



Long Lawford Primary School

Love, Learn, Persevere and Succeed

Behaviour and Exclusions Policy

Approved by:	Head teacher	Claire Stringer
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Policy statement

At Long Lawford Primary School we believe that good behaviour and effective discipline are essential to the effective teaching and learning of all pupils. By working together, we can all ensure that we are promoting a productive, happy, caring and secure learning environment. We also maintain that effective learning can only take place in a calm and orderly environment where there is mutual respect between all members of our school community. This policy is based upon the belief that consistency and clarity will ensure success.

Aims – LLPS

Love – *we care for each other and everything*

Learn – *we have a high-quality, tailored curriculum*

Persevere – *we keep trying*

Succeed – *celebrate all of our successes*

2. Aims and Expectations –

It is the aim of this policy document to demonstrate how the school fosters and maintains a sense of community and the good behaviour of its pupils. This is achieved by:

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

3. Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions
- Build good relationships in school

4. Consistency of approach

In implementing this behaviour policy Long Lawford Primary School acknowledges the need for consistency

- Consistent **language** and consistent response: simple and clear expectations reflected in all conversations about behaviour
- Consistent **follow up**: ensuring “certainty” at the classroom, and SLT level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating

- Consistent **consequences**: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent **expectations** referencing promoting appropriate behaviour
- Consistent **respect from the adults**: even in the face of disrespectful learners
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning
- Consistently reinforced **rituals and routines for behaviour** around the site: in classrooms, around the site and at the school reception
- Consistent environment **code of conduct** evident, **core values**
- Consistent staff **support** of each other at all levels

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority.” Paul Dix

At the beginning of each term staff will remind children of the school rules:

- Be ready
- Be respectful
- Be responsible

All staff every day will

1. Meet and greet children at the classroom door
2. Refer to Ready, Respectful , Responsible- the behaviours they expect to see
3. Model positive behaviours and build relationships
4. Plan lessons that engage , challenge and meet the needs of all learners
5. Use a visible recognition mechanism throughout every lesson (Count down from 5 will be used across the school and a positive recognition board will be used in every classroom)
6. Be calm and “give take up time” when going through the steps look to prevent before sanctions imposed
7. Follow up every time, retain ownership and engage in reflective dialogue with learners
8. Never ignore or walk past learners who are behaving inappropriately

LMT

The Leadership and Management Team (LMT) are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners as follows:

1. Meet and greet learners at the beginning of the day
2. Be a visible presence to encourage appropriate conduct
3. Support staff in returning learners to learning by sitting in a reparation meeting and supporting staff in conversations
4. Regularly celebrate staff and learners whose efforts go above and beyond expectations
5. Encourage use of positive notes and positive phone calls

SLT will

1. Meet and greet learners at the beginning of the day
2. Be a visible presence across the school and especially at transition times
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations
4. Regularly share good practice
5. Support staff in managing learners with more complex or entrenched negative behaviours
6. Use behaviour data to target and assess school wide behaviour policy and practice
7. Regularly review provision for learners who fall beyond the range of written policies

Pupils will:

1. Be ready
2. Be respectful
3. Be responsible

Parents / Carers will:

1. Be ready
2. Be respectful
3. Be responsible
4. Encourage independence and self-discipline, to show an interest in all that their child does in school and to offer a framework for social education
5. Foster good relationships with the school and support the school in the implementation of this policy
6. Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations

5. Recognition and rewards for effort

We recognise and reward learners who go "over and above" our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

Classroom level

1. Praise for good choices
2. On to class recognition board
3. Mention/Note/phone call to parents

School level

1. Star awards -Each class teacher choose children every week.
2. Hot chocolate Fortnight - each teacher nominates 1 child to join SLT for hot chocolate.
3. Positive cards – sent out weekly

6. Managing Daily Behaviour in the classroom

Positive Recognition Boards

"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does" Paul Dix

Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on. *Examples could include "One voice" for classes who constantly talk over each other, "speak politely" to emphasise manners or hands and feet to yourself, for those who give them to others too freely. The focus can also relate to learning behaviours "Accurate peer feedback", "persuasive language" or "show working".*

When the teacher sees children demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session/day (depending on context) the aim is for everyone to have their name on the board.

