

# St Alban's Catholic Primary School



## Behaviour Policy

Date:

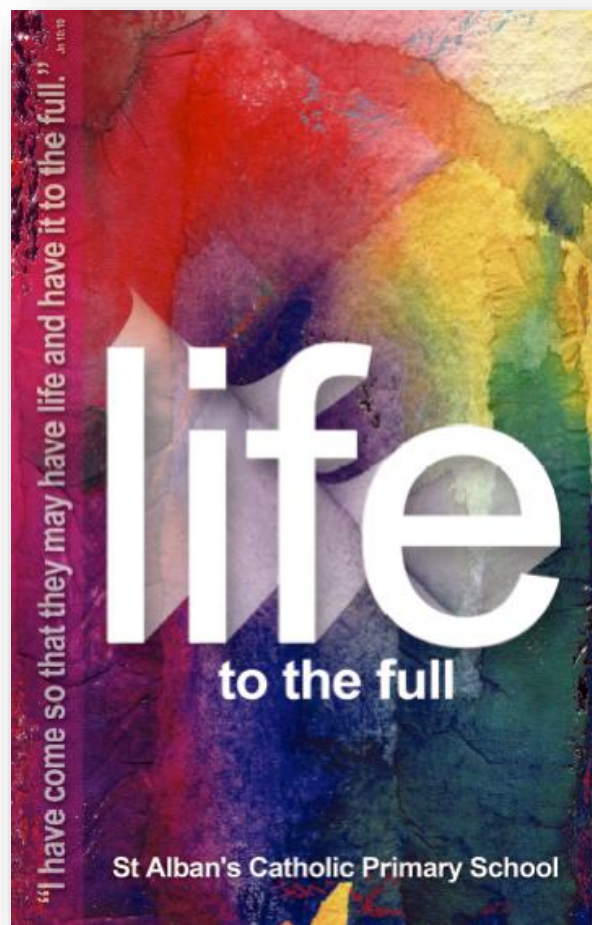
September 2025

# Mission Statement

Jesus said, 'I have come so that they may have life and have it to the full'. (John 10:10)

We will strive towards this vision by:

- Offering a safe and welcoming environment for all;
- Leading the children to a deeper knowledge and understanding of the Catholic faith and fostering the growth of that faith in every member of the school community;
- Enveloping the school in prayer, making worship and liturgy inspiring and meaningful for all;
- Encouraging parents, with the parish community, to fulfil their responsibilities towards the spiritual development of their children especially in regard to the weekly celebration of Mass;
- Ensuring that all children are provided with a challenging and broad curriculum and are offered a wide variety of experiences;
- Expecting the highest standards of achievement and behaviour from all;
- Working in partnership with families to ensure each child reaches their potential.



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## **Aim:**

We are a caring community at St. Alban's Catholic Primary School and our values are built on the teachings of the Catholic faith.

### ***Theological Virtues:***

*Faith  
Hope  
Charity*

### ***Cardinal Virtues:***

*Prudence  
Justice  
Fortitude  
Temperance*

### ***Principles of Catholic Social Teaching (CST)***

*Human Dignity  
The Common Good  
Participation  
Subsidiarity  
Stewardship  
Solidarity  
Preferential Option for the Poor  
Distributive Justice  
Promoting Peace*

### **St Alban's School values:**

Be loving and kind.  
Be tolerant and compassionate.  
Be honest and forgiving.  
Be brave and courageous like St Alban.  
Be generous by giving and sharing.  
Be fair and seek justice.



The school's behaviour policy is therefore designed to support the way in which all members of the school value each other and develop mutual respect. We aim to promote an inclusive environment where we can encourage self-discipline and self-regulation as well as raise self-esteem and pupil confidence as we follow our mission statement to 'live life to the full'.

Our intention is to manage behaviour by building the school culture and making school a place where pupils work hard, model strong character, resolve conflict, are polite and attentive, and strive to do their best.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and achieve their full potential in a calm, orderly environment. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

**Rights:**

At St. Alban's Catholic Primary School, everybody has the right:

- to feel safe, happy and secure in school,
- to be able to learn and play without threat or disruption from others,
- to know that bullying is unacceptable and will be dealt with,
- to be listened to and treated fairly and sensitivity.

