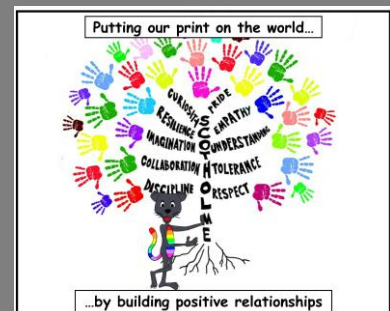


Behaviour Policy

SHINE Multi Academy Trust



Management log

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Chair of the Board



CEO

Document history

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V1	March 2018	Judi O'Leary	23 March 2018	24 March 2018	To secure a behaviour policy to support SHINE academies
V2	September 2019	Judi O'Leary	16 September 2019	17 September 2019	Annual review – revised and updated to focus on behaviour management

Related policies

Policy	Website link
Complaints	http://www.shine-mat.com/business/
Educational visits	Contact individual academies ¹
Equality	http://www.shine-mat.com/pupil-

¹<http://www.ironvillecodnorpark.derbyshire.sch.uk/policies/>
<http://www.langold-dyscarr.org/policies/>
<http://www.ranskillprimary.co.uk/key-information/policies>
<https://www.scotholme.com/policies.html>
<http://www.whitemooracademy.co.uk/policies/>

	welfare/
Exclusions	http://www.shine-mat.com/pupil-welfare/
General Data Protection Regulation (GDPR)	http://www.shine-mat.com/gdpr/
Health and safety	Contact individual academies

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1 Introduction

1.1 SHINE Multi Academy Trust (SHINE) is dedicated to providing the best possible education and support for all pupils within its academies. This means having a clear, fair, and efficient behaviour policy. We adopt a positive approach to encouraging children to behave well and celebrate this throughout their time at school. SHINE prides itself on its desire for all children to succeed, therefore, all the academies involved within SHINE will endeavour to support children with their behaviour when appropriate. However, SHINE is also committed to providing an excellent education for all pupils and will tackle incidents of poor behaviour clearly, efficiently and fairly.

1.2 SHINE's Board of trustees (Board) welcomes feedback on the services it provides. Should anyone be unhappy with any aspect of an academy within SHINE, it is important that the Board and relevant academy learns about this. The Board recognises there is a difference between a concern and a complaint. Taking informal concerns seriously at the earliest stage reduces the numbers that develop into formal complaints. The Board aims to ensure that concerns are handled, if at all possible, without the need for formal procedures. SHINE's formal complaints procedure is only necessary if efforts to resolve the concern informally are unsuccessful. Where an individual may feel that an issue has not been dealt with appropriately it is important, for all involved, that there is a clear and transparent process for a complaint to be considered. SHINE's complaints policy is available via our website <http://www.shine-mat.com/business/> or by contacting our clerk via email clerk@shine-mat.com or asking for a copy at one of our academies.

1.3 This policy outlines how individual incidents of poor behaviour and persistent poor behaviour are dealt with by SHINE and its academies. Each individual academy within SHINE may have its own behaviour systems for celebrating good behaviour and dealing with poor behaviour. This is outlined at the back of this overarching policy.

1.4 With any policy it is important to acknowledge that special circumstances may apply for individual children. When dealing with a behavioural issue, it is crucial to recognise the individual child, the context of the incident and the impact the sanction will have on all parties involved.

1.5 All SHINE staff will be made aware of this policy and the CEO along with the headteachers will review it regularly in order to provide fair, consistent and clear procedures for all.

2. Legislation

2.1 SHINE academies will work closely with the School Council (pupil voice) to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child² that children should be encouraged to form and to express their views.

2.2 This policy will be annually reviewed, made available to all stakeholders³ and applied consistently throughout our academies in accordance with the School Standards and Framework Act 1998⁴.

2.3 As a multi-academy trust, SHINE strongly endorses the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

² <https://www.cypcs.org.uk/rights/uncrcarticles/article-12>

³ Stakeholders; are staff, parents, pupils, trustees, governors, visitors, wider community

⁴ <http://www.legislation.gov.uk/ukpga/1998/31/contents>

2.4 SHINE as an educational provider has a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010⁵.

2.5 SHINE believe this policy relates to the following legislation:

- School Standards and Framework Act 1998
- Education and Inspection Act 2006⁶
- Apprenticeships, Skills, Children and Learning Act 2009⁷
- Education Act 2011⁸
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 updated 2017⁹
- The Education (Independent School Standards) (England) (Amendment) Regulations 2014¹⁰
- Keeping Children Safe in Education 2019¹¹