Nine ways to sharpen use of recognition boards Paul Dix:

1. Target your recognition board at learning attitudes not just functional behaviours. Make sure that the behaviour you choose raises the expectation for the children and is not simply something they can already do well
2. Name or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude
3. Names or tallies are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct
4. Learners can nominate others to be put on the board. Try stopping an activity after 15mins and ask them to write up 4 names of other children who have been consistently demonstrating the desired behaviour
5. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone get their name on the board
6. Recognition boards need to be refreshed hourly, daily or weekly depending on age of children and context in which you are working
7. Pupils are recognized for effort not achievement
8. When everyone's name is on the board a collective "whoop/clap" is appropriate. Large rewards are not necessary
9. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours

Practical steps in managing and modifying poor behaviour

Engaging with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should always and consistently in every lesson **be praising the behaviour**

they want to see. All learners must be given "take up time" in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption.* Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Step 1- Redirection

Gentle encouragement, a "nudge" in the right direction, small act of kindness, check they are okay – active listening.

Step 2-Reminder

A reminder of the expectations be **Ready, Respectful, Responsible** delivered privately wherever possible. The teacher makes learner aware of their behaviour and acknowledges their emotions. The learner has a choice to do the right thing (give take up time). Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

Step 3- Caution / Time out (within classroom)

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue.

- The learner is asked to speak to the teacher away from the others
- Boundaries are reset
- Learner is asked to reflect on the next step. Again they are reminded of their previous conduct/attitude/learning
- Learner is given final opportunity to engage with the learning/follow instructions

At this point if necessary to cool down/diffuse situation the learner can go to a time out /space in the classroom to reflect on their behaviour (as set by the member of staff but must be proportionate to the behaviour seen from the child).

Step 4- Internal Referral

If the step above is unsuccessful, or if a learner refuses to take a time out then a learner will be asked to leave the room and go to their predetermined partner class for 10 minutes to reflect. If the child refuses to go it may be necessary to radio the inclusion team for support. The learner will then need to work outside a teaching area with a member of the **inclusion team/class TA for 10 minutes to reflect on their behaviour**. If a child has been out of class/not completed learning based on your shared minimum expectations, they are expected to **complete their work** during part of play with their class teacher / duty teacher or at lunch with a member of SLT. Whenever an internal referral has been made the class teacher / adult in class will record on CPOMs.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Step 5- Reparation meetings

A restorative meeting should take place before the next lesson. This can be supported by another colleague or member of the Inclusion Team/SLT/LMT. Staff have a script for the restorative conversation. Staff choose 5 restorative questions from the following and address each question together.

1. **What happened? (listen to each other's account carefully)**
2. **What were you thinking at the time?**
3. **What have you thought since?**
4. **How did this make people feel?**
5. **Who has been affected?**
6. **How have they been affected?**
7. **What should we do to put things right?**
8. **How can we do things differently in the future?**

The teacher will take responsibility for leading reparation meetings. Colleagues will support when requested. Record on CPOMs. Reflection sheets will be used where appropriate and kept in the green folder in every class.

Step 6- Formal meeting

If behaviour is consistently poor as shown by internal referrals and several reparation meetings or becomes a cause for concern, there will be a formal meeting with teacher and phase leader and parents. There will then be agreed targets that will be monitored over the course of two weeks. Parents will always be informed at this stage. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Most behaviour should be dealt with within these steps. Children who may need some additional emotional support will be supported by the Inclusion Team and outside agencies. Some children will have a Positive Intervention Plan (PIP) to address particular needs and these should be adhered to in addition to the usual behaviour policy.

A **serious breach** is an incident that may lead to an internal exclusion, a fixed term exclusion or a permanent exclusion. Alternatives to exclusion where appropriate, will be sought.

Serious breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, defiant refusal and disruptive behaviour in class which impacts on learning and teaching. This type of behaviour is generally rare and it is the responsibility of the members of the SLT, who will deal with it severely, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage with each stage being recorded.

Procedures for Dealing with More Serious Incidents

- A verbal warning by the Headteacher, Deputy Headteacher or Assistant Headteacher as to future conduct
- Withdrawal from the classroom for a session or the rest of the day
- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring, then exclusion procedures are implemented in consultation with the Governing Body
- Permanent exclusion after consultation with the Governing Body and the LA

- Parents have the right of appeal to the Governing Body against any decision to
- Exclusion will be considered.

NB A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

In addition to the above, all major breaches of discipline will be recorded on CPOMs (online data system used by school).

