

Behaviour Policy and Statement of Behaviour Principle

Northway Community
Primary School



Approved by:	Mrs McKenzie	Date: July 2022
Last reviewed on:	July 2022	
Next review due by:	July 2024	

1. Aims

At Northway Community Primary School, we believe that maintaining high standards of behaviour plays an integral part in keeping children safe and thriving in education. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life, including when children are off site. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. We will work in partnership with parents and carers to ensure that the school's values become central to the lives of our pupils. We strive to maintain an ethos of positive, caring and supportive behaviour in our school to ensure that children are happy, secure and safe.

We ensure that all members of our school are treated fairly and equally and are shown respect through the promotion of good relationships and British Values.

Our ethos, curriculum and expectations help pupils to lead disciplined lives and to understand that good citizenship is based upon respectful behaviour. We support all pupils to uphold our school values and show empathy, kindness and respect for themselves, each other and our environment.

This policy aims to:

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

2. 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](#)
- [Special educational needs and disability \(SEND\) code of practice.](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

3. Definitions

At Northway Community Primary School, we believe that maintaining high standards of behaviour plays an integral part in keeping children safe and thriving in education. We aim to create an environment where fairness, respect and kindness govern our actions. At Northway, we make our expectations of behaviour clear for all members of our community to understand.

Misbehaviour is defined as:

- Disruption inside or outside of the classroom during lessons, between lessons, and at break and lunchtimes
- Non-completion of work
- Poor attitude
- Causing physical or emotional harm in isolated incidents
- Incorrect uniform.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying

- Fighting
- Sexual violence (Including 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
- 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
 - Indecent 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).

4. 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
- Several times on purpose, 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.

5. Roles and responsibilities

5.1 The governing board

The Governors at Northway are responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governors at Northway will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governors at Northway are giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher 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.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS
- Ensuring that children are treated fairly and with respect
- Raising children's self-esteem and developing their full potential
- Creating a safe and physically and emotionally stimulating environment
- Providing good role models through sharing, patience, fairness and friendship
- Forming good relationships with parents so that children can see the key adults in their lives share a common aim
- Recognising individuality and be aware of individual needs.

The senior leadership team will support staff in responding to behaviour incidents.

5.4 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.

6. Pupil code of conduct

Pupils are expected to:

- Work to the best of their ability
- Tell the truth
- Report any incident that they feel is unacceptable to prevent potential bullying
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move sensibly and respectfully around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that causes harm or upset to others.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Team points

- Certificates and badges
 - Weekly star of the week certificate on the final day of the week
 - Weekly values certificate on the final day of the week
 - Achievement and Values cup award at the end of each full term
 - Certificates linked to effort and achievement on learning platforms
- Conversations with parents
- Special responsibilities/privileges
- Treat session for Team winners
- In EYFS, children receive instant rewards such as stickers or movement up a reward chart
- Fun time Friday- An hour and a half at the end of each half term where children can enjoy free choice activities.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

Being disrespectful in class

- If you have been chatting, disruptive, disrespectful, interrupting or have not tried your best during lesson time, after being warned more than once, you may be expected to stay in and finish work that you should have been able to complete within the lesson.
- You will be given a warning from the teacher.
- Opportunities to calm down and reflect will be provided.
- You will miss minutes off your playtime even if work does not need to be completed.
- If the disrespectful behaviour continues, you will be taken to Mrs McGhee or Mrs Harrison and your parents/carers will be informed.
- If the disrespectful behaviour continues further, you will be taken to Mrs McKenzie and your parents/carers will be informed.
- If you misuse ipads, you will not be allowed on iPads for a specified amount of time in line with the Acceptable User Policy that all children sign.

Being disrespectful outside of the classroom (Including if you hurt someone unintentionally through making bad choices)

- Disciplined by a member of staff.
- Apologise.
- Opportunities to calm down and reflect will be provided.
- Time out to reflect on their choices and learn from their actions.
- Lose time from playtime.

Purposefully causing emotional harm (First occasion)

- Disciplined by a member of staff.
- Apologise.
- Opportunities to calm down and reflect will be provided.
- Mediation will happen between the two parties and a way forward will be agreed.
- Miss a minutes off a playtime/ the whole playtime or a lunchtime depending on the severity of the situation.
- Parents/carers may be informed depending on the severity of the situation.

