Purley Partnership Federation

Purley Nursery School
Achieving and growing together

Christ Church Primary School
Nurturing lifelong learners with God's guidance

Behaviour, discipline and anti-bullying policy
Reviewed September 2020, due for review September 2021 with Covid 19 appendix

Aims

Pupils should feel that they belong to a community where they are valued and encouraged to learn and interact with others in a secure and constructive atmosphere.

Children's behaviour is a form of communication. Where behaviour is not acceptable, it is the role of school staff to try to understand why children respond in the way that they do, help them understand their responses, and help them to make positive choices in response to the situations in which they find themselves going forward.

At Christ Church C of E Primary School, the ethos of the Christian faith is communicated through every aspect of school life. Our belief is that every child is loved by God. This policy aims to help us express God's love by ensuring that we offer a safe and welcoming place for all God's children.

The aims of this policy are that our schools should be places where:
1. **Children and staff feel physically and emotionally safe.**

2. **Children learn to take responsibility for and manage their behaviour.**

3. **All staff work to create an environment that develops self-esteem and promotes Emotional Health and Well-Being** where all children feel confident and are able to benefit from the learning process. In order to create such an environment we aim:
   - To encourage children and adults to value and respect one another - creating a caring community
   - To have a positive approach where good behaviour is acknowledged.

4. **There is a consistency of approach in developing and managing behaviour.** This means that we need:
   - To have clear rules and guidelines clearly set out so that all members of the community have ownership of them.
   - To have clear expectations of what to expect from children and staff.
   - To deal with inappropriate behaviour.
   - To ensure that all children are treated fairly.

THE FOLLOWING STRATEGIES ARE IN PLACE TO ENABLE THE COMMUNITIES OF BOTH SCHOOLS TO ACHIEVE THESE AIMS:

1. In Christ Church Primary School**, Christian values** are explicitly taught through assemblies. There is particular emphasis on love, courage, honesty, faith and forgiveness. All individuals are created and loved by God and should be treated accordingly. Children learn how Jesus treated others and are encouraged to follow this example.

2. In Christ Church Primary School **Children are involved in drawing up class rules** and reminded of these at intervals. These are displayed in the classrooms. The children revisit the home school agreement at regular intervals. The rules of the school are:
   - To show a caring, considerate, courteous and compassionate attitude towards one another (for all members of the school community).
   - Everyone is expected to take care of the building, furniture, books and equipment.
   - Running in school is not allowed for safety reasons.

- Children are asked to walk in silence when they are walking with an adult
- At all other times children are asked to move around the school quietly
- Violence towards anyone will not be tolerated.
- Hurtful comments or verbal abuse are considered as serious as physical attack.
- Discrimination and harassment is not tolerated.

3. **Social and Emotional Aspects of Learning are specifically developed within PSHE (Personal Social and Health Education) and PSE (Personal, Social and Emotional Education** so that children learn to identify their emotions in different situations and have the language to talk about these emotions. In Christ Church Primary School PSHE is taught explicitly in class sessions and sometimes in small groups of selected children.

4. **In the Foundation Stage PSE (Personal, Social and Emotional Education) is an integral** part of day-to-day learning and an important aspect of children's development. We place great emphasis on the children's PSE development.

5. **Self-esteem is developed** through:
- Helping children identify their strengths.
- Positive reinforcement.
- Time to reflect using a reflection sheet or reflection comic strip where appropriate. Reflection time gives four opportunities;
   o a chance to celebrate something about the learning
     (inspiring excellence, feeling valued, Love)
   o acknowledges feelings
     (Love, Courage, Honesty)
   o gives everyone a voice
     (Honesty, Courage, Choices)
   o helps children to learn about conflict resolution
     (Forgiveness, Choices, Faith)

6. **Good behaviour is highlighted before reprimanding another child's negative behaviour** (ratio of 3 positive comments to children for every 1 negative). Praise the specific behaviour. Always comment on poor behaviour not poor character, (e.g. DO say 'that was an unkind thing to do', DON'T say 'you are unkind'). The word 'naughty' should never be used and gender should not be highlighted when talking to a boy or a girl about their behaviour.

