



## SPRINGFIELD COMMUNITY PRIMARY SCHOOL

### BEHAVIOUR POLICY

#### School Vision

Springfield is a caring, supportive and innovative school where everyone is recognised and appreciated as an individual. Children are encouraged to be ambitious and to reach their full potential, so that they can take their place in their community and in the wider world.

#### **1. STATEMENT**

At Springfield, we seek to promote a happy, caring and secure learning environment through high standards of behaviour. Every child has the right to learn and every teacher has the right to teach in a secure and positive environment. All staff are responsible for implementing positive behaviour management throughout the school. This applies to all adults, teaching and non-teaching, who work with or come into contact with the children in the school. If a child displays unacceptable behaviour, it is the duty of the school staff to support that child, to help them learn how to behave in an acceptable way. A sanction may occur if appropriate, but there must also be some education and support for future behaviour.

#### **2. INTRODUCTION**

The purpose of the behaviour policy is to enable everyone - parents, pupils, staff, governors and other members of the school community to share responsibility for creating an atmosphere, which enables children to manage and self regulate their own behaviour.

#### **3. SCHOOL RULES**

General School Rules have been adopted through consultation with staff, parents and the School Council. These form the basis for classroom rules, which are negotiated and agreed by the children at the start of each year. Acceptance and ownership of these rules (by teachers, children and parents) in addition to consistent and fair applications of them are crucial to the success of this policy.

#### **4. CLASS RULES**

- Class rules and responsibilities must be agreed at the start of the school year and displayed prominently in class.
- Class rules must be revisited regularly (at least once each half term).
- Support is valued and expected from everyone in the school community, to promote the qualities of tolerance, politeness, good manners and respect for others and their property.
- Good behaviour is rewarded.
- Inappropriate behaviour is addressed and children are supported and encouraged to improve their behaviour.

Reinforcement of roles and responsibilities within the classroom:

- Every child in the class has a job to do to encourage responsibility. These can be reviewed and swapped throughout the year.
- PSHCE takes place in every class regularly (once a week) to help the pupils respect each other and support the positive approach to discipline.
- The rules for PSHCE are repeated before each session to develop concentration and lack of interruption, which we expect to see, transferred to the normal working environment.

- PSHCE is in each class timetable and the jigsaw scheme of work is followed to ensure that all aspects of the PSHCE curriculum is covered. **Extra circle time sessions are used to address specific issues relevant to the class.**

## **5. RESPONSIBILITIES**

### **Children's responsibilities are:**

- To work to the best of their abilities at all times.
- To listen to and respect the opinions of others.
- To demonstrate good manners and be polite at all times
- To form positive relationships with everyone in and around school.
- To demonstrate positive behaviour for learning in class at all times.
- To manage their distractions.
- To move around school sensibly.
- To treat everyone with respect including visitors.
- To co-operate with other children and adults.
- To obey and follow the instructions of the school staff at all times.
- To take care of property and the environment in and out of school.
- To self-regulate their own behaviour and develop their resilience.

### **Staff Responsibilities are:**

- To be an excellent role model.
- To form positive relationships with every child.
- To treat all children fairly and with respect.
- To raise children's self-esteem so that they can develop their full potential.
- To ensure pupils are clear about how good behaviour will be rewarded and the consequences for not following the school rules from the outset.
- To ensure the whole class isn't punished when only a group or an individual has misbehaved.
- To ensure that when dealing with children, they are given a fair hearing and allow them to say what happened and how they felt.
- To form good relationships with parents/carers to ensure that everyone works together in the child's best interests.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To foster a Restorative Approach where shared values, a caring attitude, good relationships, mutual respect and a sense of belonging are key factors.
- To recognise that each is an individual and to be aware of their differing needs including those that require SEN support.

### **The Parent's responsibilities are:**

- To be an excellent role model in and around school.
- To foster good relationships with the school at all times.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To make children aware of appropriate behaviour in all situations.
- To demonstrate an interest in all that their child does in school.
- To encourage excellent behaviour for learning, independence and self-discipline.