Purposefully causing physical harm (First occasion)

- Disciplined by a member of staff.
- Apologise.
- Opportunities to calm down and reflect will be provided.
- Mediation will happen between the two parties and a way forward will be agreed.
- Miss a minutes off a playtime/ the whole playtime or a lunchtime depending on the severity of the situation.
- Parents/carers may be informed depending on the severity of the situation.

Purposefully causing physical or emotional harm to an individual on more than one occasion.

- Disciplined by a member of staff and taken to the headteacher.
- Apologise/ write a letter of apology if appropriate.
- Opportunities to calm down and reflect will be provided.
- Parents/carers will be informed.
- An amount of time off the playground will be agreed by all parties.
- A mediation will be decided to help the victim to feel safe in school.
- Strategies will be put in place to support the person displaying negative behaviour.
- Miss Fun Time Friday.

In serious cases:

- Suspension.
- Exclusion.
- Police involvement.

In rare cases we may provide a space for isolation in response to serious or persistent breaches of this policy. Pupils may be removed from lessons if they are disruptive, and they will be expected to complete the same work as they would in class, supervised by a member of SLT.

7.2 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:

- Disciplined by a member of staff and taken to the headteacher
- Apologise/ write a letter of apology if appropriate
- Opportunities to discuss and reflect will be provided
- Parents/carers will be informed
- An amount of time off the playground will be agreed by all parties
- A mediation will be decided to help the victim to feel safe in school
- Strategies will be put in place to support the person displaying negative behaviour.

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 immediately by alerting a member of the safeguarding team
- Recording the report on CPOMS
- Following up their concerns with the safeguarding team to ensure appropriate action has been taken.

Carrying out an initial assessment, 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.

7.3 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.

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.

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).

7.4 Allegations

All allegations will be treated seriously and dealt with in line with Sefton's Managing Allegations policy. 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 Behaviour policy.

In all cases where an allegation against a member of staff 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.

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 Behaviour policy.

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.

8. Behaviour management

- Make clear our expectations of good behaviour
- Promote mutual respect
- Encourage children to take responsibility for their own actions and behaviour, linking with the Health and Safety policy so that children and staff are safe
- Demonstrate and set high standards of behaviour
- Praise good behaviour
- Ensure that all pupils experience a sense of their own success
- Through the curriculum, teach children how to express their emotions appropriately
- Ensure that all aspects of PSHE are taught and our ethos and SMSC expectations are upheld
- Encourage children to solve problems
- Actively work to prevent all forms of bullying
- Reinforce the Northway School Values - Aspiration, Courage, Honesty, Perseverance and Resilience.

8.1 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 their own classroom rules
- Create and display clear class expectations at the start of each year in PSHE to ensure children feel safe and secure to speak about difficult issues.

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.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from hurting themselves or others. Please see the Positive Handling policy for more information.

8.3 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 which 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](#).

8.4 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.

8.5 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.

9. 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.

10. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governing body bi-annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body bi-annually.

Pupil Voice (appendix 2) will be updated bi-annually and this will govern expectations set out in the Behaviour policy.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy
- Positive Handling policy

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Pupils' Voice 2022

1) What positive language do we expect to hear around our school?

- Praise from classmates for example 'Well done (with specific reference to what they have achieved)."
- Praise from teaching staff when we have achieved something academically or socially.
- Everyone praising effort and perseverance.
- Staff handing out team points.
- Staff and pupils talking to everyone with a calm voice.
- Staff and pupils taking the time to notice when someone has shown kindness.
- Good manners, we want to hear everyone saying please and thank you when they receive or ask for things.
- Supportive and reassuring language when you are hurt or upset.
- Staff and pupils offering good advice that helps everyone to stay safe and be the best person that they can be.
- Being respectful to all people in the things we say.
- Complimenting each other.
- Staff and pupils offering to help
- Positive language as we work and play such as:

Do you want to be involved in our game?

Thank you/ Please.

Excuse me.

Sorry.

Nice one.

That looks good.

Thank you for trying your best.

Have a nice day/ evening/ weekend.

That was a great game/lesson/day.

You might not be able to do it yet but...

You have tried hard...

Are you ok?

2) What do we think is acceptable behaviour?

