





To inspire, enrich and nurture so each individual reaches their full potential

Hatfield Community Free School, Briars Lane, Hatfield, Herts, AL10 8ES
Website: www.hcfs.org.uk Telephone: 01707 276018 Email: office@hcfs.org.uk

 @hatfieldcfs1  @hatfieldcfs

Principal: Mrs Victoria Hobson

The HCFS is a company limited by Guarantee Registration number 07648654

Behaviour Policy

September 2022

To be reviewed annually in the Autumn Term

Next Review: September 2023

History of Document:

Issue No.	Date Issued	Prepared By	Approved By	Comments
Issue 1	September 2021	Victoria Hobson	Outcomes Committee	New Policy adopted
Issue 2	September 2022	Ellen Summers	Victoria Hobson	<ul style="list-style-type: none">- Terminology we are now using - updated- Reference to detentions – wording changes to loss of free time- Added racism and bullying incident report sheet to the appendix- Hyperlinks checked

Contents

Aims	3
Legislation and statutory requirements	3
Definitions	3
Bullying.....	4
Roles and responsibilities	5
The Trust Board.....	5
The Principal.....	5
Staff.....	5
Parents.....	5
Pupil code of conduct.....	5
Rewards and sanctions	5
List of rewards and sanctions	5
Zero-tolerance approach to sexual harassment and sexual violence.....	6
Off-site behaviour	7
Malicious allegations	7
Behaviour management	8
Classroom management	8
Physical restraint.....	8
Confiscation.....	8
Pupil support.....	8
Safeguarding.....	9
Pupil transition	9
Training	9
The School Step System.....	9
Finding Consistency.....	9
Monitoring arrangements	10
Links with other policies	11
Appendix One: Incident Report Form	11
Appendix Two: Consistency Guidelines for all staff.....	14

Hatfield Community Free School (HCFS) has the highest of expectations of behaviour for children and adults alike. Policies, procedures and practice are developed in partnership with the whole community and are built on respect and ethical behaviour. The HCFS behaviour policy is rooted in a positive, reward-based approach but with a clear understanding that poor behaviour will not be tolerated.

At HCFS we believe effective behaviour management is essential to the creation of an environment where everyone's rights are respected and their responsibilities understood, everyone knows and understands their rights and responsibilities and also the consequences of any poor behaviour choices.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy;
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- Non-completion of classwork or homework;
- Poor attitude;
- Incorrect uniform;
- Rudeness when speaking with school staff.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules;
- Any form of bullying;
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent);
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments;
 - Sexual jokes or taunting;

- Physical behaviour like interfering with clothes;
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- . Vandalism;
- . Theft;
- . Fighting;
- . Smoking;
- . Racist, sexist, homophobic or discriminatory behaviour;
- . Possession of any prohibited items. These are:
 - Knives or weapons;
 - Alcohol;
 - Illegal drugs;
 - Stolen items;
 - Tobacco and cigarette papers;
 - Fireworks;
 - Pornographic images;
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Bullying

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: <ul style="list-style-type: none"> • 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)
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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Roles and responsibilities

The Trust Board

The Trust Board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

The Principal

The Principal is responsible for reviewing and approving this behaviour policy. The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently by using the schools Relationships Agreement;
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Recording behaviour incidents ;
- The senior leadership team will support staff in responding to behaviour incidents, using the Incident Report Form where necessary.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly.

Pupil code of conduct

Our intent is for HCFS to be an environment where everyone feels valued, safe and happy. The foundations of this are based on our relationships with others. Building strong relationships with children, staff, parents and trustees is at the heart of everything we do and we are always striving to develop our relationships by:

- Everyone having a shared interest in our school to act as one supportive COMMUNITY.
- Building relationships on the foundations of mutual RESPECT.
- Celebrating INDIVIDUALITY school-wide and across classes.
- Showing PRIDE across achievements within our community.
- Treating everyone with KINDNESS and this being central to everything we do.
- Working COLLABORATIVELY to be the best that we can be.
- Everyone having an opportunity to share their VOICE.
- Taking responsibility for ourselves and other's SAFETY.

Rewards and sanctions

Positive recognition is used to promote the aims of the behaviour policy. It is used sincerely and meaningful, thereby encouraging and reinforcing good behaviour.