7. Getting the Basics Right

Visible Consistency makes everyone feel safe. These simple consistencies are key to the success of the policy and need to be adhered to by all staff.

Before school	No games on the playground. Children come straight into the classroom door at 8.50am*
Welcoming children	At the start of the day, children should be welcomed into school and into the classroom. This includes the SLT being visible in the playground and staff standing at their classroom door.
Playtimes/ end of lunchtimes	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into school
Assemblies	Children need to come into Assembly in silence. It is the Class teacher's responsibility to ensure this. Children should remain silent throughout Assembly as appropriate. Class teachers must monitor this. Move children who talk and have i-pad to reward good behaviour with Dojos.
In the corridors	Children are expected to walk in silence in the corridors
In the playground	Children should not climb on furniture / play equipment or go onto grass when out of bounds.
At lunchtimes	Children should not climb on furniture / play equipment or go onto grass when out of bounds. Game On leaders support activities on both playground areas during the lunchtime session. Lunchtime supervisors will support Game On leaders to follow behaviour policy on playground.
Dining room	Children should be walked to hall or playground by class teacher or lunchtime supervisor if their session falls later during the lunch session. When entering the hall, they should do so quietly and remain quiet throughout the time in the hall (children are not expected to be silent but use appropriate voices and behaviour).
After School	No unsupervised games. Children who are not with parents and are walking home should do so immediately.

*This may be slightly different during COVID-19 Pandemic

8. Interventions

If one or more children is struggling with inappropriate behaviour, a number of bespoke interventions, such as a "Circle of Friends", lunchtime club, or group, is convened, run by a specialist Teaching Assistant or Learning Mentors, to support the struggling child in developing personal awareness, social and self-management skills.

9. Pupils with Special Educational Needs

Where pupils have special educational needs there may be situations where the sanctions and rewards may need to be modified accordingly to suit the pupil concerned. This will be done in consultation with the SENCO/ Headteacher /Deputy Headteachers/Assistant Headteacher/Inclusion Team and class teacher. Key staff may need to liaise with external agencies as necessary.

10. Exclusion

Where there has been a serious breach or breaches of the school's behaviour policy, the Headteacher or Deputy Headteachers are sent for and an exclusion can be issued. In severe cases if fixed term exclusions do not resolve the issues a permanent exclusion can be enforced. Only the Headteacher or Deputy Headteachers in the Headteachers absence, have the power to permanently exclude a pupil from school immediately in exceptional circumstances such as:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse
- Supplying an illegal drug
- Carrying an offensive weapon.

If the Headteacher or Deputy headteachers exclude a pupil, the school informs the parents immediately, giving reasons for the exclusion. At the same time, it is made clear to the parents that they can, if they wish, make representations to the governing body. The school ensures that the letter outlining the reasons for exclusion informs the parents how to make any such appeal.

11. Restraining Pupils

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in the DFE circular "Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies." Teachers at Long Lawford Primary School never use force as a punishment for undesirable behaviour. We are a Team Teach trained school. Team Teach is all about de-escalation strategies and how to support children in crisis. However, it may at times be appropriate to physically intervene. Key staff have been trained to move, handle and hold children to keep them safe and only when it is in the best interests of the child.

Team Teach moving and handling techniques may be used when:

- a child is hurting themselves
- a child is hurting someone else
- a child is causing damage to school property
- a child is committing a criminal offence
- a child is demonstrating behaviours that are prejudicial to maintaining the good order and discipline either in school or when off site (e.g. attending a school trip)

The decision to do this is made by the trained lead adult at the time of the incident. All members of staff have a legal power to use reasonable force. Reasonable adjustments will be made for children with disabilities and special educational needs. De-escalation is the first strategy and handling children is a last resort. The inclusion team works with every child after experiencing crisis to explore triggers and any support needed to ensure crisis is avoided as much as possible. Where children have been moved and handled, a form is completed and countersigned. The Headteacher is always informed. The incident is recorded on CPOMs and reviewed. Parents are informed.

We comply with the Department for Education guidance regarding Use of Reasonable Force (2013).


