



Tollerton Primary School

Relationships and Behaviour Policy



Introduction and Rationale

At Tollerton Primary School we are committed to creating an environment where every member of our school family feels safe, valued, respected, happy and able to learn in a supportive environment. Every member of our school community is expected to maintain the highest standards of personal conduct and to accept responsibility for their behaviour and encourage others to do the same.

By forming positive, supportive relationships and by acting as role models in school we are promoting our core values of:

We are Kind

We are Respectful

We are Ambitious

These values (see Appendix 1) are used consistently across the school and the language of our core values is used with all children and adults when referring to behaviour. Our values are taught and reinforced through assemblies, our curriculum and PSHE lessons; they help our children to understand how to demonstrate these values in different places in and out of school. Children are consistently praised for demonstrating the core values.

At Tollerton our approach to behaviour is a relational one where we see behaviour as a communicator of unmet need, a need that we need to meet in order for the behaviour to change.

During the formulation of this policy we have looked at guidance from the EEF (see Appendix 2); We use the current research in neuroscience and trauma informed approaches which teach us that positive relationships that promote high levels of care alongside high expectations are essential to children's personal and academic success in school.

"Quality relationships provide the necessary vehicles for adaptation and recovery....

Every relationship has the power to confirm or challenge everything that has gone before"

Dan Hughes and Louise Bomber - Settling to Learn (2013)

It is our fundamental belief that being 'fair' is not about everyone getting the same (equality), but about everyone getting what they need (equity) and that every behaviour a child demonstrates is a form of communication. Each pupil has individual and unique needs. Some pupils need more support than others both when managing curriculum demands but also to remain emotionally steady and ready to learn.

The change in the Code of Practice of Special Educational Needs names SEMH (Social, Emotional, Mental Health) difficulties as one of the four areas of need. This indicates a shift towards viewing behaviour as an unmet emotional need (whether conscious or unconscious) and responding accordingly. By adults taking a non-judgmental, curious and empathic attitude towards behaviour it is our belief that children will learn to self-regulate and begin to make conscious choices about their emotions and actions.

In order to help children feel safe, their educational environment needs to be high in both nurture and structure. Adults should offer high levels of challenge alongside high levels of support. The school staff maintain clear boundaries and expectations around behaviour from the first day that children start in our school, and they expect the best of every child. Children need predictable routines, expectations and responses to behaviour. These are in place and modelled appropriately within the context of a safe and caring environment. The staff have a developed structure around rewards and positive praise and consequences that are followed at all times.

"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression"

(Paul Dix, Pivotal Education)

Roles and Responsibilities

Every staff member is aware of their responsibilities and empowered towards supporting all pupils to regulate their behaviour and deliver High Quality Teaching strategies with adaptations and personalisation to meet need and ensure all pupils are fully included in learning. A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions. Teaching Assistants (TAs) including our Thrive/Pastoral Practitioners play a major role in the support of pupils with behavioural needs and the rationale for their deployment is pupil centred. All staff work together with the shared goal of ensuring every child has the opportunity they need to thrive at our school. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

Senior Leadership Team -

HT and DHT have overall responsibility for the policy and its implementation along with other members of SLT.

The responsibilities are:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local or specialist agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
 - Ensuring evaluation takes place and that this and pupil voice informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
 - Coordinating strategies for preventing bullying behaviour

Staff

It is the responsibility of all staff within the school to uphold and adhere to the relational behaviour policy with kindness, fairness and integrity.

Governors

To support the Head teacher and staff team in implementing the school relational behaviour policy, ensuring that it is fair and effectively supports the ethos of the school.

Parents/Carers

To cooperate and support the school in the implementation of the policy and to work alongside school to support their child's emotional development.

Our School Values

Everything that we do in school is underpinned by our Tollerton values. (See Appendix 1)

These values are the basis of our celebration and reward system in school. Class Dojo points are awarded to children who exhibit these values, and children who have demonstrated a particular effort to uphold them are celebrated through the award of a certificate in a whole school weekly Celebration Assembly.

The Tollerton values are displayed throughout the school and prominently in classrooms, are on our website and apply to the whole school community.

