



December 2018

## Behaviour Policy

At West Thurrock Academy we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning, high standards and the smooth functioning of the school as an orderly community. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs.

### Aims of the Policy

- ❖ To promote good behaviour, discipline and respect.
- ❖ To prevent bullying and enable children to develop a sense of self-worth and tolerance for others.
- ❖ To develop a moral framework within which children can mature emotionally and in which sound relationships can flourish.
- ❖ To promote a positive learning environment in which children feel safe, secure and respected.

The school expects good behaviour, as it believes that this will sustain a purposeful ethos that promotes learning. Teachers have the right to teach; pupils have the right to learn. It is expected that parents will support the school in encouraging their children to show respect and support the school's authority when disciplining its pupils.

A whole school approach of positive reinforcement is taken with the management of behaviour and this is followed consistently. In this way, we create a secure climate of mutual respect where children are aware of expectations and receive positive guidance whilst learning to play a responsible role both within the school and its wider community.

A variety of methods are used to encourage and support pupils to behave appropriately:

- ❖ Mutual respect expected of all adults and children
- ❖ PSHE and Citizenship assemblies
- ❖ School Council
- ❖ Rewards

- ❖ Sanctions
- ❖ Areas of Responsibility/good role models
- ❖ Friendship (Anti-Bullying) Policy
- ❖ A range of visitors into school and a variety of visits offsite

### **Mutual Respect**

At West Thurrock Academy we believe that in order to implement a policy of behaviour management effectively, it is essential that there is an ethos of mutual respect. It is expected that everybody shows sensitivity and regard for others. Children are encouraged to behave appropriately through reminders and prompts, through discussion in circle time, through role-play and good role modelling. Respect is apparent between adults, between children and adults and between children. In this way, every member of the school is valued and feels valued.

### **Roles and Implementation of the Policy**

Good behaviour is the responsibility of all adults that come into contact with children.

#### **Headteacher**

- ❖ Implements the school behaviour policy consistently throughout the school.
- ❖ Ensure the health, safety and welfare of all children in the school.
- ❖ Report to governors, when requested, on the effectiveness of the policy.
- ❖ Supports the staff by implementing the policy and by setting the standards of behaviour.
- ❖ Keeps records of all reported incidents of misbehaviour.
- ❖ Responsible for fixed-term and permanent exclusions to individual children for serious acts of misbehaviour (see Appendix 3).

#### **Staff**

- ❖ Have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- ❖ Treat all children fairly and equally, with respect and understanding, irrespective of gender, sexuality, race, religion or disability.
- ❖ Model and apply the agreed standards of behaviour consistently.
- ❖ Ensure the school's Conduct Code is adhered to and children behave in a responsible manner during lesson time and when moving around the school.
- ❖ Carefully construct routines and classroom organisation minimise opportunities for misbehaviour.
- ❖ Be alert to signs of all forms of bullying and racial harassment and deal firmly with it in line with school policy.

In the first instance, the class teacher deals with incidents in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher. The class teacher may contact a parent if there are concerns about the behaviour or welfare of a child and keep a record of all incidents if a child misbehaves repeatedly.

## Children

- ❖ Treat others as they would like to be treated, i.e. with tolerance and respect for other's views and rights.
- ❖ Accept responsibility for their own choices and actions.
- ❖ Respond appropriately and immediately to any reasonable request or instruction made to them by any adult in school.
- ❖ Complete all assigned work within an agreed timescale.
- ❖ Dress appropriately in the agreed school uniform. Haircuts and the wearing of jewellery should also be in line with school policy.

## Parents

- ❖ Work collaboratively with the school, so their child receives consistent messages about how to behave at home and at school.
- ❖ Read and reinforce the Home-School Agreement.
- ❖ Support their child's learning, as set out in the Home-School Agreement.
- ❖ Support the actions of the school.

If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, they should follow the procedures set out in the Complaints Policy, forwarding their complaint to the Chair of Governors.

## Governors

- ❖ Set down general guidelines on standards of discipline, reviewing their effectiveness.
- ❖ Support the Headteacher in carrying out these guidelines.

