# INCLUSIVE LEARNING FEDERATION
## Bradwell Village School

# Behaviour Management Policy

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| **Written by: L Vincent** | **Date: March 2024** |
| **Approved by: Full Governing Body** | **Date: March 2024** |
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**BEHAVIOUR MANAGEMENT POLICY**

**This policy is to be read in conjunction with the Inclusive Learning Federation's Positive Handling Policy, Anti-bullying Policy and Exclusion Policy.**

**INTRODUCTION**

The schools in the Inclusive Learning Federation have a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies. Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in the importance of promoting and praising good behaviour. We put great emphasis on the importance of interacting with others in respectful ways through speech, actions, and relationships as highlighted in our values. We aim to provide care and support for our children and support them to learn how to manage their behaviour appropriately. We give children choices and make it clear as to the consequences of the choices they make. We believe that children have rights and responsibilities. Children have the right to be safe, treated politely and to learn without disruption. Children have the responsibility to care for themselves, other people, and their school. In doing so, we are modelling our vision; *Be the best version of ourselves.*

We believe that good behaviour and self-regulation is based on mutual knowledge and respect. It is expected that some children might test the boundaries. Positive affirmation should have a place in achieving acceptable behaviour, but it must be recognised that consequences will result when children do not accept and follow the behaviour expectations and rules of the school. Acceptable standards of behaviour, work and respect require us all to model by good example. High standards for politeness are expected. Respect is given and expected in return. We believe respect is fundamental to all positive relationships and is taught by modelling. This is developed with reflection when things go wrong. At all times, we seek to work in partnership with the child and their parents/carers to achieve our aims.

1. **THE PURPOSE OF THIS POLICY**

The purpose of this policy is to:
- Ensure that the children in the Inclusive Learning Federation are provided with high quality learning experiences in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Guide what children do and what adults do by identifying their roles and responsibilities.
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Put an emphasis on de-escalation and proactive strategies rather than reactive.

This policy is based on legislation and advice from the Department for Education (DfE) on:
- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability (SEND) Code of Practice](#)

In addition, this policy is based on:

> Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

> Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

> This behaviour policy is published on our website as per the DfE

## 2. EXPECTATIONS

**Code of Conduct**

These are three promises that the children devised and agreed were crucial to enabling the vision and expectations. They also provide a practical way to demonstrate the school values at Bradwell Village School and earn value stickers which count towards a prize at the end of each term.

We expect all adults and children to:
- Move quietly around the school
- Show respect to members of staff and each other
- Treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves.
- Be fair and consistent to each other however we recognise that by treating people fairly we may not treat everyone the same.
- Talk and listen to one another to understand and respect each other, making sure we hear all sides and do not jump to conclusions.
- Behave in an orderly and self -controlled way
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Value, take pride in and care for the school by looking after school property and equipment.

**Mobile phones**

Parents need to complete a request form for their child to bring in a mobile phone stating the reasons why they feel it is necessary to do so. Any phone brought into school will be handed over to a member of staff as soon as they reach the shared area and will be kept in their year group safe until the end of the day when they will be handed back to the child. No phone is allowed to be used on the school premises. The child is responsible for ensuring they follow the above procedures.

**Responsibility**

All schools give children responsibilities in class and around school in a variety of ways including class and school monitors.

## 3. RESPONDING TO BEHAVIOUR

A range of reinforcements and rewards are used across the Federation including:

**Curriculum**

The schools in the Federation strongly believe that the curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting, and challenging activities promotes independence and good behaviour. We use class and school systems and routines to maintain a well-ordered learning environment.

A positive ethos is reinforced by the adults in school by:
- Giving clear and concise directions to children so that misunderstandings do not arise;
- Praising pupils who comply;
- Backing up verbal praise with action;
- Children's work is celebrated through displays;
- Positive comments are written in the children's home-school communications book;
- Stickers - given out by teachers, LSA's and other support staff for effort with work, behaviour, and achievement; these are also taken home to be shared with parents/carers;
- Class Chart reward points – throughout the school day children can earn positive behaviour points
- Brad Awards – certificates at the end of each term.