They are: We are **KIND**, We are **RESPECTFUL**, We are **AMBITIOUS**

We are explicit with children about what these values look like:

I am **kind** when:

I smile and say hello

I use kind words

I use kind actions

I include others

I help others

I am being fair

I am **respectful** when:

I use good manners

I walk in school

I respect the feelings
of others

I respect the beliefs of
others

I respect school
property

I respect our
environment

I am **ambitious**
when:

I show effort

I take care with my
learning

I try new things

I persevere with
things I find hard

I go the extra mile

Modelled Behaviour by Adults and being 'Deliberately Bothered'

To promote good values of behaviour and positive relationships across the school, it is important that every adult in the school is 'deliberately bothered'. The adults should actively notice every child they see and model positive, open and welcoming body language with a smile. Their behaviour and responses should be consistent and calm. Depending on the individual or situation this may also be a question, check-in or a greeting, where appropriate. Every moment or interaction can be a positive intervention with all children. Every interaction is an opportunity to help children grow and develop through repeated practice:

- We learn through interactions and relationships
- Repeated experiences become habits
- These become wired in our brains
- This cycle increases the chances of us repeating these habits
- These habits and wiring can improve and support resilience and wellbeing for life.

It is particularly important that the children:

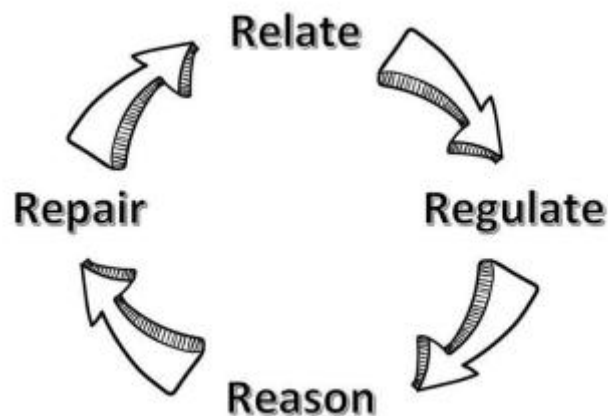
- know that their teachers and key staff constantly have them in mind. e.g. when coming out to meet them in the line after lunchtime.

- respond and respect ALL members of staff and visitors equally.

Understanding Behaviour

How we feel and respond to our feelings through our behaviour is linked to underlying and unconscious physiological and emotional processes which in turn are a product of our brain development. In order to support children we must understand how to meet the underlying developmental needs not just manage the symptoms. This means providing them with relationships that can make a difference.

- If children are to engage socially and with learning we need to provide them with an environment within which they can feel safe. Children gain their sense of safety from the adults around them.
- When children feel safe we will need to provide them with opportunities to stimulate and reinforce the neurological pathways which support social engagement.
- We need to soothe children and provide them with experiences which calm their defence pathways.



Theory and Research

Relate

In order to be successful at school all children need to develop relationships which enable them to feel safe, secure and good about who they are. In order for this to happen, relationships need to be at the heart of school life. We aim to promote positive relationships, active engagement and wellbeing for all pupils. Protection, connection, understanding and care are the cornerstones of the relationship and should be part of all interactions at all times at a whole school, classroom and individual level.

Regulate

Every child will face challenges and at times experience strong emotions which block their access to learning and good social interaction. Catching these emotions and regulating the child so that these emotions do not become overwhelming is integral to keeping the child and classroom calm. When children experience strong emotions they may need to be co-regulated to support them to calm. Children will need repeated experiences of being co-regulated in order to be able to self-regulate.

Reason

Once a child is in a state of calm or alert, i.e. regulated, we can then engage the thinking part of their brain and reflection and learning can take place. Within a context of safety, security and stability, pupils' brains can engage with and strengthen the following tasks: logic; cause and effect; predicting; organising; mental flexibility; working memory.

Repair

Repairing relationships is a vital learning experience. Using a restorative framework can ensure that pupils do not carry guilt, shame or rejection and can teach them that they are worthy and deserving of lasting relationships. It supports children to develop greater understanding, empathy and responsibility.

