



Behaviour Policy



Only my best is good enough for me

Implementation Date	September 2023
Review Date	September 2025

At Benhurst Primary School we expect every child to demonstrate high standards of behaviour at all times to ensure that:

- Every child has the right to feel safe and secure at school and have the opportunity to enjoy learning without distraction from others.
- Every teacher and adult to be able to teach without obstruction and to work in a mutually respectful and professional environment.
- Every parent/carer know that their child is safe, treated fairly and will be supported to develop the skills to enable them to engage positively in our school community

Aims

- To ensure all members of the school community can learn and work together in a safe, happy and secure environment.
- To provide a high standard of education through effective teaching and learning for all pupils to succeed within a broad and balanced curriculum.
- To provide equal opportunity for everyone at our school regardless of race, class, gender, sexuality, special educational need, religion, culture or ability.
- To encourage and develop independent thinking, life-long learning, self-esteem and confidence, alongside respect and support for others.
- To provide a safe, caring, happy and stimulating atmosphere driven by our Core Values and Golden Rules.
- To encourage an educational partnership between children, staff, parents/carers and governors and to promote links with the wider community.
- To develop the role and understanding of staff and pupils of self-responsibility as well as the confidence to recognise behaviours which are not acceptable and to challenge them e.g. their role as a bystander.
- To create a school ethos that encourages children to disclose bullying incidents.
- To raise awareness in the school community of what bullying is and that bullying is unacceptable behaviour.
- To support those who are affected by bullying behaviour and for those involved in bullying behaviour.

Staff Responsibilities

Staff ensure positive learning behaviour through:

Implementation of best practice in learning and teaching:

- Quality first teaching (inclusive, fun & inspiring) ensuring that every child can succeed in every lesson
- Feedback and marking which provides achievable targets that encourage positive learning attitudes a

By building positive relationships:

- Rewards - e.g. actively noticing good behaviour, moving up the traffic light, team points, sunshine badge, sticker in sticker book and positive messages to parents.
- Good relationships with parents by being available at the start & end of the day, taking concerns seriously and by informing them of good behaviour and learning success as well as behaviour which is a concern.
- Remembering a teacher's own role in the behaviour of a class & being mindful of reasons that may be linked to certain behaviour e.g. through inappropriate activity, lack of challenge, breaks in routine etc.
- Balance of reward & sanction - not punishing a whole class for the actions of individuals and knowing that sometimes telling off is enough.
- Knowing the children as individuals. This means where they are in their learning, how they learn, what sort of people they are, and the best way to support them encouraging confidence, self-esteem and positive relationships with other children and adults.
- By recording significant contact with parents and carers using the agreed school record keeping systems.

By modelling and teaching learning behaviours:

- Helping children become independent and active learners, by listening and acting on their knowledge and understanding, encouraging them to think for themselves, develop their own opinions, and to organise their own time and resources effectively, with support from the teacher.
- By ensuring a child is calm before discussing any negative behaviours knowing that an agitated or angry child will not listen until they are calm.
- Knowing that humour can be an extremely powerful behaviour management tool.
- Adults giving explicit direction and being clear with reasons for actions and consequences for actions e.g. 'I have moved you because you were disturbing other children and if you continue to talk I will sit you on your own'.
- By not engaging children in extended discussion about incidents but simplifying them in relation to school expectations e.g. 'You kicked someone and even though you were provoked it is still unacceptable'.
- To clearly set the expectation that respect means pupils not raising their voice at you or answering back.
- By utilising a variety of positive redirection.
- Using role play/drama and circle time to help children develop strategies to deal with situations and giving the child strategies to deal with a situation if it should arise again.
- By taking pupil concerns seriously and applying the schools policy on bullying fairly and with an awareness that bullying occurs in every school and is a hindrance to a positive learning climate for both pupils and adults. By ensuring consistency of expectation from all stakeholders
- Referring to school Golden Rules displayed around the school.
- All adults being proactive in ensuring that children from Reception to Year 6 are expected to enter and leave assembly and to walk around the school quietly in single file with hands by their sides to avoid touching others.
- Ensuring that when a sanction is used it is fair and appropriate for the action.
- Negotiating class rules with the children at the beginning of a school year and displaying these in the classroom.
- Actively discouraging children from leaving the classroom to use the toilet during lesson times and use escorts for the least trustworthy to ensure learning time is maximised.
- By listening but being clear that your decision is final regardless of whether it is perceived as right or wrong.
- By supporting the school policy of ensuring that children who are old enough to go home without an adult at the end of the school day, do so immediately with due respect for our local neighbours and community. Upholding our school values and positively representing our school whilst in our community.

