Broadfield Primary School
Behaviour Policy

Review Date March 2021

Rationale

At Broadfield Primary School we are committed to helping children and adults achieve more, and operate positive behaviour management strategies to promote the welfare, learning and enjoyment of children. We expect high standards of behaviour and conduct from children, staff and parents to ensure the safety and happiness of everybody at the school. Through a consistent, whole school approach to positive behaviour management, every child regardless of gender, race, culture, religion, ethnicity, age, disability, looked after or sexuality, will have the opportunity to achieve his/her potential.

Aims

- The main aim of our school is for every member of the community to feel valued, respected and that everyone has a right to be treated fairly.
- The school will provide a caring community, where its ethos and values are built on respect for all.
- The school aims to promote an environment where everyone feels happy, safe and secure.
- To help children to develop a sense of caring and respect for one another.
- To build caring and co-operative relationships with other children and adults.
- To help children develop a wide range of personal, emotional and social skills and teach children how to manage their emotions effectively.
- To foster confidence, self- discipline and increase children's self- esteem.

As a school we will:

1. Ensure that all staff understand and demonstrate the school's core beliefs about behaviour;
2. Promote positive out-of-class behaviour by using agreed routines and clear systems;
3. Use school assemblies to develop children's social, emotional and behavioural skills;
4. Implement rewards and consequences that will be consistently and fairly applied to all pupils;
5. Recognise and celebrate positive behaviour in corridors, playgrounds and the dining hall;
6. Inform parents about good behaviour;
7. Involve, inform and support parents when inappropriate behaviour occurs and keep them informed of any improvement;
8. Ensure that there are opportunities for staff to discuss and contribute to the development of systems underpinning positive behaviour;

Classroom:

- Adults model controlled, respectful verbal and non-verbal behaviours;
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development;
- Lessons are structured to be interesting and appropriately challenging;
- Appropriate behaviours are taught and reinforced on a regular basis;
- Children are taught the languages of sharing and co-operation, choice and consequences;
- Children are encouraged to identify their own strengths and to recognise and value the diversity within their classroom;
- There are clear routines (e.g. for entry and exit, moving around the classroom, sharing equipment to reduce uncertainty and promote an appropriate climate for learning);
- Classroom rules or charters are displayed in a way which can be understood by all children;
- Appropriate behaviour is quickly noticed and genuinely celebrated by staff and peers;
- There are clear systems, understood by all, for dealing with negative behaviour;

Individual Child:

- All children's strengths are recognised and celebrated by staff;
- Systems are in place for noticing and drawing attention to good or improved behaviour;
- There are systems in place which allow all children to be special at 'times'
- Where a child experiences difficulties in developing or sustaining appropriate behaviour there are systems in place which give additional support and attention;

Expectations:

School rules are kept to an essential minimum. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a safe, healthy environment.
Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to pay a contribution.
Each classroom will display our classroom rules, consequences and rewards which all children are familiar with. Teachers will discuss and talk about the expectations to their class on a regular basis but always at the beginning of a half-term. These expectations are reinforced in assemblies and at other opportunities such as Circle Time.

Our Classroom Expectations, Rights and Responsibilities
We can…

1. Listen & follow instructions first time.
2. Be kind, helpful & polite to all.
3. Keep our hands & feet to ourselves.
4. Look after everything in school.
5. Speak quietly & politely.
6. Walk around school in a quiet and orderly manner.

On the carpet we can…

- Sit nicely
- Keep our hands & feet to ourselves
- Listen carefully
- Speak one at a time

The expectations will be reviewed regularly and the school will ensure that new children are taught the rules and have a voice in devising a set of rules/expectations for the school.

'Effective leaders are distinguished by their success in preventing problems arising in the first place rather than by the special skills in dealing with problems once they occur'
(Brophy 1983)

Responsibilities:
The responsibility for managing children's behaviour lies with all adults working within the school. All adults in school will be informed of those pupils requiring additional/specific interventions related to improving their behaviour.
All adults have a responsibility to lead by example, role model the behaviours we expect from the children and to follow the school's expectations both within their own designated areas and around the school as a whole. The consistency of

approach will support all the children in our school. The Senior Leadership Team are committed to supporting all staff in areas related to the management of pupil behaviour. Staff who find themselves experiencing any difficulties in managing their class or individual pupils are encouraged to seek advice as soon as possible.

