



**Runwell Community  
Primary School**

**BEHAVIOUR BOOKLET**

# Our Values, Rules and Expectations

We have 5 rules and values in our school. These are our 'High 5 Values'

Respect	Honesty	Bravery	Hardworking	Kindness
We are good listeners. We treat all people the same. We respect other people's views wishes or rights.	We present ourselves in an honest way and act in a sincere way. We take responsibility of our feelings and actions.	We are willing to try new things. We persevere in the face of adversity. We stand up for what is right.	We finish what we start. We keep going in spite of obstacles. We take pleasure in completing tasks.	We are considerate of others people's feelings. We are patient and understanding. We show empathy towards others.



We expect all children to following these rules and demonstrate our school 'High 5' values.

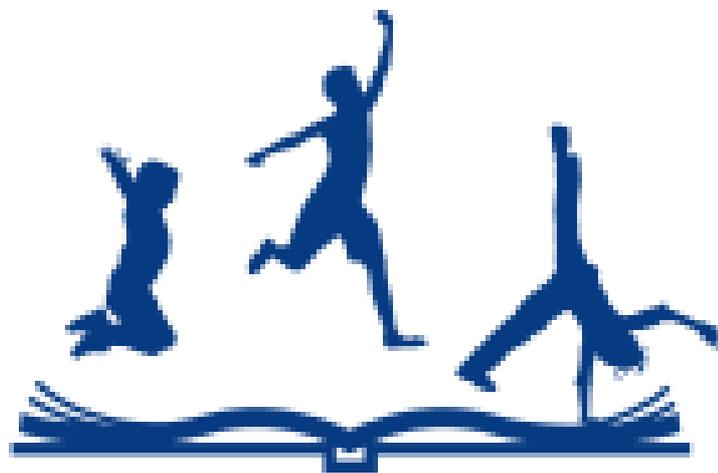
By demonstrating these rules and values children are awarded Dojo points. These are explicitly linked to the 'High 5's'. At the end of each week, each class will calculate which learner has gained the most Dojo points. This will be acknowledged in Celebration assembly as our High 5 Heroes.

We do not:

talk, make noises or move around when others are talking	ignore instructions given by an adult	waste time, distract others or give up when things get difficult	run or move around the school in a dangerous way and put others at risk	bring stationary or toys in from home	touch any other person or object without permission	say things that are untrue or do things to deceive others
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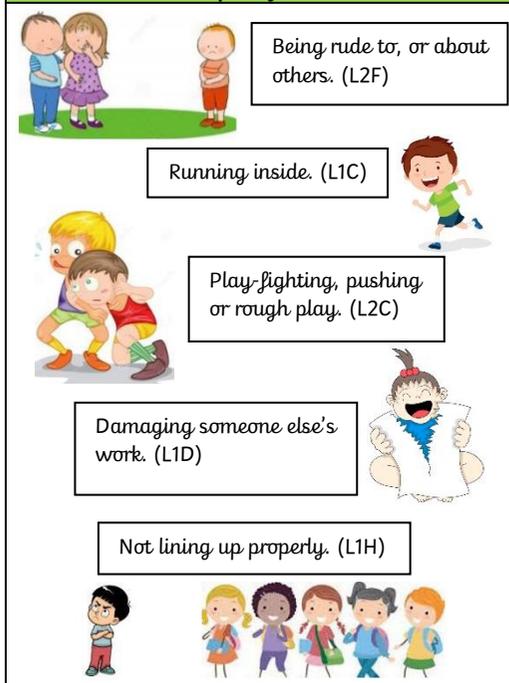
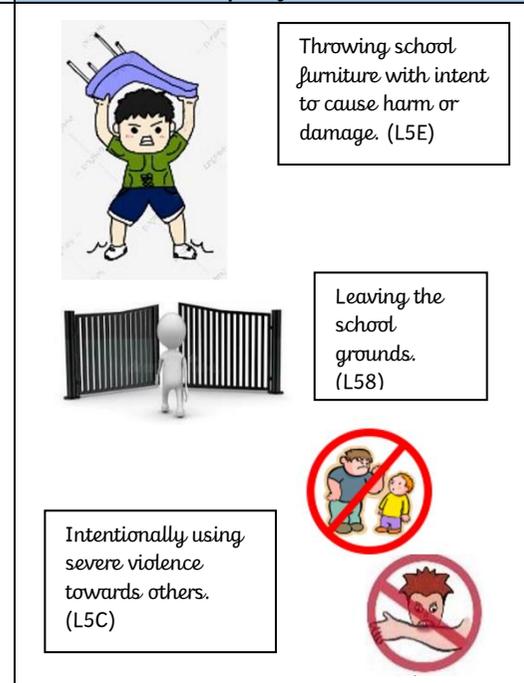
There are consequences for any child who does not follow these rules.

