



St. Andrew's CEVA Primary School

Behaviour Policy

PERSON RESPONSIBLE FOR POLICY:	SUE GENTRY
APPROVED:	AWAITING APPROVAL
SIGNED:	S.GENTRY
TO BE REVIEWED:	SEPTEMBER 2020

At St Andrew's CEVA Primary School we provide Christian worship and Christian teaching. Spiritual and moral development are central to the life of our school and this will be reinforced in the school's behaviour programme where appropriate.

Aims

It is our aim to provide a caring, safe environment where every child is able to reach his / her full potential. To ensure that all individuals are fairly treated we aim to:

- Promote self discipline and proper regard for authority
- Encourage good behaviour and respect for others
- Ensure acceptable standards of behaviour

Principles

We believe that:

- Children learn best when they feel happy and secure in a well disciplined environment.
- Children have the right to be able to work and play without disruption or danger in an atmosphere of good manners and respect for others and their property.
- Parents have the right to expect a caring, safe and well disciplined environment for their children.
- Parents should share with the school the moral duty to teach their children self discipline, moral and social awareness and other qualities which fit them for civilized society.
- Governors will use, as appropriate, all powers, at their disposal to assist the Headteacher in securing a caring, safe and well disciplined environment.

Expectations

We wish to work closely with all parents and hope that they will support us in carrying out our policy to ensure that not only their child is safe but that all the children in the school will feel valued.

We will work with the children so that they understand their rights and responsibilities as a school citizen. These will be discussed with the children every year, in September, as part of PSHE and a class charter will be created based on these which all pupils sign up to (Appendix 6). There are consequences in place that are used in all classes to provide consistency across the school.

Behaviour within School

Before School

Children must enter straight into school once the gate has been opened at 8:45am. Responsibility for the supervision of school pupils only extends for 10 minutes before the start of the morning session. Ensuring that children arrive in adequate time for the start of the school day is the responsibility of parents or guardians.

Entering the Classroom

Children must enter the classroom quietly. A well organised classroom routine will facilitate a smooth start to the day. Children will be supervised in classrooms.

Collective Worship

- Children are to be conducted to the Hall quietly and enter in silence. Once in place the teacher will remain with their class until all classes are in attendance.
- After Collective Worship, as the children leave to return to class they will do so quietly and quickly.

In the Classroom

- Children must at all times conduct themselves in a quiet and sensible manner.
- Children should be aware of the rights of others. Be kind and caring to other members of school community. They must not seek to disturb or antagonize other members of the school community.
- When interacting with other people in the classroom they must show respect for each other.

Moving About the Building

- Children must at all times always walk quietly in the building.
- Children must pass in single file through exits/entrances and 'give way' to adults.

Playground

- Children are to walk to cloakrooms to get ready for playtime.
- The Duty Staff are responsible for the conduct of children in the playground at playtimes.
- Children are not allowed to participate in physical activities that involve the kicking or hitting of each other or displaying any aggressive gestures i.e. play fighting, martial arts etc.
- Children are only allowed to play with footballs in the MUGA, in accordance with the rota or with permission of a Duty Staff member.
- Children are to use any playground equipment safely and responsibly. (No hurting of others or damaging of equipment.)
- Permission needs to be obtained from the Duty Staff if a child wishes to re-enter the school building during playtimes.
- Yellow bands are allocated to children who ask permission to enter the building. Children wishing to use the toilets must use Year 2 toilets only.
- When the whistle blows, children are expected to stand still and remain silent. When the second whistle blows the children will line up in their class and wait for their teacher to come and collect them from the playground.
- Children must only play in areas designated for playing.
- Children must not loiter in corridors, lobbies, classrooms or the library unless they have permission from a member of staff and are wearing a yellow band.

Wet Playtimes

- In the event of wet weather, Teachers will ensure adequate supervision is provided for their class. Incidents of anti-social lunchtime behaviour will be communicated to teaching staff and this will be recorded by the class teacher on SIMs.

Lunchtime

The above are equally applicable to lunchtime procedures.

