



Peninsula East
Primary Academy



LEIGH
Academies Trust

BEHAVIOUR POLICY

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Key Contacts

	Name
Behaviour lead	Lisa Drogomirecki
Designated Safeguarding Lead	Lorna Rimmer
Safeguarding Governor	Pat Sanford and Alan Le Grys

The purpose of this Policy

This policy provides the agreed framework for the management of children's behaviour at Peninsula East Primary Academy. It sets out explicit expectations for all staff, pupils and parents in terms of managing behaviour. It provides guidance to support staff so they are confident to take responsibility for dealing with inappropriate behaviour and for rewarding good behaviour. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

All members of staff are expected to be familiar with the policy and to apply it **consistently**.

Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Anti-Bullying policy
- Child protection policy
- Online safety policy
- Pupil code of conduct / home and school agreement

Aims of Policy

- To create an environment which encourages and reinforces good behaviour and well-being;
- To define acceptable standards of behaviour;
- To encourage the development of moral awareness;
- To ensure consistency of response to both positive and negative behaviour;
- To promote self-esteem, a growth mindset, self-discipline and positive relationships;
 - To ensure that the Academy's high expectations and strategies are widely known and understood;
 - To encourage the partnership between home and school in the implementation of this policy.

At Peninsula East Primary Academy we:

- Ensure high levels of engagement and that all staff have high expectations of the children that they are working with;
- Teach responsible behaviour to our pupils using a range of strategies;
- Raise pupil self-esteem and awareness of wider community and societal expectations of good manners and personal conduct;
- Are explicit about what adults and pupils in the school can expect from each other;
- Integrate behaviour management into all areas of school life through a structured and consistently applied hierarchy of praise and sanction and the use of the IB learner profiles.

Core Principles

Two core principles lead the development of this policy as set out below:

- The right of every child at Peninsula East Primary Academy to feel safe and secure in their learning environment and have every opportunity to enjoy learning without distraction from others.
- The right of every teacher and adult at Peninsula East Primary Academy to be able to teach without obstruction and to work in a mutually respectful environment.

Responsibility of all Adults

The adults encountered by the children at the Academy have an important responsibility to model high standards of behaviour, both when working with the children and with each other, as their example has an important influence on the children.

It is the responsibility of all adults to implement this policy through:

- Creating a positive learning environment with realistic expectations;
- Emphasising the importance of being valued as an individual within the group;
- Promoting, through example, honesty and courtesy;
- Ensuring fair treatment for all regardless of age, gender, race, ability and disability;
- Showing appreciation of the efforts and contribution of all;
- Providing consistency of expectations, sanctions and rewards;
- To use the 30 second intervention method to divert possible behaviour outbursts
- Challenging any incident or inappropriate behaviour - seen or heard;
- Following through with any incidents of inappropriate behaviour.
- Speedily forwarding relevant information to designated personal ie. Child Protection issues to Designated Lead for Safeguarding.
- Report any incidents back to the class teacher.

It is the responsibility of all adults to record significant incidents of inappropriate behaviour on the Incident Report Form and that this is passed on to the relevant members of staff.

Specific Responsibilities:

The Principal:

It is the role of the Principal, under the School Standards and Framework Act 1998, to implement this policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of this policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all the children in the school.

The Principal supports the staff by implementing this policy, by setting the standards of behaviour, and by supporting staff in the implementation of this policy.

The Principal has access to records of all reported incidents of inappropriate behaviour and all reported parental contact.

The Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of inappropriate behaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child.

The Principal must publicise the School Behaviour Policy, in writing, to staff, parents and pupils at least once a year.

Governor Responsibility:

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

SLT / SENCo Responsibility:

- To regularly monitor and review incident forms, parental contact forms and behaviour reports
- To ensure that behaviour incident are followed up by the the relevant members of staff
- To provide appropriate support to all adults, pupils and their families
- To identify children who may need additional support
- To put in place additional support for children including Individual Behaviour management plans where necessary
- To liaise with outside agencies as necessary

Teacher and Teaching Assistant Responsibility:

- To ensure that behavioural expectations are enforced in their class, and that their class behaves in a responsible manner during lesson time and around school.
- To visibly display Rewards, Sanctions and Expectations in class.
- Core strategies are used to promote high expectations and ensure outstanding behaviour
 - implementation of best practice in learning and teaching;