## STAFF INTERACTION WITH PUPILS

If a teacher finds that it is necessary to raise their voice, they could ask themselves the following questions and take appropriate measures if necessary:

- *Is the work set at the correct level?*
- *Are the children disruptive because the expectations are too high or too low?*
- *Has the work expected of the children been properly explained?*
- *Is the lesson content stimulating and challenging for the children?*
- *Does the child need support to access the work provided?*
- *Do any of the children need to be on the SEN register with an IEP with specific targets to support their behaviour?*

## 6. DE-ESCALATION

De-escalation techniques should be used by staff members whenever a child is failing to meet the required level of behaviour and to prevent further incidents. Support and encouragement should be used as well as praise for meeting the correct standard.

## 7. STRATEGIES FOR DEALING WITH CHALLENGING BEHAVIOUR

- Staff take steps to minimise the chances of incidents occurring, such as providing a quiet place for a child to work in the classroom, or pre-empting issues.
- Staff take into account the circumstances for the behaviour and work to educate the children, to prevent future incidents occurring in the future.
- Sanctions may be given but may differ according to the circumstances as we appreciate that a 'one size fits all' approach does not apply to children.
- All staff record poor behaviour and actions they have taken to support the child onto the CPOMS system. This is to ensure that all information is communicated to the relevant people.
- All behaviour incidents will be added to the CPOMS system. Where they are deemed to be 'serious' they need to involve the Phase leader in the first instance, who will then seek the support of the Family Support Manager if required to facilitate a bespoke programme with the learning mentor. The Family Support Manager will decide whether it needs to be escalated and requires the involvement of the HT. It is the responsibility of the Family Support Manager to ensure that through verbal communication and CPOMS that the HT is notified. At times a serious incident may need to be verbally communicated first. It is then the responsibility of all persons involved to ensure information has been recorded onto **CPOMS within 24 hours**.
- It is not within our everyday school procedures for children to be sent out of their class or made to stand outside of the class unsupervised.
- Class teachers are responsible for the health, safety and welfare of all pupils in their class and so children must not be 'sent out' of class for poor behaviour. If support is required when all other avenues have been exhausted, then a referral may be made to the Phase leader. The phase leader may call upon the Family Support Manager if available/required.
- It is not appropriate for children to be wandering the school looking for the headteacher, or to just turn up unannounced at the office for a sanction. The children will only meet with the HT if the class teacher, phase leader and Family Support Manager have been unsuccessful or if it is a purple behaviour.
- If pupils need time out to reflect on their behaviour, they must be with a TA at all times and use the school grounds to de-escalate behaviours and calm down before returning to class 10 minutes later maximum.

**Staff do not send children out of their classroom to another class, as this causes disruption for the receiving class, unless it is decided by the Phase leaders to do so. This decision has been taken to minimise disruption in classes across the school. The behaviour of the class of children is the responsibility of the class teacher.**

- Behaviour management also contributes towards the judgements made in relation to teaching and learning.
- The following criteria are used in relation to behaviour when making judgements about teaching and learning.

Outstanding	Good relationships and high expectations help promote the excellent attitudes and behaviour shown by students, who are very supportive of each other. Clear routines and frequent use of praise/reward add to the positive ethos.
Good	Student's positive attitudes and behaviour are good overall, as are our relationships. Clear routines are followed, and students respond quickly to staff expectations. Praise and rewards are used positively.
Requires Improvement	Attitudes and behaviour are mostly satisfactory and there is little disruption. Routines are mostly followed, and students can be brought back on task. Praise is used to encourage students.
Inadequate	Poor attitudes and behaviour are shown by some students and this may disrupt others' learning. Routines are not in place, or not reinforced, and some incidents are not dealt with effectively. There is little praise and no encouragement.

