



Jesus said 'I have come so that you might have life - life in all its fullness' St John's gospel Chapter 10, verse 10

## Brill Church of England School

# WHOLE SCHOOL BEHAVIOUR POLICY

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<b>Policy Owner</b>	T.Gore				
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# **1. Introduction**

In its document “Behaviour and discipline in schools” (January 2016), the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils and parents.

Every school must have a Behaviour Policy in order to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools)/Independent Schools Standards Regulations 2010 (Academies).

The Governing Body is responsible for setting general principles that inform the Behaviour Policy. Head teachers are responsible for developing the behaviour policy and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

The Behaviour Policy must include measures to prevent all forms of bullying among pupils.

This Policy should be read in conjunction with the following school policies and procedures:

- Special Educational Needs Policy
- Health and Safety Policy
- Admissions Arrangements
- Complaints Procedure
- Single Equality Scheme
- Child Protection Policy
- E-safety
- Positive Handling Support and Intervention Policy
- Whistle Blowing Policy
- Administering Medicines Policy
- Educational Visits Policy
- Home / School Agreement

## 2. School Ethos and Values

### Our Mission statement

Jesus said *'I have come so that you might have life - life in all its fullness'* St John's gospel Chapter 10, verse 10

In a safe and happy environment, supported by our Christian values and ethos, we aim to provide the highest quality teaching and learning for all - through the delivery of a stimulating curriculum that develops the whole child and is relevant for the world we live in today.

### **Our Aims**

- To stimulate intellectual curiosity and a lifelong love of learning, enquiry and debate
- To promote social, cultural, moral and spiritual development in order to prepare our pupils to be responsible citizens
- To develop relevant core skills and knowledge that help each child to become reflective and independent learners prepared for their future in an ever changing world
- To provide a healthy, safe and caring environment where children develop beliefs and attitudes that help them become successful well rounded human beings
- To offer a broad, enriched curriculum - that values and celebrates excellence in all fields of endeavour

### **Our School Christian Values**

- **Honesty** - "Tell the truth to each other." Zechariah 8.16
- **Service** - "Serve one another in love." Galatians 5.13
- **Love** - "Love is patient and kind; it is not jealous or conceited or proud." 1 Corinthians 13.4
- **Compassion** - "Clothe yourselves with compassion, kindness, humility, gentleness and patience." Colossians 3.12
- **Hope** - "For surely I know the plans I have for you, says the Lord, plans for your welfare and not for harm, to give you a future with hope." Jeremiah 29.11
- **Thankfulness** - "Every time I think of you I give thanks to my God."

### Philippians 1.3

- **Diversity** - "Live in harmony with one another. Do not be haughty, but associate with the lowly; do not claim to be wiser than you are." Romans 12.16
- **Respect** - "Do to others as you would have them do to you." Matthew 7.12
- **Joy** - "Rejoice always, pray continually, give thanks in all circumstances; for this is God's will for you in Christ Jesus." 1 Thessalonians 5.16-18
- **Peace** - "Blessed are the peacemakers, for they will be called children of God." Matthew 5.9
- **Forgiveness** - "Just as the Lord has forgiven you, so you must also forgive others." Colossians 3.13
- **Courage** - "Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go." Joshua 1.9

### **3. Aims of the School in terms of behaviour**

To ensure that the whole School community has high expectations of behaviour. To develop a Behaviour Policy, supported and followed by the whole School community - parents, teachers, children and Governors - based on a sense of community and shared values.

To foster a caring, community atmosphere, in which teaching and learning can take place in a safe and happy environment.

To maintain a School Curriculum, that teaches moral values and attitudes as well as knowledge and skills. A curriculum that will promote responsible behaviour, self-discipline, self-respect and respect for other people and property.

To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than to punish bad behaviour.

To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the consequences that will follow any misbehaviour.

To address and resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

To encourage all members of the school community to act as role models and to consider their own behaviour at all times.

## **4. Expected standards of behaviour**

### **General**

Pupils at Brill School are expected to be well behaved; they are expected to show consideration for others at all times and to adopt a polite and respectful manner both towards their peers and towards adults. Every child should be able to work without undue distraction from other children and to live as a member of the school community without fear of mental or physical acts of bullying by other children.