3. General principles and aims of our Behaviour Policy

3.1 Our Behaviour Policy will:

- Encourage good behaviour across SHINE;
- Promote self-management of children's behaviour;
- Reflect the Take Care ethos of our trust;
- Be easily accessible and publicised on the academies' websites;
- Be simple to understand and follow;
- Be consistent, fair and clear for all children and adults;
- Respect that exceptions may occur, and incidents will be thoroughly investigated whilst taking into account individual needs;
- Acknowledge that each academy may reward or sanction behaviour in different ways;
- Address all concerns and provide an effective response and appropriate redress, where possible.



⁵ <http://www.legislation.gov.uk/ukpga/2010/15/contents>

⁶ <http://www.legislation.gov.uk/ukpga/2006/40/contents>

⁷ <https://www.legislation.gov.uk/ukpga/2009/22/contents>

⁸ <http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>

⁹ <https://www.gov.uk/government/publications/school-exclusion>

¹⁰ <http://www.legislation.gov.uk/uksi/2014/2374/contents/made>

¹¹ <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

4. Roles and responsibilities

4.1 Role of SHINE

- It is the responsibility of the Board to communicate its ethos and core values which promote respect and celebrate diversity. These are the principles underpinning positive behaviour.
- Whilst the procedures for promoting and maintaining positive behaviour may vary within our academies, our underlying maxims of 'Dare to be Different' and 'Take Care' are upheld as a constant.
- As new academies join SHINE, it is our responsibility to communicate our values and expectations clearly so that our ethos and principles are consistently reflected in practice.

4.2 Role of the local governing body

4.2.1 The local governing body (LGB) has:

- the duty to set a policy framework of their policy on pupil discipline after consultation with parents¹² and pupils;
- responsibility to ensure that their stakeholders comply with this policy;
- delegated powers and responsibilities to the headteacher to ensure that personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the headteacher to ensure all visitors are aware of and comply with this policy;
- a duty to appoint a coordinator for behaviour and discipline to work with the headteacher;
- the duty to support the headteacher and personnel in maintaining high standards of behaviour;
- responsibility for ensuring that personnel comply with equalities legislation;
- a duty to nominate a designated Equalities governor¹³ to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;

¹² . Definition of parents: parent is defined as any individual who has or has had parental responsibility for, or cares for or has cared for a child or young person under the age of 18. It includes a person who the child lives with and looks after the child, irrespective of what their relationship is with the child. Further the parent must be to someone involved in the full-time care of the child on a settled basis.

¹³ Within SHINE our appointed chairs are designated to ensure that appropriate action is taken to deal with all prejudice related incidents or incidents which are a breach of this policy and must inform the chair of the Board

- a duty to nominate a link governor to visit the school regularly, to liaise with the headteacher and the coordinator and to report back to the LGB;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

4.3 Role of the headteacher

4.3.1 The headteacher will:

- determine the detail of the standard of behaviour that is acceptable;
- ensure all personnel, pupils and parents are aware of and comply with this policy;
- work hard with all stakeholders in their community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with all stakeholders involved with their academy;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure the health, safety and welfare of all children;
- work with the School Council to create a set of rules that will encourage good behaviour and respect for others;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by analysing;
 - pupil attitudes to attendance and learning
 - the views of pupils, parents, school personnel and governors
 - the number of fixed-period and permanent exclusions
 - incident logs, rewards and sanctions
 - the number of reported cases of bullying
 - strategies to improve behaviour and discipline
- make effective use of relevant research and information to improve this policy;
- report to the LGB on the success and development of this policy.

4.4 Role of the coordinator

4.4.1 The coordinator will:

- lead the development of this policy;
- work closely with the headteacher and the nominated governor;

- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the School Council;
- monitor school support systems;
- undertake classroom monitoring;
- track pupils through provision maps/ Individual Education Plans (IEPs);
- ensure pupils' behaviour is logged by staff¹⁴;
- create links with parents;
- deal with external agencies;
- review and monitor;
- report to the LGB on the success and development of this policy;
- promote a positive ethos in relation to behaviour.

4.5 Role of the nominated governor

4.5.1 The nominated governor will:

- work closely with the headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the LGB on the success and development of this policy.

