



Behaviour for Learning Policy

Introduction

Good Behaviour is what we strive through our life to achieve as Muslims. A sign of Allah's bounty upon the Prophet (peace be upon him) is his good behaviour. This is mentioned in the Quran when Allah the Almighty says:

"And verily you are on an exalted character"
(Quran 68:4)

Expectations of everyone regardless of their faith are underpinned by British Values and SMSC such that all children are able to successfully participate in a multicultural Britain and this school. Positive behaviour must be carefully developed and supported. High self-esteem promotes positive behaviour along with effective learning and positive relationships. It is important to reward success and potential and give descriptive praise for effort and achievement. Encouraging and developing responsibility for own behaviour is also an important element of effective teaching and learning.

Iqra Primary School is committed to providing an environment where all pupils can feel safe, happy, accepted and included. It is important that an orderly framework should exist within which an effective teaching and learning can take place. Iqra Primary School holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

OUR AIMS

- To encourage all pupils to have an excellent, positive attitude to learning, enabling lessons to proceed without interruption.
- To ensure that pupils feel safe in school and the emotional well-being of pupils is not compromised.
- To ensure that behaviour-related policies, procedures and structures are clear and used consistently by all staff.
- To promote zero tolerance of poor behaviour, bullying, any type of abuse, violence and vandalism.
- To ensure that all pupils make an excellent contribution to a positive learning environment through high aspirations and exemplary behaviour at all times.
- To ensure that pupils are well supported and the early identification of pupils with behavioural difficulties to ensure excellent improvements over time

Definitions

Misbehaviour is defined as, but not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- Non-completion of classwork or homework;
- Poor attitude;
- Incorrect uniform;
- Damaging the school's reputation.



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Serious misbehaviour is defined as, but not limited to:

- Repeated breaches of the school rules;
- Any form of bullying;
- Physical assault;
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments;
 - Sexual jokes or taunting;
 - Physical behaviour like interfering with clothes;
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism;
- Theft;
- Fighting;
- Smoking and vaping;
- Racist, sexist, homophobic or discriminatory behaviour;
- Possession of any prohibited items.

Prohibited Items

Iqra Primary School recognises that there are a broad range of items which, if brought into school by a pupil, could compromise the health and safety and wellbeing of the pupil themselves and of other members of the school community, including other pupils, staff or visitors. Offensive weapons are defined in the Prevention of Crime Act 1953 as 'any article made or adapted for causing injury to the person or intended by the person having it with them for such use by them'. Any article that has a blade or point or is sharply pointed (Criminal Justice Act 1988) or any folding pocket knife will also be considered an offensive weapon. Prohibited items include but are not limited to:

- Knives or weapons, or any items with a sharp blade.
- Stolen items
- Vapes
- Cigarettes, tobacco, cigarette papers, lighters, matches
- Fireworks
- Spray paint graffiti materials, aerosol cans, paint thinners
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil or the school itself).

Chewing gum is also a prohibited item and is not allowed in school. If a pupil brings gum into school they will be given a detention for a first offence. Repeats in this behaviour will result in seclusion or a more severe sanction.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:



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- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult to defend against.

Child-on-child abuse is defined in Keeping Children Safe in Education.

Bullying is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development. Iqra School does not tolerate any form of bullying, on- or off-line, harassment or prejudice and it believes that every pupil has the right to be an individual and to learn in a safe environment. Consequently, we believe that bullying – in all its many forms – is unacceptable and will be challenged promptly and appropriately, wherever and whenever it occurs.

In conjunction with the schools Anti-Bullying Policy, our aim is:

- To increase awareness and to encourage pupils to report concerns regarding bullying or any forms of child-on-child abuse;
- To provide protection, support and reassurance for victims, assuring that they have done the right thing in coming forward, and ensuring that they do not feel that their report is an inconvenience to the school;
- To listen to all those who are involved;
- To develop the self-confidence and self-esteem of all pupils;
- To develop an effective range of emotional skills for all pupils through the schools PSHE Programme
- To liaise with appropriate external agencies where additional support is needed or might be needed.

For more information about details of our approach to preventing and addressing bullying, please see the Anti-Bullying Policy which can be found on the schools' websites.

Roles and responsibilities

The Governing Body

The Schools Governing Body are responsible for monitoring this behaviour policy's effectiveness and holding the Headteachers to account for its implementation.