The Home-School Agreement signed by school, parents and child reflects these values.

### **Around the School**

Pupils are expected to enter and leave the classrooms at the beginning and end of sessions in a quiet and orderly way. Pupils are expected to move around the school in a quiet and orderly manner. Running inside the school building is dangerous and therefore inappropriate. At break-times and lunchtimes pupils should conduct themselves in a manner which shows consideration for others who are using the playground and the lunch hall.

Games or activities which are likely to lead to injury or damage to property are inappropriate and to be discouraged. Aggressive behaviour or the use of foul language is unacceptable and anyone engaging in such behaviour should be reprimanded and, if appropriate, referred to the Headteacher or Senior Leadership Team (SLT).

### **In the classroom**

Pupils should abide by the conventions of the classroom as organised by the Teacher. These conventions may vary between classes as teaching styles will themselves vary and between different activities in the course of the day. Consideration should be given to the following:

- Noise level. Expectations will vary according to the activity in which the children are engaged.
- Movement around the classroom.
- Expectations as to how pupils should ask questions, seek help and find resources.
- Care of the classroom environment.
- Procedure for visiting the toilet.

## 5. The role of the adults in the School

Adults in the School aim to create and sustain a positive, supportive and secure environment. Each child is encouraged to fulfil his/her potential and to develop positive attitudes towards schoolwork. Children are likely to behave well when lessons are well prepared, stimulating and the activities differentiated to ensure a good match between content and ability.

Good practice will include:

- Well prepared lessons.
- Matching content and activities to differing levels of ability.
- Ensuring an attractive and tidy classroom environment.
- Maintaining interesting wall displays.
- Meeting children on their arrival in the classroom.
- Marking work promptly and constructively.
- Catching children showing the Learning Values and Christian School Values.

Positive attitudes and good behaviour are most likely to be achieved when:

- There are clear expectations of appropriate standards of behaviour.
- When relationships in the school are stable.
- When there is mutual respect between children and peers and between children and adults.
- When positive steps are taken to raise the self-esteem of the children.

All adults have an important role to play in setting a good example to the children and in expecting high standards of behaviour. Where adults have concerns about the behaviour of children they should discuss these concerns with the Class Teacher or with the Headteacher or SLT.

There is a Class Behaviour Log to record lunchtime incidents and this is reviewed by the Headteacher and SLT on a regular basis.

### **Behaviour Log**

This is a file kept by the Headteacher and used to record:

- Any incidents involving a child, or anyone employed in school, resulting in personal injury or damage to property
- Loss, theft, or damage to property
- Any other incidents or matters of a serious nature.

These incidents are ones that might give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding, etc).

Behaviour Logs should be used to record all details, and are available from the Office.

## 6. School Rules

At Brill Church of England School, we have adopted a set of rules known as 'To Be Brill'

### **To Be Brill:**

- We listen carefully to each other, taking it in turns to talk.
- We look after everyone's belongings: our own, other peoples' and the school's.
- We walk calmly and quietly around the school.
- We are polite and respectful to everyone.
- At playtimes we are friendly and always look after each other.

## 7. Strategies to encourage good behaviour

Although good behaviour may be rewarded, it must also be expected and maintaining high expectations is fundamental to the policy and to behaviour management in the school.

Praise is recognised as the most appropriate and effective form of reward and should be used often. Children respond well to praise, encouragement and constructive criticism. Practises which recognise their strengths and difficulties and which also recognise when pupils have achieved what has been asked of them are desirable. All of our rewards are linked to both our Christian School Values and our Learning Values.