- The supervision of all pupils at lunchtime becomes the responsibility of the Lunchtime Staff. Incidents of anti-social lunchtime behaviour will be communicated to teaching staff and this will be recorded by the class teacher on SIMs.
- Persistent unacceptable behaviour at lunch time may result in a child being sent home for the lunch hour period. Parents will be informed of this decision.
- Children must enter the hall/canteen quietly and proceed to the allocated table and seat. They must eat their lunch quietly.
- When they have finished their lunch, children must; put their rubbish in their lunchbox or return their tray to the trolley, collect a cloth from the bucket, wring it out, clean their table, collect a dustpan and brush and clear the rubbish from under their table, return their lunchboxes to where they are usually stored, before re-entering the playground.

Wet Lunchtimes

- In the event of wet weather, Lunchtime staff will ensure adequate supervision is provided for the year groups in classrooms or the Studio. Incidents of anti-social lunchtime behaviour will be communicated to teaching staff and this will be recorded by the class teacher on SIMs.

After School Behaviour

- At the end of the afternoon session teachers will escort children to cloakrooms in a quiet manner.
- The class teacher will release children to their parent.
- Children must **NOT** play on the play equipment in the school field.
- In the unlikely event a child finds that there is no-one there to meet him/her, then that child must come back into the building with their teacher and should be collected from the main office area and be signed out.
- Children must not walk across or play in the car park.
- Children must not ride their bikes or scooters anywhere on the premises.

Roles and Responsibilities

The Role of Parents

- The School expects parents to support their child's learning and co-operate with school as set out in the Home-School Agreement.
- A supportive dialogue between parents and school ensures that any behaviour and welfare issues can be dealt with quickly and efficiently.
- The School expects parents to support the reasonable sanctions to deal with unacceptable behaviour. If parents have a concern about the way their child has been treated they should initially contact:
 - 1st - The Learning Mentor/Family Support Worker on the gate in the morning
 - 2nd - The Class teacher
 - 3rd – Key Stage Leader or Senior Leader

4th - The Headteacher

5th - The Governors (through the Complaints Policy Procedure)

If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of the Class Teacher

- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that the class behaves in a reasonable manner and displays good learning behaviours during lesson time.
- The class teacher is to treat every child fairly and enforce the class rules and consequences consistently.
- If a child repeatedly misbehaves in class, the class teacher is to keep a record of such incidents on SIMs. If these behaviours continue, then the class teacher is to liaise with the Inclusion Manager/external agencies/Senior Leader as necessary to support and guide the progress of each child.
- The class teacher is to contact parents if there are concerns about the behaviour or welfare of a child, through a phone call home or direct contact at home time. (**Appendix 5** needs to be completed).

The Role of the Headteacher

- It is the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher ensures that the Behaviour Policy is implemented across the school and supports staff in doing this.
- It is the responsibility of the Headteacher to report to governors on the effectiveness of the policy.
- The Head teacher is to ensure a record is kept of all serious incidents.
- The Head teacher is responsible for giving fixed term exclusions to individual pupils for serious acts of misbehaviour. Any external exclusion will need to be logged with the Local Authority.

The Role of Governors

- The Governing Body has the responsibility of setting down the policy and reviewing its effectiveness.
- The Governors may give advice to the Headteacher about particular disciplinary issues.

Rewards:

Each class has a ship on the wall where all children start “on board” at the beginning of the day. If they are “on board” at the end of the day they will be awarded a token. Each child will record this token on their own personal token card. Children can stay “on board” the ship by following the Green Behaviours. (**Appendix 8**)

House Teams:

The tokens that children get for being “on board”, a super learner, attending a club or reading regularly are also going to be used to add to their House Team collection container. Each child is a member of one of four houses. They will be awarded a token the colour of their house.

Peace is yellow

Love is red

Joy is blue

Wisdom is green

Each class's house tokens will be collected and counted each week by the House Captains and these added to the whole school House Team container. The team with the most tokens each term will get a team reward.

House Captains will be members of Year 6 who have been nominated for the role.

Earn, Save, Spend:

5 tokens are given as a reward for the following:

- When selected a Super Learner for Good Works Assembly. **
- Attending a club for a full term without any absences.
- Senior Leadership awards for outstanding behaviour/attitude/learning (Orange Tokens)

2 tokens for reading seven times in a week

1 token for reading 5 times in a week

The tokens are represented by a tick in a box on a token card belonging to each child. Each child is responsible for looking after their token card. If it is lost, they will have to start again with a new card. Each child can decide how to spend their tokens on the rewards. The rewards are prizes, which can be chosen from the prizes cabinet. The prizes are graded to correspond to the number of tokens gained. Tokens need to be spent within an academic year; they cannot be carried over to the next academic year. Prizes can be claimed for the following:

50 tokens

100 tokens

150 tokens

200 tokens

250 tokens

** Good Works Assembly is on a Friday, Good works certificates will be issued for a very high standard of work, consistently outstanding behaviour or attitude to learning.