School routines and classroom organisation:
All staff have clear routines and organisation within their designated areas which they explain to children and revisit on an ongoing basis. This ensures that children are provided with opportunities to embed the information.
Shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

Leaving the classroom:
Children do not leave the classroom without permission from an adult. Children needing the toilet during lesson times are allowed to go individually but are encouraged to go on the way out to playtime particularly in KS2.

Movement around school:
All movement in and around school should be in a calm and orderly manner. Staff should see that all children are suitably supervised when moving around the school. Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc., should be thanked, praised or rewarded.
Teachers should ensure that all the children are visible to them at all times.

Playtime Supervision:
Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.
A minimum of three staff members are required to supervise playtimes. Supply teachers should cover the duty of absent teachers but should never be without support. Staff should be out on duty on time and children shouldn't be sent out until there is a member of staff on the playground.
Lunchtime activities are provided outside to encourage positive behaviour of children and to encourage them in healthy activities.

It is important that teachers collect their classes on time at the end of playtime or lunchtime, as this reduces possible disruption/incidents of inappropriate behaviour. Upon hearing the bell, children should stop what they are doing and go straight to their lines quietly. Staff should send children in a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a team point or dojo.

After playtime and lunchtime all children should be reminded that playtime/lunchtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

Wet Playtime Supervision:

During wet playtime sessions children should remain in their classrooms. Each class has a wet playtime box / cupboard which includes games. The laptops, chrome books etc. shouldn't be used unless supervised by the class teacher.

Start of the day:
Staff on duty should be present at the door by 8:50am, when children are arriving and again after school to see them safely off the premises.

End of the day:
In the Foundation Stage and Key Stage 1, parents/carers/ a responsible adult collects their child from the classroom at the end of the day. Children in Key Stage 2 are escorted to the playground by their class teachers. Teachers use this time to chat to parents and pass on information.

Rewards:
It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards
Verbal praise
Claps and pats on the back
Stickers for good work, effort and behaviour
Smiley faces, merits and/or stars on good work
Football bands
'Star of the Day'
Table points
Team points
Chance tickets
Visit to the cinema
'Listening Bear'
Dinnertime stickers – daily
Phone calls home
Postcards sent home at the end of each half term
Good work shown to Ms Stennett
Dojo points
Class teachers can choose the reward systems that are appropriate for their class. The success of our policy depends on the consistency of approach by all staff.

Consequences

We feel it is important to promote positive behaviour and encourage self-discipline. However, there may be times when a child's behaviour infringes on the rights of others. When applying consequences, we always bear in mind that reducing bad behaviour is a realistic aim, eliminating it completely is not and adhering to the following guidelines is good practice:

- The principles for positive behaviour apply at all times;
- The consequences follow if pupils choose to ignore the principles;
- The principles indicate clearly the behaviour desired;
- The consequences are progressive starting with a warning and then gradually more substantial for subsequent incidents;
- The consequences should never be meant to embarrass or humiliate a child;
- A guiding principle used throughout the school is to praise pupils for good behaviour. Thus children are reminded in a positive way what behaviour is acceptable.

Stages of dealing with negative behaviour

If a child chooses not to follow the school expectations the following consequences are followed which are based on the traffic lights system:

At the start of each day all children start on green regardless of the previous day's behaviour unless it is an incident that happens right at the end of the school day and then it is dealt with first thing the following morning.

1. If a child breaches an expectation they will be given a warning and encouraged to make the right choice**.**
2. If they don't heed the warning the child's peg will then be moved to amber and reminded that they need to turn around their behaviour in order to move back to green. At this point children will be given the opportunity to move to the 'time out area'
3. If a child's behaviour doesn't improve then their peg will be moved up to **Red.**
4. Sometimes it will be necessary to send a child to another class for the rest of the lesson. Children must always have some work to do when sent to another class.
5. A child's name can be moved straight to red for inappropriate/unacceptable behaviour, e.g. **swearing, fighting and answering back.**

If a child is on red at the end of the day, then they should miss playtime the following day; units will be expected to manage this on a daily basis.

If a child appears on red more than twice within a week the class teacher should have an informal meeting with the child's parents. If the behaviour doesn't improve then a Pastoral Support Plan should be drawn up and shared with parents and all staff should be briefed.