- building positive relationships;
 - modelling and teaching learning behaviours;
 - ensuring consistency of expectation from all stakeholders.
- To ensure that all behaviour incidents are followed up with a restorative conversation
 - To keep parents/carers updated about their child's behaviour. This is expected to take the form of the most appropriate method to ensure effective and speedy communication.
 - To record parental/carer contact on Parent Contact form (and circulate to designated person on form)
 - To complete behaviour reports where appropriate.
 - To keep a record of consequences given where appropriate.
 - Teachers can confiscate pupils' property where it is deemed prejudicial to good order or where it has been clearly stated that it is not allowed / should be put away.
 - Staff members have the right to confiscate items such as jewellery, mobile phones, toys and sweets and keep them in a safe place until the end of the day/school term/until collected by a parent or carer.
 - The teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

Parents'/Carers' Responsibility

For pupils to achieve their full potential it is essential that there are links and clear communications between home and the academies. Central to this is the understanding that teachers, parents and carers all want their children to succeed and be safe and happy within school.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the academy day.
- By ensuring that pupils have appropriate dress for school, including, PE so as to take a full part in all school activities.
- By supporting the Academy in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By informing the Academy of any issues as early as possible.
- By ensuring regular attendance at the Academy and avoiding unnecessary pupil absence. (Attendance Policy)
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers.
- By adhering to the Academy Uniform code.

Pupil Responsibilities

The expectations and rules of Peninsula East Primary Academy are displayed in each classroom and are agreed by the children. These expectations and rules are regularly explained and discussed with children. The classroom rules are linked to our 3 main school rules

- Be safe
- Be respectful
- Be prepared

Break time / Lunch time

To ensure consistent behaviour is maintained on the playground a duty rota is in place. Staff are responsible for ensuring good order is maintained on the playground and to take an active supervisory role.

Staff are encouraged to be actively engaged in children's games and to encourage play. All staff (including Midday Meals supervisors) are expected to follow the sanctions stages. During lunchtimes a member of SLT will rotate as available to support.

Reward Systems

The positive reinforcement of good behaviour is acknowledged to be the most effective form of behaviour management. This is where appropriate behaviour is actively noticed and noted by adults and promoted to all pupils.

- Each class will have access to house points- children will be rewarded for both behaviour, attitudes and for a good work ethic aligned with the IB learner profiles. Each child will be able to collect points for the rewards stated above and also for working on their IB learner attributes. These points will also be collected for house teams. Each class teacher will choose a whole number of class points that the children need to reach by the end of term. If they reach that total or exceed it, they get to have an end of term treat which they would have agreed with the class teacher.
- In each classroom there will be a display to show the collection of the points and teachers will need to plan ahead to organise class events.
- Each classroom will display a simple traffic light system whereby all children will start on Green and be ready to learn. They will be encouraged to stay on green and the other colours are displayed in the Consequences section.
- Children will receive certificates in assembly each week as chosen by the class teacher. During these celebration assemblies there will be announcements of house points and attendance at the end of each term.

All staff will start the year in making an Essential Agreement with their class (please see link). This is like a set of agreed rules that the children will make in collaboration with their class teacher and then this will be displayed within the classroom for both the adults and children to refer to. This can be reformulated or added onto throughout the year as needed and all of the children plus adults will put their name to it to show agreement as a working document.

- Children who receive the star of the week certificate for their class will have their name in the whole school newsletter so that the whole school community can celebrate their success.
- Members of staff will also have the opportunity to choose a pupil who they feel has gone 'above and beyond' to have a postcard sent home, so that parents/ carers can be aware of this too.
- When children receive 100,200 or 300 house points they will receive a prize and special certificate. This will also be mentioned on the school newsletter.

Consequences

Although rewards are central to the encouragement of good behaviour, there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the academy community. In an environment where respect is central, loss of respect, or disapproval, is a powerful deterrent.

Children will be given verbal warnings in class and will move down the traffic light system if they are not following their 'Essential Agreement'. Initially, children will be given up to two verbal warnings and members of staff will use 30 second interventions, but if the child's behaviour persists, they will be moved to amber. At amber, the children will be given time to reflect on their behaviour with a restorative conversation with the member of staff involved.

These restorative conversations will focus around 5 questions -

- What happened?
- What were you thinking at the time?
- What have you thought about since the incident?
- Who do you think has been affected by your actions and in what way?
- What do you think you need to do to make things right?

The answers to these questions will be written on a reflection sheet.

If after this their behaviour is still not appropriate and is distracting the class, the child would be moved to red. This means that they need to exit the class to another teacher but they would still need to have a restorative conversation with their original class teacher so that this incident is followed up.

Parents should be informed if their child reaches red and is exited or if their child is consistently being spoken to about their behaviour at school.