4.6 Role of staff

4.6.1 Staff are expected to:

- comply with all aspects of this policy;
- encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour, including the use of force that is reasonable in the circumstances. See appendix 1. use of reasonable force;
- log incidents of poor behaviour clearly and accurately with actions to move forward;
- apply all rewards and sanctions fairly and consistently;

¹⁴ Within SHINE pupils behaviour is logged on CPOMS - Safeguarding and Child Protection Software for Schools

- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the academy's community.

4.7 Role of pupils

4.7 Pupils will:

- be aware of and comply with this policy;
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher/relevant staff in charge;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the academy Code of Conduct and guidance necessary to ensure the smooth running of the academy;
- obey all health and safety regulations in all areas of the academy;
- co-sign and abide by the Home School Agreement;
- liaise with the School Council to make suggestions about improving behaviour;
- take part in questionnaires and surveys.

4.8 Role of parents

4.8 Parents are encouraged to:

- comply with this policy;
- have good relations with the academy;
- support good behaviour;
- sign the 'Home-School Agreement';

- ensure their children understand and value the meaning of good behaviour;
- support rules and sanctions;
- take part in periodic surveys conducted by the academy;
- support the Code of Conduct and guidance necessary to ensure smooth running of the academy.

4.9 Role of the School Council (Pupil Voice)

4.9.1 Pupil representatives will be given opportunities to discuss their opinions regarding their own academy's behaviour systems and any improvements which could be made.

4.9.2 This may happen in the following ways:

- pupil council meetings;
- pupil questionnaires;
- discussion e.g. in assemblies;
- through the Personal, Social, Health and Economic (PSHE) education curriculum programme.

5. Poor behaviour and persistent poor behaviour

5.1 The academies within SHINE may have to deal with isolated incidents of poor behaviour and persistent poor behaviour differently.

5.2 In cases of an isolated incident, the needs of the children involved, and context of the incident will be taken into account before making a decision on the sanction.

5.4 It may be the case that the isolated incident requires the staff to follow the academy's exclusion policy. For example, in cases of unprovoked violence or damage to academy property.

5.3 If there is a persistent behavioural issue, additional steps will be considered, and support will be offered to the child to encourage them to change their behaviour. This support could include:

- A range of outside agency involvement such as a mentor from the behaviour support team, additional work from an Educational Psychologist or support from Child and Adolescent Mental Health Services (CAMHS). Note: this requires permission from the parent and relies on academy funding to facilitate so may not always be available.
- Team Around the Child (TAC) meetings may be offered as a way of communicating with a variety of professionals in one place. These meetings may involve representatives from the academy, health and family services to work collaboratively for the child.
- A 'time out' system where the children can leave the classroom to calm down.
- Additional steps within the behaviour policy to help them to succeed throughout the day.
- Social stories to help with particular triggers for poor behaviour. This can be linked to an individual reward system.

- Regular contact with the behaviour lead/ appropriate staff. This could be a check-up in the corridor, a sit-down meeting or be an extra body in class for additional support.
- A specific teaching assistant (TA) could be assigned to the year group to be on hand should the child need somebody to talk to when the behaviour lead is not available (funding permitting).
- Sessions during the week where behaviour lead/ appropriate staff supports the class.
- In-house behaviour programs such as a Take Care Club.
- Opportunities to work as a mentor for other children to boost self-esteem.
- Individual projects to work on with a TA. This can be a project about future ambitions or idols. SHINE and its academies will initiate projects that will benefit pupils in some way to raise self-belief and pride.
- Appropriate staff or P.E. lead to support lunchtime play.

5.4 The academies within SHINE will update parents regularly about the support in place for their child and its impact on behaviour.

5.4 If persistent poor behaviour continues despite the additional support that has been offered, the academy may choose to issue a fixed-term exclusion.

5.5 If persistent poor behaviour still continues despite additional support and fixed term exclusions, the academy may choose to begin the process of a permanent exclusion. This process is outlined in SHINE's Exclusion Policy.

6. Bullying

6.1 SHINE strongly condemns bullying and strives to ensure that every child feels safe and happy at their academy.

6.2 Bullying is where a child is being physically or emotionally hurt on a regular basis for a period of time. The academies within SHINE have a common understanding of what bullying is.

6.3 If there is evidence to suggest that a child is being bullied within one of the academies, this will be addressed by the academy's senior leadership team and dealt with accordingly. The academy will then report back to the parents and children involved to ensure that all parties feel that the problem has been resolved.

6.4 If appropriate, support will be offered to the child and regular well-being checks will take place to ensure that they remain comfortable at their academy. The children will know who to go to if they are concerned about bullying within their setting.