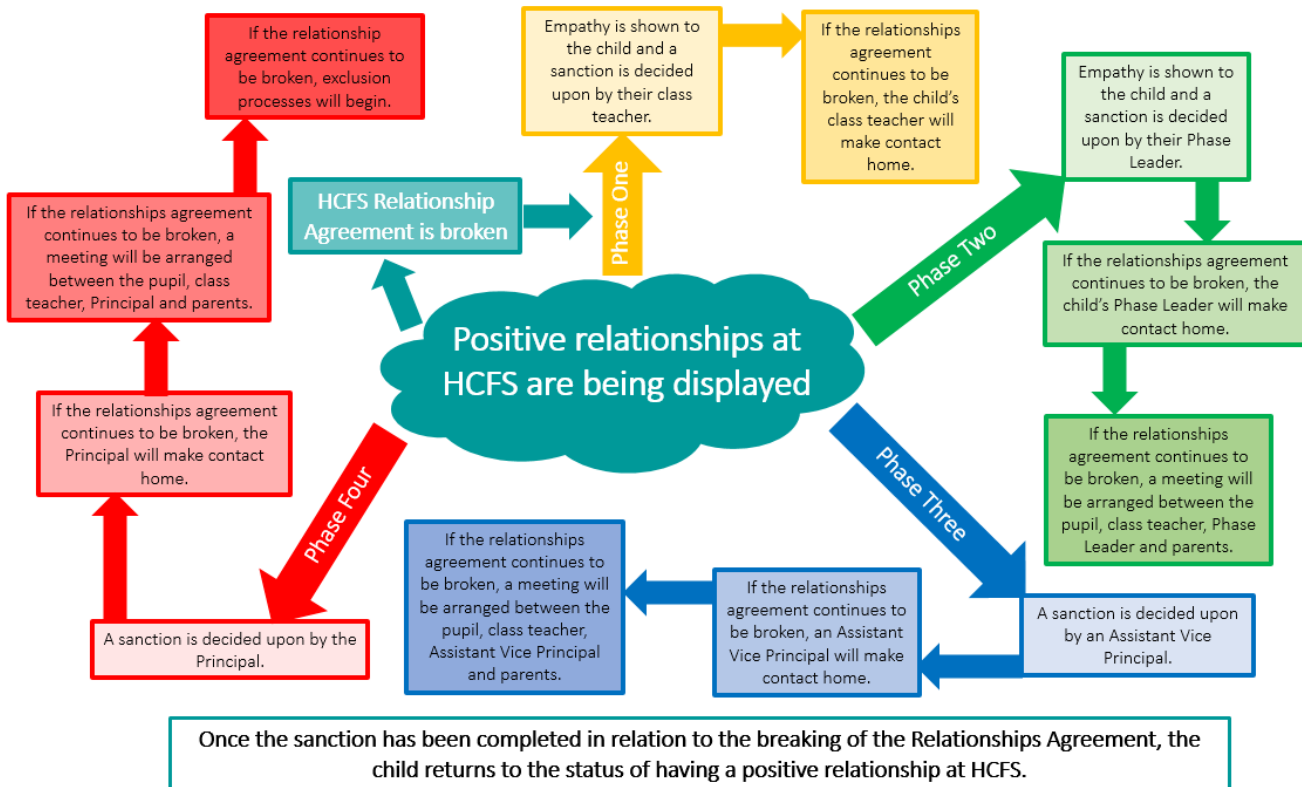
List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise: describing the action for which the praise is given, comments on work, showing work/reporting actions to another class;
- Positive verbal and written reports to parents/carers at the end of the school day;
- Tangible awards: stickers, smiley faces on work, certificates, house points;

- Celebration assemblies
- Class Rewards: Individual arrangements made by class teachers to rewards good behaviour.

The school uses our Relationships Agreement when the pupil code of conduct is broken:



Sanctions may include:

- A verbal reprimand;
- Sending the pupil out of the class;
- Expecting work to be completed at home, or at break or lunchtime;
- Loss of some or all of break time or lunchtime play;
- Referring the pupil to a senior member of staff;
- Letters or phone calls home to parents;
- Agreeing a behaviour contract;
- Putting a pupil 'on report'.

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.