Some children on the SEN register will have an IEP for behaviour. It will be necessary for these children to follow the PIP. Please seek advice from the SENCO about this.

<u>Anti-Bullying</u>

At Broadfield we define bullying as behaviour which is deliberately hurtful, behaviour which is repeated over a period of time and behaviour which is difficult for victims to defend themselves against.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods.

Bullying can take many forms. At Broadfield we recognise there are different types of bullying:

1. Physical e.g. pushing, kicking, hitting, punching or any use of violence;
2. Emotional e.g. being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
3. Verbal e.g. name calling, insulting, making offensive remarks, sarcasm, spreading rumours and teasing.
4. Racist: racial taunts, gestures and making fun of someone's culture or religion
5. Homophobic or transgender remarks.
6. Cyber e.g. inappropriate text messaging and emailing, email & internet chat room misuse, sending offensive or degrading images by phone or via the internet; Mobile threats by text messaging & calls

We recognise that bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant.

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

*** Class Links**

Nursery	Reception
Reception	Beech
Larch	Chestnut
Willow	Sycamore
Maple	Oak
Woodlands	Elm

Teachers will monitor the success of class links.

Adults receiving children on 'Time Out' should talk to them as little as possible, unless it is deemed appropriate. They should not be told off by the receiving adult as this is being 'told off' twice for the same issue. It is important that when a child returns to class after 'time out' that they are caught being good quickly and their peg can be moved back to green.

Some children may refuse to leave the room for time out. If this happens the class teacher may ask for another member of staff to take the child to the other room; may give the child a few minutes to reconsider their choice and if this fails, send for a member of the SLT/Pastoral Worker. It is important for the child involved, the rest of

the class and the teacher involved that the situation does not become confrontational and the teacher may wish to leave addressing the situation until the end of the session.

When a child requires a period of time out of class for inappropriate behaviour, a serious incident or to calm down the receiving teacher/adult should reinforce the concept of turning around their behaviour. Staff do not reinvestigate the incident as this can be a reinforcement of negative behaviour.

If the child's response continues to be inappropriate their behaviour will be discussed with the Unit Leader. Support can be gained from a member of the SLT. Incidents need to be completed on CPOMS to ensure all relevant adults are aware of the incident and to document, track and analyse concerns.
The Headteacher is involved as a last resort. However, in all cases when there is a health and safety issue, the child should be sent to a senior member of staff.

The use of 'reasonable force'
If staff become aware of, or have a need to become involved in situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.
If the need arises, positive handling techniques will be used and it is advisable that another member of staff is present.
Safeguarding and welfare concerns should be taken into account when restraint is used on children with SEND.
We accept that in the course of positive handling, injuries to adults and the child can occur. There is no presumption that in the case of injury or complaint against adults of physical injury that suspension from duty will occur automatically. Each case will be carefully considered by the Headteacher. A record of serious incidents requiring physical intervention needs to be completed. There are a number of staff who are trained in Team Teach.
On the occasion that a child has been restrained, this will be recorded (See Appendix 1) and the parents will be notified.
If a child injures a member of staff (for example biting), this will be recorded (See Appendix 2) and the parent will be notified.

Broadfield Primary School will work with parents and carers of vulnerable children to draw up individual behaviour plans to reduce the occurrence of challenging behaviour and the need to use reasonable force.

Occasionally incidents occur which are of a more serious nature. These include:

- Violence
- Direct and intentional verbal abuse
- Bullying
- Racism
- Leaving class/school without permission (these will depend on individual circumstances)

When a serious incident occurs, the parents/carers will be contacted by phone the child will be interviewed by a member of the Senior Leadership Team. A decision will then be made regarding the most appropriate consequence for the child. These consequences include playtime, lunchtime, in school seclusion, not taking part in extra-curricular activities and as a last resort exclusion.
In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Behaviour books (for KS1 and less mature KS2 children).
- Behaviour Reports/ Charts / Contracts for KS2

Targets for behaviour should be very specific and realistic.
"To stay on task at all times" is not a realistic target for the best behaved child let alone a troubled child.
Targets should provide clear consequences for breaking the agreement.
If in doubt, consult your Unit Leader.
Daily feedback on progress should be given and targets reviewed fortnightly either:

- to make targets more difficult as behaviour improves,
- to set new areas to tackle or
- to remove completely from report.