## 8. EXTRA SUPPORT

If the members of staff involved are unable to de-escalate the behaviour and a child is likely to cause significant harm to themselves or to others or significant damage to property, then further support needs to be sought.

These are the procedures to follow to find an appropriate member of staff to support the teacher.

- Ring for head teacher. If the headteacher is available.
- Ring 201. Ask the administrator if any SLT are available. Say it is a 'Severe Clause Incident' and urgent support is needed.

## 9. EXCLUSION

If a child has broken the school rules by way of a 'severe incident', the headteacher (or Family Support Manager, once a conversation has taken place) will consider whether the child is to be considered for an exclusion.

**The child's intent, the severity of the incident and injuries caused along with home life will be factors to be considered. An external exclusion will be a last resort.**

An internal exclusion will require the child to spend time in isolation with Learning Mentor if available and to have no contact with their class or other children for the period of the internal exclusion. Parents will be informed of the internal exclusion.

An external exclusion will require the child's parent to keep the child away from school for a designated period of time, and to complete work at home. The parent will be provided with a leaflet explaining the exclusion process and a letter from the headteacher explaining the reasons for the exclusion.

On return to school the child and parents will meet with the head teacher and the Learning Mentor to discuss the behaviour and to reassure that the behaviour will not be repeated. They must also produce the work they have completed during the excluded period.

If a severe incident has occurred, staff members must report this to the head teacher who will consider whether exclusion is necessary and if so whether it will be an internal or external exclusion. Any exclusion that takes place will be communicated to the phase leaders, who will then need to ensure the class teacher/teaching assistant are informed. Again, this information will be added to the CPOM system within 24 hours by the HT and any other parties involved.

## **10. BULLYING**

(See separate Bullying Policy)

- Bullying is defined as ‘intentional repetitive negative behaviour, involving an imbalance of power, real or perceived’.
- If any incidents of bullying occur, they must be reported to the HT and Family Support Manager immediately and information added to the CPOM system.
- A record is made of the initial concern on the CPOM system and the pupil responsible will have their behaviour tracked for at least 5 school days on a report card to monitor incidents including at lunchtimes with welfare staff.
- A pupil alleging bullying will have information added to CPOM and will be monitored over at least 5 school days.
- Class teachers are responsible for ensuring that all incidents are accurately recorded. The incidents will be shared with the Learning Mentor who will liaise with pupils and also the Family Support Manager who will liaise with parents as necessary, once discussed with the HT.
- If bullying occurs when pupils are going to and from school we do not ignore it. In these cases please inform the Family Support Manager and HT.

## **11. USE OF SANCTIONS**

- It is important not to reach the ultimate sanction too soon so that the school is forced into a position of taking extreme measures through lack of alternatives. Likewise, it is important that all staff avoid threats and statements, which leave them or Senior Staff little room for manoeuvre.
- Any sanctions employed should be appropriate and fair and employed in a graded manner wherever possible, according to prevailing circumstances and the needs of the child.
- Any behaviour which is deemed to be of a serious nature requires immediate action by a member of staff at the appropriate level. If behaviour is not addressed, then the member of staff is condoning the behaviour and it is likely to occur again.

## **12. USE OF POSITIVE REWARDS**

There are various rewards in place to reward children for following school rules for their work and behaviour, including but not limited to:

- Green Treat Rewards
- Certificates in assembly
- Half Term heroes
- GOLD
- Stickers
- Prizes
- Messages home
- Postcards posted home, after being selected half termly by Phase leaders

Green Treat Rewards will be organised by the Phase Leader every half term and will be a treat for the pupils who have stayed on green consistently over the previous half term. If a pupil has received 3 reds,

they will not take part in any of the treat linked to Behaviour. If a pupil has received 1 or 2 reds, then they will have to miss out on part of the treat at the Phase Leaders discretion.

At the end of the term, the class teacher is able to reward children that have managed to stay on green all term, without getting any ambers or reds.