- When people have kind hands, kind feet, kind lips and kind hearts.
- Being kind to others in the way that we act, speak and look at them.
- Thinking before we speak or act and showing respect when we do.
- Staff and pupils who listen when others are speaking.
- Look at the person who is talking and give them your full attention.
- Being quiet when people are working so they can concentrate.
- Playing games that are fair and include everyone that wants to join in.
- Pupils who look out for each other/are kind and caring. E.g. If someone is hurt, help them up and get support.
- Pupils looking out for people that are alone or appear lonely.
- Be considerate of other people's feelings.
- Treat each other how we would like to be treated.

- Hold the door open/step to the side for people.
- Showing respect for people's personal space.
- Showing respect for equipment and people's belongings. (Taking care of belongings)
- Showing respect for everyone's rights.
- Being honest.
- Following all the school values.
- Not letting people down.
- Friendships that are supportive.
- Pupils playing games that don't cause upset.
- Helping each other.
- Taking turns/ putting your hand up.
- Speaking to each other in calm voices, not shouting at each other.
- Sitting nicely in class, not causing disruption or messing with other people.
- When we are learning, listen carefully, sit calmly and try your best.
- Staff and pupils standing up for what is right
- Working hard to achieve something.

3) What would we see/hear each other celebrating in our school?

- Star Of The Week.
- Values Champion.
- Kindness.
- Good behaviour.
- Good effort.
- Perseverance and resilience when things are challenging.
- Getting involved in clubs and activities.
- Aspiring to achieve something.
- Achieving something.
- Good attendance.
- Pen licence.
- Team rewards.
- Christmas/ Festivals, traditions and special occasions.
- When we raise money for charity.
- World book day
- Receiving the Achievement cup.
- Receiving the Values cup.
- Being chosen as sports captain/school council/History hero/Art champions or representing our school in any way.
- AR raffle tickets.
- Rock Hero awards.
- Achievements inside or outside of school.
- Going to Mrs McKenzie, when work is impressive, for a head teacher's award.
- Congratulating people on a piece of work.
- Celebrating when someone scores in a game.
- When new pupils settle into our class.
- When it is someone's Birthday.
- When someone conquers a fear or achieves a new skill.
- When someone who is shy puts their hand up.
- Our work on the wall.
- When Year Six leave we celebrate their time and achievements in Primary School.

4) How would we expect to see people treating each other fairly and equally?

- Acknowledging everyone that passes by with a smile or a hello.
- Treating everybody fairly and equally with the same rules.
- Making sure that games are not exclusive to girls/ boys.
- Showing patience and staying calm.

- Including everyone in our games.
- Helping people, respecting people and including people no matter who they are or what they look like.
- Being kind to everybody.
- Giving people their personal space and asking for consent if we need to.
- Being mindful of others and not leaving anyone out.
- Taking turns being on.
- Sharing equipment and taking turns with gym equipment.
- Following the rules of games so that everyone gets a turn and enjoys the game.
- Treat each other how we would like to be treated.
- Speaking with an appropriate tone.
- Respecting people's appearances.
- Respecting the school rules and everyone following them.
- Listen carefully, let people express themselves without interrupting.
- Not judging anyone if they are different to you in some way.
- Not acting like you are better or more important than the next person, seeing that we are all special in our own way.
- Making compromises in games and adapting the rules when it is needed so that everyone can be included.

5) What do we think is 'off limits' and is MORE than just banter?

- Picking on people.
- Bullying.
- Making jokes about people.
- Talking about if someone gets something wrong with other people once it has been dealt with.
- Giving nasty looks.
- Calling people names or pushing them.
- We should listen to people and not ignore them.
- Physical contact that is unwanted/ you do not have consent.
- Physical contact such as kicking/hitting/ standing on feet/pushing/slapping/biting/grabbing hold of someone.
- Looking at or showing private parts.
- Damaging equipment because we have not been careful with it.
- Spitting
- Making racist or homophobic remarks.
- Squaring up to someone.
- Threatening someone.
- Hurting someone on purpose (Physically or emotionally)
- Ignoring or excluding someone.
- Gossiping/talking about someone behind their back/ not including them.
- Lying
- Reacting to others inappropriately.
- Disrespecting someone's opinion.
- Disrespecting someone's beliefs.
- Disrespecting someone's physical appearance or trying to cause shame.
- Bossing people around and taking away their choices.
- Ganging up on people.
- Getting involved in another person's issue in an unhelpful way.
- Provoking someone.
- Being a bystander and not standing up for what is right.
- Personal criticism.
- Deliberately getting someone into trouble.
- Calling people names.
- Fighting.
- Carrying on with a behaviour that someone has asked you to stop
- Arguing or bickering.
- Unkind words.