Behaviour	Possible Consequences/outcomes
Level 1 Behaviours (Unsocial):	<ul style="list-style-type: none"> <li>A strong word from staff.</li> <li>Reminder of rules and possible Consequences.</li> </ul>
Level 2 Behaviours (Antisocial):	<ul style="list-style-type: none"> <li>Time out in a 'buddy class' for up to 10 mins</li> <li>Loss of 5-10 minutes 'free play' with a MDA.</li> </ul>
Level 3 Behaviours (Antisocial):	<ul style="list-style-type: none"> <li>Reflection</li> <li>15 minutes in the Reflection Room during lunchtime</li> <li>3 x reflection - Parent meeting -possible behavior report card put into place.</li> </ul>
Level 4 Behaviours (Difficult):	<ul style="list-style-type: none"> <li>Internal reflection</li> <li>A Behaviour Modification card might be recommended at this point</li> </ul>
Level 5 Behaviours (Dangerous):	<ul style="list-style-type: none"> <li>Internal Consequence- Head's discretion.</li> <li>Fixed Term Exclusion- Head's discretion.</li> <li>Permanent Exclusion - Head's discretion.</li> </ul>



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# Runwell Community Primary School EYFS Behaviour

Level 1 & 2	Level 3 - Complete Star Analysis Form	Level 4 - Complete Star Analysis Form	Level 5 - Complete Star Analysis Form
<p><b>Unsocial Behaviours</b></p> <p><i>Not enjoying or making an effort to behave sociably in the company of others.</i></p>	<p><b>Antisocial Behaviours</b></p> <p><i>Demonstrating behaviour that violates the rights of another person.</i></p>	<p><b>Difficult Behaviours</b></p> <p><i>Demonstrating behaviour that causes harm to an individual, the community or to the environment.</i></p>	<p><b>Dangerous Behaviours</b></p> <p><i>Demonstrating intentional, conscious behaviour that is likely to cause injury, harassment, alarm or distress.</i></p>
<p><b>Examples of Actions:</b></p>	<p><b>Examples of Actions:</b></p>	<p><b>Examples of Actions:</b></p>	<p><b>Examples of Actions:</b></p>
 <p>Being rude to, or about others. (L2F)</p> <p>Running inside. (L1C)</p> <p>Play-fighting, pushing or rough play. (L2C)</p> <p>Damaging someone else's work. (L1D)</p> <p>Not lining up properly. (L1H)</p>	 <p>Intentionally hurting others. (L3C)</p> <p>Refusing to follow adult instructions. (L3A)</p> <p>Intentionally swearing to cause offence. (L3B)</p>	 <p>Deliberately taking something that doesn't belong to me. (L4J)</p> <p>Fighting or causing injury to others. (L4C)</p> <p>Causing harm to self or others by climbing on shelves/desks/bookcases etc. (L4H)</p>	 <p>Throwing school furniture with intent to cause harm or damage. (L5E)</p> <p>Leaving the school grounds. (L5B)</p> <p>Intentionally using severe violence towards others. (L5C)</p>