## The Restorative Approach

Restorative Practices helps children take responsibility for their own behaviour management by:

1. *Focusing on relationships.*

   In Restorative Practices, the emphasis is on promoting, fostering and sustaining positive relationships and teaching pupils what to do when there is conflict or difficulty in a relationship. Talking improves understanding and empathy. This takes the retribution out of the equation and lets children know that relationships can be restored after conflict or difficulties.

2. *Building empathy.*

   Children are made aware of the real consequences of their actions by facing the person who was harmed and hearing how that person feels and what they are thinking. By developing compassion and empathy for others and understanding how their behaviour affects others, students can learn to regulate their own behaviour.

3. *Agreeing on relevant and supportive consequences.*

   Reparation is decided between the two parties so that any follow up is relevant i.e. related to the harm e.g. if a pupil spoke rudely to a teacher, then the child may repair the harm by apologising and promising to ask for help when feeling stressed in the future; and supportive e.g. the teacher agrees to help the pupil when the work is difficult.

4. *Using no-blame approach.*

   When children and teachers agree to a restorative conversation, respectful language is used in a non-threatening and non-confrontational manner. When children are given the opportunity to be accountable for their behaviour in a safe, supportive environment, they are more likely to accept responsibility and be prepared to change their behaviour.

5. *Giving everyone a voice*

   Children are given an opportunity to speak their truth, to tell their story and be heard. This process gives schools more information about what is going on for pupils and can help teachers assist them to avoid those difficult situations in future.

## Restorative Language

When our pupils find themselves in conflict or upset, we will ask them:

What happened?
Why do you think it happened?
What were you thinking or feeling when that happened?
What needs to happen to put this right?
What would you do differently next time?

We might also say to our pupils:

What would you think or feel if this happened to you?
Why is this behaviour unacceptable?
How can we put this right?

What other choice could you have made?
How can you make sure this doesn't happen again?

**Class Charts**
Positive and negative behaviours carrying points are recorded on Class Charts (see Appendix A).

**Positive Management Plans and Risk Assessments**
Children who have been identified as finding it difficult to conform to our Federation norms, have a Positive Management Plan's (PMP) and a risk assessment to ensure that all staff are aware of behaviour triggers and praise points to enable them to build positive relationships. These documents are reviewed regularly and following any incidents to ensure they are current and remain appropriate. Copies are kept in class files for easy access and in the child's school file on Edukey.

**Inappropriate Behaviour**
In the Inclusive Learning Federation, we will not tolerate behaviour which impacts on other people's learning and/or safety. Incidents of inappropriate behaviour are dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the child involved. In each class the classroom teacher and the children will agree a clear system outlining the steps that will take place if inappropriate behaviour occurs. When a child behaves inappropriately, the decisions made by the adults must not be led by the children's demands/behaviours. All behaviours are managed at the lowest level therefore it is only when these initial sanctions are ineffective that they are escalated. Inappropriate behaviour is recorded on Class Charts and carries negative behaviour points ranging between -1 and -10. Where necessary behaviours will be linked to safeguarding concerns that are then monitored by the Designated Safeguarding Lead.

Positive Management Plan's (PMP) are used for children whose behaviour is a concern, especially for those who have been identified as having social, emotional, and mental health (SEMH) difficulties. PMPs are reviewed and updated on a half termly basis or following an incident.

In the event of staff suspecting, or knowing that a child has brought banned items into school, staff have the right to search the child and their belongings. When this occurs, parents/carers will be informed in writing.