Sanctions for sexual harassment and violence may include:

- A verbal warning;
- Keeping the pupil behind after class to apologise to their peer;
- A letter or phone call to parents;
- Missing 'free time' such as break times;
- A period of internal exclusion (length dependent on incident);
- Fixed-term (length dependent on incident) or permanent exclusion.

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.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips);
- Travelling to or from school;
- Wearing school uniform;
- In any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, 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 only 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.

Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged;
- Display the HCFS Relationships Agreement and their own classroom rules;
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons;
 - Establishing clear routines;
 - Communicating expectations of behaviour in ways other than verbally;
 - Highlighting and promoting good behaviour;
 - Concluding the day positively and starting the next day afresh;
 - Having a plan for dealing with low-level disruption;
 - Using positive reinforcement.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder;
- Hurting themselves or others;
- Damaging property.

Incidents of physical restraint 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.

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

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.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

The School Step System

Across the school, we have a stepped behaviour management system. The aim of this system is to promote an effective learning environment. This system addresses all types of behaviour from 'low level' through to 'high level'. The majority of our work will revolve around positive reinforcement – 'catching them being good', but where children do not respond to this, sanctions are applied in a fair and consistent way. Consistency and high expectations by all of all and for all are paramount.

Finding Consistency

In order to provide a consistent response, the tables below give examples of different levels of difficult behaviour and describe suggested action to take, who to involve and what to record.

It must be emphasised that these are for guidance only, as each individual case and each child's needs and personal context should be taken into consideration. It is also impossible to describe every instance or type of difficult behaviour. There are five 'Steps' included in the policy, though it is hoped that children will never get as far as Steps Four and Five.

Step Number	Example Behaviours	Actions & Consequences	Recording & Communication
-------------	--------------------	------------------------	---------------------------

Pre-Step 1	Low level behaviour that falls below general expectations	<ul style="list-style-type: none"> - Normal reminders - Refer to class rules and whole school relationships agreement - Praise & Encouragement 	None
Step 1	<ul style="list-style-type: none"> Not listening/ignoring instructions Fidgeting Rocking on chair Pushing in line Talking out of turn Calling out, silly noises Disturbing others Chatting at inappropriate times Unkind language/treatment of others Off task Wandering Not looking after own property, property of others or school property/resources Not working in a group Inappropriate responses e.g. shrug 	<ul style="list-style-type: none"> - See Positive Strategies in Appendix 2 - Verbal Warning 	None
Step 2	<ul style="list-style-type: none"> Repeated incidence of Step 1 behaviour in the same session Unwillingness to co-operate/follow instructions Minor challenge to authority Persistent problems with homework Deliberate disruption of lesson Rudeness to any adult or pupil in school Deliberate misuse of property/resources Persistently breaking the same rule Impulsive fighting/hurting others Swearing Spitting e.g. on the floor Telling lies Use of inappropriate language 	<ul style="list-style-type: none"> - Reflective Time Out: 5 minutes EYFS & KS1 10 minutes KS2 - Removal of items - Verbal or written apologies - Miss break or lunch time - Warn about losing responsibilities or privileges 	<ul style="list-style-type: none"> Make record of behaviours on child(ren)'s chronologies Use Phase 1 and 2 of the Relationships Agreement: Conversation between Class Teacher and Parent/Carer, Involve Phase Leader if continuation occurs
Step 3	<ul style="list-style-type: none"> Repeated incidence of Step 2 behaviour in the same half term Severe disruption where lesson cannot continue More serious challenge to authority Minor Vandalism Starting fights/hurting others Spitting e.g. at other pupils Initial instance of bullying Intimidating behaviour Using swearing to insult others Racist, sexist or homophobic behaviour 	<ul style="list-style-type: none"> - Time out in another class - Loss of activity, responsibility or privileges - Consideration of SEND route - Behaviour report system 	<ul style="list-style-type: none"> Make record of behaviours on child(ren)'s chronologies Record on CPOMS if behaviour constitutes bullying, racism, sexism and homophobia and Incident Report Completed (Appendix One) Use Phase 3 of the Relationships Agreement: Formal meeting with parent/carer Behaviour report if appropriate
Step 4	<ul style="list-style-type: none"> Pre-mediated or unprovoked violent behaviour Persistent disruptive behaviour Threatening behaviour Verbal abuse of staff and 'lashing out' Swearing intended to deliberately cause offence Leaving without permission and truancy Theft of others' property Serious or repeated vandalism Continuation of bullying 	<ul style="list-style-type: none"> - Consider involving external agencies - Further loss of privileges - Exclusion from forthcoming events - Internal exclusion - Possible fixed term exclusion - Pastoral Support Programme 	<ul style="list-style-type: none"> Make record of behaviours on child(ren)'s chronologies Record on CPOMS if behaviour constitutes bullying, racism, sexism and homophobia and Incident Report Completed (Appendix One) Use Phase 4 of the Relationships Agreement: Formal meeting with parent/carer Follow up meetings to take place to monitor and review behaviour Letter to parents if exclusion applies Reintegration meeting to take place
Step 5	<ul style="list-style-type: none"> Serious assault or physical abuse of another pupil or adult Major theft e.g. a laptop Sexual Misconduct Possession/use/selling cigarettes, drugs, alcohol or weapons Severe Persistent disruptive behaviour 	<ul style="list-style-type: none"> - Most likely to result in Permanent Exclusion 	<ul style="list-style-type: none"> Principal to manage Relevant staff informed Parents informed immediately Chair of Trustees notified Police, as appropriate Full recording of details Recording on Arbor (to county) Meeting with parents followed by a formal letter