The Parents'/Carers' Responsibilities

For pupils to achieve to their full potential it is essential that there are links and clear communications between home and school. Central to this is the understanding that teachers, parents and carers all want their children to succeed and be safe and happy within school. Parents can support their child to adhere to the expectations of the school community by:

- Explaining to your child what school is a place for learning where they will be living with other people and that means sharing - books, equipment, adult attention and co-operating with others.
- *Helping your child with their learning:* This means showing an interest in what your child has done at school, sharing reading books, ensuring homework is completed, looking after and returning borrowed books or resources and attending parents' meetings and open evenings to discuss your child's progress with the class teacher.
- *Supporting the school:* Any worries or concerns should be shared first with the class teacher. It is not always appropriate to voice your concerns in front of your child or other children in a public place. Make an appointment. We are always willing to listen and come to a shared understanding.
- *Acting on messages from the school:* This may mean praising your child at home for actions at school or discussion and sanctions at home to support those imposed at school as well as understanding that undermining your child's teacher in front of your child will create further situations that may be very difficult to repair.
- *Understanding that the school can act to prevent and stop bullying.* Bullying takes many different forms and the school will always take a balanced view and listen to all sides of a story before acting.
- By not attempting to deal with issues yourself through conversations with children or other parents in the playground.
- *Understanding that children also learn from watching the behaviour and actions of their parents and siblings:* If the parent / carer criticises the school or acts in an antisocial way, the child will do the same, and this will affect his/her learning. Parents / carers who do not co-operate reasonably with school staff or who become abusive will be asked to leave the school premises and will not be allowed back until the situation has been resolved.
- *Sending your child to school on time.* Every day. If they are not well enough to come make sure that they returns at the earliest opportunity.
- *Sending your child to school ready to learn:* Children to need concentrate to learn, and therefore need to be fit and well, to have had enough sleep, to have eaten, and to be suitably dressed.
- By actively supporting the school policy of ensuring that children who are old enough to go home without an adult at the end of the school day, do so immediately with due respect for our local neighbours and community. Upholding our school values and positively representing our school whilst in our community.
- *Communicating with the school any special medical needs:* Or any special circumstances at home that may affect your child's learning.

The Child's Responsibilities

The Golden Rules of Benhurst Primary School are displayed throughout the school. These rules are regularly explained and discussed with children. The core expectation of behaviours we require from children at in and out of the classroom are:

- Treat others with respect
- Keep your hands and feet to yourself
- Always speak and listen appropriately
- Use school equipment correctly
- Always do your best because 'Only my best is good enough for me'

Benhurst Primary School's Core Values

For our school to maximise its true potential and continue to flourish, all members of the school community must share a common set of beliefs and values. At Benhurst, we have defined the Core Values which underpin our thoughts and actions.

Ambition - We are determined and have the motivation to move forward in our learning and dreams for the future. We set goals and have high expectations as we are driven to achieve. We believe that nothing is impossible when you set your mind to it.

Respect - We are kind, polite and demonstrate good manners. We treat others how we expect to be treated as we believe that everyone is equal. We are tolerant and value the views of others and accept that they can be different from our own.

Resilience - We strive to overcome the worry of making mistakes and understand that we become better learners because of these experiences. We persevere when faced with new and unexpected challenges as we are equipped with bounce-back ability whereby we can take risks and push our limits.

Compassion - We help those who are in need in our community by putting their needs before our own. We take time to put ourselves in their shoes, to understand how they feel and to find out what we can do to help them. We are forgiving of others and show kindness in all we do.

Courage - We believe that we should never let anything stop us from achieving our goals. We are brave in our actions, believe in ourselves and are not scared to fail when faced with challenges. We strive to push ourselves outside of our comfort zone as we know the rewards are worth it.

Creativity - We believe that boundless creativity is what makes us stand out and express who we are. Being imaginative, thinking for ourselves and not being restricted by boundaries enables us to be inspirational, unique individuals who become lifelong learners.