7. **Learning is stimulating and engaging**. This includes provision of play leaders and games equipment for lunch times.

8. **Staff training on emotional intelligence** enables adults in the school community to:
- Know that how you think about a person affects the way you treat them and is
- revealed in body language. So adults should work hard to talk positively about children and classes.
- Know that in any situation an individual may be in their 'comfort', 'challenge' or 'stress' zone and this will affect their behaviour. So children challenged to face the responsibility for their actions need to be enabled to move from their stress zone and to operate in their challenge zone. To operate in a climate of

challenge children need to feel secure and trust the people they are talking to. They need to know that these people are interested in what they have to say.

- Acknowledge that changing behaviour patterns is hard and that children may succeed as much as they fail to start with. Success can be measured in terms of the reduced frequency and intensity of the unwanted behaviour.
- Recognise that difficult behaviour is feedback on the emotional state of an individual. It may be:
  o Attention seeking – isolated, alone, insecure. Children who don't connect with others – try to build connections.
  o Power seeking – feel inadequate and will fight over everything. Possibly children who have everything done for them. May bully those who make them feel inadequate. Try to give specific responsibility.
  o Revenge seeking – don't feel valued and often take it out on those who are doing what they want to be doing. Try to ensure that these children feel valued.
- Emotionally intelligent responses to behaviour are:
  o Stay calm.
  o Use the 'I' statement to explain what you think: 'I' (state what you feel) when you (state specific behaviour) because (how it affects me).
  o Allow time for child to come out of their stress zone and return emotionally to a position where they can interact before trying to discuss with the child.
  o Be succinct.
  o Use an appropriate tone of voice.
  o Be consistent.
  o Deal discretely to save face.

9. **All actions have consequences which will be made clear to children**. This applies to both positive and negative behaviour. Older children will also be taught to understand that they *choose* their behaviour and the behaviour they choose will lead to a related consequence. Children are taught about the power of forgiveness. They understand the freedom that comes from forgiving others and moving on. The school staff encourage children to move on from their mistakes using phrases such as 'tomorrow is a new day or a fresh start'. The message is given that children's futures should not be marked by their past mistakes.

10. **Positive reinforcement**
    All staff draw attention to positive relationships, behaviour and good learning attitudes in line with the characteristics of effective learning, and in Christ Church Primary School this is linked to the language of Building Learning Power.

    Drawing attention to positive behaviours and learning attitudes will be done as part of our day-to-day teaching and in a way that is appropriate for the developmental stage of children. It is our aim that, as they grow and mature, children will know what it feels like to make good choices. This will enable most to act with integrity without dependency on tangible rewards.

    Behaviours and attitudes are rewarded with a quiet and personal recognition so children are clear about which values and habits are important. As children become older, adult approval becomes less important so we aim to support children to develop

a sense of identity and belonging that does not depend on seeking approval. Children at this stage of development will begin to choose a behaviour or pattern based on their chosen values and identity.

It is important when praising a child that this is a celebration of something the child is proud of so that the motivation becomes intrinsic. This happens when praise is given for something that they are proud of, something they have chosen to achieve, not just to please the adult, but to move them towards the goal of the person that they want to be. *(If the ONLY reason a child has for doing something is to please the adult, the motivation is extrinsic.)*

Acknowledgement as described above in Christ Church School is awarded for evidence of the following:

- Good learning attitudes as outlined in the characteristics of effective learning, and in addition in Christ Church Primary School this is also linked the language of Building Learning Power:
  o Resilience: Perseverance, noticing attentively, becoming absorbed, managing distractions
  o Resourcefulness: Imagine, capitalise, question, making links, reason
  o Reflective learning: Plan, distil, revise, meta learning
  o Reciprocity: Imitating, empathy and listening, collaborating, interdependence

- Keeping the rules such as being kind, demonstrating the school values and adhering to the school expectations:

  KS1 playground behaviour expectations
  - ❖ Be responsible and treat equipment with care
  - ❖ On the first bell, stand still in silence, in a space
  - ❖ On the second bell, walk silently to line up in register order
  - ❖ Be kind and considerate
  - ❖ Help others

  KS2 playground behaviour expectations
  - ❖ Be responsible and treat equipment with care
  - ❖ Tidy away equipment on hearing the equipment whistle
  - ❖ On the first end-of-playtime whistle, stand still in silence, in a space away from apparatus
  - ❖ On the second whistle, walk silently to line up in register order
  - ❖ Be kind and considerate
  - ❖ Help others

  Lunch hall behaviour expectations
  - ❖ Be polite and ask adult permission to finish lunch
  - ❖ Keep resources and lunch hall areas tidy
  - ❖ Listen when others are speaking and only use indoor voices
  - ❖ Put trays, cutlery, leftovers and rubbish in the correct place
  - ❖ Walk
  - ❖ Be kind and considerate

❖ Help others

Classroom expectations
    ❖ Listen when others are speaking
    ❖ Keep school resources and the classroom areas tidy
    ❖ Be responsible and treat resources with care
    ❖ Be kind and considerate
    ❖ Help others

Communal area expectations
    ❖ Walk in <u>silence</u> when with an adult
    ❖ Walk <u>quietly</u> at all other times
    ❖ Keep left at all times
    ❖ Be responsible and treat the school environment with care
    ❖ Be kind and considerate
    ❖ Help others

In Christ Church Primary School, staff can provide children with a brief note on a post-it to show to their class teacher or to share with the Executive Head Teacher. During the operation of the bubble model to prevent the spread of Covid-19 children will be told that the message will be passed to the Executive Head Teacher and she will write a response.

In line with research on what supports the development of self-esteem and effective learning, stickers, 'golden time' and other treats are not used.

As children mature, staff have conversations with them about what sort of people they want to be and encourage them to think about choosing actions that are in line with their values.

Children are encouraged to come and share their success with other significant adults whenever possible. During the bubble model operation of school this will need to be passed on to key staff in the form of notes of emails and those adults will respond in the same way if they can. In Christ Church Primary School, during the normal operation of the school, if the Executive Head Teacher is not available a reminder post-it can be left so she knows to come and find them to have that important conversation at another time. The conversation that happens as a result should reinforce the successful behaviour and strengthen the child's self-esteem and positive identity.

In Christ Church Primary School, children with particular behaviour difficulties or learning needs may need 'break down' charts to learn. This visual record of their small steps to success provides more incentives (e.g. colour in 5 smiley faces and they get a relevant designated award). This might be used as part of a behaviour modification programme and should be agreed with the SENCO or Executive Head Teacher prior to implementation.

Whole class reward systems will not ordinarily be operated. If a class teacher feels they are needed they must agree the strategy with the Executive Head Teacher or Deputy. This may be needed to help the class work together and to help them establish a positive community identity.

12.   Support and consequences

Behaviour is a form of communication. Where a child shows unacceptable behaviour, this is an indication that the child needs **support** to bring about a positive change in behaviour. Support is given in a way which is appropriate to the emotional and social development of the children involved.

Different kinds of support are used in an attempt to bring about positive change in behaviour and as a direct consequence of chosen behaviour. All staff with responsibility for the care of children can support children. Whilst the school is operating the bubble model as a result of the Covid-19 pandemic the sequence of responses to different behavioural challenges is set out in appendix 1 and 2.

- For those very young children or those with significant SEND, anticipating, distracting and redirecting the child's attention away from a conflict situation may be the best option.

- The first, most frequently used, and most effective form of behaviour support is a conversation.

- For older children showing consistent low level disruption, the child will be given a warning and then their name written on the board. If they continue, a mark will be put by their name. These marks and their name can be removed from the board if an improvement is seen and the child settles to work. *Happy and sad faces should not be used and there should not be a list of names visible on the board after the session has finished.*

- Reflection - The next step involves withdrawing a child away from an area or activity for a short period to allow them to reflect on the reason for withdrawal.