Teachers may also introduce class rewards with specific treats, if they do not take up a disproportionate amount of curriculum time (no longer than 20 mins) and as long as they have a positive effect on behaviour.

### **13. REFERRALS FOR BEHAVIOUR SUPPORT**

If teachers feel that, having followed the procedures, met with parents and established behaviour targets, that the behaviour is not improving then the chronology of actions from CPOMS along with behaviour record sheets, need to be presented to Family Support Manager and the head teacher.

Further support within school and a referral to other agencies will be considered by the SENDCO. The teacher will be required to discuss this with the SENDCO. A number of avenues for support are available for children who require additional support with their behaviour management. These could include working with the Learning Mentor, having a behaviour record book or a referral to an external agency.

### **14. COMMUNICATION WITH PARENTS**

If a class teacher becomes dissatisfied with a child's general or specific behaviour, parents will be called in at the class teacher's request to discuss the issues and agree methods to help the child behave appropriately. It reinforces the relationship with parents if staff also contact parents when positive behaviour is used. At times this may also involve the Learning Mentor/Family Support Manager/Phase leader.

### **15. SPECIAL EDUCATIONAL NEEDS**

The Family Support Manager and class teacher will decide the point at which to engage with the parents and the child to write an Individual Behaviour Plan (IBP) to support the child's behaviour.

#### **Family Support Manager and Learning Mentor**

Some children will receive sanctions on a regular basis. At Springfield, one of the intervention strategies used is the involvement of our Learning Mentor and Family Support Manager. In her role the Learning Mentor will use a range of strategies to help children to address behavioural issues and the cause of inappropriate behaviours. She will listen to what the children have to say and will give advice whilst attempting to sort out individual problems that could well be having an adverse effect on behaviour. Furthermore, she will introduce behaviour charts and targets for children to work towards. In order for these to be effective she will liaise with the class teacher and phase leader. The Family Support Manager will bridge the gap between home and school.

### **16. HANDLING OF CHILDREN**

See Policy on Care and Control of Pupils for full details.

- All teachers and teaching assistants are authorised to use reasonable force to prevent a pupil from endangering him/herself or others or causing significant damage to property.
- The child needs to be warned verbally about what is going to happen prior to the reasonable force being implemented.
- Staff members need to remain calm and in control and preferably to only perform an action with the backup of another staff member present.
- Physical intervention must use the minimum degree of force necessary for the shortest period of time to prevent harm.

Physical intervention may involve staff:

- Physically interposing themselves between pupils
  - Blocking a pupil's path
  - Escorting a pupil
  - Shepherding a pupil away
  - Removing other pupils from the area / classroom
- They must warn the child first and then record the incident on an official form and pass to the headteacher within 24 hours. (Forms are available from the Headteacher). They must also inform the child's parents that restraint has been necessary.
  - A first aid check needs to be carried out on the child following the intervention, to check if there are any injuries or visible marks. If so, these must be recorded on the form.

## **17. SEARCHING PUPILS**

If school staff suspects that a pupil from Springfield School may have a weapon in school, or an item which could be used as a weapon, then a search will be conducted in the following manner.

- SLT will be informed prior to action taking place and following the search
- Parents will be informed and asked to come into school if any weapons are found
- At least 2 members of staff will conduct the search
- The pupil will be informed of the search
- The pupil will be asked if they have such an item in their possession and asked to produce it by placing it on a table
- The pupil will be asked to empty out all their pockets of clothes they are wearing onto a table and to show that their pockets are empty
- School staff may search the pupil's tray, bag and pockets of any item of clothing that the child is not wearing
- Staff will not 'frisk' children or place their hands in any pockets of clothes the children are wearing.

If a child refuses to comply with any of the above procedures, then the parent will be contacted and asked to come into the school immediately. If the parent is not available, then the child will be kept in isolation until contact is made.