The Headteacher

The Headteacher is responsible for:

- Ensuring that the school environment encourages positive behaviour;
- Ensuring that staff deal effectively with poor behaviour;
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully;
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- Ensuring this policy works alongside the safeguarding policy to offer pupils both rewards/sanctions and support when necessary;
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of



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pupils are being disproportionately impacted by this policy

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour;
- Implementing the behaviour policy consistently;
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils;
- Modelling expected behaviour and positive relationships;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations;
- Recording behaviour incidents promptly on CPOMS;
- Challenging pupils to meet the school's expectations.

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

Parents and Carers

Parents and carers are expected to:

- Understand, accept and support the school's behaviour policy and reinforce it at home where appropriate;
- Support their child in adhering to the school's behaviour policy;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly;
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions);
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school;
- Take part in the life of the school and its culture.

Iqra school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policies and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school;
- That they have a duty to follow the behaviour policy;
- The schools' key rules and routines;
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard;
- The pastoral support that is available to them to help them meet the behavioural standards.



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Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals

Code of conduct

The School sets out clear and explicit expectations of all stakeholders through Codes of Conduct based upon the Iqra four core rules: Honesty, Respect, Cooperation and Compassion.

- The Staff Code of Conduct is made available to all staff and they are routinely explained during staff training sessions at the start of the academic year.
- The Pupil Code of Conduct is modelled by adults and taught and retaught to pupils in all areas of school. It is displayed around school so that all pupils are clear about their responsibilities.
- Through the Parent Code of Conduct we strive to build a strong relationship with parents to help create a stimulating learning environment that continues from school to home, providing all pupils with the opportunity to achieve to the best of their ability.

Whole School Approach to the Behaviour Curriculum

The school recognises that effective learning and teaching can only take place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour for learning. Actions which prevent teachers from teaching and pupils from learning will not be tolerated.

Pupils are expected to:

- Behave in an orderly and self-controlled way;
- Show respect to members of staff and each other;
- In class, make it possible for all pupils/students to learn;
- Move quietly around the school;
- Treat the school buildings and school property with respect;
- Wear the correct uniform at all times, both in and out of school;
- Accept sanctions when given;
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.
- Follow the school Code of Conduct.

Iqra 4 Core Rules

The school follows 4 Core Rules clearly displayed across the school visible for all to see.

- Honesty
- Respect
- Co-operation



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- Compassion

Class Learning Behaviours

At Iqra, we believe that pupils who are inspired learners have the confidence to recognise that by focusing on building their learning skills and working hard, they can achieve success. The Learning Behaviours reward system focuses on developing and deepening key behaviour skills that pupils are taught right from the start of their education in their Early Years stage, right the way through their entire Primary education.

Based heavily on the Early Years National Curriculum, the whole school Learning Behaviour system focuses on 5 key behaviours:

- Independence
- Critical thinking
- Caring
- Resilience
- Being creative.

We believe that the Learning Behaviours can help prepare our pupils with the skills and attitudes for adapting to the future challenges they may face, as well as emphasising the crucial link between the way that pupils learn and their social awareness.

Responding to Good Behaviour

Classroom Management

- Teaching and support staff are responsible for setting the tone and context for positive behaviour within their school. They will:
- Create and maintain a stimulating environment that encourages pupils/students to be engaged;
- Display the behaviour curriculum or their own classroom rules;
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons;
 - Establishing clear routines;
 - Communicating expectations of behaviour in ways other than verbally;
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh;
 - Having a plan for dealing with low-level disruption;
 - Using positive reinforcement.

Pupils are rewarded when they display examples of these behaviours, and may be rewarded both independently and when working collaboratively. Incentives can be given out by all adults around the school and pupils are encouraged to display these behaviour attitudes throughout their everyday life at Iqra.

Each week, one pupil is chosen from each class to receive a special certificate in the school achievement assemblies for showing an example of the Learning Behaviours. At the end of each week, the group of pupils who have displayed the Learning Behaviours the most, and have therefore collected the most incentives, are rewarded by their class teacher.



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When pupils are rewarded, the class teacher will make clear which of the rules and Learning Behaviours they are rewarding to help all pupils to understand what outstanding behaviour looks like in school.

Reward Trips

At the end of year, pupils from each class are chosen to go on a celebration trip which is paid for by the school. The pupils are chosen based on their efforts to continually demonstrate outstanding and exemplary behaviour based on the Learning Behaviour skills.

Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. The behaviour policy is underpinned through the concept of 'choice'; good behaviour has *rewards* and unwanted behaviours have *consequences*.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school uses a *5 Stage Consequences Approach* in response to unacceptable behaviour (see Appendix 1). The consequences listed in the table are in response the Stage of the unacceptable behaviour displayed.

Personal circumstances of the pupil will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness and prejudice to the learning and safeguarding of others.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Safeguarding and Child Protection policies, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder;
- Hurting themselves or others;
- Damaging property;



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- Committing an offence.

Incidents of reasonable force must:

- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Confiscation and Searches

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbe55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Confiscation

Any prohibited items (listed in the section prohibited items) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a Pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. An authorised member of staff can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency;
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed earlier
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable.



Off-site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing their school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips, extra-curricular activities);
- Travelling to or from school;
- Wearing school uniform;
- In any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil/member of staff/public;
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online Misbehaviour

Iqra school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil;
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school;
- The pupil is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Zero-tolerance approach to Sexual Harassment

Iqra school will ensure that all incidents of sexual harassment are met with a suitable response, and never ignored. Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sending or soliciting ‘nudes.’

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be. The schools’ response will be:

- Proportionate;
- Considered;
- Supportive;
- Decided on a case-by-case basis.

Sanctions for sexual harassment may include:



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- Seclusion;
- Fixed term suspension;
- Permanent exclusion.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. The school's Personal Development Programme helps pupils to understand what good and healthy social behaviour means. The programme of study focuses on: Consent; What respectful behaviour looks like; Body confidence and self-esteem; Healthy relationships.

Removal from Classrooms

Schools are supported by the Department for Education (DfE) to use internal suspensions as part of their behaviour policies (<https://educationhub.blog.gov.uk/2026/01/suspensions-how-suspensions-in-school-can-help-tackle-behaviour-and-boost-pupil-support/>).

Suspension is a serious sanction and any decision to remove a pupil from school is made at the discretion of the Headteacher, who is best placed to consider the needs of the pupil and the wider school community. DfE guidance highlights that when pupils are sent home they may miss important learning and risk further disengagement from education. *Where appropriate*, the school may therefore use internal suspension to ensure pupils remain supervised in school, continue their learning, and reflect on their behaviour, while clearly communicating that the behaviour displayed is unacceptable and maintaining a safe learning environment for all.

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive;
- Maintain the safety of all pupils/staff;
- Allow the disruptive pupil to continue their learning in a managed environment;
- Allow the disruptive pupil to regain calm in a safe space;
- Allow the disruptive pupil to reflect on their behaviour.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom. The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning coaches/mentors;
- Short term behaviour report cards;
- Long term behaviour plans;
- Pupil/student support units;
- Multi-agency assessment.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the Behaviour Log via CPOMS.

Suspension and Permanent Exclusions



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The schools can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. For the process to suspend or exclude please refer to our Suspension and Exclusion Policy for more information.

Responding to Misbehaviour from Pupils with SEND

Recognising the Impact of SEND on Behaviour at Iqra Primary school, we follow the guidance relating to SEND set out in the Department for Education (DfE) Behaviour in Schools Guidance document (September 2022). We recognise that having a positive behaviour culture will create calm environments, which will benefit everyone, including those pupils with SEND. We acknowledge that a pupil's SEND needs may impact on their behaviour and that their behaviours therefore need to be considered in relation to their SEND, although we understand that "it does not follow that every incident of misbehaviour will be connected to their SEND" (DfE, Behaviour in Schools, 2022).

We fully recognise the need to support pupils with SEND in preparing for their next phase of education and adult life. We believe that our positive, supportive and fair approach to behaviour management is of the greatest benefit to these pupils. Iqra school recognises and adheres to the duties from the Equality Act (2010)- to ensure that reasonable adjustments are put in place so that no pupil with SEND is disadvantaged; and the duties from the Children and Families Act (2014)- to ensure that each school uses its "best endeavours" to meet the needs of pupils with SEND.

In order to meet the duties of the Equality Act (2010) and Children and Families Act (2014) we recognise the need to anticipate any likely triggers and put in place support and reasonable adjustments to prevent these. This may include planned movement breaks, adjusting seating plans, adjusting uniform requirements and additional training for staff (DfE, Behaviour in Schools, 2022). In our approach to reviewing behavioural incidents, we are aware of the importance to: "not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion" (DfE, 2022: 19). However, we also ensure that we are mindful of the SEND need of any pupil and will carefully consider this as part of our review of any behavioural incident and will be conscious of the DfE (2022) Behaviour in Schools guidance in relation to pupils with SEND.

