriately in line with the policy • Consider if it was an accident and if so, explain this to the children and encourage more careful play • If it was not an accident, talk to other children involved and listen to their explanations • Ask them what they could do to stop this happening again • Tell child to walk with/stand next to a member of staff for thinking time, talk through their choices and how these might be improved then allow them to return to play with other children.
	<i>No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes Antisocial.</i>		

	Behaviours	Sanctions/Corrective Actions	
		In Class	Playground
STAGE 2	Antisocial Behaviour Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of another person. • Aggressive shouting/calling out disruptively • Continued interruptions • Swearing • Answering back, mimicking • Name calling • Lying • Refusal to carry out an adult's request • Distracting and/or disrupting others' learning by shouting, banging, making noises • Throwing small equipment • Leaving the classroom without permission • Damage to property/pushing over furniture • Stealing <i>Antisocial behaviour should not need SLT support unless it is persistent and disruptive</i>	STAGE 2– Staff /teacher led. The teacher may: • Give 'thinking time' away from other children when possible • spend time in another classroom with phase leader/teacher agreement • Set extra work or repeat unsatisfactory work • Written tasks such as an apology letter • Loss of privileges eg the temporary loss of a responsibility (KS2) • School-based community service such as tidying classroom or litter-picking (KS2) related to the infraction. For each of these behaviours: Lunch-time Detention of 30 minutes loss of lunchtime play. (1pm to 1:30 unless year group eating time starts at 1pm – then 1230 -1pm.) Carry out any required restorative conversations Parent informed by Class Teacher. STAGE 2 SLT led • If over one school half term a child receives a lunchtime detention 3 times, the child will receive personal targets as a Report Card or Target card and their parents/carers will be informed. • Parents will be invited to be involved in the new programme of support • The incident is recorded on CPOMS along with action taken by staff • teacher/inclusion team may devise individual behaviour targets which may include behaviour report.	STAGE 2 - MMS/TA led • If behaviour persists take the child to Senior Lunchtime Supervisor • Behaviour that is not safe or respectful will be reported to the class teacher in person

	Behaviours	Sanctions/Corrective Actions
STAGE 3	Dangerous Anti-social Behaviours Behaviour that causes harm to an individual, a group, to the community or to the environment. • Leaving the school building • Leaving the premises • Spitting (directly at another) • Pushing aggressively • Scratching • Pinching • Hair pulling • Hitting • Kicking • Fighting • Biting • Punching • Throwing furniture • Physical or verbal bullying (see Bullying Policy for definition) <i>Dangerous Anti-social behaviour is likely to need SLT support/intervention.</i> <i>Any SLT support / intervention will be communicated to parents and carers.</i>	STAGE 3 – The staff member supervising the child will • acknowledge the child's feelings • call for assistance by alerting the SLT/office via a walkie talkie, internal phone or by sending another child to the office if required. • while waiting for assistance staff continue to use de-escalation strategies to try and calm the child while keeping the child and others safe. • if necessary instruct other children to move to a place of safety. • Remain with the child in the area until SLT are present and only physically move the child with minimal intervention, prior to SLT arrival, if not to do so would put them at risk of significant harm. Physical restraint will only be performed by nominated trained members of staff. Headteacher/Deputy Head/Pastoral Leader/SENCO led • Gain an understanding of antecedents and behaviour from supervising adult • Remove other children from the vicinity of the child for their safety if necessary • If the child has been removed from the situation the supervising adult will stay with the child until he/she is calm & ready to rejoin the class. Calming strategies eg exercise outside, etc will be employed as appropriate. • When calm return the child to class and debrief adults in class • Carry out any required restorative conversations • Adults involved will contribute towards recording what happened on CPOMS. Stage 3 behaviours will incur: • Lunchtime Detention - full hour. Reasonable time will be given for eating etc. And/Or • Periods of time away from class with SLT to complete work and Detention Parents will be informed of every Stage 3 incident by the teacher/SLT depending on seriousness. Where persistent stage 3 behaviour is shown the class teacher and Senco/Headteacher will meet together to devise a Behaviour Plan/Risk Assessment. This will be shared with HT and all staff involved and parent/carers • Consult an external agency such as the Learning and Inclusion Advisory Team or the EP service, once parents/carers have agreed if advice is needed

	Behaviours	Sanctions/Corrective Actions
STAGE 4	EXCLUSION We are an inclusive school and we endeavour to avoid excluding a child due to their behavioural choices, seeking instead to support them to make improved choices. However, in the event of a child causing or likely to cause significant harm to themselves, another child or an adult we will issue an exclusion. This will include: • Physical assault against a pupil or adult • Verbal or threatening behaviour against a pupil or an adult • Use or threat of use of an offensive weapon or prohibitive item • Bullying • Racist abuse • Abuse against sex orientation or gender identity • Abuse relating to disability • Sexual misconduct • Drug or alcohol related activity • Damage or theft of property • Persistent Dangerous Anti-social behaviours • Inappropriate use of social media or online technology that constitutes any stage 4 actions and/or impacts on in-school interactions. The length of the exclusion will be determined by the Headteacher	STAGE 4 - Headteacher led The HT will follow the current guidance produced by the DfE. • HT (or another member of the SLT in their absence) contact the parents of the child to explain incident and decision to issue a fixed term or permanent exclusion • Teacher to provide work for the duration of the exclusion period.