If children behave inappropriately when in a group with a member of the support staff, the support staff will follow the same consequences that are used in the classroom. If the child moves to red at this point, they will be returned to their class teacher who will decide on the consequence.

Class teachers are to keep their own record of behaviour consequences as evidence for support, SEN reviews etc… This record can be in a form suitable for the age group e.g. diary, behaviour book or smiley face chart.

Searching, screening and confiscation at school (DfE, January 2018)
School staff can search a pupil for any item if the pupil agrees.

Teachers can instruct pupils to turn out their pockets and bags and sanction them if they refuse to do so. A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

These guidelines exist to promote and ensure the safety of all members of the school community.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
- to commit an offence
- to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Racially motivated incidents
All incidents will be logged and sent to the Headteacher who will report it to Oldham Local Authority.

Homophobic incidents
All incidents will be logged and sent to the Headteacher who will report it to Oldham Local Authority.

Behaviour expectations whilst representing the school

We expect children and staff members to model positive behaviour whilst representing the school during extra-curricular activities or activities outside of school. Pupils who choose to behave inappropriately whilst representing the school will be warned about their behaviour. If this continues then they will be asked not to attend any further extra-curricular activities for a period of time and parents/carers will be informed and expected to support the school's decision.

Subject to the school's behaviour policy, the staff may discipline a pupil for negative behaviour when a child is:

- Travelling to or from school
- Wearing a school uniform
- Identifiable as a pupil at our school
- Witnessed by a member of staff
- Reported to the school

Relationships

The following points are ideas/reminders for staff regarding the development of positive relationships in school.

Staff-Pupil Relationships (See Appendices 3 and 4)

- Children may have problems they are trying to deal with. No child should be seen as a 'problem';
- When pupils are confrontational it is usually because they are anxious, unhappy, frightened, distressed. Try not to take it personally;
- Try and role model calm responses to pupil behaviour e.g. keep the tone of your voice calm, your body language non-threatening;
- Don't be pushed in to reacting to a child's behaviour. If it helps you, delay dealing with an incident until later. Explain to the child that you want to think about what has happened. If you do this never forget to follow it up;
- Always try and deal with confrontation/possible confrontation on a 1:1 basis and avoid opportunities for other children to observe;
- If you realise that you have contributed to a difficult situation it is positive to recognise this with the child;
- Use humour if appropriate – it is important not to include sarcasm;
- Not all strategies work with all children. If one strategy doesn't work, try another. It may be that a child you are having difficulties with has a good relationship with another member of staff. Talk to the member of staff and use their knowledge of what works;
- Be genuine, positive and friendly. Focus on the positive things a pupil is doing in order to improve other areas – don't work to a deficit model;
- Allow for mistakes – any improvement is good for a child who is struggling with their behaviour;

- Try and find out some personal details about what each child likes to do outside school;
- Look for individual, group and class successes;
- Look for the early warning signs that a child may not be unhappy/distressed/likely to struggle and have a plan of how to avoid a crisis;
- Record disruptive behaviours/your concerns.

Exclusions

Exclusion is used as a last resort or where behaviour has become so difficult that the health and safety of the child and others in the school is in jeopardy.
Exclusions will be carried out in accordance with LEA policy and Governors directive. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.
Prior to the exclusion of a child these steps must be taken:

- Full consultation with parents well before the stage of considering exclusion is reached unless in response to a serious incident
- Full consultation with all relevant staff about the child's problems
- Involvement of the child where appropriate including reasons for action taken
- Consider Educational Psychologist and/or outside agencies

Staff-parent relationships

We believe that parents are the child's primary educator and we are committed to harnessing their involvement and support to improve outcomes for the child. We also offer to support them when behavioural difficulties arise in the home situation. The following points are ideas/reminders for staff regarding the development of positive staff-parent relationships

Staff-Parent/Carer Relationships

- Encourage parents/carers to work within your classroom/use their skills to enhance the curriculum;
- Encourage them to visit the classroom to celebrate their child's achievement;
- If you have to relay 'bad news' about their child's behaviour/performance try and balance it with positive remarks about improvements in the past;
- If a difficult situation/confrontation is likely to arise between you and a parent/carer, plan an appropriate place to meet which is out of sight of children and other parents but within reach of help from other staff;
- Take notes of parental concerns and read them back to parents to make sure you have a true record;
- Give the parent/carer time to off load concerns without interrupting them;
- Be aware of home situations which might be affecting their mood/response to school;