7. Cyber bullying

7.1 SHINE and its academies recommend that children and parents adhere to the age restrictions on social media platforms. SHINE appreciates it can be difficult to enforce this outside of the academy setting, therefore, our academies offer advice and guidance to help pupils and their parents via assemblies and curriculum led activities.

7.2 SHINE and its academies address internet safety and appropriate use of the internet through our PSHE and ICT curriculum. Our academies also have regular E-safety assemblies to keep the pupils updated with rules and advice.

7.3 SHINE and its academies recognise that sometimes bullying can occur through social media and impact on the child's time in school. If cyber bullying takes place, we will do our best to resolve the issue and look after the child in question. However, we recommend that, if parents feel that the issue has not been resolved, they contact the police.

7.4 There may be incidents where the academy feels that it is necessary to involve other outside agencies, including referring to social care, if we are concerned that a child is accessing inappropriate media. This can include the disregard for age-restrictions on games or social media.

Appendix 1.

The use of reasonable force:

The following information is taken from the DfE guidance document: Use of Reasonable Force (Advice for headteachers, staff and governing bodies July 2013)¹⁵

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed to control pupils or to restrain them.
- Controlled means passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances. For example, when two pupils are fighting and refuse to separate without physical intervention.
- Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
- Staff should adapt their approach as necessary and make reasonable adjustments when dealing with pupils who have Special Educational Needs and Disabilities (SEND).

Who can use reasonable force?

Under Section 93 of the Education and Inspections Act 2006, all members of staff have a legal power to use reasonable force.

When schools are allowed to use reasonable force:

The following list gives some suggestions but is not exhaustive:

- to prevent a pupil injuring themselves or others;
- to prevent a pupil from leaving a specific area in the academy in a way that would risk their safety or lead to behaviour that disrupts others;
- to remove a disruptive child from a situation where they have refused to follow an instruction to leave.

It is always unlawful to use force as a punishment.

¹⁵ <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Power to search pupils without consent:

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

This is detailed in Section 5509ZB(5) of the Education Act 1996.

Academy specific Application of the Behaviour Policy



Scotholme Primary and Nursery School

Reviewed and approved by the chair of the local governing body on 16
September 2019

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S1. Behaviour leads:

Kate Hall (Headteacher (HT)),
Carl Hollis (Deputy headteacher (DHT)),
Rebecca Turner (Assistant headteacher (AHT)),
Pauline Bailey (Foundation lead (FS)),
Chris Price (Key Stage One lead)
Sean Hall (Key Stage Two lead),
Ann Dargavel (SENCO).

S2. Our beliefs:

S2.1 All adults in school follow the same approach to behaviour management. This provides continuity and consistency for everyone.

S2.2 We believe that positive relationships are the foundation stone of success. To support this, we focus on developing character strengths through all aspects of school life.

S2.3 Everyone in our school is expected to show highly effective learning behaviour in all areas of the curriculum. Therefore, classroom routines support a hardworking ethos, ensuring that all children have the very best opportunities to learn.

S2.4 We believe that it is important to teach children how to manage their emotions. We use Zones of Regulation to help us to do this and to allow us to change the way we react in different situations.

S2.5 Our staff understand that children cannot be defined by their behaviour.

S2.6 Adults in school strive to understand the children for who they are and respect their individual needs.

S2.7 All children are taught to develop tolerance, empathy and understanding towards others.

S2.8 We encourage all children to think about and understand the consequences of their behaviour.

S2.9 Everyone is entitled to enjoy coming to school.

S2.10 Every child has a positive relationship with at least one adult in school.

S2.11 Everyone is expected to show respect to everyone else.

S2.12 There are firm boundaries in place, which everyone is expected to adhere to. We recognise that some children may need the support of an adult to do this.

S2.13 We recognise that good behaviour deserves positive recognition.

S2.14 We believe that parents should be involved when there is an issue with a child's behaviour so that we can work together to support that child.

S3. Our school rules:

S3.1 We expect everyone in our school community (parents/visitors/staff and pupils) to use these 4 simple rules:

- We care for everyone and everything.
- We follow instructions to help us to make the right choices.
- We always use good manners.
- We take responsibility for our own learning and behaviour.