## Rewards and Sanctions

### Rewards

As children mature, we expect them not only to learn good habits but also to develop a moral sense of what is a right action and what is a wrong action. Rewards are used to support this throughout the school. They range from awards for the whole class, to groups, to individuals and are given by all adults in the school.

We encourage children's positive behaviour in a variety of ways:

- ❖ All staff congratulate children;
- ❖ The efforts and achievements of children are celebrated during weekly achievement assemblies;
- ❖ Adults award house points to promote positive behaviour and effort;
- ❖ 25/50/75/100 House Points are celebrated and rewarded during achievement assemblies;
- ❖ Team House Points are celebrated in weekly achievement assemblies;

- ❖ All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work to parents;
- ❖ Good attendance is celebrated with class and individual rewards.

### **Employed Staff Powers to Discipline Pupils**

- ❖ Teachers, and all paid employees, have the statutory authority to discipline pupils whose behaviour is unacceptable; who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspection Act 2006).
- ❖ The power applies to all paid staff with responsibility for pupils, e.g. including Teaching Assistants.
- ❖ Staff can discipline pupils at any time that the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- ❖ Staff can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school. For example, bringing the school's reputation into disrepute or incidents of bullying or harassment that affect children in school.
- ❖ Staff can search pupils, seize and confiscate pupils' property.
- ❖ Staff can impose an agreed sanction.
- ❖ Staff have the power to impose a detention; during the school day e.g. lunchtimes and playtimes (allowing for reasonable access for the child to be able to eat, drink and use the toilet), or preventing a child from taking part in an activity after-school e.g. representing the school, or whilst on a residential visit.

The Headteacher will consider whether a child's behaviour gives cause to suspect that the child may be suffering, or is likely to suffer significant harm. Where this may be the case, staff will be directed to follow the school's safeguarding procedure. The Headteacher will also consider whether continuing disruptive behaviour might be as the result of unmet educational or other needs and whether a referral would be suitable.

### **Unacceptable Behaviour**

The class teacher discusses the school's Conduct Code (see Appendix 1) with each class. Therefore, every child in the school knows the standard of behaviour that we expect in our school and the consequences of misbehaviour.

The following list of unacceptable behaviour is not exhaustive. Behaviour considered 'unacceptable' may be determined by the Governing Body where the Headteacher feels it necessary to bring to their attention any behaviour that does not fit into an already listed category.

- ❖ Disobedience to a reasonable instruction.
- ❖ Disruptive or unsafe behaviour.
- ❖ Putting themselves, other children or adults at risk.
- ❖ Making unkind remarks.
- ❖ Answering back, rudeness or aggression to adults or others.
- ❖ Foul language and swearing.

- ❖ Threatening behaviour or intimidation towards others.
- ❖ Physical aggression, fighting or encouraging others to fight.
- ❖ Forming gangs for the purpose of intimidating others.
- ❖ Biting, spitting, hitting and/or kicking.
- ❖ Damaging property, including defacing property eg graffiti.
- ❖ Stealing, including hiding another person's property.
- ❖ Carrying knives, drugs, smoking material, alcohol or any offensive weapon into school.
- ❖ Bullying, in any form, e.g. homophobic bullying, physical bullying, emotional bullying, racism etc.
- ❖ Cyberbullying (including from home) e.g. by texts or messages or calls on mobile phones; the use of mobile phone cameras to cause distress, fear or humiliation; posting threatening, defamatory or humiliating material on websites or social networking sites; using e-mail to message others, hijacking/cloning e-mail accounts and making threatening, defamatory or humiliating remarks in on-line forums.
- ❖ Racist, homophobic or derogatory comments e.g. use of the word 'gay' or behaviour that causes offence e.g. all forms of bullying (see Friendship (Anti-Bullying) Policy).
- ❖ Wearing of any symbols that could cause offence to individuals and or groups, either by gender, sexuality, race, colour, culture, disability or religion.
- ❖ Deliberate verbal and/or physical behaviours that have a sexual nature to them including sharing images (photos, pictures or drawings), videos, jokes, comments or taunting either in person, on social media or on-line.
- ❖ Moving around school in a way that falls below the expected standards of general behaviour, e.g. running, shouting, pushing.
- ❖ Creating or spreading malicious 'gossip' about adults who work or volunteer in school, about other children and families, and including the use of social media.
- ❖ Non-completion of school-work and/or homework that could be reasonably expected.
- ❖ Truancy, including non or poor attendance, and a regular pattern of late attendance.
- ❖ Inappropriate dress [e.g. trainers] extreme hair styles [e.g. Mohican, tram lines, 'extreme' will be determined by the Headteacher] body piercing [e.g. navel, more than one piercing to the ear, facial piercing].
- ❖ No P.E. Kit

