

<b>Group</b>	<b>We have the right:</b>	<b>We have the responsibility:</b>
<b>Pupils</b>	<ul style="list-style-type: none"> <li>• to be safe,</li> <li>• to be treated fairly and with respect,</li> <li>• to learn without unnecessary interruption,</li> <li>• to be listened to, and</li> <li>• to have work set with appropriate levels of supports and challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• to follow the school rules,</li> <li>• to treat everyone with respect,</li> <li>• to let others get on with their work, and</li> <li>• to increasingly take responsibility for their own behaviour.</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>• to be safe,</li> <li>• to have the support of a Behaviour Policy,</li> <li>• to be treated fairly and with respect,</li> <li>• to teach without unnecessary interruption, and</li> <li>• to be listened to and supported by senior/other staff when dealing with pupils demonstrating challenging behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• to deliver the highest quality standards of teaching and learning,</li> <li>• to contribute to and implement the school's Behaviour Policy,</li> <li>• to follow the school rules,</li> <li>• to set high standards of work and behaviour,</li> <li>• to be a good role model,</li> <li>• to develop good class management skills,</li> <li>• to keep appropriate records/logs, and</li> <li>• to work in partnership with parents.</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>• to be informed about their child's behaviour – positive or negative and</li> <li>• to receive appropriate and sensitive support when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• to support the school's Behaviour Policy/Home-School Agreement,</li> <li>• to promote good behaviour in school and support any targets set,</li> <li>• inform school of changes in circumstances, and</li> <li>• to support and engage with any home/school behaviour strategies implemented by the school</li> </ul>
<b>Governors</b>	<ul style="list-style-type: none"> <li>• to receive information from the Headteacher about standards of behaviour and about pupil exclusions when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• to set principles for, and approve and review, the Behaviour Policy, and</li> <li>• to be supportive in difficult circumstances, including exclusion.</li> </ul>

<p><b>Level 1: Trivial Behaviours</b></p>	<p><b>Mildly disruptive behaviours</b></p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• wasting time, being noisy</li> <li>• wandering about off task,</li> <li>• calling out,</li> <li>• interrupting teacher when talking to whole class,</li> <li>• interrupting other pupils,</li> <li>• ignoring minor instructions,</li> <li>• talking with other pupils while the teacher is speaking to the class</li> <li>• preventing other pupils from working,</li> <li>• silly noises, or</li> <li>• pushing in line.</li> </ul>	<p>These are behaviours which 'require improvement' and are dealt with by the <b>class Teacher / teaching assistant</b> using a range of age appropriate strategies with minimal interaction to remind or refocus child onto task.</p> <p>E.g.</p> <p>Visual signal from the teacher  Quiet verbal reminder from the teacher  Reminder of appropriate behaviour  Positive reinforcement through good examples  Move to another seat  Give clear choice and consequence  Finishing work at playtime</p>
<p><b>Level 2: Moderately Serious Behaviours</b></p>	<p><b>Repeated trivial behaviours or more serious, disruptive behaviours.</b></p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• deliberately and inappropriately throwing objects which may cause damage or harm,</li> <li>• deliberately damaging school or other pupils' property,</li> <li>• leaving classroom without permission,</li> <li>• repeated refusal to do set tasks,</li> <li>• continued challenge to authority/refusing to comply with instructions,</li> <li>• harmful/offensive name calling or</li> <li>• early signs of bullying behaviour.</li> </ul>	<p>These would normally be dealt with by the <b>class teacher</b> but require firmer reminders or application of class-based consequences</p> <p>E.g.</p> <p>Letters of apology  Missed playtime  Paying for damage  Supervised time out  Log in bullying book</p> <p>Parents and Headteacher informed.</p> <p><b>Entry made in class behaviour log</b></p>

<p><b>Level 3:</b></p> <p><b>Very Serious Behaviours</b></p>	<p><b>Very serious behaviours</b></p> <p>(verbal or physical abuse to adults or other children, fighting, bullying).</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• repeatedly leaving the classroom without permission,</li> <li>• fighting and intentional physical harm to other children,</li> <li>• throwing dangerous objects with the intention to harm,</li> <li>• serious challenge to authority,</li> <li>• vandalism,</li> <li>• stealing,</li> <li>• persistent bullying,</li> <li>• extreme danger or violence,</li> <li>• serious challenge to authority,</li> <li>• verbal/physical abuse to any staff or</li> <li>• running out of school</li> </ul>	<p>This requires the involvement of <b>parents</b> and the <b>Headteacher</b> with defined stages to inform pupils and their parents of the increased seriousness of behaviours.</p> <p>Possible consequences:</p> <p>Internal exclusion  Letters of apology  PCSO visit to school  CAF  Behaviour contract  Restorative justice  Behaviour plan</p> <p><b>Entry made in class behaviour and HT's behaviour log</b></p> <p>The final stage of these behaviours may be fixed term, or ultimately, a permanent exclusion.</p>
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