**Bullying**

Bullying will not be tolerated in Bradwell Village School.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
| --- | --- |
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including: Racial, Faith-based, Gendered (sexist), Homophobic/biphobic, Transphobic, Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |

Details of our school's approach to preventing and addressing bullying are set out in our ILF Anti-Bullying Policy

**Behaviour reflection forms**
Behaviour reflection forms are used at Bradwell Village school to offer the opportunity for children to reflect on their behaviour, the impact on others and the correct approach to take in the future. They are completed and discussed together with an adult using a restorative approach.  An Emotions Wheel is available to all children to articulate their emotions.  The form is then kept on file by the class teacher and a copy sent home to the parent.


**Absconding**
To abscond is to 'leave without permission.' This could mean a child leaves the school building yet remains on site or leaves the school site.


Pupils who abscond from the school site
Where a pupil is seen to leave the school site without permission, the following procedure should be followed:
- Actively pursuing the pupil may make the pupil panic possibly putting themselves in immediate danger. Staff should try to follow, keeping sight of the pupil and at a safe distance.
- Any member of staff who leaves the school site should have a mobile phone with them, should notify a member of the office staff or SLT immediately that they are leaving the site and should not put themselves or the child in danger at any time.
- Consider if there is a member of staff who has a good relationship with the pupil who can support the situation.
- The school office is to contact the parents/carers and the police. Every attempt to contact the parent/carer and the police should be recorded.
- Once the child has been found, the member/s of staff will use their professional judgement to inform their response to the child.
- A written report will be logged with the DSL, the Head of School and the Executive Headteacher.
- The DSL, Head of School, or the Executive Headteacher will brief the parents/carers and police if necessary.
- Upon the child's return, and when calm enough to do so, the pupil will be asked the reasons for absconding – ideally this should be carried out with a member of staff who has a positive relationship with the child. If necessary, a support plan or IBP should be developed.
- If the pupil returns to school of their own volition, parents/carers and the police should be informed.

Parents/carers will always be informed if their child absconds from school and all incidents are recorded on a cause for concern form.


**Loss of break and lunch times**
Losing break and lunchtimes are sanctions used by most schools and allows time for children to catch up with missed work, undertake restorative activities and to reinforce positive behaviour. The most effective sanctions are carried out at a time closest to when the poor behaviour or incident took place. Ideally, sanctions are held on the same day.

**Suspension and Permanent Exclusions**

Department for Education – Behaviour in schools – Advice for headteachers and school staff – February 2024 states:

Page 25 states that - 'All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.  Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

See DfE Suspensions and Permanent Exclusions Policy for full details.  DfE Suspension and Permanent Exclusion from Maintained Schools.

**Removal from classroom**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff.  The use of removal should allow for continuation of the pupil's education in a supervised setting.  The continuous education provided may differ to the mainstream curriculum but should be meaningful for the pupil.  Removal from the classroom is different from separation spaces for non-disciplinary reasons.  For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

As stated in 'Department for Education – Behaviour in schools – Advice for headteachers and school staff  February 2024'

Page 22 states that  - Removal from the classroom should be considered a serious sanction.  It should only be used when necessary and once other behavioural strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal.  Parents should be informed on the same day if their child has been removed from the classroom.  As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to it imposition.

Page 23 states that –
Removal should be used for the following reasons:
- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- To allow the pupil to regain calm in a safe space.

The use of removal from the classroom as a sanction will be identified on Class Charts and on the child's Positive Management Plan with specific details about how the child will work away from the classroom along with the staffing required to enabling the child to learn and refocus.

**Bound Book**

When a behaviour incident requires an entry to be made in the Bound Book (when a physical intervention has taken place – see ILF Positive Handling Policy), the completion of this record requires the member of staff to record the consequences of the pupils' actions and a reflection on the incident.  A reflection form is available for this purpose.
Incidents of physical intervention must:
Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

- Be recorded and reported to parents/carers

**Behaviour management of pupils with SEND**

High standards of behaviour are consistently and fairly promoted for all pupils. Additional support is provided where needed to ensure all pupils can achieve and learn as well as possible. Staff should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. Consideration should also be taken into account as to whether any reasonable adjustments need to be made to sanctions in response to any disability the pupil may have. This will be recorded on the child's Positive Management Plan.