See Appendix 3 for in class explanation posters of Rewards and Sanctions

FURTHER GUIDANCE ON EXCLUSION

- The authority to exclude a child lies with the Headteacher.
- The exclusion of a child will only come into effect when the Headteacher and the Leadership Team have assessed the evidence and are sure the child is responsible for the extreme behaviour and that exclusion is the best course of action (possibly in consultation with the Inclusion Officer at WSCC). (See Government statutory guidance.)
- Parents will be informed of the decision by phone if possible but all parents will receive an official letter of exclusion.
- On return to school, there will be a meeting between a member of the Senior Leadership Team the parent and the child previously excluded; the meeting will focus on planning future strategies to deal with similar situation.
- A Pastoral Support Programme will be set up with a view to supporting and monitoring the pupil's progress over the next 12 weeks. The Senco and Pastoral lead will be involved with this and it may be considered appropriate to put the pupil on the SEND register and explore specific ways of supporting the pupil.

- If it is appropriate a home school contract will be set up.
- The pupil will be put on school report for one week on return to school and the parents will be contacted at the end of the week to discuss the child's behaviour. Every attempt will be made to make the report positive.

LINKS BETWEEN HOME AND SCHOOL

The school will work together with the home to promote good behaviour

- Parents will be informed at every opportunity of their child's good behaviour e.g. positive contact, notes, phone calls.
- Parents will be informed of unacceptable behaviours as outlined in stages 1-4 above.
- The school will, at all time, adopt an encouraging and supportive style with the parents.

SCHOOL DISCIPLINE AND THE LAW

Reasonable Force

The term reasonable force covers a broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

(Government Advice: Use of Reasonable Force Advice for Headteachers and Governing Bodies July 2013)

We reserve the right as school staff to use reasonable force, as allowed by law, to prevent a child from harming themselves, another person or property and to maintain good order and discipline in the classroom. We are fully aware that force can never be used as a punishment.

Use of Restraint (TEAM Teach - positive handling)

- If a child leaves the school premises without permission, they will not be pursued or restrained. The school will inform the parents immediately and the police.
- A teacher can restrain a pupil using reasonable force, if they are behaving violently towards themselves, another person or property. Whenever possible two members of staff to be present.
- All reasonable attempts will be made to make the situation safe without restraint, but if this is not possible, the child may be restrained with reasonable force. The teacher will send for another adult immediately and as soon as possible the incident will be recorded (log book).
- The school will inform the parents of the incident and the Inclusion officer at WSCC if thought appropriate.
- The Inclusion team will be informed and it may be considered appropriate to explore specific ways of supporting the pupil.
- Staff who may be put in a position where positive handling is necessary will be sent on appropriate training (Team Teach training).

Searching without consent

School staff are also allowed by law to search a child without consent if the child is suspected of having a prohibited item with them or an item which has or may cause harm to the child, another person or property. We therefore reserve the right to use reasonable force when searching a child for an item that could be or has been used to commit an offence or cause harm.

OFF-SITE DISCIPLINE

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. In response to all non-criminal negative behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, the child(ren) involved can be disciplined when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

A STATEMENT ON BULLYING

Bullying in all forms is unacceptable and is regarded as a serious offence within the school. A safe and secure environment, free from fear, bullying and intimidation in which to learn and grow is the right of all children and adults.

Bullying includes any form of physical or verbal behaviour which is aggressive and persistent in nature and which is intended to make the recipient feel bad, undervalued or hurt. Examples of bullying could be found in persistent and repeated teasing, pushing, name calling, emotional and physical intimidation and telling malicious stories etc., this also includes cyber-bullying. (see antibullying Policy)

INDIVIDUALISED BEHAVIOUR PLANS

The behaviour of some children may be unaffected by the whole school behaviour policy and responses may fall outside the stages outlined above. It is important to address their behaviour and work towards changing it. This will be done through an individual behaviour plan and risk assessment.

