

## **Behaviour Policy Appendix 2: Behaviour Policy Sanctions**

### **Year 2 - 6**

- Step 1:**        **Warning.** Pupils will be warned that their behaviour breaks the class charter. A warning may be specific to a particular child, but may also be a general reminder to the class or a non-verbal warning (e.g. a signal to stop).
- Step 2:**        **Yellow card\*.** If a pupil continues with offending behaviour they will be given a “yellow card”. Their name should be recorded on a whiteboard under an appropriate symbol e.g. yellow card/sad face, and the adult will explain the reason for the card to ensure that a pupil understands which behaviour was inappropriate.
- Step 3:**        **Verbal warning.** Pupils should be warned that they are approaching the final step.
- Step 4:**        **Red card\*.** If a child persists with offending behaviour, their name will be ticked on the board and they will miss time from their next playtime/lunchtime (Y2: 5 minutes, Y3-6: 10 mins). At KS1, this time will usually be paid back in the classroom. In KS2, this time will be spent outside the office with a sand timer. Red cards are recorded on CPOMS by the member of staff who has given the card so that they can be monitored by the Headteacher.

The above steps are most appropriate in dealing with low-level behaviour incidents, where pupils have not respected the rights of others as detailed on the class charter - it is expected that the majority of pupils will respond to the warning and moderate their behaviour as there are clear consequences for repeat offences. \* For more serious behaviours, an immediate card may be given:

#### **Immediate red card**

An immediate red card will result from incidents of a malicious, aggressive or unsafe nature seen within class or around the school such as

- hitting or pushing
- racist remarks\* or malicious name calling
- swearing (heard by an adult)
- theft
- vandalism
- deliberate coughing/spitting at another person's face
- bullying (including cyber-bullying)\*

\* These incidences will always be referred to the headteacher to follow up and may result in further monitoring or sanctions.

#### **Immediate yellow card**

An immediate yellow card will be given for behaviours which do not warrant an immediate red card, but for which a specific warning should be unnecessary. Examples include when there is a potential danger to the act (e.g. throwing pencils), or where a specific expectation regarding a behaviour has been shared with a year group/key stage (e.g. silliness in the toilets, use of derogatory language). Whilst it is not possible to list all the possibilities, staff will regularly discuss this aspect of the behaviour policy to ensure consistency and also share this information with pupils so that they understand what type of behaviours may result in an immediate yellow card.

### **Timescales**

In Y2, all pupils start each day afresh without any cards. In KS2, any yellow cards given remain for the week (warnings are removed each day). Therefore, if a child is given a yellow card on a Monday, and then misbehaves again later in the week, they will be given a step 3 warning, which could then lead directly to a red card and the appropriate sanction. Once a child has carried out the sanction, the red card is removed and teachers would return to step 1 if necessary. At the start of the week, all children start afresh. In KS2, if a child is given a yellow or red card during the week they will not be able to gain a behaviour stamp in their log book/homework book.

### **Involving Parents**

It is generally unnecessary to inform parents of single red card behaviour as the matter has already been dealt with in the school. However, if a child's behaviour is noted on CPOMs repeatedly then the school will be in contact with parents to discuss the incidents and further strategies to be used. In these circumstances, it may be necessary for pupils to miss a longer period of playtimes or lunchtimes as a sanction or to help manage their playtime behaviour. The Headteacher and DHT/SENCo monitor all behaviour logs on CPOMs. Repeated yellow card behaviour will be discussed with parents by the class teacher.

## **Behaviour Policy Appendix 4: Anti- Bullying Policy**

Special procedures have been drawn up to prevent bullying among pupils. All staff, pupils and parents should be aware of the implementation of this policy.

### **Aims**

- To ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.
- To ensure that everyone is aware that bullying is unacceptable and will not be tolerated.

### **What is bullying?**

Bullying is defined as deliberately hurtful behaviour, **repeated over a period of time**, where it is difficult for those being bullied to defend themselves. There are four main types of bullying:

- Physical (hitting, kicking, theft)
- Verbal (name-calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)
- Cyber-bullying (malicious texts, e-mails, messaging etc).

In discussing our anti-bullying policy with children, we stress the importance of children telling an adult. Adults in the school are also aware that pupils who are being bullied may show changes in behaviour such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns or lack of concentration.

### **What parents should do if they feel that their child is being bullied**

Parents are encouraged to discuss the school's anti-bullying policy with their child and encourage them to speak to an adult at the school. If the child is unwilling to do this, then the class teacher should always be the first port of call. Worries can be discussed in confidence and concerns will be passed on to the Headteacher/ Deputy Headteacher.

### **School Implementation**

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded on CPOMS for the Headteacher
- The head teacher will speak to those concerned and will record the conversations, or will ask a nominated representative to investigate and feedback so that actions can be agreed.
- If incidents of bullying are suspected by the Headteacher, all parents concerned will be informed.
- Parents and school together will decide on an appropriate action and behaviour monitored over a period of time.

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PDL (Personal Development Learning), assemblies and circle time activities.

### **Monitoring, evaluation and review**

Bullying incidents are recorded on CPOMS and monitored by the Headteacher. They are reported on a termly basis to the governing body. The school will review the anti-bullying policy annually and assess its implementation and effectiveness. Any changes will be reviewed and approved by the Governing Body through the curriculum committee.