Our use of consequences is characterised by certain features:

- It must be clear why the consequence is being applied
- It must be made clear what changes in behaviour are required to avoid future consequences
- Group consequences are avoided and time taken away from lessons such as PE must be avoided
- There is a clear distinction between minor and major offences

If a child's behaviour is serious whereby they are causing whole class disruption, swearing, sexualised behaviour, hurting others or damaging school property then a behaviour form must be filled in and a member of SLT on site alerted. Behaviour forms can be filled in online (BROMCOM) or a paper copy can be found in the office, either way SLT should be alerted. Staff will ensure that they make Mrs Drogomirecki aware if an incident has been logged on the BROMCOM system, so that Mrs Drogomirecki is able to monitor pupil behaviour. Likewise, if there is a parent meeting around behaviour, an online or paper copy of the form needs to be completed and filed as before. It is important that any low level behaviours or concerns around behaviour are alerted to the SENcO as soon as possible so advice and support can be given before the behaviour accelerates.

As a last resort and for any extreme behaviour that has a detrimental impact on others, the child would be excluded (following the Suspension guidance and policy) with parents and Medway being notified. On some occasions, it may be necessary for a child to be put onto report for a short while with a review date so that both parents and class teachers can work together to support the child's behaviour but this is down to the discretion of the Principal and in agreement with parents.

Monitoring & Evaluation

The SLT will monitor the implementation of this policy periodically.

Where appropriate, SLT will highlight good practice and areas for development as part of CPD. SLT will monitor the implementation of this policy as part of their monitoring role. CPD will be provided to all staff as part of their development cycle.

Internal Suspension

An Internal Suspension requires a pupil to be suspension from all contact with classmates during the school day including break times and assemblies and to be supervised by another teacher/ SLT / Principal with the parent or carer formally informed of actions.

They are a short term strategy which may reinforce behaviour expectations and to ensure that good order is not prejudiced.

Suspension and Permanent Exclusion

The Principal may use Fixed-term suspension from the academy, for repeated or very serious behavioural incidents. In some cases, the Principal may permanently suspend a child. For further guidance, please refer to the [LAT's Suspensions and Permanent Exclusions Policy](#).

Anti-Bullying

Bullying is defined as: 'Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally.' (Department for Education (DfE) 'Preventing and Tackling Bullying' November 2014)

We support pupils to understand the difference between bullying and other hurtful behaviour by exploring the definition with them. We follow national awareness days and offer pupils a

range of activities to promote social inclusion. Pupils are encouraged through a range of systems to talk about bullying:

- Class open discussion 'circle time'
- Assemblies and workshops
- Reporting bullying to staff, including when witnessing bullying.
- 'Worry box' or other individual class systems such as 'mood bracelets' to address individual issues.

The Senior Leadership Team will act to ensure that:

- Bullying is an open and high profile subject throughout the school.
- Staff are well trained and feel confident in their roles when responding to bullying.
- Staff have a say in how bullying and anti-social behaviour is addressed.
- There is support when incidents need further investigation and meetings with parents held.

Racism

Racism is defined as: 'prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalized.'

Any incidents of racism within the academy will not be tolerated and the following steps of action will be taken;

- An incident log kept within the academy
- All parents informed of any incident involving their child
- A consequence for any children who have been racist in any way which in extreme cases could include exclusion
- Class teachers to work with their classes about promoting diversity and challenging any racism through the teaching of the curriculum

The Senior Leadership Team will act to ensure that:

- The whole school ethos promotes diversity and challenging any racism through the teaching of the curriculum
- Staff are well trained and feel confident in their roles when responding to racism.
- There is support when incidents need further investigation and meetings with parents held.

Support for pupils with SEND

It is our belief that creating a calm and orderly environment will benefit pupils with SEND, enabling them to learn and to feel confident asking for help and support.

At Peninsula East Primary Academy we are aware that some pupils who have Special Educational Needs and Disabilities may have more occurrences of behaviours than others. The academy team will make reasonable adjustments in line with our behaviour policy and consequence ladder for those pupils who have underlying needs that may affect their behaviour. It might be that it is felt that a Positive Behaviour Plan is put in place to help support pupils with their behaviour. SLT will support teachers to identify pupils where there may be the need for interventions put in place to support these pupils, these could be movement breaks, adjustments for sensory needs, anticipation of likely triggers.