## **18. RACIST INCIDENTS**

Any racist incidents must be reported to the Headteacher who closely monitors these and reports any findings accordingly. It will be the responsibility of the HT to CPOM this information within 24 hours. Children who have used racist language must have a discussion with a member of staff, addressing that it is inappropriate. Finally, parents will be notified. The HT will also complete a racism log

## **19. SUPERVISION**

- The Pupil Support Manager, Family Support Manager and Site Supervisor will be outside before school starts at 8.45 am. To maintain high standards of behaviour and supervision, all class teachers, will be at their classroom doors to receive the children when they enter the school at 8.50am. Teaching assistants will ensure that they stand outside their classroom doors to support the teachers.
- Teachers need to collect their class promptly after playtimes and lunchtime.
- As children move around the school, class teachers must ensure that the children are appropriately supervised.

Teachers with support from teaching assistants where possible will walk the children to the playground; walk them to the dinner hall, to PE and to the door at the end of the day. The line of children must be controlled to ensure that the teacher can see as many pupils as possible.

The teacher needs to ensure that the children are positioned appropriately to minimise distractions throughout assembly times. Teachers could have a 'lining up order' for the pupils, or ensure each time that children who could cause distractions are separated from each other.

## **20. PLAYTIME**

### **PLAYGROUND RULES**

- We do not hurt anyone
- We use and carry equipment sensibly
- We help other children
- We look after equipment
- Only the timetabled class can use the top yard or the climbing wall on the field.
- All children have access to playground equipment at playtime.
- We stop when the whistle is blown
- We walk sensibly to class when our class is called out.

Staff on duty supervise the children and engage them in games, as appropriate. If a member of staff has to undertake first aid duties, they must ensure that effective supervision is maintained by another member of staff. Staff ensure that children stand still at the first whistle and then walk sensibly to their teacher/classroom door when told.

## **21. LUNCHTIME**

- The provision of equipment for outdoor and indoor playtimes ensures that children are occupied as much as possible at these times and are therefore less likely to cause problems with inappropriate behaviour.
- Teachers retain responsibility of children until transfer over to Welfare Staff takes place.
- All staff have a responsibility to respond to any incidents, which they may see, and to offer support to lunchtime staff when necessary.
- In order to begin lunchtime in an orderly manner, teachers are expected to maintain a high profile at the beginning of lunchtime and to deliver their children to the right place, in a calm and orderly manner.
- Welfare Staff are responsible for providing games and activities in the agreed areas, ensuring they are in the right place at the right time to provide appropriate supervision.
- Where a member of welfare staff has to temporarily leave their area i.e. to administer first aid, they must ensure that effective supervision is maintained by another member of staff.
- A child causing significant concern or a child exhibiting improved behaviour needs to be reported to the Phase leader/Family Support Manager so that appropriate action can be taken.

Misbehaviour on the playground:

- The child will be '**asked**' politely to stop their unacceptable behaviour
- If the unacceptable behaviour continues the child will need to walk beside the person on duty for 5 minutes
- If the unacceptable behaviour continues, the outside lunchtime duty person will bring the child in question to the phase leader. The Phase leader will decide if a referral is needed to the Family Support Manager

A certificate for good conduct at lunchtimes is given to one child from each class on a Friday, chosen by the welfare staff.

Dining Room rules:

- We carry our trays with both hands and we look where we are going
- We do not hurt anyone
- We sit on our chairs with all 4 chair legs on the floor
- When we are told to line up, we walk smartly and sensibly
- We use good table manners:
  
- we hold our knife and fork properly • we eat with our mouths closed
- we don't touch other peoples' food
- we eat our lunch
- we take our litter home or clean our tray
- We talk to the people close to us
- We put our hand up if we need help
- We help other children

This policy will be reviewed at least every two years.