- Respond to parents as you would like to be approached if you are/were a parent;
- Always try and end the meeting with a positive remark;
- As soon as possible after a difficult meeting take opportunity to contact the parent on a positive matter/to inform them of improvements;

Special Educational Needs and Disabilities

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self- discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for an EHC and those in public care. For these children, neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions. If appropriate a Pastoral Support Plan/Individual Behaviour Plan will be put in place which will be reviewed with parents/carers at least every four weeks. The Pastoral Worker and SENCO are able to advise staff on a range of strategies for working with children experiencing such difficulties.

Children who are identified are offered a range of interventions tailored to meet their individual needs. Support can be through additional emotional health and well-being interventions such as the Pastoral Worker or a referral to Place2Be.

If after a range of interventions, the child's behaviour is still not responding/improving, support from a range of outside agencies may be appropriate. We work closely with agencies to support children with additional social, emotional and mental health needs:

- Educational Psychology
- Speech and Language service
- Healthy Young Minds
- Early Help
- LAC Virtual School

EVALUATION

This will be an on- going process by regular discussion with staff. It is hoped that consistently good behaviour of the children will be self- evident.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.
All data will be handled in accordance with the school's Data Protection Policy.

What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Behaviour records Personal contact details	Personal Identification Data	Legally Required to manage the child's specific needs Keeping Children Safe in Education Communication Government Legislation	Head teacher and governing body Passed on to Police / external agencies if appropriate	Initially Completed On Paper	Held On File for duration of the child's education at Broadfield

As such, our assessment is that this policy :

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
		x

Appendix 1

Record of Pupil Restraint

Name of Child **Name/s of Staff concerned** **Date**

Description of events
What restraint was used
Why was restraint used

Please ensure the Headteacher is informed of action.

Appendix 2

Record of Injury by child to staff member

Name of Child **Name/s of Staff concerned** **Date**

Description of events
What injury/s were sustained
What control measures are in place for the future -

Please ensure the Head teacher, First aider and Business Manager are informed

Appendix 3

GOOD PRACTICE
The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:
1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:
- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self- esteem. Or, we can give them a positive experience which will build their self-esteem.

Never:-

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish never punish what you cannot prove

CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome and valued
- Not to be talked down to-to be listened to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear words

RECORDING ISOLATION: Notes

Time Out A: a class list

It is not essential or even desirable that all isolations are always recorded but do record if:

- Monitoring individuals
- Patterns in behaviour emerge
- An individual is frequently being isolated

Time Out B: one sheet per child

All should be recorded and stored in the child's file:

- To check on frequency of isolation
- Identify any patterns in behaviour
- Facilitate target setting and parent discussion
- To help with possible IEPs

Time Out C: one sheet per incident

More detailed recording required. What happened, and why.
Letter sent to parents
All should be recorded and stored in the child's file:

Statements/Comments should be brief but succinct, clear, unambiguous e.g.

'disturbing class', 'being a nuisance' meaningless and open to misinterpretation

rather : 'tore up Anthony Brown's work', 'thumped Rebecca Smith in the back', 'refused to sit for story etc

Appendix 4

Examples of negative behaviours

Low level

- First refusal to follow instructions
- Toy fighting
- Interrupting
- Sulking-in a disrespectful or disruptive way
- Not listening
- Inappropriate noises
- Invading personal space but not threatening
- Lying
- Running in school
- Commenting on other people's consequences

Medium level

- Continual low level negative behaviour
- Disrespectful attitude
- Discriminatory comments
- Continual refusal to work
- Damaging property
- Throwing objects
- Swearing directly at others
- Leaving class
- Negative verbal comments

High Level

- Stealing
- Bullying
- Carrying weapons
- Continually making others feel unsafe
- Damaging the building
- Leaving the premises

- Physical aggression to others
- Biting/spitting
- Racial/homophobic comments/abuse

It is the teacher's responsibility to use their professional judgement when dealing with all types of behaviour