**Responsibilities:**

It is the responsibility of everyone in the community of St. Alban's Catholic Primary School to ensure that these rights are upheld in every classroom and around school.

**Roles:**

The pupil will:

- know the school behaviour policy,
- make positive choices,
- practice self-regulation and self-discipline,
- follow and keep school rules,
- recognise and accept any consequences or sanctions.

In addition, Y6 pupils take on the responsibility of becoming a Buddy to a child in Reception Class, being a good role model and always demonstrating positive behaviour.

The class teacher/school staff will:

- nurture each child, treating them with respect and understanding,
- uphold high expectations of behaviour,
- implement the behaviour policy fairly and consistently using positive reinforcement,
- take into account the needs and circumstances of children's special educational needs,
- ensure that school rules are followed,
- apply appropriate discipline when pupil conduct falls below the standard which could reasonably be expected,
- work in partnership with parents and carers.

The head teacher will:

- ensure the health, safety and welfare of all children in the school,
- implement the behaviour policy fairly and consistently throughout the school,
- support the staff in implementing the policy,
- work with parents and families in teaching children about good, positive behaviour,
- apply appropriate discipline when pupil conduct falls below the standard which could reasonably be expected,
- liaise with parents and families when pupil conduct falls below the standard which could reasonably be expected,
- report to governors on the effectiveness of the policy.

Parents and carers will:

- support the school in encouraging good behaviour, as the first educators of their child(ren),
- keep the Home-School Agreement,
- encourage self-regulation and self-discipline, making children aware of appropriate behaviour in all situations,
- support the school in implementing the behaviour policy,
- work with the school when their child's conduct falls below the standard which is reasonably expected.

Governors will:

- be responsible for the behaviour policy set at school,
- support the headteacher and staff in carrying out the policy for behaviour fairly and consistently,
- review procedures carried out in school to encourage positive behaviour and to sanction poor behaviour,
- review the effectiveness of the behaviour policy.

Our School Rules	
<p>1. <b>Be your best self.</b> Be here and come prepared. Work hard and don't give up! "Whatever you do, in word or deed, do everything in the name of the Lord Jesus." Colossians 3:17</p>	<p>2. <b>Be responsible.</b> Do the right thing <i>even when no one is looking.</i> "Whoever knows the right thing to do, but doesn't do it, is doing wrong." James 4:17</p>
<p>3. <b>Be respectful.</b> Take care of the little things – yourself, each other, our school, God's wonderful world. "Outdo one another in showing honour." Romans 12:10</p>	<p>4. <b>Be safe.</b> Think before you act. Be aware, take care. "I keep my eyes always on the Lord. With him at my right hand, I will not be shaken." Psalm 16:8</p>
<p>5. <b>Be kind.</b> Kind words, kind hands, kind feet. Don't make it bigger, make it better. "Do to others what you would have them do (or say) to you." Luke 6:31</p>	

Behaviour is learned, just as Maths, English and other subjects are learned. Behaviour is taught as part of the curriculum so that children know and understand what good behaviour looks like and what is expected at our school. Our school's curriculum for behaviour should be read in conjunction with this policy.

## **Encouraging and recognising positive behaviours**

### **1. Giving praise**

Adults in school will use verbal and non-verbal praise to identify and recognise children who are following our school rules. Adults will also endeavour to 'notice the unnoticed' and catch children doing the right thing, showing approval promptly.

We will remain aware that different children prefer to receive praise in different ways so will adapt the ways we give praise to meet these needs. We acknowledge that some children with low self-esteem find it hard to accept 'inflated praise' and adapt our approach to accommodate this.

### **2. Sharing the good**

Sharing good examples of behaviour, attitude, classwork, homework, etc., with other children and staff is a powerful witness and strongly encouraged. Children are always welcome to visit other adults in school to receive praise and to be positive role models for the other children in school. Children who undertake small acts of kindness each and every day may have their name written in 'Our little book of kindness' to be read out in weekly Merit Assembly.