    - For the youngest children or those with SEND, an adult will talk to children about how others feel and the consequences of their actions. this could include

        - Questions such as 'Where did it go wrong?', 'Where could you have made a different choice?'

        - Encouraging them to think about how their actions would look from the other person's point of view.

        - Encouraging them to think about how they can 'make it right'.

    - If children still continue to disrupt, they will be given time to reflect. Older children might be asked to use a reflection sheet or reflection comic strip to support their reflections. The staff member will decide whether the reflection time takes place during break or part of lunch.

        - **Incidents before playtime** – children will go to the Reflection Room at playtime to complete a Reflection Sheet with the support of an adult.
        - **Incidents before lunchtime (including the very end of playtime)** - children will go to the Reflection Room at lunchtime to complete a Reflection Sheet with the support of an adult.

- **Incidents during playtime or lunchtime** – and this cannot be resolved in the moment, the child might be asked to walk around with the adult for a bit so the matter can be discussed when the child is ready or the child may be sent immediately to the Reflection Room to complete a Reflection sheet with the support of an adult.
- **Incidents after lunch (including at the very end of lunchtime)** – children go to another class, with a Reflection Sheet and timer, to complete within 15mins. Staff in the host class need only direct children to an area to complete the sheet – NO FURTHER CONVERSATION REQUIRED. After the timer runs out, they return to their own class. *Due to children missing learning time and feeling no consequence, they must go to the Reflection Room for all of playtime the next day. They should take the reflection sheet with them to enable them to reflect with an adult.*
- Completed Reflection sheets must be given to Class Teacher, logged on the central record and then stored in the yellow Reflection Folder found in each classroom cupboard.

  ○ In cases where a child is in a temper and losing self-control,
    - If possible, isolate the incident and take away the audience.
    - Make sure that the environment is as safe as possible to ensure that they do not hurt themselves or others.
    - Children are only held when it is necessary to prevent accident to that child, another child or an adult or to prevent damage to property.

- Parents will be contacted informally where

  (Please do not contact parents without Leadership Group's knowledge.)

  - Reflection is not bringing about the necessary change in behaviour. Parents and Carers of children with 3 or more Reflection sheets in a week, must be contacted (telephone or face-to-face) by Class Teacher who will have investigated carefully using the Reflection sheets as a basis for exploring the issues.
  - A child is testing the boundaries of acceptable behaviour
  - A child is finding it difficult to show feelings in an appropriate way

We will work with families to ensure a consistent approach to supporting children.

Where the above support does not bring about a change in behaviour, the following may be necessary:

- To help with restoration, where relationships have broken down, letters of apology may need to be written.
- Removal from the class environment to continue with learning somewhere else in school.
- Formal meetings with child and parents or carers to discuss issues and establish sanctions
- Removal of privileges or positions of responsibility.
- A letter to the parents or carers about the behaviour which then forms part of the child's school records.

- Fixed term exclusion of pupils agreed by the Executive Head Teacher and Deputy with the Chair of Governors being informed.
- Permanent exclusion of a child following the correct process of exclusion.

13. **Responsibilities are encouraged** with all age groups. Specific responsibilities are given to older children during the normal operation of school including:
   - Prefects, wet play (lunchtimes), milk, fruit, assembly and library.
   - Class teachers are encouraged to provide opportunities for positions of responsibility.

14. **Adult behaviour should be consistent with that expected of the pupils**. Staff and parents or carers should interact with each other in a sensible and appropriate manner (see Code of Conduct).

15. **Staff may search and confiscate** without consent if they suspect a child is carrying weapons, drugs, pornographic images, illegal drugs, tobacco, fireworks, alcohol, any item banned by school rules or any item that has been or may be used to commit an offence.

16. **All staff have the power to use reasonable force as outlined in the Positive Handling Policy**. For a very small minority of pupils the use of restrictive positive handling may be needed, and, on such occasions, acceptable forms of intervention will be used.