As a school we are aware that strategies vary in accordance to age, maturity, and need of the child (see appendix D) therefore we encourage teachers to choose which class systems works for them (these are identify which the class specific information booklets). However our 3 major behaviour tools are consistent (see 7.1)

The following rewards are considered good practice in the school:

- Verbal praise.
- Catch me doing the right thing (dojos, gems, charts etc)
- Award of house points.
- Written comments praising effort of work.
- Allocation of reward or golden time.
- Positive postcards.
- Positions of responsibility given to the children.
- Displays of children's work.
- Referral of good effort to the Head teacher - sticker awarded .
- Award of 'Star of the Week' or 'Star Speller' Certificate in Achievement Assemblies.
- Receiving special mentions and showing work in Achievement Assemblies.
- Communication with parents through conversations or letters.
- Staying Green on "Good to be Green" chart
- Verbal praise and reminder that child is having a "green" day or week
- Termly raffle of Good to be Green winners

## 7.1 Strategies to encourage good behaviour (cont)

Major School Behaviour Tools	Focus	Procedure
House Points	<ul style="list-style-type: none"> <li>Following Christian School Values</li> </ul>	<ul style="list-style-type: none"> <li>Written or verbally given house point</li> <li>Child puts point on chart in class</li> <li>Points added weekly shared with children</li> <li>Termly house winner awarded afternoon off curriculum with Head and adults from their respective house for lead reward</li> </ul>
Good to be Green chart	<ul style="list-style-type: none"> <li>In class, Behaviour for learning (specific termly focus)</li> </ul>	<ul style="list-style-type: none"> <li>All children begin each day a fresh with a green card.</li> <li>When children are observed by staff displaying our learning behaviours, they are rewarded with extra minutes of golden time. All staff lookout and catch the children showing learning behaviours.</li> <li>If a child has achieved a full day on green then 1 raffle ticket is entered into a half termly prize draw (£10 voucher).</li> <li>A 'Stop and Think' card is (as far as possible) privately given to a child after a verbal warning is given that they are breaking our school learning behaviours (school rules). If this continues then an 'Amber' warning card will be shown. This links directly with our amber behaviours (see appendix C).</li> <li>'Amber' and 'Red cards' can be given straight away depending on the behaviour displayed (see appendix C).</li> <li>When sharing any card to a child, staff always think about; the child as an individual and their specific learning needs, discreetly talking to individual whilst exploring why the child may be display these behaviours.</li> </ul>
Golden Time	<ul style="list-style-type: none"> <li>All staff activity look to catch children following school rules, Learning Values.</li> <li>Following classroom rules and learning behaviours.</li> <li>Effort and attainment in classwork/homework/lessons.</li> <li>Overall reaffirming green behaviours.</li> </ul>	

## 8. Consequences

There will be times when children behave unacceptably. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. Consequences should be used in proportion to the offence or distress caused. Wherever possible the consequences should contribute to putting right the wrong that has been done.

When dealing with incidents of poor behaviour the following strategies are recommended at all times by the entire staff at Brill School:

- Adopt a calm and quiet manner.
- Go to a private environment if possible.
- Listen to and observe words and body language.
- Listen to reasons and arguments.
- Discuss issues raised and reasons given.
- Present positive alternatives based on our Christian Values.
- Always be mindful of the value of the self-esteem of all parties involved.

At Brill School we split behaviour into minor and major levels; within these levels we adopt a behaviour colour system. Please see Appendix B & C for more details regarding specific behaviour, consequences and monitoring.

### **Minor Consequences**

Minor breaches of discipline are dealt with by the Class Teacher or support staff, in a caring, supportive and fair manner, having regard to the age of the child. Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that inappropriate and poor behaviour has a consequence. The Teacher or Teaching Assistant record the incident in the class or playground behaviour log and verbally communicate to the child's Teacher/s and where appropriate to the SLT or Head teacher. In most amber cases, parents will be contacted and expected to become involved. Children might then be placed on a daily or weekly report/reward system, with parents' support, to monitor their behaviour.

### **Some Examples of Consequences:**

#### Yellow behaviour (low level)

- A verbal/ non-verbal reprimand and reminder of expected behaviour relating to our Christian Values.
- 1:1 Discussion of behaviour, values and expectations at Brill School.