- Laughing at someone. (Not with them)
- Throwing things that shouldn't be thrown.
- Swearing.
- Playing scary games or games with baddies.
- Shouting at people.
- Talking over people.

6) How do we know if we have overstepped the mark?

- We have made someone cry or appear upset.
- Someone stops playing with us/leave the game.
- People get hurt.
- People look uncomfortable.
- People try to ignore us.
- People stop wanting to be friends with you.
- You may get a stern look from the teacher, or a pupil.
- You will be told off.
- Someone's face will look sad, shocked or embarrassed in response to our actions or words.
- People are upset or angry about what has been said or done.
- They feel embarrassed about what has been said or done.
- A member of staff may tell you that you have acted inappropriately.
- Things get broken or lost.
- Teachers and parent's become involved.
- Things are stolen.
- You have been spoken to more than once about this issue.
- You feel guilty or bad about the situation.

6a) What should we do if we have overstepped the mark?

- Be honest.
- Admit your mistake.
- Say sorry and promise to not do it again.
- Try and make things right.
- Tell an adult.
- Check if the other person/ other people are ok.
- Make an effort to be kind to the person we have upset.
- Make a real effort not to do the same thing again.
- Ask for support to help you to change/cope with situations in different ways.
- Have a conversation about how they should have behaved instead.
- Ask friends to remind you when you are displaying negative behaviour and take time out.
- Learn from what has happened.
- Avoid games/situations that cause you to act in a negative way.
- Listen to assemblies and lessons about showing kindness and respect.

6b) What should bystanders do if they see someone overstep the mark?

- Try to stand up to whoever is overstepping the mark and tell them they are doing something wrong.
- Tell them to stop.
- Tell an adult.
- Get help for anyone who is injured/upset.
- Let the person who is being picked on, that you are here for them and help them.
- Help the victim to move away from the situation
- Speak to a teacher about what you have noticed.
- Reassure the person who is upset.
- Try to help the person causing the upset to make better choices.

7) What sanctions would you expect to happen?

(Give an action and a consequence that is in proportion.)

Being disrespectful in class

- If you have been chatting, disruptive, disrespectful, interrupting or have not tried your best during lesson time, after being warned more than once, you may be expected to stay in and finish work that you should have been able to complete within the lesson.
- You will be given a warning from the teacher.
- Opportunities to calm down and reflect will be provided.
- You will miss minutes off your playtime even if work does not need to be completed.
- If the disrespectful behaviour continues, you will be taken to Mrs McGhee or Mrs Harrison and your parents/carers will be informed.
- If the disrespectful behaviour continues further, you will be taken to Mrs McKenzie and your parents/carers will be informed.
- If you misuse ipads you will not be allowed on iPads that day.

Being disrespectful outside of the classroom (Including if you hurt someone unintentionally through making bad choices)

- Disciplined by a member of staff.
- Apologise.
- Opportunities to calm down and reflect will be provided.
- Stand by the wall so they can have some time out and they can see other children behaving nicely and learn from their actions.
- Loose minute of playtime.

Purposefully causing emotional harm (First occasion)

- Disciplined by a member of staff.
- Apologise.
- Opportunities to calm down and reflect will be provided.
- Mediation will happen between the two parties and a way forward will be agreed.
- Miss a minutes off a playtime/ the whole playtime or a lunchtime depending on the severity of the situation.
- Parents/carers may be informed depending on the severity of the situation.

Purposefully causing physical harm (First occasion)

- Disciplined by a member of staff.
- Apologise.
- Opportunities to calm down and reflect will be provided.
- Mediation will happen between the two parties and a way forward will be agreed.
- Miss a minutes off a playtime/ the whole playtime or a lunchtime depending on the severity of the situation.
- Parents/carers may be informed depending on the severity of the situation.

Purposefully causing physical or emotional harm to an individual on more than one occasion.

- Disciplined by a member of staff and taken to the headteacher.
- Apologise/ write a letter of apology if appropriate.
- Opportunities to calm down and reflect will be provided.
- Parents/carers will be informed.
- An amount of time off the playground will be agreed by all parties.
- A mediation will be decided to help the victim to feel safe in school.
- Strategies will be put in place to support the person displaying negative behaviour.
- Miss Friday fun time.

In serious cases:

- Suspension.
- Exclusion.
- Police involvement.