

LEVEL 1 BEHAVIOURS

NOT READY	NOT RESPECTFUL	NOT SAFE
• Chatting to others • Off task • Not following instructions	• Constantly Fiddling/tapping • Making noises – whistling, humming, singing • Calling out	• Swinging on chair • A push or a shove which is isolated

LEVEL 2 BEHAVIOURS

NOT READY	NOT RESPECTFUL	NOT SAFE
• Wondering around the class and disrupting learning • Trying to distract others from learning	• Refusal to do work or follow instructions • Intentionally trying to distract others e.g repeated Level 1 behaviour/making faces/turning around • Taking others' belongings • Deliberately encroaching on another child's personal space in a threatening manner • Talking over other people (more than once and on purpose) • Talking back disrespectfully to adults • Disrespectful body language (e.g. eye rolling, facial expressions, shrugging) more than once • Inappropriate/disrespectful name calling/teasing/banter/jokes • Name calling or insults • Swearing - minor (one or two words)	• Play fighting which is a danger to others • Spitting • Physical Aggression (eg push or a shove that is enough to hurt another person) • Absconding (around school rounds/space, but safe)

LEVEL 3 BEHAVIOURS

NOT READY	NOT RESPECTFUL	NOT SAFE
• Persistent refusal to follow instructions • Persistent Disruptive Behaviour	• Repeated inappropriate/disrespectful teasing, banter, jokes • Offensive language, or gestures, including swearing (repeated) • Bullying (Link to BOO) • Racism • Homophobia • Defiance/Direct refusal • Damage to property, including graffiti or toilet paper misuse • Theft • Sexual Misconduct (will link to Brook Traffic Light) • Verbal abuse of child or staff • Threatening/Intimidating behaviour towards child or staff • Inappropriate online behaviour	• Carrying an offensive weapon/Hitting or attempting to wound with weapon • Drugs and alcohol related, including smoking/vaping • Physical Assault of a child or staff member (premeditated) (wounding, fighting, jostling, use of missile) • Spitting at another person (adult or child) • Intentionally moving and throwing items in a classroom putting the safety of themselves and others at risk • Obstruction

In general, we expect the children at Sir Francis Hill to be Ready, Respectful and Safe, by:

- Listening to staff and following instructions (Be ready to learn)
- Treating others, children and staff, how they would like to be treated themselves (Respect)
- Following rules in the classroom and outside so that they look after themselves and each other (Safe)

Even though low level behaviour isn't highly disruptive, it can still affect learning and can be a challenge to deal with.

At Sir Francis Hill, we recognise that if we don't deal with low level disruptive behaviour, it can lead to the whole lesson being disrupted. It also sets the tone for the whole year. At Sir Francis Hill, we want to ensure that this happens as infrequently as possible.

Repeated incidents of Level 1 and 2 behaviours (accumulation of points) may result in additional interventions being needed.

	Behaviour	Consequence	Notes
Step 1 ↓	Child partakes in Level 1 or 2 behaviour in class or on playground	Warning or reminder from staff using the repair script	If the behaviour is of a physical nature, then a very clear expectation is given to children that this cannot happen again.
Step 2 ↓	Level 1 or 2 behaviour continues	Last chance script is used	If this is swearing, call home is made
Step 3 ↓	Level 1 or 2 behaviour continues	Child sent to another Teacher for restorative time/reset time or with their work to complete in the partner class	Parent may be informed, especially if part of a growing concern.
Step 4 ↓	Level 1 or 2 behaviour continues	Child sent to Team Leader for 10 minutes restorative conversation/Missed playtime (5 or 10 minutes) Class teacher to record on Arbor as Level 1/2	Parent must be informed (this will become automatic on Arbor once rolled out)
Step 5	Level 1 or 2 behaviour continues	Child sent to SLT for further conversation/intervention and recorded on CPOMS Apology letter sent to staff member or child impacted by behaviour	Parent must be informed. SLT will also consider the Rationale for Level 3 Behaviour document

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether appropriate strategies need to be put in place to address behaviour.

(Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England January 2022)

Behaviour	Consequence	Notes
Spitting at another person (child or adult)	May lead to suspension	i.e. Spitting directly in the face of another being a suspension
Physical Assault (Pupil/Staff) (premeditated)	May lead to suspension. If not suspension then other consequences may be deemed more appropriate. This may be an internal isolation and restorative conversations. Parents will be contacted immediately.	The child and the situation will be taken into account i.e. SEND/Individual behaviour plan, if being handled at the time. Is a suspension seen as a consequence by the child? This will also include if a child has threatened to harm a child/staff member and then carries this out.
Carrying an offensive weapon/Hitting or attempting to wound with weapon	May lead to Suspension	Causing/attempting to cause non-accidental injury The child and the situation will be taken into account i.e. SEND/Individual behaviour plan, if being handled at the time Was this done in a heightened state? Were they fully in control of their actions
Intentionally moving and throwing items in a classroom putting the safety of themselves and others at risk or Obstruction	May lead to suspension Contact with home (cost implications)	This is wilful and intentional damage. The child and the situation will be taken into account i.e. SEND/Individual behaviour plan, if being handled at the time
Persistent refusal to follow instructions or Defiance/Direct refusal Persistent Disruptive Behaviour	May lead to Suspension. If not suspension than other consequences such as internal isolation and restorative conversations	The child and the situation will be taken into account i.e. SEND/Individual behaviour plan, if being handled at the time Time duration and frequency will be considered. General refusal would be contact with home in the first instance Despite multiple strategies being used, there is no regulation/improvement seen.
Persistent disrespectful behaviour or repeated inappropriate/ disrespectful teasing, banter, jokes	May lead to Suspension. If not suspension than other consequences such as internal isolation and restorative conversations.	Persistent is the key factor in this decision, despite multiple strategies being used, there is no regulation/improvement seen.
Verbal abuse towards an adult or child or Threatening / Intimidating behaviour towards child or staff	Contact with home Internal Isolation	The child and the situation will be taken into account i.e. SEND/Individual behaviour plan, if being handled at the time
Offensive language, or gestures, including swearing	Contact with home for every occurrence – class teacher or other adult	This has to be consistently reported to parents/home as becoming a bigger issue in school and is unacceptable.
Racism/Homophobia (abuse linked to race, faith or another protected characteristic)	Contact with home Internal isolation	If consistent and has occurred targeted at the same child – a suspension will be considered

Damage to property, including graffiti or toilet paper misuse	Internal isolation Contact with home (cost implications)	
Theft	Contact with home Internal isolation	
Sexual misconduct, that is not age appropriate (linked to Brook Traffic Light)	Brook Traffic Light: Contact with home Internal isolation Suspension	If red: Referral to CSC
Bullying	Contact with home Internal suspension considered	BOO letter Restorative conversation
Drugs and alcohol related, including smoking/vaping	Contact with home May lead to suspension	CSC referral considered Police may be involved
Inappropriate online behaviour	Contact with home Internal suspension considered	Police may be involved if parents wish to report

A Permanent Exclusion is considered
(This will be pending permanent with exception of one off serious incidents)

School (Immediately)

- Any staff statements are requested – hand written and signed
- Parents are informed, if possible at a face to face meeting by the Head
- Chair of Governors is informed on the same working day
- Initial Notification Paperwork is completed and emailed to LCC PRT – copy of email is printed and kept
- A copy of this Initial Notification is sent to Parents via Recorded Delivery or hand delivered
- Staff are informed and that confidentiality is required
- Child is registered as 'E' – remains on school roll

School (Following)

If decision is made to Permanently exclude

- Further Permanent Exclusion Paperwork should be sent to LCC PRT – including the Letter to exclude
- This paperwork should also be sent to Parents – by recorded delivery (Proof of this MUST be kept)
- Child remains on school roll – registered as 'E'
- Paperwork begins to be collected in order to send to Clerk to the Governors (must be ready no longer than 4 working days after the exclusion)
- Governors set a PDC for no longer than 15 days after the decision to permanently exclude

Governors (Immediately)

- Chair of Governors informs Clerk to the Governors of the Permanent Exclusion
- Re-familiarise themselves with the school's Behaviour Policy
- Clerk to the Governors invites Governors to attend the Pupil Disciplinary Committee – this committee must contain 3 or 5 Governors and these must not be linked to the case in any way (child in class, know the family etc) – ideally not to include the Chair of Governors
- Sets dates for Pupil Disciplinary Committee within 3-4 working days
- Sends letter to Parents/Head Teacher/Child inviting them to attend the Pupil Disciplinary Committee
- Informs LCC PRT of the Pupil Disciplinary Committee date
- All paperwork from school and parents is collated by the Clerk of Governors
- This paperwork is distributed by the Clerk no later than 5 working days before the Pupil Disciplinary Committee – this paperwork is sent to Parents via Signed for Post

Governors (Following the Committee)

- The Governing Body must notify parents, the head teacher and the local authority of their decision, and the reasons for their decision, in writing and without delay. This can be delivered by hand or through the post (Signed for)