#### Amber behaviour (medium level)

- Change of seating positions in the classroom.
- Loss of free time (such as break/lunch times).
- Stop and think card (good to be green chart)
- Writing a letter of apology.
- Loss of a responsibility.
- Reduced golden time or reward time.
- Repeat, complete or extra work - where the presentation or content is clearly below the child's potential.
- Amber Warning Card (good to be green chart)
- Informal phone call or verbal face to face talk with parents.
- Being given time out (when on the playground)

- Being sent back into the School building to speak with Teacher, SLT or Head teacher when appropriate.

N.B. Children missing break/lunch times and “Golden Time” must be supervised by the teacher keeping them in or a member of the Senior Leadership Team.

Under no circumstances are physical consequences acceptable.

### **Persistent or Recurring Unacceptable Minor Behaviour**

If the unacceptable minor behaviour is persistent or recurring, then it can become a major (Red) behaviour, when appropriate, it will then be dealt with by the SLT or Head teacher. In all cases parents will be contacted and expected to become involved. Children might then be placed on a daily or weekly report/reward system, with parents’ support, to monitor their behaviour. Outside agencies may be involved and formal meeting and letters will be sent. (See procedure for dealing with major breaches of behaviour)

(N.B. Recurring or persistent is qualified by Head teacher and Governors)

### **Major Breaches of Behaviour**

These behaviours and incidents are classed as Red behaviour (high level). These are dealt with, at first, by Teacher or Teaching Assistant and quickly investigated by the SLT. Consequences are then agreed by SLT and Governors where appropriate.

Below are a few examples of major breaches of behaviour (see Appendix C for additional examples);

- Physical assault.
- Deliberate damage to property.
- Stealing.
- Leaving the school premises without permission.
- Verbal abuse.
- Refusal to work.
- Persistent and continuous disruptive behaviour in class.
- Bullying in all forms (physical, verbal, relational & cyber).

Brill School has a standard procedure (see below). This type of behaviour is rare at Brill School and it is the duty of the Headteacher and SLT to deal with it promptly.

## Procedures for Dealing with Major Breaches of Behaviour

### Stage 1.

- a) Work with the family and pupil on identifying any underlying problems or catalysts for the behaviours, seeking external agency support is appropriate.
- b) An oral warning by the Headteacher or SLT concerning future conduct.
- c) Withdrawal from the area where the incident occurred for a period of time (at the discretion of the Headteacher or SLT).
- d) A formal email/letter to parents informing them of their child's unacceptable behaviour, with the Headteacher CC'd.
- e) A meeting with parents, at which a warning is given about further consequences, unless there is an improvement in the child's behaviour.

### Stage 2.

- If the problem is **severe or persistently recurring**, internal and external exclusion procedures are implemented - after consultation with the Governing Body.
- A case conference with parents and support agencies (if applicable).
- Permanent exclusion, after consultation with the Governing Body.
- Parents have the right of appeal to the Governing Body against any decision to exclude their child.

N.B. A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away. If a child attacks another child or adult violently, refuses to calm down and may put themselves or others at risk, then the use of 'Team Teach' strategies may become necessary and the child is taken to a safe place and will see the Headteacher or member of the Senior Leadership Team. The child's parents are contacted.

A Behaviour Form (see appendix) is completed and the situation discussed with the Headteacher, who will work with the member of staff and parents to devise an action plan to meet that child's and the School's needs. This might include the involvement of other agencies - Social Services, Psychological Service, Pupil Referral Service, CAMHS etc...

### **Bullying**

Bullying is dealt with separately in our Anti-Bullying and Harassment Policy. However, it is expected that the effective implementation of the Behaviour Policy will help to minimise any incidence of bullying.

### **S.E.N**

Although expectations of behaviour for all children are high, every behavioural incidence is treated on an individual basis and those involving children with S.E.N are dealt with in accordance with our S.E.N Policy and children's individual needs are taken into account.

### **Equal Opportunities**

Expectations of behaviour are high for the whole school community and no distinction is made between girls and boys.

### **Internet Misuse**

See E-Safety and Anti Bullying Policy.

### **Racial Incidents**

Any racial incidents are recorded in the Class Behaviour Log and collated. Reports of any incidents are then given to the local authority.