### **Physical Restraint of a Pupil**

In very rare situations, where a child is refusing to follow a reasonable instruction to stop their behaviour, which may;

- ❖ be causing harm to themselves or another person,
- ❖ involve damaging property.

The law allows staff to physically restrain a pupil using 'reasonable' force. Should a child ever be physically restrained, the Headteacher and the parent of the child would be notified.

### **Pupil's Conduct Outside the School Gates**

Staff have the power to discipline pupils for misbehaving outside the school gates, “to such an extent as is reasonable.” This includes behaviour witnessed by a member of staff or reported to the school by another person.

Teachers may discipline pupils for misbehaviour when the pupil is:

- ❖ Taking part in school organised activities, e.g. offsite visits, residential visits, when representing the school,
- ❖ Travelling to and from school,
- ❖ Misbehaviour when wearing school uniform,
- ❖ In some other way identifiable as a pupil at the school,

Or misbehaviour at any time whether or not the above conditions apply:

- ❖ That could have repercussions for the orderly running of the school,
- ❖ Poses a threat to another pupil or member of the public,
- ❖ Could adversely affect the reputation of the school and includes misbehaviour on-line.

In all cases, the child will be disciplined when they are on school premises or when the pupil is under the lawful control of a member of staff (offsite visits and residential visits).

### **Sanctions/Punishments**

The school employs a number of sanctions to ensure a safe, positive and effective learning environment. We employ each sanction appropriately to each individual situation (see Appendix 2).

### **Procedures for Punishments/Sanctions - Early Years Foundation Stage**

In the Foundation Stage, we follow the same procedure of rewards and sanctions and aim to promote positive behaviour strategies wherever possible. Children are rewarded using various methods such as stickers, certificates, etc. when they demonstrate any of our core values. If children demonstrate any behaviour that does not reflect the values of our school or our unit, we operate a ‘rainbow’ system for behaviour management as follows:

- ❖ The class teacher will speak to the child/children involved in the incident and try to ascertain what has happened.
- ❖ The child/children involved may have their name moved to the ‘sky’, which reflects a warning.
- ❖ If the child/children involved persist in continuing this behaviour, they will have their name moved to ‘the cloud’ and will receive a ‘time out’. The child/children will sit with an egg timer and the teacher will discuss the incident in detail after the timer has finished (the ‘time-out’ is usually linked to the age of the child i.e. 5 minutes for a five year old). This will give the child/children time to reflect on what has happened.
- ❖ If a child demonstrates consistent positive behaviour, they will be moved onto ‘the pot of gold’.

For incidents that are physical or involve swearing, the teacher may choose to put the child/children's name straight to 'the cloud' for a timeout.

It is important that at the beginning of each day, all children start again on 'the rainbow'.

Teaching Assistants are not allowed to give a child a time-out. Special circumstances may be at lunch time where Midday Assistants may need to give out time-outs for the reasons mentioned above. However, these need to be reviewed with the class teacher as soon as possible afterwards.

If a child has received more than one time-out in a day, they will need to be moved to another classroom for a period of time that reflects their age (one minute per year). Nursery children will go to another Reception class and Reception children will go to Year 1.