Rewards

At Benhurst, the staff promote positive discipline by commending good behaviour and making an example of this. The following strategies are used:

- Every Friday one child from each class is nominated by their teacher to receive a Sunshine Badge, which is linked to one or more of our Core Values. The badge is presented by the Headteacher during Celebration Assembly where the teacher outlines the reasons why they have been selected.
- Staff reward children with stickers to celebrate and promote good work and good behaviour. Children collect their stickers in a sticker book and receive a certificate in Celebration Assembly each time they complete their sticker book.
- Value stickers are to children who have positively exhibited a Core Value.
- Verbal praise is given to individual children, groups or whole classes whenever appropriate.
- Certificates are awarded at the end of each term to celebrate children's academic, sporting or social achievements.
- Team Points are awarded by staff up to a maximum of 2 points at any one time. These may be awarded for demonstrating our Core Values at any time whilst at school. Weekly Team Points are collated and the winning team is announced during Celebration Assembly.
- Children, who demonstrate our Core Values consistently, may be given additional responsibilities around the school including roles such as our Librarians.
- Conversations with parents to inform them about their child's excellent behaviour.

In order to support children who experience difficulty in adopting successful learning behaviours the school uses a range of support strategies. The most important aspect of this is to have full parental support in the wider aims and ethos of the school in correcting behaviour, which is to the learning detriment of pupils. Other such strategies include:

- A system for logging incidents which allows for an analysis and tracking.
- Weekly/Daily behaviour reports with individual targets that are monitored by senior members of staff.
- ELSA support interventions including, social skills, restorative justice to name a few.
- Re-integration meetings with pupils returning from exclusion.
- Organised/'Zoned' playground activities with adult led and supervised team games alongside quiet areas.
- Alternative play opportunities at lunchtime for children who find the long unstructured session a challenge.
- Engaging with outside agencies for support.

Whole School Behaviour Tool - The Traffic Light System

In each classroom the children's names are displayed on a 'traffic light'. The colours on the traffic light start with red at the bottom, and move up to amber, green, silver and then gold. The children's names begin on the green section each morning and their names are moved up or down according to their behaviour throughout the day (see possible examples of each behaviour outlined below). If a child's name reaches gold or remains on red at the end of the day, a conversation with the parent will take place by the class teacher. SLT are informed where necessary.

		Continued Silver behaviour Heartfelt acts of kindness Fantastic learning including homework Amazing learning behaviours	
		Showing resilience in learning Consistently demonstrating Core Values Continued Green behaviour Consistently following instructions	
		Demonstrating good learning behaviours Following Golden Rules/Class Rules Completing work set by an adult Demonstrating Core Values	
		Getting out of seat / moving around classroom Calling out Running in the school building Not putting hand up to talk Interrupting other pupils Ignoring minor instructions Silly noises/minor annoyances Pushing in the line Talking during silent work Not following Golden Rules/Class Rules Minor playground Incidents	Eating sweets in school Refusal to work/unacceptable output Deliberate disruption Accidental damage through carelessness Cheek, off hand comments Minor challenge to authority Minor, non-directed swearing Spitting Repeatedly annoying other children
		<ul style="list-style-type: none"> • Repeated amber behaviour • Deliberately throwing small objects with intention of harming or breaking them. • Harming someone with intent • Damage to school/pupil property • Leaving class without permission • Repeated refusal to do set tasks • Deliberate rudeness to adults • Harmful/offensive name calling/directed swearing at another child or adult • Bullying (including cyber bullying) • Playground incident (targeted harm) • Inappropriate use of school equipment 	

Sanctions

The sanctions ladder (Appendix A) outlines a hierarchy of sanctions and record keeping to guide teachers in consistency of approach across the school. Staff members have the right to confiscate items such as jewellery, mobile phones, toys and sweets and keep them in a safe place until the end of the day/week/school term/until collected by a parent or carer. The wearing of inappropriate clothing or shoes as outlined in the school dress codes will result in contact with the parent/carers to change into full uniform unless previous arrangements have been made. Repeated uniform violations will require the involvement of a senior member of staff.

Repeated absence or lateness as recorded by school systems will trigger interventions by a senior member of staff and Educational Welfare Officer (see the attendance policy).

All staff has an active responsibility to intervene at any point or any stage where behaviour is deemed to be inappropriate. The Headteacher can undertake exclusions. Internal Exclusion requires a pupil to be excluded from all contact with classmates during the school day including break times and assemblies and to be supervised by a senior member of staff with the parent or carer informed of actions. Fixed Term (external) Exclusion will only be used as a serious sanction where other strategies have failed or in response to a breach of discipline that is serious enough to put student's learning opportunities at risk, and/or the health and safety of other pupils or staff.

Searches and confiscation

The school recognises that we have a duty of care to all of our pupils; in all cases, the need to safeguard all pupils attending Benhurst Primary School by confiscating harmful, illegal or disruptive items is vital. There is also a requirement to safeguard the needs and wellbeing of pupils suspected of possessing these items.