## **9.Guidelines for Parents**

The part parents play in their child's education is vital and parents obviously have a major role in determining the way their children behave in school. If parents support the behavioural aims of the school when dealing with their children in the home, then the job of the school in promoting good behaviour will be that much easier. The school welcomes parents and believes that their presence in school can promote the good behaviour of all children and not just their own.

The school regards the relationship between it and parents as absolutely crucial to the positive behaviour patterns of all children and hence to their successful learning. To support and develop this, the school has developed a "Home-School Agreement". This agreement asks parents to make a number of commitments and it is a requirement of entry to Brill School.

## **10.Summary**

Brill School believes that by using a positive system of rewards and reinforcing good behaviour and upholding our School Christian values, we create an environment that fosters children's positive self-esteem. It is the duty of all members of staff and the school community to see that the behaviour policy is consistently implemented and upheld and that any break down in discipline is prevented before, where possible, having to be dealt with.

Good behaviour should be reinforced through the curriculum and children should have the opportunity to have their 'voices' heard through such things as class discussion and circle times.

The children should also have some responsibility for maintaining standards of behaviour and the pupils should play a role in this through discussion with the Headteacher and helping to promote and support initiatives such as anti-bullying strategies, buddy systems, play leaders and peer mediation.

## 11. APPENDIX A

# Brill C of E School - Classroom incident sheet

Pupil's name:

Date/Time:

**Nature of incident: (Please tick all that apply)**

- Deliberately hurting and causing injury to another child
- Using bad language/inappropriate language
- Continual disruption of learning for others
- Refusing to co-operate or follow instructions
- Disrespectful or rude to an adult
- Unsafe or dangerous conduct
- Engaging in bullying behaviour
- Damage/ Vandalism of school or other property
- Being unkind (name calling, leaving other out, ruining others games, telling lies)

**Consequence:**

- Time out/reflection time
- Discussion with class teacher
- Follow up by Headteacher/ SLT
- Letter or phone call to parents
- Fixed term exclusion

Further information if required:

Signed:

Member of staff

Headteacher/SLT

# Brill C of E School - Playground incident sheet

Pupil's name:

Date/Time:

**Nature of incident: (Please tick all that apply)**

- Deliberately hurting and causing injury to another child
- Using bad language/inappropriate language
- Damage/ Vandalism of school or other property
- Refusing to co-operate or follow instructions
- Disrespectful or rude to an adult
- Unsafe or dangerous conduct
- Engaging in bullying behaviour
- Rough play and playing inappropriate games
- Entering others personal space
- Being unkind (name calling, leaving other out, ruining others games, telling lies)

**Consequence:**

- Time out/ reflection time
- Discussion with class teacher
- Follow up by Headteacher/SLT
- Letter or phone call to parents
- Fixed term exclusion

Further information if required:

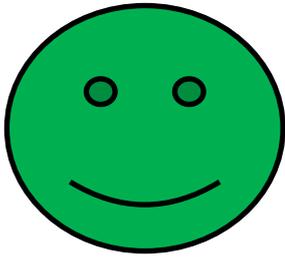
Signed:

Member of staff

Headteacher/SLT

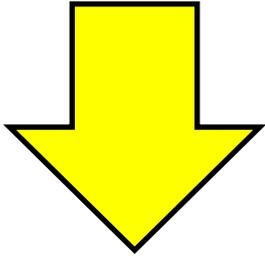
## 11. APPENDIX B

### Brill C of E School Behaviour Policy Flow Chart



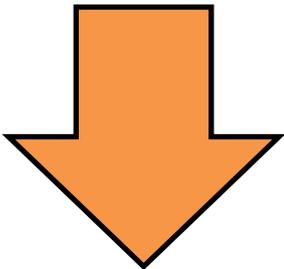
#### Green Behaviour

Each day starts afresh; Children are expected to display Brill School behaviour. Children may have 1 verbal or non-verbal reminder of expected behaviour at Brill School.



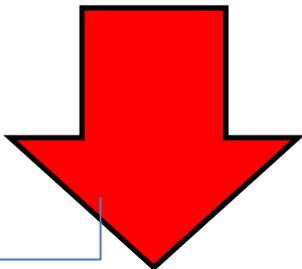
#### Yellow Behaviour

Occurs as one offs or infrequently. All dealt with by Teacher, Teaching Assistants and staff at School, all children reminded of school rules and school values.