*** Reading must be evidenced in the child's reading log or homework diary.

Prize Draw

All children who have stayed “on board” the ship everyday will go into the draw for a raffle prize at the end of each week. Teachers will take the children's “on board” pictures and put into the raffle prize tin at the beginning of Friday's assembly.

I ASPIRE Stickers – Stickers can be awarded by any member of staff to children displaying our I ASPIRE values.

Consequences:

Each day every child will start “on board” the ship. If they show any unacceptable learning behaviour, break the school rules or do not follow their responsibilities for the day they will be given a consequence.

1. Blue behaviour – a warning is given, if behaviour is repeated, time out is applied
2. Amber behaviour - 5 minutes' time out at a playtime or lunchtime.
3. Blue or Amber behaviour - 10 minutes' time out
4. Red behaviour - Taken to a Key Stage Leader
5. Taken to a member of SLT/HT – Parents to be informed and meeting to be organized within 2 days if a child visits a member of SLT on three occasions in a short space of time. A telephone conversation to discuss the issues needs to take place if a meeting is unable to be arranged. (**Appendix 5** to be completed in both cases).
6. Pastoral Support Plan – to be set up with the HT/Inclusion Manager and Learning Mentor. (**Appendix 4**)
Letter (1) is sent to parents and meeting is set up with Head teacher. (**Appendix 1**)
7. Internal exclusion. (This means that they will have to work in isolation, within school. They will be supervised and suitable work will be set). Time to be decided and Letter (2) sent to parents. (**Appendix 2**)
8. Fixed term exclusion. Letter (3) is given to parents. (**Appendix 3**)The Local Authority will be notified of this.
9. Permanent exclusion (Governors will be involved in this process).

Ongoing behaviours will have to go on a Pastoral Support Plan in discussion with parents. It is the responsibility of the class teacher to ensure that a child's behaviour incident is recorded on SIMs. Behaviours have been RAG rated on a Behaviour Spectrum to guide staff. (**Appendix 8**)

Summary of consequences

- Persistent unacceptable behaviour will lead to Consequence 6 being put into action.
- Persistent unacceptable behaviour will mean the child will be placed on “PSP Behaviour Targets.” This will be discussed with the child and parent. (**Appendix 4**).
- Children who unable to work in the class due to continued disruptive behaviour may be given an “Internal” exclusion which means that they will have to work in isolation, within school. They will be supervised and suitable work will be set. This will be over a short period of time which will be discussed with parents.
- Persistent unacceptable behaviour at lunch time may result in a child being sent home for the lunch hour period. Parents will be involved in this decision process.
- If a child's behaviour requires Consequence 5 (KS1) or 6 (KS2) to be actioned, the teacher needs to set up a meeting with parents as soon as possible (within two school days). A ‘Meeting with Parent’ form will need to be filled in. **See Appendix 6.** If it has not been possible to set up a meeting with parents within two school days, then a phone call home will need to be made to discuss the problems and the same form will be completed but without the parents' signature/s.

- If behaviour is very serious resulting in injury or repeated physical abuse, fixed term exclusion will be considered and this may supersede consequences 6 and 7. A meeting will be held with parents where a letter will be explained. **See Appendix 3.**
- If a child displays behaviour that puts the safety of themselves or others at risk and results in the use of physical intervention, it may result in a fixed term exclusion.
- Permanent exclusion will be considered if extreme behaviour continues after support and input and after exploring all other options above and seeking the support of outside agencies such as Jogo and/or Educational Inclusion and Partnerships.

Other Awards:

Houses

There are four houses at St Andrew's: Peace, Love, Wisdom and Joy. Each house has two captains elected from Year 6 children. The house captains count up the ticks for each house each week and announce this during the Good Works Assembly. They also announce a running total for each house at this assembly.

- A trophy is presented for winning house over the year.
- A trophy is presented for Sports' Day for the winning house.