Relational Approaches in the Classroom - procedures

Relate in practice

Adults will protect by:

- Being predictable, reliable and trustworthy
- Containing their own emotions
- Providing structure and boundaries
- Anticipating that things may be picked up as threat or danger

Adults will connect by:

- Being physically and emotionally available
- Attuning to the child's tone and mood
- Being responsive, expressive and interactive
- Being playful in their interactions
- Showing interest
- Promoting pupil voice

Adults will show understanding by:

- Being curious about a pupil's feelings, thoughts and behaviour
- Accepting their feelings and emotions
- Thinking for them
- Expressing empathy
- Helping pupils to process

Adults will show care by:

- Being loving and compassionate
- Holding them in mind
- Using transitional objects
- Soothing and comforting

Regulate in practice

Adults will support the child to regulate their feelings with skilled relational approaches:

- Attunement - demonstrating an understanding of how they are feeling by matching Their emotional energy.
- Accepting and validating - demonstrating that their feelings are real and justified
- Containment of feelings - demonstrating you can catch their feelings and help make them a survivable experience.
- Soothing and calming - demonstrating emotional regulation by repeatedly soothing and calming.

Reason in practice

Adults will help the pupil create a narrative/timeline in manageable steps with frequent recapping.

- What did you hear?
- What did you see?
- What did you sense?

Adults pay attention to the pupil's perspective, acknowledging their thoughts, feeling, viewpoint. Adults can then articulate other possible motives/intentions using 'What if...?'

For some pupils, it is important to vary the form of communication used. Instead of using just words adults and pupils could also use:

- Drawings
- Comic strip conversations
- Everyday objects
- A story or book
- Video clips
- Music

Repair in practice

Using a restorative framework following conflict or incidents where harm has been caused, allows the child to consider:

- What happened?
- What were you thinking?
- How are you feeling?
- Who else has been affected by this?
- What do you need, and what needs to happen now, so that the harm can be repaired?

In order to repair harm there needs to be a restorative encounter between those involved. Time needs to be spent sharing understanding and coming to an outcome which helps to repair relationships. See 'Restorative Conversations' and 'How to say sorry' - (Appendix 3)

The restorative framework is embedded in everyday interactions and classroom practice, from making time to talk, PSHE Jigsaw curriculum, regular circle times and school council meetings.

In order to develop the character of our children, we will seek to highlight good examples of our values by celebrating children who are good role models. Some specific examples of this are:

- Each class always creates their own Class Charter at the beginning of the academic year
- The use of our displays around the school that celebrate positive learning behaviours and our values.
- The use of rewards (see below).

Recognition and Rewards for Effort

It is important that children develop a sense of doing something good for the sake of feeling good about it themselves. This 'intrinsic reward' takes different children different amounts of time to practice and embed. To support with this adults will:

- give specific verbal praise to children who demonstrate the values that we seek.
- inform parents and other staff where we recognise positive behaviours.

We also recognise that some children will need encouragement when developing their character. We use Class Dojo as a whole school reward and communication system with dojos linked to our values. Each week, the class teacher will select two 'Class Captains' in recognition of a positive behaviour or achievement. This will be celebrated in our Friday, whole-school Celebration Assembly, with all staff present. If the class teacher feels a pupil needs particular praise, they can be sent to show their learning or describe their achievement to another staff member or to the Headteacher. Children who consistently show positive behaviour and attitude will be invited to the half termly Tollerton Tea with the HT/DHT.

Consequences

Providing a protective environment with connected adults is paramount to all relationship and behaviour management. We recognise that sometimes children will not be able to regulate their behaviour and will need understanding and care to help them modify their behaviours (see Appendix 4).

A consequence is something that happens as a result of a child behaving in a particular way. Consequences can be positive or negative. Positive consequences reinforce behaviour and make it more likely to happen again. Positive consequences include positive attention and praise and rewards for good behaviour. Negative consequences make behaviour less likely to happen again. There are times when we might choose to use negative consequences for difficult behaviour - for example, to reinforce rules when simple reminders haven't worked.

We use these positive behaviour management principles:

- We believe in logical and related consequences that teach, not punish.
- Where possible, consequences should be immediate and natural.
- Staff should follow the consequence steps as below:
- Time should be spent with the child and dealt with in private, so the child does not feel shamed by their behaviour.
- Staff should use our restorative script to help support the child to modify their behaviour in future.