Behaviour management strategies will differ for children with complex needs who do not understand the impact or consequences of their behaviours' and use specific behaviours to indicate their feelings as they are unable to verbalise these. For these children, social stories, zones of regulation and PECs are more appropriate strategies for managing behaviour. These will be recorded on the child's Positive Management Plan.

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

**Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

**RIGHTS AND RESPONSIBILITIES**

**Staff**

| Rights | Responsibilities |
|---|---|
| To be supported by colleagues and school leaders. | To ask for support when needed. To offer support to colleagues and leaders. |
| To be listened to. To share opinions. | To listen to others. To give opinions in a constructive manner. |
| To be treated courteously by all others in the school community. | To model courteous behaviour. To recognise and acknowledge positive behaviour in others. |
| To be made fully aware of the school's system/policies/expectations. | To seek information and use lines of communication. |
| To receive appropriate training to increase skills in behaviour management. | To support others in developing their skills in promoting positive behaviour. To acknowledge areas of own behaviour management skills that could be developed. To try/use and to evaluate new approaches. |

**Pupils**

| Rights | Responsibilities |
|---|---|

| To be treated with respect. | To behave respectfully to others. |
|---|---|
| To be safe. | To behave in a way that keeps others and yourself safe. |
| To learn. | To be willing to learn.<br>To allow others to learn.<br>To attend school regularly. |
| To make mistakes. | To own mistakes and learn from them.<br>To allow others to make mistakes. |
| To be listened to. | To give opinions in a constructive manner.<br>To listen to others. |

**Parents/Carers**

| Rights | Responsibilities |
|---|---|
| To be treated with respect. | To behave respectfully towards others, including staff. |
| To be kept informed about their child's progress. | To talk to staff if they have any concerns about their child's learning and wellbeing.<br>To talk to their child about what he/she does in school.<br>To ensure their child attends school regularly and on time. |
| To be listened to. | To listen to others. |
| To have access to information on the school's procedures for positive behaviour management. | To acknowledge/respond to information and share concerns. |
| To have concerns taken seriously. | To share concerns constructively. |

### 4. SAFEGUARDING

The School recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.  We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection and Safeguarding Policy for more information

**Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

> Responding to a report

> Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally

- Refer to early help

- Refer to children's social care

- Report to the police

Please refer to our child protection and safeguarding policy for more information

**STAFF TRAINING**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Positive behaviour management.

- Team Teach – Level 1.

- The needs of the pupils at our school.

- How SEND and mental health needs can impact behaviour.

Behaviour management will also form part of continuing professional development.

## 5. MONITORING AND REVIEW

We are aware of the need to review the school's behaviour policy regularly so that we can take account of new initiatives, changes to practices, regulations, and external advice. Reviews and monitoring of behaviour management take place using:

- lesson observations
- learning walks
- monitoring of behaviour data
- monitoring of incidents recorded in the bound book
- monitoring of the use of the Rainbow Room
- annual reviews of Educational Health Care Plans
- reviews of PMPs and individual risk assessments

**Appendices**

1. Code of Conduct
2. Behaviour Consequences
3. BVS Values
4. Behaviour Reflection Sheet
5. Emotions Wheel
6. Class Charts Behaviours and Allocated Points

# Bradwell Village School

# Code of Conduct

*Be the best version of yourself by:*

- ❖ Being safe.

- ❖ Being respectful and kind.

- ❖ Completing work to the best of your ability.

These must be applied **justly, fairly, and consistently** by **all** staff as we are all responsible for behaviour can have an impact on Health and Safety and Safeguarding which ultimately lie in our Duty of Care to **all** pupils and adults.