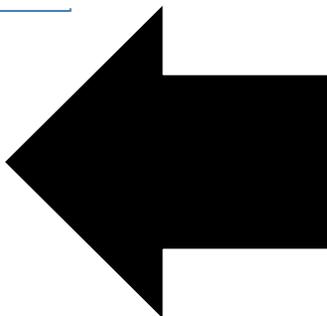
#### Amber Behaviour

Occurs with more regularity, and are either more severe or more disruptive than Yellow, children can display a straight to Amber behaviour. These behaviours are dealt with by Teacher, Teaching Assistant and staff. Behaviour always logged and monitored by SLT and Governors. Parents always contacted.



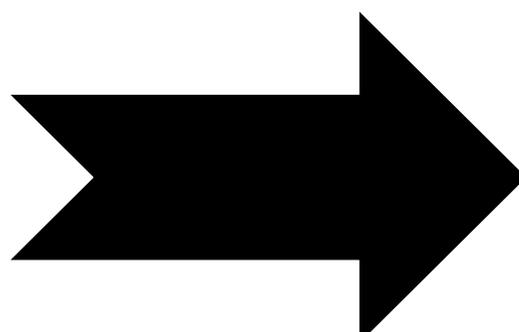
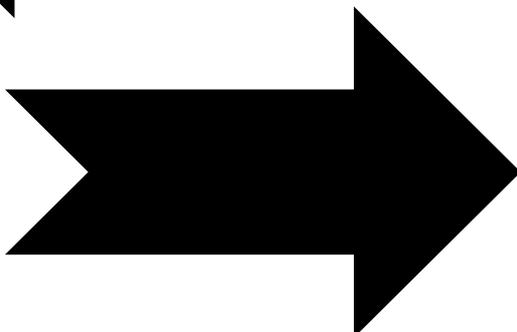
#### Red Behaviour

These are major breaches of Brill School Behaviour Policy and are dealt with by Teachers and SLT. Children can display a straight to Red behaviour. Parental meeting with Class Teacher and SLT to put in place action plan moving forward. Formal letter sent to parents. Outside agencies can become involved.



#### Exclusions

Children can move directly to an internal exclusion or at the discretion of the SLT and in line with the School's behaviour policy. Fixed term and permanent exclusions are to be initiated by the Head only. All incidents at this level are recorded in SIMS by the Headteacher and SLT. Outside agencies involved at this point.



## **11. APPENDIX C**

### **Green Behaviour**

This is what we expect of all our pupils at Brill School  
(Section 4 of Behaviour Policy - Expected Standards of Behaviour)

#### **Below are some examples:**

- Displaying school Christian and learning values.
- Looking at the person who is talking.
- Listening to what others say.
- Following instructions at the first time of asking.
- Sharing and being polite to others.
- Concentrating on work.
- Holding doors open.
- Having a reading book in school.
- Handing homework in on time.
- Looking after school equipment and other people's belongings.
- Keeping the classroom tidy.
- Sharing and displaying good manners.
- Ignoring the distractions of others (where possible).
- Accepting learning challenges.
- Being respectful.
- Being polite, saying please and thank you.
- Completing work to the best of your ability.

## Yellow Behaviour - Minor Consequences

Classroom/Playground - Low level - dealt with in class by Teacher or TA

(Section 8 of Behaviour Policy - Consequences > Minor Consequences)