12. Bullying

Peer on Peer Abuse:

This is not tolerated at Long Lawford Primary School. Keeping Children Safe in Education 2020 (KCSiE) refers to Peer on Peer abuse as (but is not limited to):

- Cyberbullying - the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.
- Physical abuse (such as kicking, hitting, shaking, biting, hair pulling, or otherwise causing harm)
- Name calling – to humiliate or embarrass
- Racism – racial prejudice or discrimination
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence or rituals

All staff are clear that peer on peer abuse and racism are not tolerated in school. Pupils are encouraged to report all incidents of bullying whether they are victims or bystanders to their chosen member of staff. The ethos of a 'listening and talking' school is communicated to the children. All staff will respond to student, staff or parental concerns seriously. All incidents of prejudiced behaviour (including racism and discrimination of any type) is reported to Warwickshire County Council via <https://schools.warwickshire.gov.uk/early-help-targeted-support/equality-diversity-schools>.

	<p>Investigate the incident: talk to the parties involved and get both sides of the situation. Gather information:</p> <ul style="list-style-type: none"> • Clarify if it is the first instance or ongoing. • Find out if it is targeted at an individual or a group. • Clarify what happened/ times/ key details/ circumstances. • Record onto CPOMs and state that bullying or racism was involved • Report using online form
	<p>Report the incident to:</p> <ul style="list-style-type: none"> • Class Teacher • Phase Leader/AHT/DHT <p>Follow the Behaviour policy</p>
	<p>Class teacher will inform parents of the child who has reported the bullying/racist incident and state that the incident has been investigated. Phase/AHT/DHT will meet with the instigator's parents.</p>
	<p>Review the behaviour of all parties and if further incidents occur inform SLT. SLT will decide the sanctions/possible exclusions (see behaviour chart).</p>

13. Screening, searching and confiscation

Any teacher can search a pupil for any item banned under the school rules, if the pupil agrees. Teachers need to be aware that a child's ability to give consent will depend upon their age and other factors. To gain consent it is enough for the teacher to ask the pupil to turn out their pockets or if they can look in their bag or drawer and for the pupil to agree.

If a pupil refuses the teacher should follow the behaviour policy and apply an appropriate sanction. Ultimately the school reserves the right to withhold entry to the school if a pupil refuses to comply with such a request.

The Headteacher, Deputy Headteachers and SLT have a statutory power to search pupils or their possessions, without consent, where they suspect a pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause injury to, or damage to the property of, any person (including the pupil).

In deciding whether to carry out such a search the Headteacher, Deputy Headteachers or SLT should have reasonable grounds for suspecting a pupil has an item from the list above. For example, the pupil or pupils may have been overheard talking about such items or may be behaving suspiciously.

In conducting the search, the Headteacher, Deputy Headteachers or SLT should ensure that it takes place on school premises except in the case of a trip where the member of staff has lawful charge of the pupil. School staff can seize any

banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

At Long Lawford Primary School, along with the list above we deem banned items to be:

- Matches or lighters
- medicines (without authorisation)
- mobile phones (without permission)
- game consoles

When a child is searched the teacher must be the same sex as the pupil being searched, and another teacher must be present as a witness.

14. Drugs

Drugs are an issue in society at present and children may be placed, at some stage in their life, in situations where drugs are involved. Drugs may be classified as: alcohol, prescribed drugs, legal or illegal, they take many forms they are described by the World Health Organisation as "a substance, which on entering the body, changes the way that the body functions".

A range of responses would be adopted as no one incident is identical to another. If needed we will refer a child to the DECCA team but this may not always be appropriate. DECCA Team can be contacted on 0845 838 53 17.

Allegation or suspicion	<ul style="list-style-type: none"> • Act immediately • Inform SLT • Have two staff present (this can be important if any future allegations are made) • Investigate the child's behaviour/appearance/actions • Record everything that is done as a description of events (to be logged on CPOMs)
Disclosure	<ul style="list-style-type: none"> • Act immediately • Investigate further by not asking leading questions • Fill out a Concerns Form (Green) and give it to the DSL
Informing Parents	<ul style="list-style-type: none"> • SLT will decide when it is appropriate to inform parents • Offer of support will be set up by the Family Support Team
Involving Police	<ul style="list-style-type: none"> • Police contacted regarding a pupil who has been found in possession/suspected possession of an illegal substance • Police will be contacted regarding a pupil who has been found supplying or is suspected of supplying an illegal substance • A member of SLT will contact the police

The use of drugs in school may result in fixed term or permanent exclusion. The Headteacher can also decide to permanently exclude any pupil supplying drugs. See and Exclusions section of this policy for more details.