17. **Children travelling to and from school, wearing school uniform, taking part in any school related or school organised activity or otherwise identifiable as a pupil of the federation schools** are expected to behave with the same high standards as when they are in school. Their positive contribution to the federation schools' reputation beyond school will be acknowledged. In Christ Church Primary School, appropriate support and consequences as outlined above will be applied where children's behaviour beyond school time or beyond the school gate is unacceptable.

Equal opportunities

The schools have to deal with each pupil on an individual basis. Staff must act reasonably and take account of:
   - Age of the pupil.
   - Special Educational Needs and Disability – The schools have a statutory duty to make special provision for children with SEND.
   - Disability - The schools have a duty under the Disability Discrimination Act to make reasonable adjustment to take account of a pupil's disability.

Thus there are circumstances in which some children may be treated differently.

The schools are proactive in identifying and supporting children with SEND. Children who express their needs through Behavioural, Emotional and Social Difficulties may have difficulties that are a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal and social curriculum.

The schools work to ensure that there is no discrimination because of a pupil's SEND and will take steps to support such pupils. Where behaviour is persistently difficult or challenging the schools may:
   - Develop additional support plans.

- Seek support and follow advice from the Bramley Bank short stay provision.
- Ensure staff have the requisite information about certain children.
- Ensure vulnerable children have an adult who knows them well who can act as a reference point for other staff.
- Ensure vulnerable children take some responsibility for communicating their needs.
- Ensure vulnerable children have an agreed means for removing themselves from tense situations.
- Refer to other agencies such as CAMHS for advice.

If parents or carers are unhappy with the management of behaviour within the schools, they should contact either the Executive Head Teacher or the Head of Purley Nursery School for further clarification as applicable.

Anti-bullying policy

The federation acknowledges that 'bullying is a significant issue for children in primary schools'. Christ Church Primary School addresses bullying within the framework of Christian beliefs and values starting with the conviction that every child reveals the divine nature of God's creation *(Valuing All God's Children Guidance for Church of England Schools on Challenging Homophobic Bullying May 2014)*.

Bullying (physical and psychological intimidation), cyber bullying, racial bullying, homophobic bullying (because of their perceived or actual sexual orientation) and sexual harassment are unacceptable. This can affect the atmosphere and sense of community within the schools. It is essential that the strategies laid down in this Behaviour Policy are used if the situation arises. There are clearly defined mechanisms for both pupils and parents to use.
The aim of this guidance is to protect children from having their self-worth diminished and their ability to achieve impeded by being bullied.

THE STAFF, CHILDREN AND GOVERNORS OF PURLEY PARTNERSHIP FEDERATION WILL NOT TOLERATE BULLYING OF ANY KIND.

Is it bullying or just a fall out? There are three agreed defining features of bullying:

- the victim is targeted by an individual or group on a regular basis

- there is intention to harm or humiliate

- there is a power imbalance, the victim is fearful of those targeting him or her

When all of the above are happening, it is highly likely that this is a bullying situation.

Bullying could be any of the following:
- Persistent incidents of physical or verbal abuse involving the same children.
- Persistent incidents of physical or verbal discriminatory abuse involving the same children.
- Ongoing overt or subtle intimidation.
- The wilful conscious desire to hurt, threaten or frighten someone else.
- Prolonged or repeated taunting.
- Repeated deliberate isolation of an individual.
- The use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else as outlined above. This is cyberbullying.

Bullying is selective, intentional, often secretive and repetitive.

The aim of this policy is to:
- Prevent bullying.
- Deal with bullying if it occurs.

Prevention
- We will help to prevent bullying by:

- Raising awareness through the general curriculum, PSHE curriculum and in Christ Church Primary School through Collective Worship. Challenging children and adults to ensure that they work towards a consistently welcoming culture for all under the gospel mandate to 'love your neighbour as yourself'.
  - Providing opportunities for groups to discuss bullying.
  - Role-playing situations so that children learn to cope better with bullies.
  - Enabling bullies to see things from the victim's point of view.
  - Using social stories for some children.
  - Ensuring older children revisit the 'E-Safety rules' agreement each year as appropriate.
  - Teaching e-safety as an integral part of the Computing curriculum.