Positive Handling

An effective school behaviour and discipline policy should secure an orderly and purposeful atmosphere in which effective teaching and learning can take place. Very rarely it may be necessary to positively handle a child (including the use of restraint in extreme circumstances), because not to do so would result in injury to themselves or others or when a child presents serious disruption to the school activities. Any use of reasonable force will be guided by the welfare of individuals and it will be proportionate to the situation. Some staff receive appropriate training in restraint procedures to ensure both the safety of the pupil and the adult(s). Other staff are aware of procedures in place should positive handling techniques need to be used. If it is known that positive handling techniques are likely to be needed, parents are asked to sign a behaviour plan consenting to positive handling techniques being used if their child is a risk to themselves or others.

Alternatives to Positive Handling

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for pupils to stop
- Remind pupils about the rules and possible outcomes
- Remove an audience or take vulnerable pupils to a safer place
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Guide or escort pupils to somewhere less pressured such as the sensory space/agreed time out area
- Ensure that colleagues know what is happening and where to get help

School trips

At Peninsula East Primary Academy, we pride ourselves on the behaviour of our students when on external visits. Members of the public and external presenters often commend the students on their respectful and courteous manner. At Peninsula East Primary Academy we place a high value on educational visits, fieldwork, trips and tours. All our students taking part in such trips are representing Peninsula East Primary Academy, as well as themselves and as such, the highest standard of behaviour is expected at all times. The Code of Conduct must be adhered to by all students participating on trips organised by, or on behalf of Peninsula East Primary Academy. Acceptance of participation on a school trip implies acceptance by all parents/carers and students of the Code of Conduct as a basic condition of the contract for the trip. On school trips, each student should:

- Be safe, respectful, ready at all times
- Fulfil any tasks or duties set prior to and during the visit
- Co-operate fully with staff and external providers/presenters at all times and respect all requests and requirements made.
- Wear school uniform appropriately at all times unless otherwise directed

- Participate fully in all activities and sessions during visit
- Be punctual at all times
- Not leave group sessions without permission
- Always return to the meeting point at the agreed times
- Be courteous, considerate and respectful to members of the public at all times
- Avoid behaviour that will inconvenience others
- Behave at all times in a manner that reflects credit to themselves, the party/group and school
- Abide by the laws, rules and regulations of the places visited
- Be aware of the social/religious conventions of the places visited and show appropriate consideration
- Not purchase / bring any prohibited item or substances as per the school policy
- Not consume any food or drink on the school minibus / hired coach. If your child has any electronic devices such as phones and/or headphones these are not permitted to be used during the trip unless otherwise specified, If in doubt on any matter, consult with staff
- A breach of the code of conduct or the normal rules of acceptable behaviour may result in the student being returned home at the expense of the parents/carers.
- If the Academy feels that a student's behaviour warrants an exclusion from a trip, this will be discussed with the parents / carers.
- It may also be that a risk assessment is put in place if the Academy feel that this is needed to support the safety of the student and others on at trip.

When using transport all students will:

- Stay seated and face forwards and do not speak to the driver while the vehicle is in motion
- Wear seat belts where provided
- Follow instructions for the safe embarkation and disembarkation from the vehicle
- Ensure that bags are safely stored and do not block emergency exits
- Not eat or drink on the vehicle without the permission of the group leader
- Clear any litter at the end of the journey

The decision to send a student home from a visit is at the discretion of the party leader(s), in consultation with one the school's senior leadership team. The school's decision will be final.

Behaviour outside of school premises

Parents are responsible for their children's behaviour outside of the school premises. The school would not normally choose to sanction behaviours occurring outside of school. However, in some circumstances the school may choose to sanction poor behaviour that happens beyond the school gate, including on-line conduct. This behaviour may include:

- When taking part in a school organised activity
- Travelling to and from school
- When wearing school uniform

- Behaviour that has implications for the smooth running of the school
- Behaviour that poses a threat to another student
- Behaviour that could adversely affect the reputation of the school

Searching Pupils

1. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

2. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).

An article specified in regulations:

- tobacco and cigarette papers;
- fireworks; and
- pornographic images

4. Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

5. School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

6. When exercising their powers, schools must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Before searching

1. A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.
2. The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.
3. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.
4. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:
 - are in possession of a prohibited item;
 - do not understand the instruction;
 - are unaware of what a search may involve; or
 - have had a previous distressing experience of being searched.
5. If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.
6. If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.
7. If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items. but not to search for items which are identified only in the school rules
8. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.
9. It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