Consequence steps (Appendix 3)

Step 1. Positive Reminder (Relate)

Step 2. Positive Caution (Relate/Regulate)

Step 3. Environment Change (Regulate/Reason) This should be in a partner class for 10 minutes.

Step 4. Time to think (Reason) This will take place during the child's next breaktime.

Step 5. Restore and Mend (Repair)

All adults will use the same script for dealing with behaviour, for the majority of children. (There may be exceptions where some children have identified particular procedures that are personalised for that child.) The adults must be calm first, being conscious of facial expressions, tone and rhythm of voice. If a child continues to exhibit unacceptable behaviour, it is important that children understand the school's expectations; what is acceptable and unacceptable behaviour. This aim is to get back to learning, as quickly as possible. For serious incidents of dysregulation, we will attune and empathise with the feelings of the child, whilst remaining firm and consistent with the boundaries or requests that have been stated (following the script).

If playtime behaviour is poor the same steps will be followed with the environment change resulting in children being kept inside. The length of missed time will be related to the behaviours seen or reported.

We will also consider the following measures, in consultation with the member of staff who has been containing the dysregulation:

- a member of staff, will 'tag-team' the class teacher or member of staff, who can then have time to deal with and soothe the child, followed by the repair and/or sanction steps.
- a different member of staff, will deal with and soothe the child, followed by the repair and/or sanction steps.

In this instance, it is important that the follow up conversation and consequences mirror that already said by the other member of staff so as not to disempower the original member of staff and provide consistency of expectations for the child. Conversations had by additional staff (who come to support the child) must always reinforce the initial conversations. The script for this will start with: 'Tell me what xxx has already said.'

Persistently disruptive behaviour or inappropriate playtime behaviour

In cases where children are not responding to the above steps and continue to disrupt learning in the classroom a discussion with SLT will be required. Children may receive an internal exclusion whereby they will spend one session/half a day/a full day in an alternative class followed by reasoning and repair steps. Parents will be invited into school to discuss this and ways in which we can work together to mitigate this behaviour in the future.

If playtime behaviour is persistently poor children will miss subsequent breaktimes.

Serious incidents, if a child is violent, aggressive, abusive or persistently disruptive behaviour.(Appendix5)

If a serious incident occurs then the Headteacher, Deputy Head should be informed and may deal with these incidents, with parental involvement as required. All incidents are unique and treated as such. These incidents may result in an internal or external exclusion. This will be at the discretion of the Headteacher, and will be informed by an individual Behaviour Plan (if one exists for the child). The decision will be made with the underlying principle of trying to ensure this incident does not happen again, and/or to ensure the safety of other pupils and adults.

Appendix I - Values

OUR VALUES

KIND

RESPECTFUL

AMBITIOUS



IMPROVING BEHAVIOUR IN SCHOOLS

Summary of recommendations

Proactive

Reactive

Sections are colour coded for ease of reference:

1
Know and understand your pupils and their influences



- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

2
Teach learning behaviours alongside managing misbehaviour



- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

3
Use classroom management strategies to support good classroom behaviour



- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

4
Use simple approaches as part of your regular routine



- Some strategies that don't require complex psychological changes have been shown to be promising
- Breakout clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

5
Use targeted approaches to meet the needs of individuals in your school



- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies for supporting pupils with high behaviour needs

Implementation

6

Consistency is key



- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

Report Published
7th June 2019
eef/ll/behaviour

Appendix 3 - Restorative Conversations and How to say Sorry.

Dealing with behaviour

Step 1. Positive Reminder (Relate) - try one of these 'microscript' starters:

You need to...

I need to see you...

I expect...

I know you will...

Thank you for...

We will...

Step 2. Positive Caution - 'The 30 second intervention' (Relate/Regulate)

1) I noticed you are...

2) It was the rule about... that you broke.

3) You have chosen to...

4) Do you remember when you...

5) That is who I need to see today.

6) Thank you for listening.

Step 3. Environment Change (Regulate/Reason)

I would like you to (move to this seat/go to XX class/go to see XX) because (I know you will focus better here/ I know you will be successful after reflecting on your choices).