Behaviour Incidents

- Staff need to record all incidents on SIMs.
- Staff need to ensure that every child has had the opportunity to discuss the issue and all sides are listened to. Meetings held with Parents need to be recorded on **Appendix 5**.
- Mediators/Learning Mentor can be used if necessary.
- Persistent bad behaviour or consideration for exclusion will mean the child will be placed on "PSP Behaviour Targets" This will be discussed with the child and parent. **Appendix 4.**
- Behaviours which put the safety of the child and/or others at risk could result in physical intervention. See Positive Handling Policy.

Leaving the school

No child at any time is allowed to leave school, during the school day, unless authorised by the parent. If a child does leave the school premises then the following procedures take place:

- Endeavour to contact the parents.
- Contact the Police within 5 minutes of the child leaving school if the school cannot ascertain where child is.
- Use Family Support Worker or Education Entitlement Service for support.

Raising Self Esteem

It is part of the school policy to deal with behavioral issues through our programme of "Circle Time" and PSHE lessons, using the Jigsaw program.

We will use "Circle Time"/ PSHE/P4C and RE lessons to support the following:

- Accelerate a whole school approach to all policy development especially behaviour management.

- To take opportunities wherever applicable to reinforce the class charter.
- To reinforce the values program of St. Andrew's.
- Encourage children to take direct responsibility for and play an active role in the management and organisation of the school.
- Build up group rapport and self esteem as an individual.
- To build a class identity and to work as a group to solve problems / disputes e.g. bullying, fighting. Discuss Sanctions / Rewards.
- As a support for teaching staff to understand their children better and to assist in maintaining an improved working climate.
- Fun – Giving every child the opportunity to speak and to be heard.
- School Council – through open discussions.
- A bi-annual children's questionnaire which allows children to express how they feel about teaching and learning, behaviour and safeguarding, attitudes and perceptions.

Bullying

Refer to our Anti-Bullying Policy and St Andrew's CEVA Child Protection and Safeguarding policy with particular reference to **Peer on Peer abuse**.

A bully is defined as a person who is displaying totally unacceptable behaviour and will be dealt with according to our "Behavioural Sanctions". However, we will endeavour to work with parents and the child to try to change this behaviour.

"Circle Time" and our P.S.H.E and Assembly projects all have modules dealing with bullying.

The School will treat any issues of bullying very seriously. Any incident that is regarded by the school as bullying is to be recorded on the bullying and harassment sheet. (see Anti-Bullying Policy Appendix 1)

We regard "bullying" to be when any child feels intimidated, frightened or unhappy by repeated incidents within school.

Bullying can be in the form of many different guises – continuous name calling, pinching, punching, threatening behaviour, hiding equipment, through social media, any form of cyber bullying etc.

Children will be encouraged to talk to members of staff/Learning Mentor if they feel that they are being "intimidated" in any way. Staff will record these incidents and if they persist, then the perpetrator and victim will be sent to the Headteacher.

Persistent bullying will be dealt with by the Headteacher.

Parents of both perpetrator and victim will be called and the issues and appropriate punishment discussed.



**St. Andrew's CEVA Primary School
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Northampton
NN3 5EN
Tel: 01604 406486**



**Head Teacher: Deborah Thompson B.Ed. (Hons) NPQH
Email: head@standrews-pri.northants-ecl.gov.uk**

Address

Date

LETTER (1) PSP (PASTORAL SUPPORT PROGRAMME)

Dear *****

I regret to inform you that *****'s behaviour at school is now a major cause for concern. It is proving increasingly difficult to keep them in class as ***** behaviour is having a major impact on their education, that of ***** peers and the smooth running of the school.

***** must now be considered at risk of exclusion.

***** will only be allowed to rejoin their class once clear targets have been agreed with you and monitoring arrangements have been put in place. This will be in the form of a PSP or Pastoral Support Programme.

The PSP will last for a minimum of six weeks. During this time any access to before or after school activities and curriculum enrichment activities will depend upon ***** reaching their behaviour targets. However, if the poor behaviour continues or ***** does not complete the agreed PSP to everyone's satisfaction necessary to take further action including internal exclusion or even a fixed term exclusion from school.

It is essential that we meet at your earliest convenience to investigate possible causes, explore alternative strategies and to agree behaviour targets in the PSP.

Yours sincerely,
Mrs D L Thompson
Headteacher

cc Assertive Mentoring File

St. Andrew's CEVA Primary School LETTER (1) PSP
Reply slip: Please sign and return to school as proof of receipt

Name of child: _____ Class: _____

- I acknowledge receipt of your letter dated **/**/**.
- I will make an appointment to discuss the matter.
- I will speak to my child regarding their behaviour in school.

