

## EXAMPLE OF EACH CODE

### **Code 1**

- Inappropriate swinging on chairs
- Calling out inappropriately
- Silly noises
- Not listening
- Not respecting other children
- Interfering with peers
- Rough play
- Work avoidance - wandering around
- Not lining up correctly
- Damage of property through carelessness
- Talking in class whilst the teacher is talking
- Forgetting to bring PE kit, HW/ reading book (KS 2)
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### **Code 2**

- Repeating above after receiving 'Code 1'
- Being unkind
- Running in the corridor
- Name calling
- Unacceptable standard of work

### **Code 3**

- Repeating above after receiving 'Code 2'
- Ignoring adults
- Biting
- Spitting
- stealing
- Answering back to adult

- Disrespect
- swearing
- Re-actional behaviour
- Throwing food
- Unsafe behaviour
- Not telling the truth
- Persistent name calling
- Exposing themselves

### **Code 4**

- Unsafe behaviour
- Violent behaviour
- Swearing at someone
- Fighting
- Stealing
- Graffiti
- Damaging property
- Persistent bullying
- Racism/ Bullying - more than one incident
- Repetition of behaviour after being given a 'Code 3'

### **Code 5**

- Repeating above after receiving 'Code 4'
- Extreme aggression or violence endangering other people
- Pupil completely losing control of their behaviour
- Physical violence towards an adult
- Swearing at an adult

## Chorleywood Primary School

### Policy for Behaviour and Discipline

#### Our Expectations

At Chorleywood Primary School, we expect a high standard of behaviour from everyone. Our Behaviour Policy reflects the agreed aims of the school and establishes the agreed ways in which all members of the school community - governors, teachers, teaching assistants, midday supervisory assistants, non-teaching staff, parents and children, will contribute to creating a positive, happy and caring environment based on mutual trust and respect so that everyone feels motivated, safe and secure.

Our school values include:

- respect for others e.g. listening, being careful how we speak to one another, taking turns, working co-operatively
- acting with consideration towards each other
- politeness at all times
- telling the truth
- taking personal responsibility for one's actions
- self-discipline
- a positive attitude
- building self-esteem
- fostering a sense of community
- helping others
- Respect for property—our own, other people's and the schools.

# Chorleywood Primary School - Behaviour Codes

	Sanctions	Strategies	Records
<b>Code 1</b>  <b>Low level disruption in class or on the playground</b>	Warning given Name on Code one board/ MSA book to inform teacher Making up any missed work	Discuss the child's behaviour with them 1-2-1 Reward/ incentive offered Completion of CAF Discuss with parents at Consultation evening Discuss with child at Pupil consultation	Code Charts Pupil Records
<b>Code 2</b>  <b>Disruption of lesson / play-time activities</b>	<b>Classroom</b> Child is moved within the classroom to complete their work on their own Morning play or part of lunchtime is missed and supervised with by an adult <b>Playtime / lunchtime</b> Child is asked to remove themselves from the activity they are disrupting And if necessary miss 5 mins of play	Seek advice from the SENCo Completion of CAF Discuss with parents Discuss with child at Pupil consultation  <b>Persistent Code 2</b> SENCo to arrange meeting with parents and CT Child to be placed on the SEN register for their behaviour Rewards and incentives	Code Charts Record of communication with parents
<b>Code 3</b>  <b>Prevention of other children learning / playing in peace</b>	<b>Classroom</b> Internal exclusion – child to be excluded to another classroom, ideally Team Leader KS1 – 20mins KS2 30 Mins. Children to be sent with work <b>Playtime / lunchtime</b> Child to stand with a MSA for a fixed period of time KS1 – 5mins KS2 10 Mins	Child to be placed on the SEN register for their behaviour Referral to Chessbrook Support from SENCo – circle of friends / social skills training Completion of CAF	ABC Charts Record of communication with parents
<b>Code 4</b>  <b>Serious behaviour</b>	Exclusion from class for ½ day and Lunchtime detention with the HT/DHT <b>Classroom</b> Child sent to the HT/DHT To discuss their behaviour. <b>Playtime / lunchtime</b> Child sent to the HT/DHT To discuss their behaviour. Depending on the length left of the playtime child will either spent the rest of play HT/DHT to contact parents and arrange a meeting	Referral to Educational Psychologist Referral to Chessbrook/Highwood Support from SENCo – circle of friends / social skills training Pastoral Support Programme in Place Completion of CAF Individual behaviour modification programme	ABC Charts Record of communication with parents
<b>Code 5</b>  <b>Extreme violence and aggression</b>	Immediately send for HT/DHT to deal with the situation Fixed term exclusion Permanent	Pastoral Support Programme in Place Completion of CAF Liaise with the Inclusion Team at the LA Referral to Educational Psychologist Referral to Chessbrook/Highwood Individual behaviour modification programme	ABC Charts Record of communication with parents Notify LA