For persistent behavioural concerns, the child's parents, Head teacher and Early Years Foundation Stage Leader will be notified and a behaviour plan written tailored to the needs of that child.

### **Procedures for Punishments/Sanctions – KS1 and KS2**

Wherever possible, staff within the vicinity will deal with incidents immediately. Incidents at playtimes and lunchtimes should not overrun into learning time unless deemed of a serious nature which requires further investigation.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class, behaviour sanctions will be applied (See Appendix 2). If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others (Stage 4).

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the teacher will prevent the child from taking part for the rest of that particular session (Stage 4 or higher will be applied) and the parent of the child will be informed.

If a child threatens or hurts another pupil, the class teacher records the incident and the child is sanctioned (Stage 3). If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (Refer to Friendship policy).

In some cases, where a child's behaviour falls below the acceptable standards, a member of the Senior Leadership Team will carry out an investigation into the incidents. During the investigation the delegated person can:

- ❖ Speak to a child or group of children without the parents' consent
- ❖ Speak to the child or group of children without parents being present

The outcome of the investigation is to determine what is likely to have happened. The delegated person can use their previous knowledge of the children involved in order to come to their final conclusions. The delegated person will then determine the sanction to be used.

On rare occasions, when the incident is deemed extremely serious, the Headteacher and parents may be involved immediately.

If the above sanctions do not lead to an immediate modification of behaviour, the following actions are likely to be considered.

- ❖ 'Inclusion' within school. The child would complete work set by the teacher away from their peers. This may be in isolation or within another class or year group. This may be a short term or long term measure dependant on each individual circumstance.
- ❖ Exclusion from a favoured activity – long term or permanently; not including mandatory curriculum sessions but for non-mandatory curriculum activities e.g. after-school clubs and residential visits.
- ❖ Exclusion from the right to represent the school.
- ❖ A requirement for a written apology.
- ❖ A letter/telephone call to a parent from the Headteacher or Deputy Headteacher.
- ❖ A meeting with parents.
- ❖ Consultation with external agencies, e.g. social worker or behaviour support services.
- ❖ Preventative therapies may be offered including anger management, counselling, play therapy or the setting up of a tailor-made behaviour programme.
- ❖ Other sanctions following discussion between parents, class teacher and head teacher, e.g. attendance at an Inclusion Centre, facilitated by the school.
- ❖ Exclusion from school [LA guidelines to be followed for either temporary or fixed term, or permanent exclusions].

This school will not use detentions imposed outside the normal school hours as a sanction or punishment.

### **Lunchtime**

We keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident they have dealt with to the class teacher at the end of lunch time and the class teacher acts on these as appropriate.

### **Confiscation of Inappropriate Items**

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully.

Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must then be returned to the child's parent, at which time, the member of

staff will explain to the parent why the property was confiscated. Staff also have the power to search without consent for prohibited items, including;

- ❖ Knives, weapons
- ❖ Stolen items
- ❖ Smoking materials, lighters, matches (incl lighter fuel and propellants)
- ❖ Drugs, alcohol
- ❖ Fireworks
- ❖ Pornographic material
- ❖ Any article that could be used to commit an offence, damage property or cause injury to self or another person
- ❖ Any item banned by the school rules

Where appropriate, items may be handed to the police. The Headteacher will decide whether it is appropriate to involve other outside agencies e.g. Social Services

### **Mobile phones**

Mobile phones are discouraged. However, children in Year 5 and Year 6 who walk to school alone may bring a phone to school but this must be handed to the school office as soon as the day begins and must not be used before school on school premises. The phones are kept in a box in the school classroom. Efforts are made to keep these safe and secure; however, staff are not responsible for any damage or loss of these.

### **Discriminatory remarks**

Words or actions that cause offence to another person and are considered discriminatory by the offended person will be deemed as inappropriate. In this case;

- ❖ The pupil will be reprimanded, the Headteacher informed and a record of the incident is kept.
- ❖ The LA, governors and parents are informed.
- ❖ In persistent cases, parents may be asked to discuss the matter with the Headteacher and a referral made to police in line with the school Equality Policy.