- Staff will be encouraged to share the situation with other members of staff so that pastoral care and support can be given and strategies discussed.
- The school will request support from outside agencies when necessary and provide INSET opportunities when appropriate.
- The SENCO will advise on preparing EHCPs for pupils on the SEND register.
- Multi-agency assessments will be considered for pupils who display continuous disruptive behaviour.

MENTAL HEALTH PROBLEMS IN CHILDREN

We recognise that many children experience mental health problems at some point in their school careers and these can often lead to a display of inappropriate behaviours. Common mental health problems in children include:

- Emotional disorders
- Conduct disorders
- Hyperkinetic disorders
- Developmental disorders
- Attachment disorders
- Eating disorders
- Habit disorders
- Post-traumatic stress syndrome

We actively seek to identify such problems with the support of healthcare professionals so that we can work with children and their parents/carers to overcome these barriers to ensure positive

outcomes for them. We will do our best to keep staff up to date with current guidelines for supporting children with mental health issues.

Health and Safety

Relevant training will be undertaken. Individual risk assessment for staff and pupils will be written when there has been judged to be a specific safety need.

This policy has been written using the following DfE Statutory Guidance documents:

- DfE Use of Reasonable Force – Advice for headteachers, staff and governing bodies.
- Government Statutory Guidance September 2017: Exclusion from main stream schools. [Statutory guidance for those with legal responsibilities in relation to exclusion.](#)
- Equality Act 2010
- Behaviour and discipline in schools.
- Dealings with allegations of abuse against teachers and other staff.

Research we have drawn on in constructing our approach:

- DfE Behaviour in Schools Guidance: [Behaviour in schools guidance sept 22.pdf](#)
- [EEF Blog: What are effective Learning Behaviours - and how can... | EEF \(educationendowmentfoundation.org.uk\)](#)
- Paul Dix: When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour
- Bennett (2017), Creating a Culture: How school leaders can optimise behaviour, [https://assets.publishing.service.gov.uk/media/5a7506e4ed915d3c7d529cec/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf](#)
- Cook et al. (2018), Cultivating Positive Teacher–Student Relationships: Preliminary Evaluation of the Establish–Maintain–Restore (EMR) Method, [https://www.researchgate.net/publication/328757668_Cultivating_Positive_Teacher-Student_Relationships_Preliminary_Evaluation_of_the_Establish-Maintain-Restore_EMR_Method](#)
- Education Endowment Foundation (2019), Improving Behaviour in Schools: Guidance report, [https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1700622174](#)
- Haydon and Kennedy (2022), Extending use of the Establish, Maintain, Restore Intervention to the Therapist-student Relationship: A Case Report, [https://files.eric.ed.gov/fulltext/EJ1341308.pdf](#)
- Sammons et al. (2016), The Impact of Leadership on Student Outcomes: How Successful School Leaders Use Transformational and Instructional Strategies to Make a Difference, [https://journals.sagepub.com/doi/10.1177/0013161X15616863](#)
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Appendix 1

PREVENTATIVE DISCIPLINE

- clear rules made with the children at the start of each year; class rules to be displayed
- clear expectations about work and behaviour
- attractive classrooms and general surroundings
- well planned seating, access to equipment, clear labelling, room to move
- plenty of equipment
- appropriately pitched learning that is personalised and addresses the children's learning needs
- engaging teaching and learning, which provides an appropriate level of challenge
- setting aside an area for 'time-out' and calm down
- Building personalised banks of strategies to manage emotions
- Building positive relationships with children (EMR approach)