<b>Behaviour</b>	<b>Consequence/Outcome</b>	<b>Monitoring</b>
Off task for short periods.	Reminder of school rules and values. Teacher to use in class behaviour management system.	Teacher, Teaching Assistant
Not following adult instructions. (singular)	Reminder of school rules and values. Teacher to use in class behaviour management system.	Teacher, Teaching Assistant
Out of seat for no reason. (singular)	Reminder of school rules and values. Teacher to use in class behaviour management system.	Teacher, Teaching Assistant
Not sitting on your chair properly.	Reminder of school rules and values. Teacher to use in class behaviour management system. Reminder of safety in school.	Teacher, Teaching Assistant
Disturbing/ distracting others. (singular)	Reminder of school rules and values. Teacher to use in class behaviour management system.	Teacher, Teaching Assistant
Inappropriate uniform/PE Kit (singular)	Reminder of school rules and values. Teacher to use in class behaviour management system.	Teacher, Teaching Assistant
Shouting out in class. (singular)	Reminder of school rules and values. Teacher to use in class behaviour management system.	Teacher, Teaching Assistant
No homework. (singular)	Finished at break times.	Teacher, Teaching Assistant
Lack of equipment in ks2. (singular)	Reminder of school rules and values. Teacher to use in class behaviour management system.	Teacher, Teaching Assistant
Wasting time in lessons. (singular)	Finish work in a break time.	Teacher, Teaching Assistant
Lack of work produced. (singular)	Finish work in a break time.	Teacher, Teaching Assistant

## Amber Behaviour - Minor Consequences

Classroom/Playground - Medium Level - Dealt with in class by Teacher or TA  
(Section 8 of Behaviour Policy - Consequences > Minor Consequences)

<b>Behaviour</b>	<b>Consequence/Outcome</b>	<b>Monitoring</b>
Repeated Yellow behaviour infringements.	Stop and think card used When necessary amber warning card then Parents contacted via face to face or phone call. Removal of break/lunch time or golden time.	Personal behaviour charts In class behaviour log Monitored by SLT termly
Persistent lack of homework.	Complete homework at break times. Parents contacted via face to face or phone call.	Personal behaviour charts
Answering back to staff.	Stop and think card used, When necessary amber warning card then Parents contacted via face to face or phone call. Removal of break/lunch time or golden time. Time out in time out zone on playground.	In class and playground behaviour log. Monitored by SLT termly. Personal behaviour charts.
Persistent or disruptive behaviour in lesson.	Stop and think card used When necessary amber warning card then Parents contacted via face to face or phone call. Removal of break/lunch time or golden time. Apology letter written.	In class behaviour log. Monitored by SLT termly. Personal behaviour charts.
Minor Misuse of ICT.	Amber warning card used then Parents contacted via face to face or phone call. Removal of break/lunch time or golden time.	In class behaviour log. Monitored by SLT termly. Personal behaviour charts.
Being unkind to others (naming calling, leaving people out, ruining others games - etc.)	Stop and think card used When necessary amber warning card then Parents contacted via face to face or phone call. Removal of break/lunch time or golden time. Time out in time out zone on playground. Apology letter written.	In class and playground behaviour log. Monitored by SLT termly. Personal behaviour charts.
Not moving around school in a sensible or safe way.	Parents contacted via face to face or phone call. Removal of break/lunch time or golden time. Apology letter written.	In class and playground behaviour log. Monitored by SLT termly.
Not looking after school equipment.	Parents contacted via face to face or phone call. Removal of break/lunch time or golden time Time out in time out zone on playground. Apology letter written.	In class and playground behaviour log. Monitored by SLT termly.
Rough play/ playing inappropriate games.	Parents contacted via face to face or phone call. Removal of break/lunch time or golden time. Time out in time out zone on playground. Apology letter written.	In class and playground behaviour log. Monitored by SLT termly. Personal behaviour charts.
Persistently, entering others personal space.	Parents contacted via face to face or phone call. Removal of break/lunch time or golden time. Time out in time out zone on playground. Apology letter written.	In class and playground behaviour log. Monitored by SLT termly. Personal behaviour charts.
Telling lies.	Parents contacted via face to face or phone call. Removal of break/lunch time or golden time. Apology letter written.	In class and playground behaviour log. Monitored by SLT termly. Personal behaviour charts.