## Parents/Carers to be kept informed of Consequences issued.

Consequence	Consequence	Consequence	Consequence
<p><b>1 Minute Thinking Time</b></p> <ul style="list-style-type: none"> <li>Give verbal or non-verbal cues and/or move the child to a more supportive location.</li> <li>Reminder of rules and possible Consequences.</li> <li>Give praise, stickers and Dojos to promote positive behaviours.</li> </ul>	<p><b>3 Minutes Thinking Time</b></p> <ul style="list-style-type: none"> <li>Discuss triggers and future coping strategies.</li> <li>Give reminders of school expectations.</li> <li>Give praise, stickers and Dojos to promote positive behaviours.</li> </ul>	<p><b>5 Minutes Thinking Time</b></p> <ul style="list-style-type: none"> <li>Discuss triggers and future coping strategies. Give stern reminders of school expectations.</li> <li>Continue to give praise, stickers and stars to promote positive behaviours.</li> </ul> <p style="text-align: center;">Referral to SEND/Inclusion Team</p>	<p><b>Internal Consequence - Head's discretion.</b></p> <p><b>Fixed Term Exclusion - Head's discretion.</b></p> <p><b>Permanent Exclusion - Head's discretion.</b></p> <p>Logical Consequences to behaviour as part of an agreement with parents/carers, school &amp; outside agencies. I.e. IBP, One Plan, Reduced Time Timetable, Alternative Provision.</p>

# Runwell Community Primary School KS1 & 2 Behaviour Policy

Level 1	Level 2 – Complete Star Analysis	Level 3- Complete Star Analysis Form	Level 4 – Complete Star Analysis Form	Level 5- Complete Star Analysis Form
<p><b>Unsocial Behaviours</b> <i>Not enjoying or making an effort to behave sociably in the company of others.</i></p>	<p><b>Antisocial Behaviours</b> <i>Demonstrating behaviour that violates the rights of another person.</i></p>		<p><b>Difficult Behaviours</b> <i>Demonstrating behaviour that causes harm to an individual, the community or to the environment.</i></p>	<p><b>Dangerous Behaviours</b> <i>Demonstrating intentional, conscious behaviour that is likely to cause injury, harassment, alarm or distress.</i></p>
<p><b>Actions</b></p> <p><u>Examples:</u>            1A- Not being on task/wasting time            1B- Interrupting the lesson            1C- Inappropriate movements around the class or school            1D- Interfering with others' property            1E- Not allowing children to join in            1F- Making silly noises, gestures or actions            1G- Talking whilst the teacher is talking            1H- Not lining up appropriately (expectation – quiet, single line)            1I- Distracting other children            1J- Talking in assembly            1K- Play fighting/ rough play            1J – Unhygienic behaviour</p>	<p><b>Actions</b></p> <p><u>Examples:</u>            2A- Intentionally ignoring adult requests            2B- 'Back- chatting' an adult            2C- Persistent play fighting or rough play with peers e.g. grabbing, tripping, swinging each other around            2D- Minor damage to property that does not belong to them            2E- Having disrespectful conversations to or about others            2F- Making fun of others/deliberately winding them up            2G- Deliberately dropping, throwing, flicking, damaging or misusing – objects, food, or equipment in any area of the school            2H – Misuse of school areas (lower hall, secret garden, cloakroom etc)            2I – Dishonesty            2J –Internal truancy (being late into class)</p> <p>2* – Escalating Level 1 behaviour</p>	<p><b>Actions</b></p> <p><u>Examples:</u>            3A- Refusing to follow instructions            3B- Intentionally swearing- to cause offence            3C- Intentionally poking, prodding, pushing, kicking, tripping etc.            3D- Misuse of toilet or wash area causing damage.            