Policy author: Samaira Nasim Date: 01.09.16

Governor Ratification: Date:

Sept 2016

Reviewed: Jan 2018

Signed: \_\_\_\_\_

Name: \_\_\_\_\_

Reviewed September 2018

Appendix 1

# Behaviour procedures -

## What do we do if a child misbehaves? (All school staff)

- We remind the child about the appropriate behaviour expected in school.
- We use the traffic light system
- Where necessary, we discuss incidents with the children involved at the earliest opportunity.

## Repeated or persistent misbehaviour

Where there is repeated or persistent misbehaviour the following will apply:

- Withdrawal of privileges, e.g. playtime.
- Informal contact with parents by the class teacher
- Behaviour Log of significant events added to the CPOMS system- CT/TA/Support Staff
- Involvement of Phase Leader and liaison with CT
- Involvement of Learning Mentor/ Family Support Manager- Bespoke programme put in place/IBP-contact with parents
- Internal Exclusion
- Involvement of SENDCO and formal contact with parents.
- Involvement of HT- Exclusion - fixed term/permanent.

**Also see Flowchart below**

## FLOWCHART FOR BEHAVIOUR

### Verbal Warning- child reminded of class expectations



### Use of Traffic light system- AMBER

- Child will be prompted to self-regulate their own behaviour by Teacher or Teaching Assistant
- If still on Amber at the end of the lesson- 10 mins of playtime/lunchtime missed.
- Teacher/TA to ensure work is completed in this time and the child is supervised.
- No consequence if the child has made it back up to Green.



### Use of Traffic light system- RED

- A member of staff in the classroom, first the Teaching Assistant, then the Teacher will deal with the situation. Consequence could involve **TIME OUT with an adult** for some time initially- restorative conversation.
- Withdrawal of a privilege, i.e. 15 mins at playtime or 15 mins at lunchtime when the child has received a **RED. RED reflection here with the staff member present, who uploads onto CPOMS. Once a RED has been given it counts as a strike.**
- Parents will be notified by the person who has given the red, on the day of the incident of any RED behaviour and this logged onto CPOMS, with the actions included. The adult withdrawing the privilege will supervise the child at **playtime/lunchtime or ensure that prior arrangements have been made for someone to cover.**
- Where a child has had RED three times in a half term, an appointment will be made with parents to meet with teacher and Family support Manager. Incident will be logged onto CPOM by all parties. At this point three strike system will come into effect. (child will not be allowed to take part in reward/trip linked to behaviour) Children must not be excluded from educational trips linked to learning/church visits, but adequate supervision must be put in place- risk assessed. Learning Mentor to be utilised
- **Learning Mentor informed if becoming a regular issue.**



### Behaviour continues to escalate and child still on Red- TIMEOUT

- Contact the Phase leader in dealing with the situation. This will involve removing the child from the class with work and accompanied by a T/A. The class or the child involved will not be left unsupervised.
- Phase leader will ensure **TIME OUT** takes place in their class or in another class. **Once this is completed an additional withdrawal of privilege will also need to be enforced and carried out with the Phase leader.** Again, details of incident will be logged onto CPOMS by all parties
- Parents will be informed of behaviour via a phone call/face to face on the same day and withdrawal of privilege by the Phase leader.
- Where a child has had TIMEOUT three times in half a term, an appointment will be made with parents to meet with the teacher, Phase leader. Incident logged onto CPOMS by all parties.



### Learning Mentor

- Mrs Wilson can be called for via Family Support Manager if, after trying to resolve the situation, the Phase leader has not been successful or if the Phase leader is unavailable.
- Restorative work will take place out of class. The amount of time spent will be dependent on the situation.
- The child will then complete work sent by the CT and will spend the next playtime and lunchtime accessing the space outside the LM room.
- Learning Mentor/Family Support Manager will contact parents on the same day
- Where a child has had to see the Learning Mentor three times in half a term, an appointment will be made with parents to meet with Teacher and Phase leader/Family Support Manager. Incident will be logged onto CPOMS by all parties.