Appendix 1 - Consequence Ladder

Stage	Behaviour incident	Appropriate sanctions <i>Yellow actions can be completed by class teacher Amber by SLT</i>	Comments
1	Calling out Wandering about classroom Running in the school building Not putting hand up to talk Interrupting other pupils Ignoring minor instructions Silly noises/Minor annoyances Talking during silent work Minor Playground Incidents Being in a building unauthorised Dropping litter Pushing in line Bad language (one off)	<ul style="list-style-type: none"> ● Verbal reminder of inappropriate behaviour and consequences for repeating it ● Change of seating ● Name written on board / moved onto warning ● 5 Minute playground cool down period ● Tactically ignore 	Not recorded. No other staff members involved. TA & Teachers on duty deal with playground incidents After 3 repetitions within a small time frame then move to stage 2
2	Repeated stage 1 behaviour Refusal to work/Unacceptable output Deliberate disruption Accidental damage through carelessness Minor challenge to authority Minor, non directed swearing Repeatedly annoying other children Playground skirmish	<ul style="list-style-type: none"> ● Separation from the rest of the class within classroom ● Writing a letter of apology during playtime/breaktime ● Moved down behaviour chart ● 10 - 20 minute lunchtime/playtime detentions to complete unfinished work ● Repair/clean up of damage. 	TA/Teacher on duty to report playground incident to class teacher Behaviour incident to be recorded on BROMCOM Informal contact with parents by class teacher PYP behaviour reflection sheet to be completed Discuss with Key Stage lead if ongoing concerns

<p style="text-align: center;">3</p>	<p>Repeated Stage 2 Behaviour Deliberately throwing small objects with intention of harming or breaking them. Harming someone Damage to school/pupil property Leaving class without permission Repeated refusal to do set tasks Deliberate rudeness to adults Harmful/offensive name calling/Directed swearing at another child Threatening behaviour Bullying Spitting Less serious playground incidents/fighting Discrimination against others (including homophobia)</p>	<ul style="list-style-type: none"> ● Moved down behaviour chart ● Separation from the rest of the class - external from classroom - outside another teacher's classroom ● Writing a letter of apology during playtime/break time ● Behaviour report started and shared with parents and LD weekly ● Is there an underlying issue would a referral to SENCo be appropriate? Use Initial concern form to refer. 	<p>Discuss with Key Stage lead</p> <p>Repeated incidents within a short time frame to be reported to LD / RH / CB</p> <p>Incident to be logged on BROMCOM</p> <p>Informal contact with parents by class teacher - Parental contact recorded on yellow form-saved on drive & shared with LD PYP behaviour reflection sheet to be completed</p>
<p style="text-align: center;">4</p>	<p>Repeated Stage 3 Behaviour Repeatedly leaving the classroom without permission Fighting in the classroom More serious playground incidents/fighting Serious fighting & intentional physical harm to other children (mark left) Throwing large dangerous objects Serious challenge to authority Verbal abuse/swearing to any staff or parent Bringing the school into disrepute e.g. on public transport, road. Vandalism/Graffiti Use of sexualised language Use of Homophobic language with intent Stealing Threat of physical violence Persistent bullying Racist incidents Persistent discrimination against others (including</p>	<ul style="list-style-type: none"> ● Possible recompense for damaged property from parent ● Moved down behaviour chart ● Pupil placed on report - shared with SLT and Parents, if not completed virtually then ensure this shared with parents daily ● Possible denial of technology access rights ● Possible fixed term exclusion up to 15 days/Permanent exclusion ● Exclusion from site at lunchtimes ● Withdrawal from whole school events e.g. trips Internal exclusions 	<p>Requires immediate involvement of LRI</p> <p>incident recorded on BROMCOM</p> <p>Formal telephone call/contact/ letter/ meeting with parents by Class teacher - Parental contact recorded on yellow form-saved on drive & shared with LD</p> <p>If persistent consider involvement of outside agencies and SENCO referral</p> <p>PYP behaviour reflection sheet to be completed</p>

	homophobia) Malicious or inappropriate use of new technologies		
5	Repeated Stage 4 Behaviour Extreme danger or violence Sexual Misconduct towards others Very serious challenge to authority Verbal / physical abuse to any staff Running out of school Possession of a weapon considered to be dangerous by an adult at Peninsula East Primary Academy Possession of illegal drugs HBT (Homophobic, biphobic and transphobic bullying)	<ul style="list-style-type: none"> • Immediate exclusion fixed term or permanent. 	Requires immediate involvement of LRI / EW incident recorded on BROMCOM PYP behaviour reflection sheet to be completed Formal telephone call/contact/ letter/ meeting with parents and SLT - Parental contact recorded on yellow form-saved on drive & shared with LD

*All behaviours and sanctions should be agreed upon as a team - pupils with SEND although are **not given special dispensation**. It might be **due to their needs that the full sanction is not put in place after agreement from SLT** or a plan is put in place to support the pupil with their behaviour.*