### **Allegations of Abuse Against Staff/ Malicious Accusations Against Staff**

All allegations of abuse will be taken seriously; the Chair of the Governing Body will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. The suspension of the member of staff involved will not be used as an automatic response when the allegation has been reported. The school's disciplinary measures will be followed where the allegation is found by the Governing Body to be true.

Where the allegation made by a child or parents is found to be false, the Chair of the Governing Body will:

- ❖ Write to the parent/parent of child to explain the outcome of the investigation and to make clear the seriousness of the false allegation. The parent will be informed that the

incident will be formally recorded and subject to data protection and that it may be shared with other appropriate parties (e.g. the police if the child is 10yrs old and above).

- ❖ Meet with the parent/ parent and child to discuss the matter and possible consequences; in the case of a child, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the governing body will seek a written apology in the first instance.
- ❖ Exclusion of a child who continues to make false allegations about staff.
- ❖ In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further support and advice.

### Exclusion

The Headteacher (or Deputy Headteacher in the Headteacher's absence) has the power to exclude a pupil from school taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The Headteacher may consider the following questions:

1. Is the behaviour in breach of the school Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parents' agreement?
2. Has the school previously supported the child (what/when/what level of impact did this have)? Does the child have any recognised behaviour problems? Have reasonable adjustments already been made or could they now be made? Even if the child does have a recognised behaviour problem the Headteacher has a duty of care to **all** children. If the risk to others cannot be controlled, then exclusion should be considered.
3. Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. The Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Authority and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The Governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil

should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

### **Poor attendance**

#### **Penalty Fines**

**Leave of absence** – Under the Education (Pupil Registration) (England) (Amendment) Regulations 2013, a Headteacher MAY NOT authorise a leave of absence in term time for a holiday. A Headteacher MAY (at his or her own discretion) authorise absence for exceptional circumstances. An application for a leave of absence must be made in writing to the school.

If you take a leave of absence which **is not authorised** by the school **you may be issued with a penalty notice** via the Education Welfare Service. A penalty notice can also be issued for:

- ❖ Unauthorised absence from school
- ❖ Being identified out of school on a truancy sweep.

**Exclusion** – If your child is excluded from school and during the first six days of exclusion, and he or she is identified in a public place you may be issued with a penalty notice via the Education Welfare Service.

#### **Parenting Orders**

Parenting orders may be issued by magistrates following the conviction of parents or carers or on the application of the local authority for failing to send their child to school regularly. As part of the parenting order, you will be required to:

- ❖ fulfill certain tasks such as taking your child to school each day
- ❖ attend parenting guidance sessions

If you fail to do this, you will be in breach of a court order. This matter will return to court and further fines could be imposed.

#### **Prosecution**

If you fail to meet all of the above, you may be prosecuted. This could result in each parent or carer receiving a fine and / or imprisonment for failing to ensure your child regularly attends school.

#### **Dealing with Inappropriate Behaviour of Parents, Visitors and Other Adults in School**

The school has a duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents.

Only persons with the 'right' to be there are allowed on the school premises. That 'right' is determined by the Headteacher and Governing Body. This can be extended to pupils, parents, staff, contractors and other workers and visitors. All persons on site are expected to behave appropriately and, if they do not, the school must take action that it considers necessary to prevent a repeat of that behaviour.

## **Inappropriate behaviour**

This includes causing any kind of nuisance or disturbance, such as:

- ❖ Refusing to follow the reasonable instructions of staff; e.g. refusing to move from a specified location, to cease behaving in a certain manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety hazard.
- ❖ Being verbally aggressive, e.g. swearing, threatening or shouting at others on the premises, including other visitors to the site.
- ❖ Being physically abusive, e.g. taking an aggressive stance, threatening to strike someone or assaulting another person, including other visitors.