S4. Our learning habits:

- Collaboration
- Curiosity
- Discipline
- Imagination
- Resilience

S5. Our character strengths:

- Pride
- Empathy
- Tolerance
- Understanding
- **Respect** (linked to the Commando Joe curriculum values **R**espect, **E**mpathy, **S**elf-awareness, **P**assion, **E**mpathy, **C**ommunication, **T**eamwork)

S6. Ways to promote excellent behaviour:

S6.1 As a staff, we recognise that we must promote excellent behaviour across school in the following ways:

- Fostering a sense of pride in ourselves and others;
- Staff acting as positive role models, providing support and guidance and offering praise for achievements;
- Provision of a stimulating and challenging curriculum including in-school experiences and off-site visits;
- Daily use of the learning habits to promote outstanding learning behaviour;
- Daily use of character strengths;
- Discussions between class staff and children about expectations for everyone's behaviour to enable everyone to get the most from their time in school;
- Children are taught to understand the importance of rules, their rights and their responsibilities (PSHE/British values curriculum);
- Effective school routines;
- Themed assemblies - whole school and key stage;
- An elected school council;
- An effective system of rewards (merit certificates, sports awards, citizenship awards, house points) and sanctions;
- A system of 6 houses, leading to weekly Dojo points competitions and sports competitions throughout the year;
- Regular communication with home via newsletters/Class Dojo/conversations with parents;
- Providing regular opportunities to represent our school. For example, as a member of a school team;
- Work with parents and carers;
- Encouraging children to share their ideas and acting upon them.

S7. Rewards for good social/learning behaviour:

S7.1 Our ultimate aim is for children to gain satisfaction and pride in their own achievements. We believe that 'trying our best' all of the time is a life skill and as such should not always require a material reward. However, we recognise that material rewards are appropriate for certain achievements.

- All children will be praised for their achievements where appropriate, both verbally and in a written form on their work etc;
- Special achievements, in all areas, will be recorded on the school merit certificates. Children will then be praised in our weekly Achievements Assembly;
- Each class has a system of rewards, resulting in a prize when the appropriate limit has been reached;
- Sports stars awards and wrist bands for excellent sporting practice;
- Post cards sent home to inform parents and carers about good social/learning behaviour;
- Tea and cakes celebrations on the school bus with the AHT/DHT/HT;
- End of year awards for each year group;
- Badges and certificates for attendance;
- Trips to the local ice cream parlour for the best attending classes;
- Waterstones visit and £10 book reward for 100% attendance;
- Waterstones visit and £10 book reward for passing the year group spelling challenge;
- Local trip for the best 'reading at home' class;
- Class agreed systems.

S8. Sanctions for unacceptable behaviour:

- A system of warnings operates in each class, whereby the individual is given a clear indication of why their behaviour is unacceptable and what sanctions will be applied should it continue. The child will then be offered support and encouragement to make the correct choice;
- If poor behavioural choices continue in Key Stage One (KS1) and Key Stage Two (KS2), the child will be asked to go to a delegated classroom for 10 minutes to allow them 'thinking time' and to give the teacher and the remaining members of the class a period of respite so that learning can continue;
- In Nursery and Foundation Two children will be given time out and some calming down time;
- If no improvement is seen after this time, a senior member of staff will either be called to escort the child from the classroom, or the child will be asked to leave and go to a senior member of staff's classroom/office. Children will be required to discuss their behaviour at an appropriate time with the senior member of staff and to complete any work they have missed. Parents may be informed at any stage of this process and will be informed if persistent poor behaviour occurs;
- For children who struggle to manage their own behaviour, we will involve the Behaviour Support Team and other professionals as required such as counselling/Emotional Literacy Support Assistant (ELSA)/Friends for Life;
- Exclusion may be used as a last resort if poor behaviour continues to disrupt learning, or a child shows repeated disrespect for others or presents a danger to others. The SHINE policy will be followed at all times.
- All serious incidents of poor behaviour will be recorded on CPOMs.

S9. Break and lunchtime

- Unacceptable behaviour at break and lunch times will result in a period of time out, away from play;
- Persistent poor behaviour will result in removal from the playground and time spent with the Key Stage Co-ordinator or a member of the senior leadership team (SLT). If support is required for this, staff inside will be alerted. Subsequent playtimes may be missed, and the child will be required to do 'community service';
- Midday supervisors report instances of unacceptable behaviour at lunchtime. They will discuss these with class teachers at the end of lunchtime or with the senior midday supervisor;
- All serious incidents will be reported to the Key Stage Co-ordinator/ AHT/DHT or HT. They will discuss the behaviour with those involved and depending on the severity of the incident, parents may be informed;
- Persistent poor behaviour at lunchtime will be discussed with parents and further incidents could result in a lunchtime exclusion.