3E- Demonstrating disrespectful attitude/behaviour towards others            3F- Deliberately targeting others            3G- Demonstrating confrontational attitude/behavior towards others            3H- Placing themselves in danger            3I- Making verbal threats of violence            3J – Intentionally spitting            3K – Inappropriate touching            3L –Dishonesty to get someone else into trouble            3J – Refusing to hand in mobile phone</p> <p>3* – Escalating Level 2 behaviour</p>	<p><b>Actions</b></p> <p><u>Examples:</u>            4A- Deliberate/Intentional defiance            4B- <u>Severe</u> verbal abuse (may or may not involve swearing)            4C- Fighting and/or causing injury to others            4D- Significantly/deliberately damaging property that does not belong to them            4E- Endangering others with equipment or objects e.g. staplers, chairs, furniture            4F- Deliberately throwing stones/ objects at others or property            4G- Leaving the learning environment without permission or a prearranged reason to do so            4H- <u>Causing harm</u> to self or others by climbing on or up shelves, desks, bookcases etc.            4I- Intentionally leaving the school building via inappropriate means e.g. using 'Emergency Fire Doors' or windows            4J- Stealing            4K- Intentionally hitting, kicking or slamming windows/doors/fences            4L – Using mobile phone on school site</p> <p>4* – Escalating Level 3 behaviour</p>	<p><b>Actions</b></p> <p><u>Examples:</u>            5A-Demonstrating actions which affect the health and safety, welfare and learning of members of the school community            5B- Leaving the school grounds            5C- Using <u>severe</u> physical violence towards others with intent to cause harm/damage            5D-Vandalising school property including misuse of fire extinguishers and/or the Fire Alarm            5E-Throwing school furniture with intent to cause harm/damage            5F – Forwarding images or information about another person known or unknown without their consent            5G – Hate crime            5H- Filming/photos/recording staff members or pupils on mobile phone</p> <p>5* – Escalating Level 4 behaviour</p>
<p><b>Consequence</b> A strong word from staff.</p>	<p><b>Consequence</b> Time out in a 'buddy class' for up to 10 mins - Teacher to inform parent</p>	<p><b>Consequence</b> <b>Reflection</b> - Message sent by staff on reflection duty - Teacher to follow up with Parent</p>	<p><b>Consequence-</b> <b>Internal isolation</b> - SLT/Teacher to inform Parent</p>	<p><b>Consequence-</b> <b>Internal Consequence</b> <b>Fixed Term Exclusion-</b> Head's discretion. <b>Permanent Exclusion-</b> Head's discretion. - SLT to inform Parent</p>
<ul style="list-style-type: none"> <li>Reminder of rules and possible consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Loss of privileges</li> <li>Informal dialogue with parent</li> <li>A visual card will be given to the learner to present when they arrive at their buddy class.</li> </ul>	<ul style="list-style-type: none"> <li>15 minutes in the Reflection Room during lunchtime</li> <li>Loss of privileges</li> <li>Referral to inclusion team</li> <li>3 x reflection – Parent meeting - possible behavior report card put into place.</li> </ul>	<ul style="list-style-type: none"> <li>A Behaviour Modification card might be recommended at this point</li> <li>Senior Leader informed (Phase, Deputy, Headteacher)</li> <li>Referral to appropriate external professionals (via inclusion team)</li> <li>Referral to offsite provision</li> <li>Referral to police or social care</li> </ul>	<ul style="list-style-type: none"> <li>Formal reintegration meeting with the headteacher/SL:T to discuss how to best support pupil needs</li> <li>Lunchtime exclusion</li> <li>Part-time timetable</li> <li>Referral to appropriate external professionals (via inclusion team)</li> <li>Referral to offsite provision</li> <li>Referral to police or social care</li> </ul>

