

Behaviour Policy

St Joseph's Catholic Primary School



'We are all God's children
and will try to live, love, work and
serve as Jesus taught us.'

Approved by:	Governing Body	Date: March 2023
Last reviewed on:	July 2024	
Next review due by:	March 2026	

1. Rationale and Aims

'The Spirit produces love, joy, peace, patience, kindness, goodness, faithfulness, humility and self-control'. Galatians 5:22-23

At St Joseph's, our aim is to encourage pupils to value good behaviour and learning.

'Pupil behaviour is key to the success of most classroom outcomes. What we call behaviour is actually the sum of an enormous number of habits and attitudes and skills that adults frequently take for granted. None of these factors are innate, and they must be imparted or taught in some way. Pupils vary enormously in these capacities due to their histories and circumstances. Teachers that assume all pupils are equally capable of behaving successfully, soon discover they are not. Behaviour must be taught. The habits and skills that comprise successful class behaviour should be taught to all pupils. It is entirely possible to do for most pupils. The two main approaches that new teachers should focus on are: Proactive behaviour management, and Reactive behaviour management'.

Tom Bennett Behaviour Advisor

The purpose of our behaviour system at St Joseph's School is to promote and celebrate good behaviour. We want our pupils to develop an understanding of right and wrong, in an environment that promotes justice and compassion. We want our pupils to learn that they have rights and responsibilities, and that they are responsible for their behaviour through making good choices. Our system acknowledges and accommodates those children who may find it harder to make the right choice. It is firmly rooted in the belief that each individual is unique and made in Christ's image.

Our three rights for everyone at St Joseph's

These are simple and designed to create a calm, happy and safe atmosphere.

- 1. Everyone has the right to learn**
- 2. Everyone has the right to be respected**
- 3. Everyone has the right to feel safe**

Behaviour management is seen as a process, not of merely reacting to misbehavior when it occurs, but more importantly of actively supporting pupils by proactively teaching them clearly what behaviour is expected of them, and how it will help them to succeed.

This involves the following elements:

- ★ Introducing the pupils to the rules and expectations of the classroom as soon as possible, preferably on the first encounter.
- ★ Do not allow pupils to work out what good conduct looks like; this penalises the less able pupil. Instead, be precise, and carefully communicate what behaviour will

help pupils to succeed, what is prohibited, and what the consequences of both will be, emphasising the benefits of engaging with the processes.

- ★ Being clear in one's mind what good behaviour looks like.
- ★ Avoid ambiguity, grey areas or interpretation. Be concrete. What behaviour do you need in a line-up? When you are speaking? When they are working in pairs? When they are stuck? Late? Once this has been clarified, communicate it clearly to pupils. Be clear, use examples, and check for misunderstanding. Teach, rather than tell the pupils what you expect of them. Behaviour should be seen as a curriculum, and it should be assessed, revised and refreshed constantly.

At St Joseph's, our aim is to teach pupils behaviour as part of our curriculum by:

1. Identifying routines we want to see.
2. Teaching what we want to see, communicating this with all staff so we are all singing from the same hymn sheet.
3. Practising routines until everyone can do them, until it becomes a habit/ automatic.
4. Reinforcing / maintaining/ patrolling / reviewing / revisiting / making sure it's happening around the school. **Consistency is key.** We need everyone doing the same here!

Underlying all we do in school is our Mission Statement. This guides us in how we teach and relate to the pupils in our care. It sets out what we hope to achieve. Whenever possible, we will take the opportunity to praise and reward those children who are behaving well and living out our Mission Statement.

Our Behaviour Policy, like all other school policies, will stem from the Mission Statement.

"Getting the culture right is pivotal. With the right culture the strategies that are used become less important. The culture is set by the way that the adults behave."

— Paul Dix, When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour

In the area of behaviour our specific aims are:

- to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life
- to provide an environment in which the dignity of each person as a child of God is recognised and developed
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- More serious, unacceptable behaviour
- Aggression or violence
- Dangerous behaviour – play or real fighting
- Verbal, swearing or other rudeness or refusal to follow instructions
- Stealing
- Remarks or behaviour displaying prejudice or discrimination
- Misuse and damage of property or the environment
- Bullying

4. Roles and responsibilities

4.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

4.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 12.1)

4.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for behaviour flow chart)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

4.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

4.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines

- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
 - The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards.
Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
Extra support and induction will be provided for pupils who are mid-phase arrivals.

5. School behaviour curriculum

Our approach to creating a culture that promotes excellent behaviour at St Joseph's is outlined below:

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

5.1 Mobile phones

Older pupils are allowed to bring in mobile phones if they walk to or from school independently. The phones are to be handed straight to their teacher and stored in a lockable container in the classroom.

6. Responding to behaviour

6.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

6.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child protection and Safeguarding policy for more information.

6.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Green cards (Key Stage 2) and Dojo points (Key Stage 1).
- Green card winners
- House Points for excellent work and effort
- Communicating praise to parents via a phone call or written correspondence
- Certificates
- Positions of responsibility, such as House Captains, Sports Leaders and Mini Vinnies or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity
- Going to see the Headteacher for a sticker

6.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Behaviour management plans including specific support
- Loss of playtime/lunchtime
- Loss of privilege or attendance at club or event
- Reporting to an adult at specific times e.g. end of play
- Time away from their peers within school
- Sometimes there are deeper issues to be addressed. In discussion with the parents/carers, a support programme can be set up. Support might include:
- Early identification of underlying special needs issues ensuring appropriate differentiation and support in the classroom.
- One to one/group 'HOPE' sessions
- Adult support or Nurture Group
- Referral to outside support agencies linked to the school e.g. Outreach, Education Psychology Service, Education Welfare Service, Child and Adolescent Mental Health.
- Behaviour Support Plan – a supportive plan set up when the child's behaviour is considered to be of concern and having an impact on other children and the safety of themselves and others. This is sometimes drawn up in consultation with behaviour support and is shared with parents.