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

Searching a pupil

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. The member of staff will contact a designated team member who has authorisation to conduct the search.

The Headteacher, Deputy Headteacher or Assistant Headteacher will carry out the search of a pupil. The search should be conducted by the same gender as the pupil and with another adult present; before any search is undertaken consent will be sought from the pupil.

If the authorised member of staff considers a search necessary, but is not required urgently, they will seek the advice of the Headteacher, Deputy Headteacher or Assistant Headteacher who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure details are reported on the school's Safeguarding Tool to ensure the DSL is immediately notified.

The school will only search a pupil if the school has good reason to and all searches will be conducted in such a manner as to minimise embarrassment or distress to the pupil. The school recognises that the action of the school in such cases could infringe on the pupil's wellbeing and rights. The school will consider that all pupils have the right to expect a reasonable level of personal privacy, under Article 8 of the European Convention of Human Rights.

In all cases the school will

- Seek consent from the pupil
- Conduct the search in a calm and respectful manner
- Explain to the pupil why the search is happening
- Explain how the search will be conducted and by whom
- Inform the pupil where this will take place
- Ask the pupil if they have any questions

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher, Deputy Headteacher or Assistant Headteacher, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as "prohibited items"), the pupil may be searched without their consent. Where possible the school will inform the parents that a search will be carried out for a prohibited item, prior to the search being carried out. However, in circumstances where it has not been possible to make contact the parents will be informed of the search and outcome after the event and within a timely manner. All searches will be treated as a safeguarding concern; the DSL will be informed and details will be logged on the school's safeguarding tool My Concern, recording:

- The date, time and location of the search
- Which pupil was searched
- Who conducted the search and any other adults or pupils present
- The reason for the search
- What items, if any, were found
- What follow-up action was taken as a consequence of the search

Authorised staff will search a pupil's bag, pockets and require pupils to remove outer clothing, meaning clothes that are not worn directly next to the skin or over underwear. Outer clothing also includes:

- Gloves
- Scarves
- Shoes

The school will search for:

- Any items with the pupil's informed consent
- Prohibited or banned items, with or without the pupil's consent

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs

- Stolen items
- Tobacco, cigarette papers & Vapes
- Fireworks
- Pornographic images
- Scissors
- Razor blades
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
 - Commit an offence
 - Cause personal injury (including the pupil) or damage property

Pupils who have been in the possession of drug, alcohol or weapons will be considered vulnerable and at risk of exploitation. The school will work with and endeavour to seek the appropriate help from professional services to support the young person.

When items are found, they can be confiscated if it is reasonable to do so and they are not allowed under the school rules. Where any article is thought to be a weapon, it must be passed to the Police.

The staff are **not** allowed to carry out strip searches, including the Head of School and authorised staff. Only police under the Police and Criminal Act 1984 (Code A) and in accordance with the Police and Criminal Evidence Act (Code C) who have been asked to come to the school may decide whether a search is necessary and carry it out.

Before calling the Police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Behaviour Outside of School

Benhurst Primary School expect pupils to represent the school positively in the local community and whilst on school trips. Our behaviour code applies to off-site trips and visits. For behaviour outside of school but not on school business, sanctions will apply if there is a clear link between that behaviour and damage to the reputation of the school or maintaining good behaviour and discipline amongst the pupil body as a whole. It is the school policy for children who are old enough to go home without an adult at the end of the school day, do so immediately with due respect for our local neighbours and community. Upholding our school Core Values and positively representing our school whilst in our community.

Sexualised Behaviour

Whilst it is normal for children to exhibit curiosity with regards their own bodies and physical development it is essential that clear boundaries are set to protect all children from abuse and to reflect cultural and societal expectations. It is appropriate to discuss incidents with the child, suggest alternative games, make a record of event and inform designated safeguarding officers (Headteacher/Deputy Headteacher and Assistant Headteachers). If a child discloses inappropriate serious sexual behaviour involving other children or adults it is the legal duty of the adult to inform the designated child protection teacher immediately. Repeated or serious sexualised behaviour will result in a referral to Children's Social Care/Police Services.

Pupils with Special Educational Needs & Disabilities

To be fully inclusive the school expects the same standards of safe and respectful conduct from all of its pupils. This behaviour policy applies to all pupils who attend the school however, the school acknowledges its duty not to discriminate on the basis of special educational need or disability and that it has a duty to make reasonable adjustments to ensure that all children are included and receive their education entitlement. For children with additional needs who present behavioural challenges the school will additionally seek the support and advice of external agencies. Reasonable adjustments may include changes to timetabling, to the received curriculum and the provision of resources and scaffolds such as visual timetables and additional adult support.