**We believe in restorative justice and not punitive consequences. "All behaviour is Communication" so we have a duty of care to find out why a child is behaving in the way they do.**

|   | Behaviour | No. times | Action | What this could be | Consequence |
|---|-----------|-----------|--------|--------------------|-------------|
| 1 | Calling out, silly noises, talking, not listening, chair swinging, not following an instruction straight away | 3 | Non-verbal (Class teacher/LSA) | Eye contact<br>Hand gesture – e.g., sit down<br>Raised eyebrow<br>Head shake | Marked on class charts |
| 2 | Repeated calling out, silly noises, talking (3x or more), not completing work, refusal to follow instructions, rude attitude, running in school, pushing in line, something that requires verbal warning straight away such as carrying a chair incorrectly | Max of 3 | Verbal (Class teacher/LSA) | Say child's name<br>Reminder of wanted behaviour<br>Praise for those making the correct choices | Marked on class charts<br>Timeout warning<br>Contact of parent re repeated behaviours<br>Informing KSL |
| 3 | Repeated calling out, silly noises, talking (where verbal correction has not worked) throwing objects, disturbing learning, rudeness to staff, continued ignoring of rules/instructions, minor challenges of authority, use of inappropriate language/ comments (may need right away if incident at break or lunch) | 1 | Timeout (LSA/KSL) | Within the class<br>Another class<br>Shared area – supervised<br>Calm room – supervised<br>5-10 mins<br>Complete behaviour form | Marked on class charts<br>Parents could be informed if this was a consequence but not needed if this is a strategy to help child manage own behaviour<br>Loss of play time/lunch time<br>Work sent home to complete<br>Option of behaviour reflection sheet |
| 4 | Repeated disturbance of learning, rudeness to staff, damage to work/property, fighting, 3x or more timeouts, challenge of authority, continuous refusal, serious or deliberate actions, rude language | 1 | CT/KSL | Involve KSL<br>Timeout with KSL<br>Meeting with KSL<br>Investigation by KSL<br>Complete reflection form at break/lunch time | Marked on class charts<br>Parents could be informed<br>Loss of play times/lunch times with completion of reflection sheet<br>A copy of reflection sheet sent home to parents<br>Work sent home to complete if needed |
| 5 | Increasingly disruptive or unsafe behaviours, continuous disrespect to an adult, fighting, swearing, online safety/social media inappropriate use, racial language | 1 | KSL/AH | Involve KSL/AH<br>Timeout with KSL/AH<br>Meeting with KSL/AH<br>Investigation by KSL/AH<br>Reflective/restorative practice | Marked on class charts<br>Parents informed/face to face meeting<br>Loss of play times/lunch times |
| 6 | Highly disruptive or unsafe behaviours, stealing, serious violent behaviour, sexualised or racist language or behaviours, continuous disruption to the learning of others, damage to school property, leaving or attempting to leave the school premises | 1 | AH | Involve AH/HOS<br>Removal from CT<br>Reflective/restorative practice | Marked on class charts<br>Meeting with parents<br>Internal isolation<br>Possible suspension |
| 7 | Escalation of above behaviours, extremely violent behaviour, high risk to safety of others or themselves, serious or intentional abuse to staff/children, illegal substance use, continuous racist or sexualised language, escape school/absconding the premises | 1 | HOS | Immediate removal. Involve HOS. Reflective/restorative practice. HOS to complete suspension documents and ensure meet parents and have appropriate letter | Marked on class charts<br>Meeting with parents<br>External suspension |

## Our Values
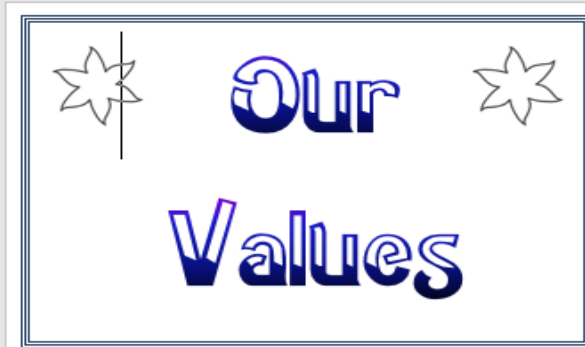
### Respect
Means:
Treating others with consideration.
Valuing everyone and everything around us.