- Supervision/pastoral opportunities for staff involved in serious incidents will be offered.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

6.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents - see Positive Handling Policy

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

6.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

6.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

6.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

6.9 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7. Serious sanctions

7.1 Detention – Yellow, Orange and Red cards

Pupils can be issued with detentions during break-times

7.2 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

8. Responding to misbehaviour from pupils with SEND

8.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned:

- Short, planned movement breaks for a pupil with SEND, who finds it difficult to sit still for long

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (calm zone and nurture room) where pupils can regulate their emotions during a moment of sensory overload

8.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

8.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with BCP local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

9. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

10. Pupil transition

10.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

10.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, which will be logged into CPOMS.
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

12.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 12.1).

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the FGB, annually.

13. Links with other policies

This behaviour policy is linked to the following policies

- Suspensions and Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying Policy
- Positive Handling Policy
- Mobile phone policy

Appendix 1: Written statement of behaviour principles

Our three rights for everyone at St Joseph's

These are simple and designed to create a calm, happy and safe atmosphere.

1. Everyone has the right to learn

2. Everyone has the right to be respected

3. Everyone has the right to feel safe

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: KS1 Behaviour Flowchart

VERBAL WARNING (giving them a chance) or a NON-VERBAL WARNING

GREEN CARD

YOU MAY BE GIVEN A GREEN CARD FOR:

- Sitting quietly and listening
- Being polite (e.g. saying please and thank you, opening doors, moving aside for an adult).
- Helping others
- Being a good friend
- Working to your best
- Plus other reasons decided on by any member of staff

YELLOW CARD

(3 MINUTES OF PLAY LOST)

YOU WILL BE GIVEN A YELLOW CARD FOR:

- Talking/ shouting or making any other silly noises in class that distract other children from their learning
- Failing to walk in quietly after break-time.
- Being disrespectful to any adult who has asked you to do something
- Saying unkind things to another child
- Plus other low level reasons decided by any member of staff

ORANGE CARD

(1 morning playtime lost)

YOU WILL BE GIVEN AN ORANGE CARD FOR:

- Failing to act on and change your behaviour following a yellow card.
- Repeatedly distracting another child from their learning.
- Plus other reasons decided by any member of staff that are beyond that of a yellow card.

RED CARD

(1 whole lunchtime break lost)

Update on CPOMs

YOU WILL BE GIVEN A RED CARD FOR:

- Failing to act on and change your behaviour following an orange card.
- Refusing what you have been kindly asked to do by an adult and being rude towards them.
- Hurting another child. This includes pushing, hitting, punching and kicking.
- Damaging school property on purpose.

Appendix 3: KS2 Behaviour Flowchart

VERBAL WARNING (giving them a chance) or a NON-VERBAL WARNING

GREEN CARD

YOU MAY BE GIVEN A GREEN CARD FOR:

- Sitting quietly and listening consistently.
- Being polite (e.g saying please and thank you, opening doors, moving aside for an adult).
- Helping others or doing exactly what is expected of you
- Being a good friend.
- Working to your best.
- Plus other reasons decided by any member of staff

YELLOW CARD

(10 MINUTES OF PLAY LOST)

YOU WILL BE GIVEN A YELLOW CARD FOR:

- Talking/shouting out or making any other silly noises in class or in the corridors that distract other children from their learning.
- Failing to stop and stand still in your own space without speaking to another child once the whistle has been blown.
- Failing to walk in quietly after break-time. This includes talking, making noises and making silly gestures.
- Saying unkind things to another child as a one off.
- Making too much noise and disruption in the corridor when getting PE kits and coats etc and waiting for/returning from your lesson.
- Plus other low level reasons decided by any member of staff.

ORANGE CARD

(1 whole lunchtime break lost)

Update on CPOMs

YOU WILL BE GIVEN AN ORANGE CARD FOR:

- Two yellow cards in a day = orange card automatically.
- Failing to act on and change your behaviour following a yellow card.
- Being disrespectful to an adult who has asked you to do something. This includes answering back.
- Repeatedly distracting another child from their learning by not completing your own work, calling out, not sitting or lining up where you are supposed to.
- Saying unkind things to another child on more than one occasion (this could be classed as bullying).
- Throwing equipment around which has the potential to cause injury to another person.
- Plus other reasons decided by any member of staff that are beyond that of a yellow card.

RED CARD

(1 morning and 1 lunchtime break lost)

Update on CPOMs

YOU WILL BE GIVEN A RED CARD FOR:

- Failing to act on and change your behaviour following an orange card. If you have received an orange card already, we would not expect to have to speak to you again for any reason whatsoever during that day.
- Refusing what you have been kindly asked to do by an adult and being rude towards them including arguing back. Take responsibility for your own actions.
- Hurting another child on purpose. This includes grabbing, pushing, hitting, punching and kicking.
- Swearing at another child or adult. This is not acceptable no matter how angry you are feeling.
- Damaging school property on purpose. This is not acceptable.
- Plus other reasons decided by any member of staff that are beyond that of an orange card.