Signed: _____ (Parent/Carer) Date: _____



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Ecton Brook
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Northampton
NN3 5EN
Tel: 01604 406486**



**Head Teacher: Deborah Thompson B.Ed. (Hons) NPQH
Email: head@standrews-pri.northants-ecl.gov.uk**

Address

Date

LETTER (2) INTERNAL EXCLUSION

Dear *****

I regret to inform you that *****'s behaviour at school is continuing to be major cause for concern.

Despite being on the PSP (Pastoral Support Programme), it is proving very difficult to keep ***** in class.

***** must now be internally excluded and is at risk of a fixed term exclusion.

***** will only be allowed to rejoin their class once PSP targets have been met. The PSP will continue but under the conditions of the internal exclusion. This means that they will have no contact with their peers and will be supervised by an adult in order to maximise the chances of achieving the PSP targets.

The internal exclusion will last for a **minimum** of a week and during this time ***** must show they are on track to meet all of the targets on the PSP. The time scale of the internal exclusion will be at the discretion of the people involved in the PSP.

Also during this period ***** will not be permitted access to:

- Any before or after school activities
- Any class treats or rewards such as trips, visits, discos or Golden Time
- Playtimes or lunchtimes with other children (unless part of PSP)

However, if the poor behaviour continues or ***** does not complete the agreed PSP to everyone's satisfaction, it will be necessary to take further action in the form fixed term exclusion from school. This means ***** is at risk of permanent exclusion.

It is essential that we meet at your earliest convenience to review the PSP.

Yours sincerely,

**Mrs D L Thompson
Headteacher**

cc Assertive Mentoring File/Chair of Governors

St. Andrew's CEVA Primary School LETTER (2) INTERNAL EXCLUSION

Reply slip: Please sign and return to school as proof of receipt

Name of child: _____ Class: _____

- I acknowledge receipt of your letter dated **/**/**.
- I will make an appointment to discuss the matter.
- I will speak to my child regarding their behaviour in school.

Signed: _____ (Parent/Carer) Date: _____



Ecton

NN3 5EN

Tel: 01604



Brook
Northampton

406486

Head Teacher:

Email: head@standrews-pri.northants-ecl.gov.uk

Address

Date

LETTER (3) FIXED TERM EXCLUSION

Dear [Parent's name]

I am writing to inform you of my decision to exclude [**pupil's name**] for a fixed period of [**specify period**]. This means that he/she will not be allowed in school for this period. The exclusion begins/began on [**date**] and ends on [**date**].

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude [**pupil's name**] has not been taken lightly. [**Pupil's name**] has been excluded for this fixed period because [**reason for exclusion this can be more than one reason**].

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on [**specify dates**] unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates without reasonable justification. It will be for you to show that there is reasonable justification for this.

We will set work for [**pupil's name**] to be completed on the days specified in the previous paragraph as school days during the period of his/her exclusion when you must ensure that he/she is not present in a public place without reasonable justification. [**detail the arrangements for this**]. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the governing body/management committee (Academies refer to governing body sometimes as the board of directors of the Academy Trust). If you wish to make representations please contact [**Name of Contact**] at [**contact details — address, phone number, email**], as soon as possible. Whilst the governing body/management committee/board of directors of the Academy Trust, has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

[This paragraph can be used if school/PRU/academy chooses to hold a reintegration interview.]

You and [**pupil's name**] are requested to attend a reintegration interview with me [**alternatively, specify the name of another staff member**] at [**place**] on [**date**] at [**time**]. If that is not convenient, please contact the school to discuss how best we can support your child.

Exclusion guidance can be obtained from the Department for Education website at <http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion>. You may also find it useful to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on <http://www.childrenslegalcentre.com/>.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>).

Advice on the exclusions process can also be obtained from the Educational Inclusion & Partnership Team on 0300 126 100 or via the online contact form available <https://northamptonshire.firmstep.com/default.aspx/RenderForm/?F.Name=BSR3B6xZnjG> or Information Advice Support Service (IASS) on 01604 636111 contact@iassnorthants.co.uk (for pupils with special educational needs)

[Pupil's Name]'s exclusion expires on [date] and we expect [pupil's name] to be back in school on [date] at [time].