### **3. Awarding a Merit**

All children are members of vertically-grouped pastoral houses named after these Saints: Aidan, Bede, Benet, Cuthbert, Hilda, Oswald and Wilfrid. Pastoral Houses meet once a week and follow a programme that includes topical lessons as well as lessons based on personal, social and emotional education. Teachers take on a pastoral role for those children as House Head. Each house also has a House Captain from Year 6 and a Vice-Captain from Year 5 who lead by example and encourage good behaviour. Children following school rules and demonstrating positive behaviours will be given merits which are then added to house merit boards in the school hall. The house with the most merits at the end of each week is awarded a star and the house with the most merits at the end of a term will receive additional golden time together as a house.

### **4. Presenting a certificate, sending a message**

Sharing good news with parents is crucial when fostering healthy home-school relationships to encourage positive behaviour and attitudes both in school and at home. Teachers award certificates in weekly Merit Assembly to reward positive attitude, behaviour or work. A record of certificates is kept to ensure a fair system. Other messages may be sent home verbally, through a WOW card, Superstar Award or via Arbor. Send message through the post.

### **5. Headteacher's Award**

Individual pupils receive a Headteacher's Award for special recognition, e.g. excellent behaviour, improved attendance, perfect handwriting, following school rules, etc. All children who have received a Headteacher's Award will be invited to a special treat, such as afternoon tea, a hot chocolate or an ice lolly dependent on the weather.

*Class teachers develop reward systems in collaboration with the children which change and evolve over time. Ideas may include:*

- Special Helper/Helping Hands.
- Extra playtime.
- Table points.
- Raffle tickets for a dip in a prize box.
- A Warm and Fuzzy Jar – every time any pupil in the class does a kind deed or goes the extra mile they get to put a little fuzzy (pom pom) in.
- Class reward chart – children can accumulate their stickers over the academic year and each child who reaches 100 gets to go on a special school trip (indoor play place, farm).
- Reward cards (similar to loyalty cards) – with space for 5 small stamper/tick. Each child has a card and each time they fill the card they get to take it to the head teacher for a well done.
- Curriculum-specific rewards such as 'Mathmagician', 'Star Writer' or 'Book Worm'.

## **Response to low-level negative behaviour**

When dealing with low-level negative behaviours, adults will follow the below strategies. Children will not be sent to another member of staff for behaviours to be sanctioned. Once a negative low-level behaviour has been stopped and the below steps taken, **the adult should demonstrate forgiveness and the ability to move forward from the situation.** While certain low-level behaviour may need to be recorded on Arbor at the discretion of the involved adult, they do not need to be directly reported to the class teacher/member of the senior leadership team etc. The adults in our school will endeavour to be:

- forgiving
- unshockable
- persistent
- relentless
- calm

### **1. Visible consistency – visible kindness**

Adult will ensure all the above methods for encouraging positive behaviours and relationships are being used with and around the child demonstrating low-level behaviours. Adults will take opportunities to recognise the required positive behaviour when demonstrated by the child or others.

### **2. The drip effect – being relentlessly bothered**

Children who do not respond to 'visible consistency – visible kindness' may need more individual focused attention from the adult. This comes in the form of a drip effect with the adult finding ways to build a positive relationship with the child through:

- Verbal/non-verbal praise
- distraction
- changing the mood in the room (e.g. telling a joke, taking a deep breath)
- messages home (note, postcard, certificate)
- stickers



- good work on display
- good attitude/behaviour/work shared with others
- given a specific job/extra responsibility
- time to chat

This list is not exhaustive, the adult should be proactive in building a relationship with the individual child and find out what they respond to.

### **3. Restorative meetings/conversations**

Nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversation aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equips the child with tools they can use to avoid a similar incident occurring in the future.

Any member of staff can have these conversations with children, following this script:

1. "I notice you are ...
2. "It was the rule about ... that you have broken."
3. "Do you remember last week when you ...?" (insert example of positive behaviour)
4. "That is who I need to see today. Thank you for listening."