# Runwell Community Primary School KS1 & 2 Break/Lunchtime Behaviour Policy

Level 1	Level 2	Level 3- Complete Star Analysis Form	Level 4 – Complete Star Analysis Form	Level 5- Complete Star Analysis Form
<p><b>Unsocial Behaviours</b> <i>Not enjoying or making an effort to behave sociably in the company of others.</i></p>	<p><b>Antisocial Behaviours</b> <i>Demonstrating behaviour that violates the rights of another person.</i></p>	<p><b>Level 3- Complete Star Analysis Form</b></p>	<p><b>Level 4 – Complete Star Analysis Form</b> <b>Difficult Behaviours</b> <i>Demonstrating behaviour that causes harm to an individual, the community or to the environment.</i></p>	<p><b>Level 5- Complete Star Analysis Form</b> <b>Dangerous Behaviours</b> <i>Demonstrating intentional, conscious behaviour that is likely to cause injury, harassment, alarm or distress.</i></p>
<p><b>Actions</b></p>	<p><b>Actions</b></p>	<p><b>Actions</b></p>	<p><b>Actions</b></p>	<p><b>Actions</b></p>
<p><b>Examples:</b> 1A- Not lining up for lunch when called 1B- Continuing to play at lining up time 1C- Inappropriate movements around the class, school or dining areas 1D- Interfering with others' property 1E- Not allowing children to join in 1F- Making silly noises, gestures, or actions 1G- Intentionally dropping litter/food whilst outside 1H- Not lining up appropriately (expectation – quiet, single line) 1I- Encouraging others to demonstrate inappropriate behaviour 1J- Entering the school building without permission.</p>	<p><b>Examples:</b> 2A- Intentionally ignoring adult requests 2B- 'Back-chattering' an adult 2C- Persistently play fighting or rough play with peers e.g. grabbing, tripping, swinging each other around 2D- Deliberate damage to property that does not belong to them 2E- Having disrespectful conversations to or about others 2F- Making fun of others/deliberately winding them up 2G- Dropping, throwing, flicking, damaging or misusing – objects, food, cutlery or equipment in any area of the school 2H – Misuse of school equipment</p> <p>2* - Escalating Level 1 behaviour (after a verbal warning)</p>	<p><b>Examples:</b> 3A- Refusing to follow instructions 3B- Intentionally swearing- to cause offence 3C- Intentionally poking, prodding, pushing, kicking, tripping etc. 3D- Misuse of toilet or wash area 3E- Demonstrating disrespectful attitude/behaviour towards others 3F- Deliberately targeting others 3G- Demonstrating confrontational attitude/behaviour towards others 3H- Placing themselves in danger e.g. climbing up/on walls, trees or unsupervised equipment 3I- Making verbal threats of violence 3J – Intentionally spitting 3K - Play fighting or rough play with peers e.g. grabbing, tripping, swinging, each other around</p> <p>3* - Escalating Level 2 behaviour (after a verbal warning)</p>	<p><b>Examples:</b> 4A- Deliberate/Intentional defiance 4B- <b>Severe</b> verbal abuse (may or may not involve swearing) 4C- Fighting and/or causing injury to others 4D- Significantly/deliberately damaging property that does not belong to them 4E- Endangering others with equipment/objects e.g. staplers, chairs, furniture, toys, stones, cutlery etc. 4F- Deliberately throwing stones/ objects at others or property 4G- Leaving designated areas without permission or a prearranged reason to do so 4H- <b>Causing harm to self or others</b> by climbing on or up shelves, desks, bookcases, equipment, walls, tables, trees etc. 4I- Intentionally leaving the school building via inappropriate means e.g. using 'Emergency Fire Doors' or windows 4J- Stealing 4K- Intentionally hitting, kicking or slamming windows/doors/fences</p> <p>4* - Escalating Level 2 behaviour (after a verbal warning)</p>	<p><b>Examples:</b> 5A- Demonstrating actions which affect the health and safety, welfare and learning of members of the school community 5B- Leaving the school grounds 5C- Using <b>severe</b> physical violence towards others with intent to cause harm/damage 5D- Vandalising school property including misuse of fire extinguishers and/or the Fire Alarm 5E- Throwing school furniture with intent to cause harm/damage</p>
<p><b>Consequence</b> A strong word from staff.</p>	<p><b>Consequence</b> Loss of 5-10 minutes 'free play' with a MDA</p>	<p><b>Consequence</b> <b>Reflection</b></p> <ul style="list-style-type: none"> <li>- Message sent by staff on reflection duty</li> <li>- Teacher to follow up with Parent</li> </ul>	<p><b>Consequence</b> <b>Internal isolation</b></p> <ul style="list-style-type: none"> <li>- SLT/Teacher to inform Parent</li> </ul>	<p><b>Consequence</b> <b>Internal Consequence</b> <b>Fixed Term Exclusion</b> - Head's discretion. <b>Permanent Exclusion</b> – Head's discretion. - SLT to inform Parent</p>
<ul style="list-style-type: none"> <li>• Reminder of rules and possible Consequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of privileges</li> <li>• Informal dialogue with parent</li> </ul>	<ul style="list-style-type: none"> <li>• 15 minutes in the Reflection Room during lunchtime</li> <li>• Loss of privileges</li> <li>• Referral to inclusion team</li> <li>• 3 x reflection – Parent meeting - possible behavior report card put into place.</li> </ul>	<ul style="list-style-type: none"> <li>• A Behaviour Modification card might be recommended at this point</li> <li>• Senior Leader informed (Phase, Deputy, Headteacher)</li> <li>• Referral to appropriate external professionals (via inclusion team)</li> <li>• Referral to offsite provision</li> <li>• Referral to police or social care</li> </ul>	<ul style="list-style-type: none"> <li>• Formal reintegration meeting with the headteacher/SL:T to discuss how to best support pupil needs</li> <li>• Lunchtime exclusion</li> <li>• Part-time timetable</li> <li>• Referral to appropriate external professionals (via inclusion team)</li> <li>• Referral to offsite provision</li> <li>• Referral to police or social care</li> </ul>