- Both schools will provide a safe environment for children to present worries to those adults who can support them. For older children, the class teacher may introduce a 'worry box' and children have staff email addresses which they can use to contact staff.

- Both schools will encourage everyone to be tolerant of others regardless of race, gender, perceived or actual sexual orientation, religion, culture or disabilities.

- Both schools will make new children and visitors welcome. New children will be supported through a settling in process.

- Both schools will be considerate, compassionate, caring and courteous towards each other.

- All children will be encouraged to speak out against bullying by telling any member of staff, or an adult at home who can come to tell staff about it.

- All children will be encouraged to speak out against anything that they perceive to be discriminatory.

- The incident or report will be taken seriously and dealt with as soon as possible.

Procedure
- Any bullying will be reported to either the Executive Head Teacher or Deputy of Christ Church School or the Head of Purley Nursery School as applicable, who will investigate the incident.

- In the case of cyber bullying:
  - Advise the child not to respond to the message.
  - Secure and preserve any evidence.
  - Inform the sender's e-mail service provider.

- Colleagues should be informed if the incident arose out of a situation where everyone should be more vigilant, e.g. unsupervised toilets, playground groups, games, etc.

- The child's teacher should be informed.

- Both sets of parents/carers should be informed and bullying dealt with as outlined in the behaviour policy above.

- Appropriate steps should be taken to ensure that the bullying stops and that both the victim and the bully are supported.

Equal Opportunities

For children with behaviour difficulties which have been identified through SEND, strategies should be used from their ASP to manage their behaviour. In Christ Church Primary School, Lunchtime Supervisors will relay any information regarding different strategies for SEND children to other lunchtime supervisors.

Communications with parents

In Christ Church Primary School, during the normal operation of school, staff will accompany children to the playground after school to see parents for brief queries. This is not safe practice during the Covid-19 pandemic, so teachers will need to contact parents by phone after school ends if there have been any issues. Parents and carers can make appointments through Christ Church Primary School office for a more in depth meeting with teachers via videocall if required.

The Executive Head Teacher or Deputy of Christ Church Primary School or the Head of Purley Nursery School, as applicable, will contact parents or carers if children have been involved in bullying, exclusions, serious incidents or persistent incidents.

Please also refer to:
- Equality Policy
- RE and PSHE Policies
- Collective Worship Policy
- Christ Church Primary School Home School Agreement
- Code of Conduct

Appendix 1 - Changes to policy in light of phased reopening of school (the bubble model)

When children return, this will not be like returning from an extended summer holiday. Whilst many students may be resilient and largely unaffected by the lockdown, there will be some who have found the situation traumatic, destabilising and anxiety inducing. Families may have been affected by bereavement, financial hardship, relationship breakdown and in some cases domestic abuse during this period. Many children's usual routines have become disrupted and they may have become disengaged from education.

The children affected may not be the ones you would have initially thought to be vulnerable. In addition some children might demonstrate behaviours you have not seen before. Therefore as part of the transition plan it will be necessary for staff to reflect upon how best to support the children and monitor and respond to any new changes in behaviour they observe.

Support and Consequences during school reopening

- Ensure that class expectations are set with the children. These are likely to encompass existing expectations but also take into consideration the new structure of the day, the limited movement children have around the school, changes to the daily routine etc. Try to focus on the 'Do' and not the 'Do not'
- Continue to praise positive behaviour and allocate children responsibilities within the class
- For younger children and those with significant SEND anticipate, distract and redirect wherever possible
- See appendix 2 for the behaviour scale of responses.

Reflection time within bubbles

At Christ Church during this period of operating the bubble model, the children should not be sent to the meeting room. Reflection should be carried out as per appendix 2. Older children will be given a short time to complete their sheet as independently as possible before talking this through with an adult who may annotate the sheet. Christ Church staff should ensure they have copies of the reflection sheets available in their bubble. Copies for older children can be found here and for the younger children here.