You can return to your seat/I will see you in XX minutes.

Step 4. Time to Think Together (Reason) -

How did you feel?

What have you thought since?

Who has been affected?

How can you start to make things better?

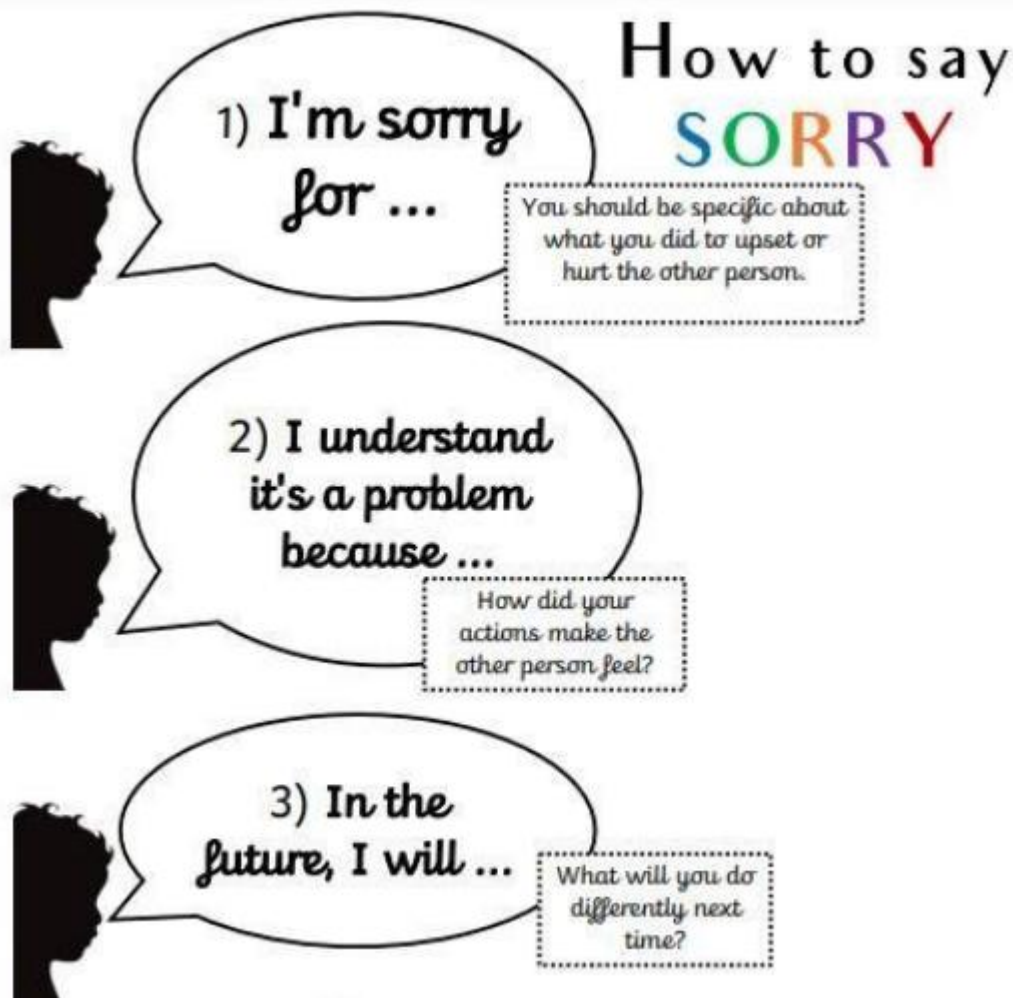
Step 5. Restore and Mend (Repair) -

Three step apology:

I'm sorry for...

I understand it's a problem because...

In the future I will...



Dealing with behaviour incidents - SCRIPT

In the event of a child displaying inappropriate behaviour, the class teacher/TA/Midday should use his or her knowledge of the child to de-escalate the behaviour and give the pupil an opportunity to make the right choices. The language used is extremely important with a particular emphasis on highlighting an alternative positive behaviour for the pupil to choose.