### Headteacher

- Inform the Head Teacher if above avenues have been unsuccessful or if further assistance is required.
- Internal exclusion/timetabled behaviour intervention support- Head Teacher/Family Support Manager/Outside agency support. Head Teacher/Family Support Manager to CPOM incident/actions.
- Inform the HT-Purple behaviour- Internal exclusion/Fixed Term exclusion/Managed Move/Permanent Exclusion.

## TRAFFIC LIGHT SYSTEM- AGREED BEHAVIOURS

<b>Gold</b>	Inform the HT reward and play 'Going for Gold' music at Friday's celebration assembly - child presented with badge and display updated	<ul style="list-style-type: none"> <li>Going out of their way to help others</li> <li>Excellent behaviour for learning</li> <li>Outstanding piece of work- accelerated progress</li> <li>Holding other children to account for their behaviour and manners</li> <li>Positive behaviour acknowledged out of school</li> <li>Pupil leader who does their role exceptionally well</li> <li>Consistently looks out for others</li> <li>Exceptional achievement out of school</li> <li>Impeccable work/behaviour</li> </ul>
<b>Green</b>	See rewards section	Expected behaviours. <b>A green learner makes good progress and helps everybody feel happy and safe at our school. This learner is prepared and skilled enough to be a lifelong learner.</b>
<b>Amber</b>	Class Teacher/TA	<ul style="list-style-type: none"> <li>Rude- answering back, ignoring adult's instructions</li> <li>Talking when an adult is talking</li> <li>Not on task even after verbal reminders</li> <li>Lack of work completed</li> <li>Talking when it's not appropriate after reminder</li> <li>Purposely taking time to follow instructions</li> <li>Purposely coming into class late</li> <li>Picking and choosing</li> <li>Shrugging shoulders</li> <li>Rolling eyes</li> <li>Wandering round the room-despite reminder</li> <li>Teasing others</li> <li>Laughing to disrupt the class</li> <li>Interrupting- despite reminders</li> <li>Eating/chewing in class</li> <li>Asking inappropriate questions on purpose</li> <li>Swinging on chairs despite reminders</li> <li>Shouting out</li> <li>Pulling faces</li> <li>Answering back</li> <li>Hiding others things</li> <li>Making rude and unacceptable noises without a reason</li> </ul>
<b>Red-</b>	Class teacher Phase leaders/ Family Support Manager Learning Mentor referral	<ul style="list-style-type: none"> <li>Racism/ homophobia (dependent on understanding) - see purple</li> <li>Constant and increased escalation in disruptive behaviour</li> <li>Despite reminders, refusing to do work</li> <li>Harm to another child- physical aggression- provoked</li> <li>Consistently picking and choosing rules to follow Low level physical aggression towards others</li> <li>Walking away when being spoken to by an adult.</li> <li>Stealing from children and adults</li> <li>Intentional damage to property- less severe</li> <li>Purposely misusing equipment- lack of regard</li> <li>Intentionally defacing someone's work/property</li> <li>Swearing</li> <li>Spitting at others</li> <li>Repeated amber behaviours</li> </ul>
<b>Purple-</b>	HT referral	<ul style="list-style-type: none"> <li>Intentional harm to staff</li> <li>Verbally and Physically threatening staff- High level</li> <li>Intentional harm to another child -physical aggression-unprovoked</li> <li>Intentional damage to property- severe- unprovoked</li> <li>Racism/ homophobia (dependent on understanding) - see red</li> </ul>

# Appendix- Red Reflection Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Today my behaviour was firmly in the Red Zone:

**This is what happened:**

**How was I feeling at the time?**



Other feeling:

**My actions were inappropriate because:**

**This is how my actions affected other people:**

**I can try to put things right by:**

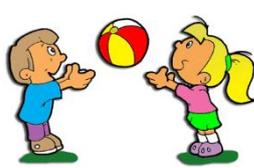
**When I 'Choose to make the right choices':**



others will want to be with me



others will feel good around me



others will want to play with me



people will know that I am kind and respectful



I will feel proud of myself