Adult will then move on and not allow engagement.

### **Consequences**

If a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on a personalised Behaviour Plan. Consequences implemented can be a short time out in class or missing part of a breaktime (Pay it back time). In more serious circumstances, staff will make phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back.

**Time out in class** - a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.

The child will be informed they have time to reflect before speaking with the class teacher.

Children to complete reflection form

EYFS/ KS1 – verbal with an adult

KS2 – independently completed then discussed with an adult

Questions-

- What happened and what did you do? Why?
- Who was involved?
- What would you do better next time?
- How do you feel now?

**'Pay it Back time'**- is an appropriate action linked to the incident. For example, if a child has not completed class work due to failure to respond to positive strategies. For disruptive behaviour, children may miss some of their breaktime with a senior leader. The length of time missed will depend on the age of the child and the frequency of incidents.

Children to complete reflection form

EYFS/ KS1 – verbal with an adult

KS2 – independently completed then discussed with an adult

## **Parental involvement**

We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

Communication will be incident dependant from class teacher or scaled up to SLT.

Repeated and more serious incidents, parents will be contacted by the Headteacher.

Children to complete reflection form

- EYFS/ KS1 – verbal with an adult
- KS2 – independently completed then discussed with an adult

## **Response to high-level negative behaviours**

High-level negative behaviours may include but are not restricted to:

- use of racist or homophobic language
- physical violence/assaults
- swearing/use of unacceptable language
- persistent low-level negative behaviours
- bullying
- refusal to follow school rules
- behaviour that puts themselves or others at risk of harm
- refusal to complete tasks
- poor attitude

This is not an exhaustive list and may also be dependent on the age of the child/ren involved. Incidents of high-level disruptive behaviour should always be recorded on Arbor and reported to a member of the Senior Leadership Team. Incidents of high-level negative behaviours will always be reported to parents or carers.

School responses to high-level negative behaviours will always involve the parents or carers and may include a team of trusted adults to support the child. These trusted adults will be made available to offer support during breaks and lunches, provide short time-outs from class, share positive behaviour, etc.

## **Consequences for challenging behaviours:**

- Headteacher informed
- Removal from class for a short agreed period of time with Headteacher, Deputy Headteacher or Senior Leader
- Reminder of expectations by both the class teacher and a member of SLT
- Loss of breaktime and lunchtime (or part thereof)
- Parent involvement
- Strikes given (missing out on part or all of weekly golden time)
- Children to complete reflection form  
EYFS/ KS1 – verbal with an adult  
KS2 – independently completed then discussed with an adult

## **Support for children who have significantly inappropriate behaviour**

Children who are unable to learn effectively because of their behaviour or who persistently prevent others from learning may benefit from support from other agencies. We will consult fully with parents if we believe this would be beneficial.

Other agencies include:

- Educational Psychological Service
- Behaviour Support Service
- Emotional Well-being Team
- Child Emotional and Mental Health Service

## **Off-site behaviour**

Sanctions may be applied when a pupil misbehaves off-site. This means misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity (e.g. educational visit),
- travelling to or from school,
- wearing school uniform,
- in any other way when identifiable as a pupil of our school.

Sanctions may also be applied if the misbehaviour:

- could have repercussions for the orderly running of the school,
- poses a threat to another pupil or member of the public,
- could adversely affect the reputation of the school.

Sanctions will be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

## **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

### **Restrictive physical intervention (RPI)**

RPI should be reasonable, necessary and proportionate and only used as a last resort when all de-escalation and positive behaviour strategies have been exhausted. Instances of RPI are recorded and reported.

In some circumstances, staff may use RPI:

- to keep children and adults safe, preventing harm,
- to prevent damage to property,
- to prevent disorder.

### **Exclusion**

This guidance is based upon current Local Authority and DfE guidance, which sets out the responsibility of the Head teacher, governing body, Bishop Wilkinson Catholic Education Trust and the Local Authority. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. Monitoring. It is the responsibility of the governing body to monitor exclusions.