Staff have been provided with a short script which should be used to reinforce expectations with minimal disruption to learning:

- 1) I noticed you are...
- 2) It was the rule about... that you broke.
- 3) You have chosen to...
- 4) Do you remember when you...
- 5) That is who I need to see today.
- 6) Thank you for listening. ○ Thank you for being honest. ○ What have you thought about it since? ○ How did it make others feel? ○ What do we do to put things right?

Appendix 4 - Understanding behaviours

Decoding and Responding to behaviour

Behaviour we might see	What might be behind the behaviour?	What might help?
Fidgeting, turning around, poor concentration	I need to be hyper vigilant, to scan for danger. I can't relax as I need to keep myself safe. I need to move to focus, I can't concentrate unless I am moving.	Seat the child in a position where they have their back to a wall and can see the room, especially the door. • Let them use a fiddle toy and/or a wobble cushion so that their sensory needs are met. • Don't expect them to sit still for lengthy periods-be flexible, allow them so stand at the back for assembly etc. • Provide short activity breaks involving jumping or hanging from monkey bars or brain breaks (Brain Breaks) during the school day
Demanding teacher attention all the time	• I need you to remember I am here and not to leave me on my own: even if you get annoyed with me you are still giving me the attention I need. • I need you here to keep me safe. • I need to know you like me.	Seat them as close to the teacher as possible, • Teacher to check in with them regularly and show them you are thinking of them and holding them in mind (thumbs up, smiles, verbal checks), give them jobs to do. • If teacher is leaving the classroom tell them where you are going and reassure them that you'll be back, give them something to look after for you. • Show them you like them by commenting positively on them, saying how pleased you are they are back if they have been out etc.
Talking, shouting out, dominating discussion	• I feel safer doing all the talking; I need to feel in control. • If I keep talking you won't forget I am here and I will know I am still here. • I don't know how to communicate.	• Provide opportunities for them to talk preferably when helping the teacher with a job. • Acknowledge them and let them know when they will be able to speak. • Keep checking in with them in non-verbal ways.
Getting angry, disruptive and upset at playtimes	• Structure and routine make me feel safer: all this running around, noise and chaos makes me very stressed and I go into fight/flight mode. I want to play but its too much and I don't understand the rules	• Offer support at structured times and supervise games. • Provide a safe space or calm area where they can go with a trusted adult to regulate: this could be a pop-up tent, cushions in the corner of a room or a blanket over a table to create a den.

		• Offer the support of an older child as a buddy in the playground.
Ignoring instructions	I've got too much going on just keeping myself safe to focus on what you are saying. • I try to listen and understand but can only take in one thing at a time as there is too much going on in my head.	Ensure the child sits near the teacher. • Deliver instructions one at a time in very simple language e.g. instead of "Can you all get your books out now please" say "Books out please/tidy up/complete first sum etc" and check understanding afterwards. • Use visual prompt cards for routine instructions. • Give either/or choices.
Hostile when frustrated, having difficulty with work or if asked to do something in front of others	• I know I won't be able to do this and then you'll find out how useless I am. Everyone will know I am bad.	Don't force the issue, acknowledge their anxiety: "I know this is hard", "let's see if we can work this out together": let them know you are alongside them. • Make a 'Success Book' where all successes are recorded and give immediate rewards where possible. • Notice out loud positive behaviours: "you were very kind to Alfie when he fell over just now: you helped him to cheer up when you made a funny face"
Trying to create chaos	• It feels chaotic inside so It feels safer if it's like that outside too.	• Reduce anxiety about what is happening by using visual timetables and planners and minimising change. • Focus on reducing anxiety (and their chaos inside) rather than controlling the behaviour. • Create a calm box for the child to use when they start to escalate: it could contain a transitional object from home, something soft that they like to touch which smells of something they like, a game which they find calming etc.
Hits out when queueing/in a large group	I feel really stressed out and trapped with all these people around me: I have to escape to safety.	Develop strategies to minimise the need to queue: let them in as soon as break finishes, send them to lunch first, allow them to sit at the back with a friend for school concerts, assembly etc.
Withdrawn in class, unable to make friends	• I have to rely on myself and no-one else. I respond to frightening situations by fleeing or freezing up.	Have a meet and greet with a trusted adult every day. • Participation in The Nest/Circle of friends