Bullying

Bullying can happen anywhere, however it prevents equality of opportunity and it is everyone's responsibility to prevent it from happening and to deal with it robustly when it does occur.

What is bullying?

The term 'bullying' has changed over time. The Department for Education defines bullying as:

- Repetitive, wilful or persistent behaviour intended to cause harm, although one-off incidents can in some cases also be defined as bullying
- Intentionally harmful behaviour, carried out by an individual or a group
- An imbalance of power leaving the person bullied feeling defenceless.

The Anti-Bullying Alliance defines bullying as:

- Intentional, repetitive or persistent
- Hurting of one person by another, where the relationship involves an imbalance of power Bullying can be physical, verbal or emotional by a single person or a gang.

There are four main types of bullying. All of these types of bullying can take the form of Homophobic/Racist/Ability or gender based bullying:

Verbal: Verbal bullying is when someone is called names, threatened and made to feel bad **Physical:** Physical bullying is when someone is hit, punched, pushed or have their personal items stolen and any other kind of physical, aggressive contact

Social: Social bullying is when someone is left out of games, deliberately ignored and has bad things spread about them and made to feel like an outsider

Cyber: With the technology age a new type of bullying was born; Cyber Bullying. This type of bullying can be chat rooms, online, instant messaging, on a mobile phone or even e-mails

What can the school do?

We encourage all children to approach adults when they are upset. Where bullying is suspected teachers will speak to all the children involved and try to find out the cause of the issue. This process will often involve discussions about what happened and why. Children will be encouraged to understand what has gone wrong, reflect and confront the impact of what they have done. All serious reported incidents are recorded which are recorded and regularly reviewed. If there are repeated issues involving the same child then the school uses social skills groups, increased playground supervision, circle (social and citizenship) times in class, lunchtime clubs (including Reflection Zone) and on rare occasions of serious & sustained bullying children can be excluded.

Strategies for Reducing and Eliminating Bullying

Reasons a pupil may experience bullying may include:

- Race / Gender / Class/ Sexuality
- New child in school
- Child with family crisis
- Disability or difference of any kind
- Children who are not assertive (timid), unlikely to fight back, children with few friends, anxious or fearful children, younger children and those outside a group.

Reasons for being a bully may include:

- Experiences of violence
- Enjoyment of power / creating fear
- Low self-esteem
- Copying behaviour seen at home or on television

We firmly believe that prevention is better than cure, so we:

- Have organised/'zoned' playground activities with adult led and supervised team games as well as resourced quiet areas
- Use of Resolution Role Models and playground buddies
- Have a lunchtime time clubs for pupil's who struggle to cope in the playground.
- Regular training for staff in behaviour management, including identifying and dealing with bullying
- A Personal Social, Health & Citizenship Education curriculum which addresses social issues such as bullying and an annual anti-bullying week
- Regular class circle time which is used to address bullying and explore issues of feelings / friendship / asking for help when needed
- Each class has a 'Worry Monster' and a Mood Board through which children are provided with a further opportunity to report bullying and anxieties.
- Pupils are regularly reminded of our referral systems for bullying: self-referral (this is when a child is directly involved in an incident); peer referral (when a child has witnessed an incident but is not directly involved); parent / carer referral (when a parent raises a concern about bullying). We have clear referral routes for all pupils.

We actively follow-up all incidents as this is crucial to pupils feeling confident that the school has taken the incident seriously and that action will be taken. Advice for Parents / Carers Try to keep a perspective and be calm. As children are growing and learning social skills they can fall out and have arguments. This does not always equate to bullying and both sides of a story need to be heard before anything can be assumed. Follow the school procedures for dealing with incidents and don't try to deal with them yourself which poses the risk of being accused of bullying yourself. Parents who approach other children or parents about issues very often make the situation much worse. Don't give permission for bullying by encouraging children to hit back, or to 'toughen up'.