Exclusions will not be used if there are alternative effective solutions available, e.g. reparation (which enables a pupil to redress the harm that has been done), internal exclusion, managed move.

Only the Head teacher has the authority to exclude, notifying parents/carers within one school day by telephone or letter.

Details/records of incidents are kept, and exclusions reviewed by the governing body.

Exclusion will only be used for serious breaches of school policy, e.g.

- Verbal abuse
- Violent or threatening behaviour
- Persistent, defiant, disruptive, unsafe behaviour

- Racist or homophobic abuse
- Bullying

The school will take reasonable steps to set and mark work for pupils during the first five school days of exclusion, and alternative provision will be arranged from the sixth day.

Parents will be required to attend a re-integration interview regarding pupil's fixed period exclusion.

## **Permanent exclusion**

Permanent exclusion is an extremely serious step and will be used only in the most rare and extreme of cases. This can arise following an accumulation of fixed-term exclusions or as a result of a very serious one-off offence. Parents can make an appeal to the governing body against the decision to exclude. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Serious one-off offences may include:

- serious actual or threatened violence,
- sexual abuse or assault,
- supplying an illegal drug,
- carrying an offensive weapon.

Exclusions will not be used for:

- minor incidents (failing to complete homework, forgetting dinner money),
- poor academic performance,
- non-attendance, lateness.

## **Record keeping**

- The class teacher records negative behaviours on Arbor.
- The headteacher keeps records of high-level negative behaviours and serious incidents of misbehaviour including fixed-term/ permanent exclusions on Arbor.
- We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give verbal or written details of any incidents to class teachers or SLT which are then recorded on Arbor.

## **Training**

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management also forms part of continuing professional development.

## Appendix 1

### Teach Like a Champion Techniques

Addressing distractions at an early stage, fixing it non-invasively, without breaking the thread of instruction.

The following techniques can be used to step in to fix behaviour, without anyone else recognizing a potential issue:

Technique	Description
<b>Narrate the positive</b>	Describe the positive actions that students are making e.g. 'I can see Ben has put his pen down and is ready to listen' 'I can see Bella is ready to Fantastic walk'
<b>Be Seen Looking</b>	Scan the room in a highly visible manner. Ensure all students know that you are looking.
<b>Least Invasive Intervention</b>	Use non-verbal signals to correct slips in behaviour. Keep your hands free where possible to enable least invasive hand signalling.
<b>Find a Perch</b>	Stand in a position in the room where you can see all of the students easily.
<b>Means of Participation</b>	Be clear about the way to participate in the lesson e.g. 'With a hand up, who has a good answer?', 'Working in silence, I want you to begin the task.'
<b>Brighten Lines</b>	Give clear instructions and time limit, check that students understand the instructions, then give a clear signal to begin work. E.g. 'Everybody ready to start in 3,2,1... Go'
<b>3:30:30</b>	When pupils begin working, move to a position of vantage and scan the room for 3 minutes. If a child needs help, they can wait or you can spend 30 seconds talking to them before returning to scan the room.
<b>Live in The Now</b>	State what the pupil should be doing now, rather than what they have done wrong in the past. Deliver in a neutral tone, it is not a telling off.