Monitoring arrangements

This behaviour policy will be reviewed and approved by the Principal annually. Significant changes to the policy will need approval by the trust board.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy;
- Child protection and safeguarding policy;
- Anti-bullying policy;
- Preventing racism policy.

HCFS Incident Report Form

Incident details			
Date of incident/s		Time of incident/s	
Location / event			
Where did the incident occur?	<input type="checkbox"/> Field	<input type="checkbox"/> MUGA	<input type="checkbox"/> Toilet
	<input type="checkbox"/> Corridor	Other:	
Nature / type of incident			
<input type="checkbox"/> Extortion	<input type="checkbox"/> Written		
<input type="checkbox"/> Isolation – being ignored or left out	<input type="checkbox"/> Possessions – kit taken or damaged		
<input type="checkbox"/> Physical – being hit or hurt	<input type="checkbox"/> Forced into actions against will / hazing		
<input type="checkbox"/> Verbal – name-calling, taunting, mocking, threatening	<input type="checkbox"/> Cyber – online, social media, email, text, posting photos / videos		
<input type="checkbox"/> Spreading rumours	<input type="checkbox"/> Other (specify):		
Are there indications that the incident was motivated by any of these? Tick all that apply	<input type="checkbox"/> General appearance / demeanour	<input type="checkbox"/> Race / ethnic origin	
	<input type="checkbox"/> Disability / SEN	<input type="checkbox"/> Sexual orientation	
	<input type="checkbox"/> Gender / sexism	<input type="checkbox"/> Home circumstances	
	<input type="checkbox"/> Religion	<input type="checkbox"/> Sports ability	

Individuals involved				
	Name	Gender*	Age	Role*
1				
2				
3				
4				
5				
6				
* Gender: F – Female / M – Male / Another – please write in				
* Role: V – Victim / R – Ringleader / A – Associate / B – Bystander				

Brief summary of incident(s)

--

Action taken

Include any sanctions, exclusions, parental involvement, or involvement with external agencies.

Overall (include details if incident was referred on)

--

With each individual involved (noted on page 1)

--

Declaration

Form completed by (print your name)	
Your signature	X
Today's date	
Monitoring review date <i>Check in with all parties involved</i>	