Yours sincerely

Mrs D L Thompson
Headteacher

Appendix 4

St. Andrew's CEVA Primary School Pastoral Support Programme (P.S.P.)



Names of Parents/Carers at Meeting:	Date:
Child's Name:	Class:
Teacher:	Attendance:
Purpose of the P.S.P (Highlight as applicable):	
1. To prevent permanent exclusion. 2. To improve attendance. 3. To help with managing behaviour and to identify precise and realistic behaviour outcomes to work towards.	
Does the pupil have an IEP?	Yes/No
Does the pupil have an EHCP?	Yes/No
Has the pupil had an internal or fixed term exclusion in the last 12 months? Yes/No	

Specific Areas of Concern:

-
-
-
-

Actions Agreed:

-
-
-
-

Intended Outcomes (including reward):

-
-
-

Review Meeting Date & Time (within 4 weeks):

School	
Parent/Carer	
Pupil	



St. Andrew's CEVA Primary School

Meeting with Parents/Telephone Consultation *(Circle as applicable)*

Names of parents/carers at meeting:	Date:
Child's name:	Class:
Teacher:	
Main reason for meeting:	
Key points from discussion and evidence shared:	
Actions Agreed: <ul style="list-style-type: none">••••	
Parent/Carer Signature:	

Teacher Signature:

Appendix 6



St. Andrew's CEVA Primary School

Meeting with Pupil

Names of Teacher at meeting:	Date:
Child's name:	Class:
Teacher:	
Main reason for meeting:	
Key points from discussion and evidence shared:	
Actions Agreed: <ul style="list-style-type: none">••••	

Pupil's Signature:

Teacher's Signature:

Class Charter

Our rights

**We all have the right
to....**

- Learn
- Be respectful and treated fairly
- Be heard
- Feel safe

Our responsibilities

**We all have the responsibility
to...**

- Allow others to learn
- Respect others and treat them fairly
- Listen to others
- Keep other safe

Rewards

- Tokens for staying on board
- Tokens for our good things
- Golden Ticks for our reward charts
- Earn, Save, Spend rewards
 - Raffle prizes
 - House Prizes

Consequences

- A verbal warning
- 5 minutes missed play
- 10 minutes missed play
- Sent to Key Stage Leader
- Sent to Senior Leader
 - Internal exclusion
 - External exclusion

Green	Blue	Amber	Red
<p>These are examples of behaviours that children should be demonstrating</p> <ul style="list-style-type: none"> • High quality work • Polite to everybody • Kind • Thoughtful • Helpful • Supportive of their peers • Show respect for everyone • Show a positive attitude to their learning • Sensible • Walk around the school • Clears up after themselves • Independent • Show a positive attitude to their work 	<p>These are examples of behaviours that need a warning</p> <ul style="list-style-type: none"> • Poor quality work • Shouting out • Humming • Inappropriate noises • Tapping of any kind • Not following instructions • Eye rolling • Fidgeting • Minimum effort in work • Lack of courtesies • Deliberate silly questions • Fiddling with shoes • Staring out of the window • Distracting others • Talking over others 	<p>These are examples of time out behaviours and need to be logged</p> <ul style="list-style-type: none"> • Poor quality work • Shouting out • Whistling / humming • Making inappropriate noises • Leaving seat without permission • Tapping on the table/pen/pencil tapping • Shouting out • Leaning back on chair • Fiddling with things on tables • Fiddling with shoes • Not following instructions • Ignoring what has been asked • Eye rolling/tutting/huffing • No/minimum effort in work • Staring out of the window • Slouching • Playing with each other's hair • Shoulder shrugging • Silly questioning • Noisy yawning • Answering back • Laughing after being told off • Being unkind to others, be it deliberately or not. • Fidgeting on the carpet • Running in the school • Swinging on a chair • Defiance 	<p>These are examples of behaviours needing intervention from KS leaders or SLT and need to be logged.</p> <ul style="list-style-type: none"> • Continual Blue or Amber behaviours despite warnings and consequences. • Poking a sharp pencil in someone's face • Punching/ hitting other children / adults • Biting adults/ children • Kicking adults/ children • Throwing things • Damaging classroom resources • Temper tantrums – throwing equipment • Throwing objects in classroom • Hurting other physically • Hurting another child deliberately. • Hurting others verbally • Bad language to adults/children • Spitting at adults/ children