Dealing with more serious behaviour issues

Some children will be confused and fearful about returning to school and their behaviour may reflect these emotions. Where children are a danger to themselves and others it may be necessary to remove them from the classroom. In these situations it would be useful for the child to have something to do. Please create an easy to move 'reflection box or tray' with books, lego, craft items for children to use when they are out of the classroom. Please allocate a member of staff to accompany the child. They might like to:

- Take a walk around the outside area avoiding any other bubbles who might be outside
- Spend some time in another empty classroom

- Do a 'job' eg collecting resources
- Do some reading or craft activity using the reflection box taken from class in an alternative or outside space

Please give children time to calm down before reflecting. It might be more beneficial to do this reflection back in the classroom at a later time with one of the bubble class teachers.

Christ Church staff should ensure details of this are added to CPOMs so there is a record of children needing timeout. They should also contact one of the leadership team for further advice and support

Children with SEND

Some children with additional needs might need a plan to be put in place which is specific to them. This plan will identify the triggers, the behaviours they display regularly and offer suggestions for dealing with these. For Christ Church children, details of any plans for children will be at the end of their timetables for the current year.

Appendix 2 Behaviour Scale

To ensure that behaviour expectations and the responses to different behaviours are consistent amongst all staff and understood by children a 'consequences triangle' was developed outlining the consequences for different kinds of behaviour. This set of responses has been adapted to work within the bubble model of school operation.

Adaptation of the consequences of triangle - In Class

Behaviours	Strategies to support good behaviour
Not listening to instructions or adults Rocking on chair Getting up from seat without asking Calling out Talking while an adult is teaching	Verbally point out the behaviour and wait to see if the child responds. Verbal warning that you may have to consider an in-class move or name on the board. Name on board - the child must know why and that it can be reversed with good behaviour.
Mocking other children Showing bad attitude towards adults Deliberately disrupting the learning Name still on the board and not removed due to improved behaviour	Mark by the name on the board which can be reversed. Reflection (max 20 mins) using the existing format with one of the class teachers from the bubble at lunch time plus record on CPOMS. *(Teacher to ask TA for additional release if required to make up for missed break.)*
Hurting others with words or actions - when considering injuries please be aware that scratches, marks and bruises can look different on different skin tones. Damaging property Persistent disruption - more than two reflection times during a week.	Teacher to contact parents after school with the possibility that children have to work in the other bubble classroom. Child to walk around with an adult on duty - not to play with peers.
Refusal to comply with hygiene processes and covid safe practice	SLT to call parents to reinforce the message at home
Repeated refusal to comply with hygiene processes and covid safe practice	Children having to work elsewhere and not allowed to play with peers.
If the above support does not bring about a change in behaviour	Strategies outlined on page 9 of the main behaviour policy will be used.

Adaptation of the consequences of triangle - <mark>**In the playground and in the lunch hall**</mark>

Behaviours	Strategies to support good behaviour
Not listening to instructions or adults Getting up from seat in the lunch hall without asking Calling out and across tables Dropping food on the floor Not sharing equipment	Verbally point out the behaviour and wait to see if the child responds. Warning that the child might need to be moved. Ask child to pick up food and put it in the bin. Warn children that they might not be able to have the equipment.
Mocking other children Showing bad attitude towards adults Repeatedly not sharing equipment	Verbal warning that you may have to walk around with the adult at lunch time. Reflection in the playground using the existing format with one of the staff from the bubble - hand forms into the office for recording on CPOMS.
Hurting others with words or actions Damaging property Persistent disruption - more than two reflections times during a week	Teacher to contact parents after school with the possibility that children have to walk around with adult at lunch time. Child to walk around with an adult on duty - not to play with peers.
Refusal to comply with hygiene processes and covid safe practice	SLT to call parents to reinforce the message at home
Repeated refusal to comply with hygiene processes and covid safe practice Fighting	Child to be miss subsequent break times to be covered by SLT. Children having to work elsewhere and not allowed to play with peers.
If the above support does not bring about a change in behaviour.	Strategies outlined on page 9 of the main behaviour policy will be used.