Appendix Two: Consistency Guidelines for all staff

Step 1:	Example Behaviours	Positive Strategies
Step 1 Disruptive classroom behaviour	Not listening/ignoring Instructions	Rule reminder; varying teaching styles; visual reminder – notes on board, using different colours; Directing questions at specific children; think about positioning of child and if appropriate LSP
	Fidgeting	Take object as you continue lesson – don't let it stop the flow; Eye contact; Insert a name into the flow; for some children, blu-tac or a permitted item; For some children, plan seating position.
	Rocking on chair	Non-verbal signal – nod, look, hand gesture; Go behind chair and tap or gently tip; remind of safety – the 'dreadful anecdote'; Warning; chair removed for set amount of time. (Be aware that some children find this almost impossible as there need 'sensory feedback' a Sit Cushion may help.)
	Pushing in line	Praise children lining up well, move to the back of the line
	Talking out of turn	Praise/choose children who are sitting quietly of waiting their turn; refer to expectations/golden rule; stop, fix, glare; ignore or acknowledge depending on child/circumstance.
	Calling Out, Silly noises	Strategic ignoring and tackling later to lessen disruption to flow; Praise those who do the right thing, going to those who put hand up; Set the routines early and show no tolerance. It has to be dealt with some time; eye contact; when a child who does often call out puts up hand, ensure praise/responses as a reward
	Disturbing Others/Chatting	No tolerance, but be aware of attention seeking; move to lone position, facing away; close supervision or near to adult
	Unkind language or treatment of others	Be consistent in your response and clear about what is not acceptable; discuss with child one to one; consider circle time and ask 'How would you feel?'
	Chatting or not on task	Eye contact; name; working separation; time targets for completion of activity
Step 1 Other general examples	Wandering	Remove excuses for wandering –pens, equipment all ready; make expectations clear, and say how long it will be before; challenge- 'Why are you out of your seat?' Reminder of rules; Consider movement or brain breaks for longer lessons or testing situations
	Talking when moving around the school or lining up	Set the tone early; send to back for some children; line up in register order; encourage children to avoid lining up with those who might bring temptation; if majority of class, return to try again or 'practice' at break time.
	Talking in assembly	Try to gain eye contact to give a visual prompt to stop. Quietly move to the child to give a verbal reminder to stop. Move to sit next to you. Discuss their actions with them at break time. Consider the timing, to avoid disruption.
	Careless treatment or not looking after own or others property, or school property	If undamaged talking to child about importance. If accidental or careless damage to others' property involved, staff may refer to Principal if recompense is likely to be sought.
	Not working in a group situation	Review at end of lesson; focus on group skills expected when giving instructions for activity, careful consideration about grouping of children
	Inappropriate responses to reminders about behaviour e.g. shrug, or 'Yeah?'	Expect to be talked to with appropriate level of formality for situation – children need to learn this; but...be careful not to cloud the original issue with a focus on consequential misbehaviour

Step 2:	Examples	Suggested responses	Who else to involve	Recording	Communication with parents/carers
Repeated instances of Step 1 and/or:	Unwillingness to co-operate/ follow instructions.	<p>Strategies:</p> <ul style="list-style-type: none"> • Talk one to one, away from classroom situation; set clear expectations for improvement; be clear and specific about targets - it is suggested no more than one or two; remain focused on primary behaviour rather than consequent behaviour; give chance to improve • Removing items e.g. sweets, and returning at time decided by teacher • Time Out in class <p>Sanctions:</p> <ul style="list-style-type: none"> • Withdrawal of break or lunchtime play, perhaps for a longer period • Apologies, verbal or written, may be appropriate, but these should be meaningful and sincere. Staff should check that this has been carried out. • Warning about representational activity e.g. Senior Pupil Leader, School Club • Warning about loss of forthcoming events. <i>Note that some events are more appropriate than others e.g. the difference between missing a non-uniform day or the school disco, and an educational visit.</i> 	Inform Phase Leader, seeking guidance and support, who may then decide to intervene directly.	If persistent, update behaviour on individual communication logs, which may help with parental involvement and with pattern seeking later.	<p>Verbal communication at dismissal time (email if child has a meeting point/walks home)</p> <p>Telephone or face to face meeting with class teacher</p> <p>Parents Evening, if behaviour forms part of a pattern or 'collection' of Step 1/2 instances.</p> <p>Consider note in Home School Journal or phone call (or letter if pupil post felt to be unreliable)</p> <p>Involve and inform parents if loss of representational activity or forthcoming events is under consideration</p>
	Minor challenge to authority of adult				
	Persistent problems with homework				
	Deliberate disruption of lessons				
	Rudeness to any adult working in school (or child)				
	impulsive or 'hot head' fighting/hurting others				
	Swearing for effect				
	Deliberate misuse of property, or disregard for school environment/resources				
	Breaking rules – e.g. having sweets, swaps, play fighting				
	Spitting e.g. on floor				
	Telling lies				
	Use of inappropriate language				