Following any misbehaviour, we ensure that the pupil is provided with additional support and intervention, as necessary, to understand why their behaviour was inappropriate and to identify strategies to help them to be able to avoid repetitions of the behaviour as needed. This may include the use of individualised social stories, social skills or emotional regulation intervention or direct coaching/mentoring as appropriate to the individual.

Supporting Pupils following a Sanction

Following a sanction, the schools will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the schools. This could include measures such as:

- Reintegration meetings;
- Daily contact with the pastoral lead;
- A report card with personalised behaviour goals.

Use of CCTV



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CCTV is in operation in school and on the school premises for purposes of safeguarding. We do not have any audio output with our cameras. It may be used as evidence during pupil investigations and other processes e.g. investigating behavioural incidences, to ensure that all those who can give evidence of a particular issue can be identified and to consider the allegations made before the application of an appropriate sanction.

Monitoring

The Headteacher monitors the effectiveness of this policy on a constant basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a log of incidents of misbehaviour on CPOMS. All adults take an active role within school to monitor behaviour. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The schools will collect data on the following:

- Behavioural incidents, including removal from the classroom;
- Attendance, punctuality, permanent exclusion and suspension;
- Use of pupil support units, off-site directions and managed moves;
- Incidents of searching and confiscation;
- Bullying and racism.

The data will be analysed from a variety of perspectives. The schools will use the results of this analysis to make sure they are meeting their duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the schools will review their policies to tackle it.

Document Management

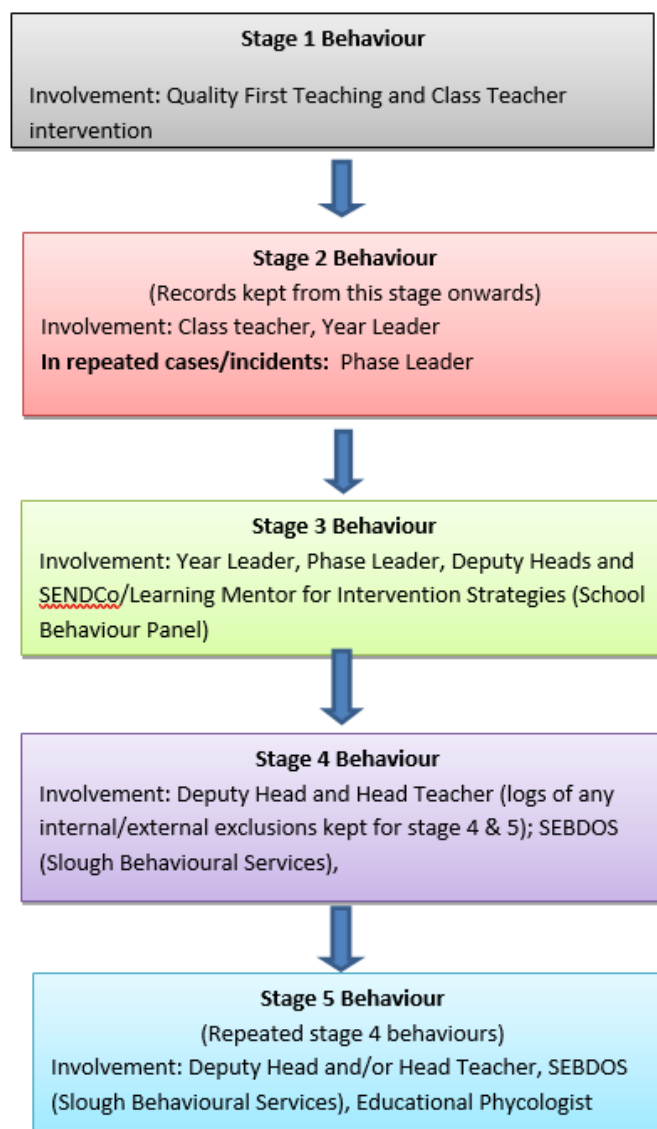
Approval Body	Governing Body/Chair of Governors
Date Approved: Review	Sept 2025
Colleague Responsible	HT
Next Review	Sept 2027
Period/Frequency	Every 2 years