## Appendix 2

Verbal strategies to encourage positive behaviours	Non-verbal strategies to encourage positive behaviours
<ul style="list-style-type: none"> <li>• Positive praise – thank you, well done.</li> <li>• Use their name.</li> <li>• Give personalised praise.</li> <li>• Comment when they are doing what is required.</li> <li>• Comment publicly/privately on good behaviour.</li> <li>• Vary tone of voice – slow and low.</li> <li>• Who would like to help?</li> <li>• Who will I choose?</li> <li>• Positive response even when saying no ('Can I go to the toilet?' 'Yes, after you've finished your work')</li> <li>• Count down – 5 seconds to sit on the carpet</li> <li>• "Let's see..."</li> <li>• Tone of voice – whisper, lower the pitch, calm</li> <li>• Say "I'll have to get my cross voice"</li> <li>• Look at my face – do I look happy?</li> <li>• Come and see!</li> <li>• 1, 2, 3 .... FREEZE</li> <li>• 1, 2, 3, Eyes on Me!</li> <li>• Sh!</li> </ul>	<ul style="list-style-type: none"> <li>• Give a thumbs-up.</li> <li>• Pause, wait (for attention).</li> <li>• Change pace.</li> <li>• Look – smile, glare.</li> <li>• Try to pre-empt .</li> <li>• Click fingers.</li> <li>• Clapping signal.</li> <li>• Ring a bell.</li> <li>• Listen for the clapped pattern 'Now be a statue' which the children don't reply to but freeze.</li> <li>• Hand in air.</li> <li>• Tidy up music.</li> <li>• Use red/green sign.</li> <li>• Walk near to – take away distraction (pencil, note...)</li> <li>• Interrupt own sentence.</li> <li>• Ignore secondary behaviour if child does what is asked (within reason).</li> <li>• Names on board under a smiley face.</li> <li>• Stamper in workbook</li> </ul>
Easy behaviour management strategies	Some simple sanctions
<ul style="list-style-type: none"> <li>• Children to give out merits to others.</li> <li>• Children to choose each other (for tasks) and to be teacher.</li> <li>• Be the line leader.</li> <li>• First person/table to get ready for playtime.</li> <li>• Give choices - make children feel in control.</li> <li>• Give choice of activity.</li> <li>• Sit on special chair/cushion.</li> <li>• Lead end of the day prayer.</li> </ul>	<ul style="list-style-type: none"> <li>• Move seats.</li> <li>• Miss a turn.</li> <li>• Engage children in developing appropriate sanctions.</li> <li>• Write explanation, give apology.</li> <li>• Miss playtime minutes.</li> <li>• Loss of privilege/responsibility.</li> </ul>

## Appendix 3

### Behaviour Codes

These codes are recorded at the end of Arbor behaviour log to show which actions have taken place. More than one code may be needed depending on the negative behaviour e.g. pay it back time and a phonecall to parents may be necessary.

#### **Code 1 – C1: Restorative Meetings/Conversations.**

At St Alban's, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equips the child with tools they can use to avoid a similar incident occurring in the future.

Any member of staff can speak to a child in C1.

**Code 2 – C2: Time out in class - a reflective time** where the child and class teacher privately discuss their actions and how it has impacted on others. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.

The child will be informed they have time to reflect before speaking with the class teacher.

- EYFS/ KS1 – verbal with an adult
- KS2 – independently complete a reflection form then discussed with an adult

Questions:

- What happened and what did you do? Why?
- Who was involved?
- What would you do better next time?
- How do you feel now?

**Code 3 – C3: 'Pay it Back time'** - is an appropriate action linked to the incident. For example, if a child has not completed class work due to failure to respond to positive strategies. For disruptive behaviour, children may miss some of their breaktime with a senior leader. The length of time missed will depend on the age of the child and the frequency of incidents. Advice can be given by Headteacher or Deputy teacher on length of time missed. Children will complete a reflection form

EYFS/ KS1 – verbal with an adult      KS2 – independently complete then discussed with an adult

**Code 4 – C4: Parental involvement**- We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting. Communication will be incident dependant from class teacher or scaled up to SLT.

Repeated and more serious incidents, parents will be contacted by the Headteacher.

Children to complete reflection form

EYFS/ KS1 – verbal with an adult      KS2 – independently complete then discussed with an adult

#### **Code 5 – C5: consequences for challenging behaviours:**

- Headteacher informed
  - Removal from class for a short period of time – allocated (DHT/HT/SLT)
  - Reminder of expectations by both the class teacher and a member of SLT
  - Loss of breaktime and lunchtime (or part thereof)
  - Parent involvement
  - Children to complete reflection
- EYFS/ KS1 – verbal with an adult
- KS2 – independently complete then discussed with an adult
  - Strike given (Strikes link to amount of time lost per golden time. If time is missed weekly then discussions will take place during golden time with HT/DHT/SLT.