CORRECTIVE DISCIPLINE

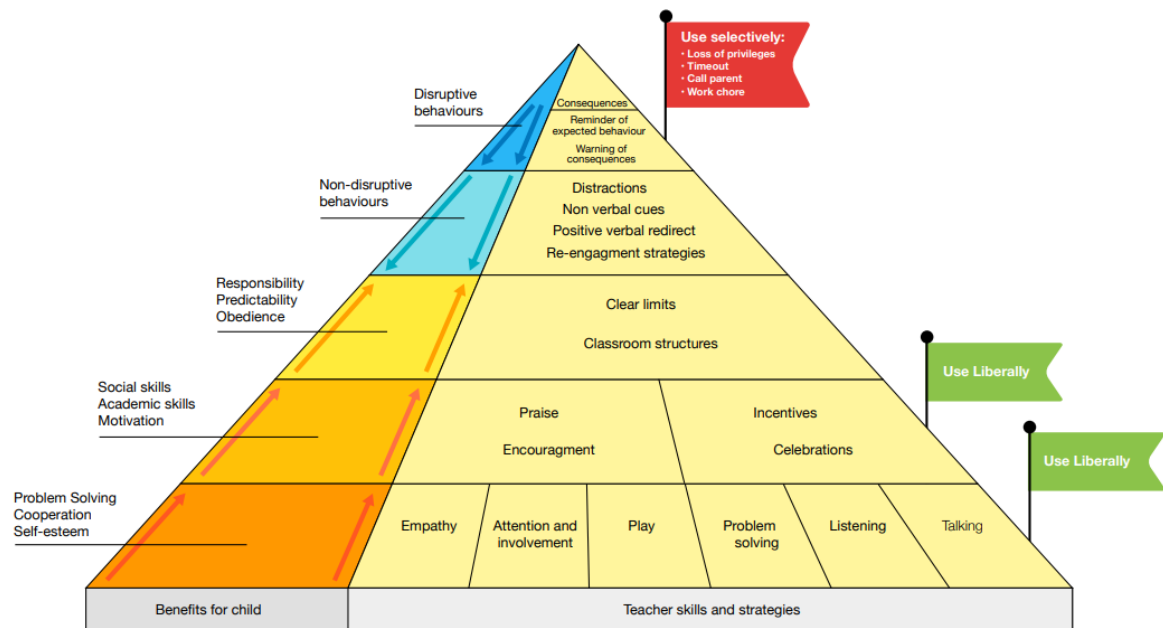
- what to say when a child isn't working or is disruptive
- deliberately ignoring some behaviours
- casual or direct questioning
- a simple warning
- defusing potential conflict
- re-stating rules
- giving simple choices (do this now or we will have to discuss it in your own time)
- taking a child aside from the group
- the use of logical consequence (the behaviour and the outcome are related)

SUPPORTIVE DISCIPLINE

- following up a disruption later when the 'heat' has subsided
- encouraging children whenever possible
- re-establishing a relationship after correcting a child
- developing a behaviour 'contract' with a child if required
- developing a climate of respect
- building a positive classroom climate
- applying a 'team' approach

Appendix 2

Figure 5: The Incredible Years Teaching Pyramid®



Adapted from Webster-Stratton, C. and Reid, M. J. (2001) *Incredible Years Teacher Training Program: Content, Methods and Processes* (Facilitator Manual), Seattle.



Broadwater KS1 Behaviour Instructions

REWARDS

You can receive rewards for:

- Doing your best learning
- Following the School Rules.
- showing respect for others
- being kind
- being helpful

Rewards include:

- In class rewards
- Gold Coins
- Star of the week
- Star Work
- Gold book



SANCTIONS	What does this look like?	What happens?
Stage 1 Unsocial Behaviour	Disturbing the learning of others and not listening to the teacher	Teacher will give you a warning. Teacher may ask you to talk with them at playtime.
Stage 2 Antisocial Behaviour	If your behaviour is likely to hurt or really upset someone. • Angry shouting • Swearing • Name calling • Lying • Throwing things • Leaving classroom without permission • Stealing.	Teacher will give you a warning. If you carry on: You will miss a lunchtime play Teacher may give you a consequence in class to make up for your actions.
Stage 3 Dangerous Anti-Social Behaviours	Hurting somebody or damaging school property. • Hitting /kicking • Spitting • bullying. • Leaving the school building without permission.	You will miss a lunchtime play You may complete your learning with Member of Senior Leadership for the rest of that session.





REWARDS

You can receive rewards for:

- Completing learning tasks to a high standard
- Demonstrating exceptional effort in your learning
- Following the School Rules
- Treating others with respect and kindness
- Completing take away tasks to a high standard
- Going over and above what is expected of you.

Rewards include:

- In class rewards
- Class Credits
- Star of the week
- Star Work
- Gold book



SANCTIONS	What does this look like?	What happens?
Stage 1 Unsocial Behaviour	Not behaving sociably in the company of others or not doing as instructed.	Teacher will give you a warning. Teacher may direct you to move, make up lost learning or stay back at playtime to talk it over.
Stage 2 Antisocial Behaviour	Behaviour that is likely to hurt others or really upset them. Behaviour that violates the rights of another person. • Angry shouting/calling out • Continual interruptions • Swearing • Name calling • Lying • Not listening to adult instructions • Repeatedly making noises to disrupt learning • Throwing things • Leaving classroom without permission • Damage to property • Stealing.	Teacher may give you a consequence in class to make up for your actions. You will miss a lunchtime play (30 minutes) to reflect on what you have done. Your parents will be told.
Stage 3 Dangerous Anti-Social Behaviours	Behaviour that causes harm to an individual, a group, to the community or to school property. • Any form of physical aggressive physical contact with others. • Spitting • Throwing larger objects • Physical or verbal bullying. • Leaving the school building without permission.	You will miss the whole of the next lunchtime to reflect on what you have done. You may be asked to complete your learning with the Headteacher or Deputy headteacher for the rest of that session. Your parents will be told