Appendix 1

Behaviour, possible responses and consequences

	Example of Behaviour	Possible Response	Possible Sanctions
STAGE 1 – Class Based Strategies through QFT	- Wandering about - Calling out - Repeatedly interrupting the teacher - Talking at inappropriate times - Pushing and shoving in the line - Irritating or annoying other pupils - Interrupting other pupils - Hindering the learning of others - Accidental damage through carelessness - Dawdling - Cheeky, annoying offhand comments - Typing unkind/offensive words into search engines	- Use a low, calm voice and relaxed posture of expectations and non-verbal cues - Clear, calm reminders of class expectations and rules. - Use positive reinforcement to redirect behaviour eg Learning Behaviours - Restorative conversations with pupils – reinforce positive behaviours	- Change seating arrangement - Send to play elsewhere or with someone else - Ask to apologise for behaviour - Verbal warnings - Miss social times to redirect unwanted behaviour Class teacher meets with both parents after school or a phone call home
Stage 2 – Record kept from this stage	- Not responding to class teacher/adult - Disruptive behaviour affecting teaching and learning - Deliberately causing a disturbance - Minor challenges to authority including refusal to do tasks - Mild, one off swearing	- Reinforce positive behaviours with the pupil - Calm reminders including space e.g. through zones of regulation - Learning Mentors to observe and identify triggers - Discuss the consequences of behaviour - Separate child from scene and other children involved	- Change seating arrangements or separate from class or group for a while - Send to Year Leader's class - Write a letter of apology - Detention during lunchtime and playtime breaks - Complete unfinished work in playtime or lunchtime - Temporary withdrawal of privileges - Speak to Parents In repeated cases: Meeting with parents with Year Leader and/or Phase Leader

Stage 3 - Stage Three – School Behaviour Panel (Contract and Learning Mentor)	• Deliberately throwing objects • Harming someone /causing marks on body/ or pain • Deliberately damaging school or other 's property • Leaving class without permission • Repeated refusal to do tasks • Continuous or repeated cheeky responses • Serious challenges to authority • Harmful or offensive name calling • More serious or repeated name calling • Verbal abuse of a child • One-off bullying or manipulative behaviour	• Referral to Phase Leader/Deputy Head • Formal letter to and contact with parent by Phase Leader/ Deputy Headteacher • Details passed on to Headteacher • Involvement of Behaviour Support • In the case of racist incident, incident form will be submitted to LEA and reported to governors	• Telephone parents and meet with them as soon as possible with Deputy Head • Pupil removed from class • Fixed term detention during playtime and lunchtime • Removal from classroom for a period of time • Placement on SEN register for emotional behavioural difficulties or contract/on report • Consider putting in place a behaviour support plan/chart
Stage Four – External Support	• Repeatedly leaving the classroom without permission • Fighting and intentional physical harm to other children • Throwing large dangerous objects • Serious challenges to authority • Leaving school grounds without authority • Verbal abuse of any staff • Vandalism or stealing • Repeated disruptive behaviour resulting in loss of learning for others • Persistent bullying including racist language and abuse • the use of specific language as a derogatory term • online bullying and harassment	• Immediate involvement of Headteacher • Immediate removal of pupil from scene • Formal meeting of parents with Headteacher • Involvement of Slough Behavioural support • Details of incident/s and behaviour reported to governors	• Formal meeting with parent/s as soon as possible • Fixed term suspension • Pastoral or Behaviour support programme where there is a risk of permanent exclusion Monitor: Behaviour Support plan
Stage Five – External Support	• Extremely violent behaviour • Very serious challenges to authority • Repeatedly leaving school grounds (or attempting to) without permission • Physical abuse of staff • Bringing prohibited/dangerous items to school	• Immediate involvement of Headteacher • Immediate removal of pupil from scene	• For repeated stage four behaviour, permanent exclusion • Meeting with Local Authority regarding managed move



In Stages 1-5 above, Learning Mentor Team, Members of staff on duty or teaching assistants responsible for break and lunchtime supervision will log any behavioural incidents. This log is handed directly to the class teacher for follow up. For behaviour that is either a stage 4 or 5 this log may be given directly to the Deputy or Head teacher.

Several other school policies should be referred to in conjunction with the Behaviour for Learning Policy, for example:-

- Anti-Bullying Policy
- Attendance Policy
- Equal Opportunities Policy
- Safeguarding
- Special Educational Needs Policy