### Co-operation
Means:
People working together to achieve the same goal.

### Kindness
Means:
Thinking about and caring for others.
Being sympathetic and considerate to others.

### Self-Belief
Means:
Believing in yourself.
Being confident in your own ability.

### Forgiveness
Means:
To stop blaming or being angry with someone.

### Appreciation
Means:
Recognising the quality, value and significance of people and things.

## Behaviour Reflection Sheet

Name _____                Class _____

| What happened? | What strategies could I have used to prevent this from happening? |
|---|---|
|  |  |

| How would I feel if it happened to me? | What do I need to support me now, and in the future? |
|---|---|
|  |  |

# Emotions Wheel

## Positive Behaviours

| Behaviour | Points | Requires an outcome | Creates a safeguarding issue |
|---|---|---|---|
| Positive Outlook | 2 | No | No |
| Homework | 5 | No | No |
| Ambassador for the School | 5 | No | No |
| Fantastic Manners | 5 | No | No |
| Great Participation | 1 | No | No |
| Excellent Presentation | 1 | No | No |
| School Representative | 5 | No | No |
| Excellent Effort | 3 | No | No |
| Club Participation | | No | No |
| BVS Merit | 5 | No | No |
| Good progress | 2 | No | No |
| Work | 3 | No | No |
| House points | 1 | No | No |
| BVS Values | 5 | No | No |
| Good Progress | 1 | No | No |
| On Task | 1 | No | No |
| Perseverance | 3 | No | No |
| Self-Regulating | 5 | No | No |

## Negative Behaviours

| Behaviour | Points | Requires an outcome | Creates a safeguarding issue |
|---|---|---|---|
| Abuse to staff | -4 | Yes-parent/carer informed | No |
| Absconding | -1 | Yes – inform parent/carer | yes |
| Bullying | -5 | Yes – inform parent/carer | yes |
| Child on Child Verbal | -5 | Yes – inform parent/carer | Yes |
| Child on Child - Physical | -5 | Yes – inform parent carer | Yes |
| Damage to property | -1 | no | no |
| Disability abuse - verbal | -5 | Yes – inform parent carer | yes |
| Disability abuse - physical | -5 | Yes – inform parent/carer | yes |
| Dishonesty/Theft | -1 | Yes – inform parent carer | no |
| Drug/ alcohol abuse | -1 | Yes – inform parent/carer | yes |
| Extremism/Radicalisation | -5 | yes | yes |
| Fire alarm | -1 | Yes – inform parent/carer | no |
| Gender abuse - physical | -5 | Yes – inform parent/carer | yes |
| Gender abuse - verbal | -5 | Yes – inform parent carer | Yes |
| Homework Issue | -1 | no | no |
| Inappropriate language | -2 | Yes – inform parent/carer | no |
| Inappropriate Technology abuse/ misuse | -1 | yes | no |
| Incomplete work | -1 | no | no |
| Low Level Disruption | -1 | No | No |
| Malicious allegation | -1 | Yes – inform parent/carer | yes |
| Moderate level disruption | -2 | Yes – monitor – consider need for PMP or review PMP | No |
| Persistent / severe disruption | -3 | Yes – message in home school communication book | no |
| Racism – physical | -5 | yes | yes |
| Refusal to follow instructions | -1 | Yes – inform parent/carer | If appropriate |
| Suspension | -5 | Yes – meeting with parents | yes |
| Sexualised behaviour | -5 | Yes - referred to DSL to manage | yes |
| Racism - verbal | -5 | yes | yes |