		• Provide a mentor/buddy for the child to facilitate them getting used to talking and playing with others. • Include them in small group work on social skills.
Bullies other vulnerable children, is aggressive to friends	• I have to be the strongest and feel in control to keep safe. If people don't do what I want I feel scared. I am so anxious my brain feels like it is going to explode and I hit out.	Wonder out loud about what might be behind the challenging behaviour and respond with empathy e.g. "I'm wondering if you are feeling upset because Jack didn't choose you to sit next to him at lunchtime; that must be really hard" • If consequences are needed ensure they swiftly follow and that there is an opportunity for reparation (e.g. making a sorry card).
Tells lies and lives in a fantasy world	My life has been so confusing I don't know what's fantasy and what's reality. • I don't think much of myself so I make myself feel better by making up stories about my life.	Respond with empathy when lies are uncovered and help them to understand why they might do it e.g. "I wonder if because you never met your birth dad you make up stories about what he might be like? That must be hard for you not to know much about him".
Loses or destroys property	I have lost so much in my life that I have no sense of value or anything. • I don't deserve nice things. • I get so full of anger I take it out on things.	• Provide an outlet for the anger safely such as a punch bag and watch out for triggers: "I'm wondering if you're starting to feel angry: lets let it out in a safe way on the punch bag/cushion" • Ask them to look after an object for you • Allow them to bring in something small from home and find a special place for it in the classroom to enable them to practise keeping things safe. • Build on self-esteem: focussed praise, create opportunities for success.
Gets very disruptive at special times such as birthdays	• Sometimes these occasions make me remember my past too much and I know I should be happy but it makes me sad too: I think about my birth family and the things I have lost.	• Plan for these events and discuss potential triggers with parents. • Provide additional support and ensure a quiet, safe space is available. • Provide a narrative for the child if they are struggling: "I'm wondering if you're finding today hard as you are thinking about your birth mum".

Gets very unsettles at Christmas, concerts, sports days, trip[s], non-uniform days, end of term etc.	This all feels too unpredictable; I don't know what to expect and that makes me feel scared.	Plan carefully for change; ensure the child is involved and supported in these changes and has plenty of time to process them. • Write a social story (Social Stories), talk them through what is going to happen and how they might feel. • Increase 1:1 if possible. • Add changes to their visual timetable. Work with parents to prepare the child and have a plan in case they are unable to cope.
Strong reactions to certain smells, tastes, temperatures,	• My senses feel like they are overloaded; I am really sensitive to certain things.	Ask parents about triggers and try and minimise incidence. • Be flexible about uniform. • Watch out for temperature increases and provide opportunities to cool down.

Appendix 5 - Serious Incidents

The Headteacher or Deputy Head should be informed and may deal with these incidents, with parental involvement as required.

All incidents are unique and therefore it is difficult to lay down hard and fast rules.

- Physically hurting others: exchange of punches, kicks or blows - more than play fighting or pushing.
- Being rude to an adult: using inappropriate language e.g. swearing, "shut up", "get lost".
- Swearing at another child
- Not following an instruction after being asked twice
- Deliberately walking away from a member of staff when being spoken to
- Verbal threats to an adult
- Destruction of property / equipment or vandalism
- Leaving school without permission: a pupil leaves school without permission and in defiance of adult authority.
- Throwing equipment violently
- Inappropriate touching of others
- Stealing
- Racism.
- Bullying [Bullying is defined as 'STOP' - Several Times On Purpose]
- Discriminatory behaviour towards anyone's sexuality or gender.

DECISIONS ABOUT EXCLUSIONS CAN ONLY BE MADE AT THE HEADTEACHER'S DISCRETION. THIS IS A LEGAL REQUIREMENT. THE DEPUTY HEAD ALSO HAS THE RIGHT IN THE ABSENCE OF THE HEADTEACHER.

Appendix 6 - Rewards



Dojo Priviledges

- 1 x extra break time + friend
- Bring a cushion to sit on
- Bring a teddy from home
- Non uniform for you and a friend for a day
- Wear Trainers for a day
- Indoor break time - normal time (art/hammer beads/cats cradle etc)