Step 3:	Examples	Suggested responses	Who else to involve	Recording	Communication with parents/carers
Repeated instances of Step 2 and/or:	Severe disruption to point where lesson cannot continue	<p>Strategies:</p> <ul style="list-style-type: none"> • Time out in another class. This should be anticipated in advance and a 'foster class' identified (see below) • Behaviour Report with clear targets (see below) • Children reviewing their involvement • Consider special needs routes <p>Possible Sanctions:</p> <ul style="list-style-type: none"> • Loss of representational activity • Loss of or exclusion from forthcoming events • Further loss of privileges 	<p>Phase Leader to work directly with child, who may <i>then</i> decide to refer to AVP</p> <p>Inform Principal</p> <p>In case of severe disruption , use the walkie talkies to request help</p> <p>Involve discussion of patterns/developments over year and strategies employed, in Transfer of Information Meetings at end of School Year</p>	<p>Make record of behaviours on class logs</p> <p>Record on CPOMS if behaviour constitutes bullying, racism, sexism and homophobia</p> <p>May also need an Individual Risk Assessment for Offsite Visits.</p>	<p>Arrange meeting with parents, and further meetings to review, where appropriate.</p>
	Initial instance of bullying (follow procedures in Bullying Log)				
	Intimidating behaviour				
	Spitting at others and wiping 'snot' etc.				
	Racist comments or harassment				
	Fighting as in deliberately picking fights/hurting others				
	Minor vandalism				
	More serious challenges to authority				
Using swearing to insult others					

Behaviour Report: Children are given a sheet with each session marked and up to three targets which apply to all sessions. For each session and each target, they receive a smiley, level smiley or upturned smiley. The level smiley applies where the target was not quite or partially met. At the end of the day/week there is a clear visual record, which can then be the basis of review and reward.

Time Out: This offers respite for a child, the rest of the class and the teacher in another class they are familiar with. It should involve an opportunity to calm down and get out of a deteriorating situation. It might also involve some reflective or review activity as appropriate. If sending to another class, an independent activity must be provided.

Step 4:	Examples	Suggested responses	Who else to involve	Recording	Communication with parents/carers
Repeated instances of Step 3 and/or:	Organised/ pre-mediated or unprovoked violent behaviour; persistent aggressive disputes with others	Strategies: Consider Special Needs register and involvement of external agencies. Seek advice of Inclusion Manager.	Principal involved immediately; Phase Leader, SENCO informed	Make record of behaviours on communication logs	Parents informed
	Persistent disruptive behaviour	Sanctions:	Relevant staff informed as appropriate; in case of persistent disruptive behaviour consider support/case conferencing	Record on CPOMS with copies of letters and evidence	Arrange meeting with parents, and further meetings to review, where appropriate
	Threatening behaviour	1. (Further) loss of privileges		When arranging an Offsite Visit, an Individual Risk Assessment form should be completed	Formal letter to parents if exclusion applies
	Verbal abuse of staff; lashing out at staff in temper	2. Loss of representational activity			
	Swearing or foul language, intended for effect or to deliberately cause offence	3. Loss of or exclusion from forthcoming events (Where this occurs the child is still expected to be in school)			
	Leaving classroom/ school/ playground without permission; deliberate truancy from lesson or activity	4. Internal Exclusion			
	Theft of property e.g. cloakroom stealing	5. Fixed term exclusion			
	Serious or repeated vandalism/ damage	6. Pastoral Support Programme for persistent severe behaviour problems, where a child has had fixed term exclusions and is in danger of permanent exclusion, following Herts Guidelines	PSP will involve Class Teacher, HT, SENCO, parents and Thrive Team.	Standard paper work for PSP's in Herts Guidance	Parents fully involved
Step 5	Continuation or re-direction of bullying	7. If no improvement results from implementation of PSP, consider movement to permanent exclusion			
	Serious assault or physical abuse of another person				
	Major theft		Relevant staff Parents Chair of Trust Board Police, as appropriate	Full recording of all details Recording on SIMS to county	Parents informed immediately, then in writing.
	Sexual Misconduct Possession/use/selling cigarettes, drugs, alcohol or weapons Severe Persistent disruptive behaviour	Most likely to result in exclusion from school, in accordance with and subject to procedures set out in Hertfordshire Guidelines current at that time			

Internal Exclusion: A fixed period of up to three days, spent in school but out of class. The child will have no contact with other children within the school day

Pastoral Support Programme: A school based intervention to help pupils to manage behaviour better. It is usually applied to pupils who are at risk of permanent exclusion, following a series of fixed term exclusions.