## Red Behaviour - Major Consequences

Classroom/Playground - High Level - Dealt with by Class Teacher, SLT, Head teacher and Governors (when appropriate)

(Section of Behaviour Policy 8 - Consequences > Major Consequences)

\*\*\*These behaviours *can* lead to exclusions and dealing with outside agencies\*\*\*

Behaviour	Consequence/Outcome	Monitoring
Accumulation of disruptive incidences (Yellow and Amber behaviours).	Formal letter from Headteacher. Meeting with class teacher/SLT. Outside agencies involved.	In class and playground behaviour logs. Parental meetings with SLT/Headteacher.
Swearing at pupils or staff (words and actions).	Investigation by SLT. Formal letter from Headteacher. Meeting with Class Teacher/SLT. Removal from break times.	In class and playground behaviour logs.
Being physically aggressive or physical violence or aggression towards any person whether provoked or not. (punching kicking, hitting, biting, stamping, spitting, pinching, slapping, wrestling etc) .	Investigation by SLT. Formal letter from Headteacher. Meeting with Class Teacher/SLT. Removal from class. Removal from break times. Outside agencies involved.	In class and playground behaviour logs. Parental meetings with SLT/Headteacher.
Deliberately damaging school property and all vandalism in and around school property.	Investigation by SLT. Formal letter from Headteacher. Meeting with Class Teacher/SLT. Removal from class. Removal from break times.	In class and playground behaviour logs. Parental meetings with SLT/Headteacher.
Deliberate damage of other people's property.	Formal letter from Headteacher. Meeting with Class Teacher/SLT.	In class and playground behaviour logs. Parental meetings with SLT/Headteacher.
Leaving the classroom without permission.	Formal letter from Headteacher. Meeting with Class Teacher/SLT.	In class and playground behaviour logs. Parental meetings with SLT/Headteacher.
Refusing to follow instructions.	Formal letter from Headteacher. Meeting with Class Teacher/SLT.	In class and playground behaviour logs. Parental meetings with SLT/Headteacher.
Verbal or physical threats to any person.	Investigation by SLT. Formal letter from Headteacher. Meeting with Class Teacher/SLT. Removal from class. Removal from break times.	In class and playground behaviour logs. Parental meetings with SLT/Headteacher.
Persistent or extreme defiance.	Formal letter from Headteacher. Meeting with Class Teacher/SLT.	In class and playground behaviour logs. Parental meetings with SLT/Headteacher.
Bringing the school into disrepute.	Formal letter from Headteacher. Meeting with Class Teacher/SLT.	In class and playground behaviour logs.
Harassment or bullying of any type.	Investigation by SLT. Formal letter from Headteacher.	In class and playground behaviour logs.

	Meeting with Class Teacher/SLT. Removal from break times.	Parental meetings with SLT/Headteacher.
Use of racist, homophobic, biphobic or transphobic and sexist language.	Investigation by SLT. Formal letter from Headteacher. Meeting with Class Teacher/SLT.	In class and playground behaviour logs. Parental meetings with SLT/Headteacher.
Stealing.	Formal letter from Headteacher. Meeting with Class Teacher/SLT. Removal from break times.	In class and playground behaviour logs. Parental meetings with SLT/Headteacher.
Disrespecting adults or children using inappropriate language, tone of voice or body language.	Formal letter from Headteacher. Meeting with Class Teacher/SLT.	In class and playground behaviour logs. Parental meetings with SLT/Headteacher.
Leaving the school premises without permission.	Investigation by SLT. Formal letter from Headteacher. Meeting with Class Teacher/SLT. Outside agencies involved.	In class and playground behaviour logs. Parental meetings with SLT/Headteacher.
Major Misuse of ICT.	Investigation by SLT. Formal letter from Headteacher. Removal from technology. Outside agencies involved.	In class and playground behaviour logs. Parental meetings with SLT/Headteacher.
Sexual Abuse.	Investigation by SLT. Formal letter from Headteacher. Meeting with Class Teacher/SLT. Removal from class. Removal from break times. Outside agencies involved.	In class and playground behaviour logs. Parental meetings with SLT/Headteacher.

## 11. Appendix D

When addressing the needs of a child we must first address the difference between equality and equity. Equality is very child getting the same thing, whereas equity is each child getting what they need to be successful. This is an approach that we at Brill School strongly believe in and apply in our behaviour management of all children. Especially when following whole school behaviour systems.