How the school can respond:

1. Verbal warning – a senior member of the school staff can ask the person to stop behaving inappropriately or to leave the premises. Though this warning is given verbally, the information will be recorded.
2. The Police – can be asked to attend school to ask the person to leave, to remove them from the premises or, if their behaviour warrants it, to arrest them.
3. Warning letter – serious incidents should be followed by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed.
4. Banning letter – if the incident is sufficiently serious or it is one of a series of incidents, the Headteacher can ban the person from the premises.
5. Legal proceedings –
  - a. Civil proceedings: compensation claims can be made by the school for compensation against any individual who has caused damage to the premises or any items owned by the school.
  - b. Injunction: if a person persistently enters the school premises without permission or authority, the school may seek an injunction from the courts prohibiting them from coming onto the premises.
  - c. Criminal proceedings via the Crown Prosecution Service.

## **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour (Stage 3 +). The class teacher may record minor classroom incidents. The Headteacher records those incidents where a child is sent to her on account of poor behaviour.

## **Review**

The Governing Body will review this policy every two years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

## WEST THURROCK ACADEMY

### Conduct Code

- ❖ We will be friendly, polite and helpful towards everyone.
- ❖ We will always show respect to others.
- ❖ We will follow instructions from adults.
- ❖ We will do all work and homework to the best of our ability.
- ❖ We will keep hands, feet and comments to ourselves.
- ❖ We will take good care of the equipment and the building.
- ❖ We will always walk sensibly inside the building.

## BEHAVIOUR CHECKS

Stage	Adults Authorised to Issue Sanction
1 – First warning	All staff
2 – Second warning	All staff
3 – Miss break time	Teachers, HLTA or Cover Supervisor and Senior Leadership Team
4 – Time out in another class	Teachers, HLTA or Cover Supervisor and Senior Leadership Team
5 – Miss five consecutive break times	Senior Leadership Team
After this stage the behaviour checks will be monitored by the Senior Leadership Team with class teacher help. The SENCO will become involved in the monitoring process.	
6 – Miss lunchtime	Headteacher and Deputy Headteacher
7 – Miss five consecutive lunchtimes	Headteacher and Deputy Headteacher
*Fixed term exclusion	Headteacher (Deputy Headteacher in the Headteacher’s absence)
*Permanent exclusion	Headteacher (Deputy Headteacher in the Headteacher’s absence)

Red slip (Behaviour), Blue slip (No Homework), Yellow Slip (No PE kit) – these are given to child at Stage 3 and sent to Headteacher. The slip is retained and a record is kept at the office.

\* In the event of a very serious incident, the Headteacher can implement a fixed or permanent exclusion without actioning steps 1 - 7.

## Appendix 3

### Examples of why a child may receive a sanction below

The following lists are not exhaustive.

#### **Stage 3**

A **teacher, HLTA or Cover Supervisor**, after investigation, will decide on the appropriate sanction:

- ❖ Persistently ignoring instructions
- ❖ Unsafe behaviour
- ❖ Disruptive behaviour
- ❖ No completion of work and homework
- ❖ Name calling or unkind remarks
- ❖ Rudeness to adults or others
- ❖ Swearing – strong language
- ❖ Fighting / physical aggression
- ❖ Vandalising
- ❖ Stealing or hiding items
- ❖ No PE kit

#### **Stage 5 to Stage 7**

The **Headteacher or Deputy Headteacher**, after investigation, will decide on the appropriate sanction:

- ❖ Any repeated actions listed above
- ❖ Racist language
- ❖ Homophobic language
- ❖ Bullying (persistent – after intervention of school)
- ❖ Misuse of social media

#### **Exclusion**

Exclusions may be for a **Fixed Term** (1 day or more) or in some cases **Permanent**. The **Headteacher** (or **Deputy Headteacher**, in the Headteacher's absence) has the authority to make a judgement in each individual case.

- ❖ Disrupting the learning of others
- ❖ Extreme violence against another child / member of staff
- ❖ Use of equipment as a weapon
- ❖ Persistent threatening and abusive behaviour towards a member of school (pupil or staff)
- ❖ Deliberate destruction of school property
- ❖ Arson attacks
- ❖ Possession of prohibitive or illegal items (including smoking material) or offensive weapons