Procedure for Dealing with Bullying - See Appendix B

Appendix A

Sanction Ladder

Level	Examples of Behaviour	Appropriate Sanction	Comments
1	<ul style="list-style-type: none"> Calling out Getting out of seat / moving around classroom Running in the school building Not putting hand up to talk Interrupting other pupils Ignoring minor instructions Silly noises/minor annoyances Pushing in the line Talking during silent work Minor playground Incidents 	<ul style="list-style-type: none"> Eye contact or tactical ignore Reminders Verbal reprimand Statement of inappropriate behaviour and consequences for repeating it Change of seating Use of in class behaviour system (e.g. moving to warning) 5 minute playground cool down (shadowed by Resolution Role Model / Staff) 	<ul style="list-style-type: none"> Not recorded No other staff members involved. Peer Mediators /TA on duty deal with playground incidents After 3 repetitions within a small time frame then move to Stage 2
2	<ul style="list-style-type: none"> Repeated Stage 1 behaviour Eating sweets in school Refusal to work/unacceptable output Deliberate disruption Accidental damage through carelessness Cheek, off hand comments Minor challenge to authority Minor, non-directed swearing Spitting Repeatedly annoying other children Playground conflict (not targeted) Being in a building unauthorised 	<ul style="list-style-type: none"> Moved down on 'traffic light' Separation from the rest of the class within classroom Writing a letter of apology during break time (with class teacher) 5 - 20 minute missed lunchtime to complete unfinished work/complete pupil behaviour reflection (with year group lead) 5 minute playground time out Repair/clean up of damage. 	<ul style="list-style-type: none"> Child may be spoken to at the end of the lesson (at the teachers' discretion) Resolution Role Model / staff on duty to deal with playground incidents Repeated incidents within a short time frame to be reported to Year Group Lead
3	<ul style="list-style-type: none"> Repeated Stage 2 Behaviour Deliberately throwing small objects with intention of harming or breaking them. Harming someone with intent Damage to school/pupil property Leaving class without permission Repeated refusal to do set tasks Deliberate rudeness to adults Harmful/offensive name calling/directed swearing at another child or adult Bullying (including cyber bullying) Playground incident (targeted harm) Inappropriate use of school equipment 	<ul style="list-style-type: none"> Moved down on 'traffic light' Child may be removed from classroom and sent to work in AHT's classroom. Class teacher to inform parents of this. Informal contact with parents (class teacher) Separation from the rest of the class to complete work in AHT classroom Lunchtime detention (Resolution Zone) including the completion of reflection Behaviour chart (sticker chart) monitored by Year Group Lead and shared with parent Withdrawal from school events e.g. trips 	<ul style="list-style-type: none"> Incidents recorded on Pupil Asset (kept on file) Parental contact recorded on Google Forms (kept on file) Reported to Phase Leader, AHT repeated incidents within a short time frame
4	<ul style="list-style-type: none"> Repeated Stage 3 Behaviour Repeatedly leaving the classroom without permission Fighting in the classroom Playground incident (repeated intentional physical harm) Throwing large dangerous objects Serious challenge to authority Verbal abuse/swearing to any staff or parent Bringing the school into disrepute e.g. on public transport, locality. Vandalism/graffiti Stealing Persistent or serious bullying including cyber bullying Racist/homophobic incidents Truancy Running out of school Malicious or inappropriate use of new technologies (see also ICT policy) 	<ul style="list-style-type: none"> Moved down on 'traffic light' Formal telephone call/contact/ letter/ meeting with parents by member of SLT. Possible recompense for damaged property from parent School 'community service' Behaviour chart (sticker chart) monitored by Senior member of staff & shared with parent Possible denial of technology access rights Lunchtime detention (Resolution Zone) including the completion of reflection Exclusion from site at lunchtimes Internal exclusion up to 3 days Possible fixed term exclusion up to 15 days/Permanent exclusion Withdrawal from school events e.g. trips 	<p>Requires immediate involvement of AHT/ DHT / HT</p> <ul style="list-style-type: none"> Incidents recorded on Pupil Asset (kept on file) Parental contact recorded on Google Forms (kept on file) SENCO to review SEND need Involvement of outside agencies e.g. CAMHS Personal Support Plan (PSP) to be put in place
5	<ul style="list-style-type: none"> Repeated Stage 4 Behaviour Extreme danger or violence Very serious challenge to authority Verbal or physical abuse to any staff Possession of a weapon considered dangerous by an adult at Benhurst Primary School. Possession of illegal drugs or substances portrayed or believed to be a danger by an adult at Benhurst Primary School 	<ul style="list-style-type: none"> Fixed term or permanent suspension/exclusion. 	<ul style="list-style-type: none"> Requires immediate involvement of DHT / HT Suspensions reported to LEA and Governing Body Parallel Procedures for official out of school activities

Appendix B

Bullying investigation procedure