Appendix 1

Example of Script

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give take up time. **Ignore secondary behaviour at the time – always follow up after the event.**

1. Reminder:

- I noticed you chose to... (noticed behaviour)
- I understand that you seem to feel ... (acknowledge emotion displayed and ask if they need to talk to someone).
- This is a REMINDER that we need to be (Ready, Respectful, Responsible)
- You now have the chance to make a better choice
- Thank you for listening

2. Caution

- I noticed you chose to... (noticed behaviour)
- This is the _____time I have spoken to you. You need to speak to me for 2 minutes after the lesson (at the end of playtime).
- Do you remember when_____ (model of previous good behaviour)? That is the behaviour I expect from you.
- Think carefully I know that you can make good choices.
- Thank you for listening/I'm glad we had this conversation

3. Time out/ calming time

- I noticed you chose to (noticed behaviour)
- Do you remember when_____ (model of previous good behaviour)? That is the behaviour I expect from you.
- Think carefully I know that you can make good choices.
- You need to go to sit at the table at the (time out space / area of room/ playground)
- I will come and speak to you in XXX minutes.

4. Internal referral

- I noticed you chose to... (noticed behaviour)
- You need to go to... (KS partner classroom) for 10 minutes to reflect.

(If child refuses to leave, radio for inclusion team to support. Inclusion team call for SLT if behaviour continues.) Children will be given 10 minutes out of class to reflect upon behaviour before returning to continue with their learning.

5. Reparation meetings

A restorative meeting should take place before the next lesson. This can be supported by another colleague or member of Pastoral team /SLT... Staff will have a script for the restorative conversation that they feel comfortable with. Choose 5 from the following and address each question together

- **What happened? (listen to each other's account carefully)**
- **What were you thinking at the time?**
- **What have you thought since?**
- **How did this make people feel?**
- **Who has been affected?**
- **How have they been affected?**
- **What should we do to put things right?**
- **How can we do things differently in the future?**

The teacher will take responsibility for leading reparation meetings. Colleagues will support when requested. Teachers will use reflection sheets where appropriate.

6. Formal meeting

Teacher and phase leader and parents will meet to agree a two-week action plan to address the behaviour if it does not improve

Appendix 2

DISCIPLINE IN SCHOOLS - TEACHERS' POWERS - key points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school (Section 89 of the Education and Inspections Act, 2006).
- Teachers have a specific legal power to impose detention outside school hours
- Teachers can confiscate pupils' property

Appendix 3

Behaviour for Teaching and Learning - One Page Summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

The School Rules must be displayed in each learning space and referred to in conversations around conduct.

Consistencies

1. Meet and greet at the door
2. Model positive behaviours and build relationships
3. Plan lessons that engage, challenge and meet the needs of all learners
4. Use recognition boards for positive recognition throughout lessons
5. Refer to "School rules" in all conversations about behaviour
6. Be calm and give "take up time" when going through the steps. Think Prevent rather than sanctions
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving inappropriately.

Sanctions

Step 1- Redirection	Gentle encouragement, a "nudge" in the right direction, small act of kindness check they are okay – active listening.
Step 2- Reminder	A reminder of the expectations (School Rules) delivered privately wherever possible. The teacher makes learner aware of their behaviour. Emotion coaching - acknowledge emotions and ask if there is anything the learner wants to talk about. The learner has a choice to do the right thing. (Give take up time) Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
Step 3- Caution Time out in class (time given by class teacher/staff member – proportionate to the behaviour seen)	A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices Give the learner a chance to reflect away from others. (Separate table, area of the room). Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so, e.g. if you complete your work now, you won't have to have time out in another class.
Step 4- Internal referral	At this point the learner will be referred internally to another room in the key stage for 10 minutes to reflect. All internal referrals will be recorded on CPOMs. The receiving class teacher does not need to discuss behaviour with child. Parents should be informed from step 4 onwards.
Step 5- Reparation	A restorative meeting should take place before the next lesson, with the adult concerned e.g. teacher, TA. If the reconciliation is unsuccessful the adult should call on support from a pastoral

	colleague who will support the reparation process. Try reflection sheets where appropriate.
Step 6- Formal meeting	If behaviour is consistently poor as shown by internal referrals and several reparation meetings. There will be a formal meeting with Deputy Headteacher/Headteacher. There will then be agreed targets that will be monitored over the course of two weeks.

A **serious breach** is an incident that may lead to a fixed term exclusion. Alternatives to exclusion where appropriate, will be sought.

Appendix 4

Behaviour Logging

Behaviour will be logged under the following headings:

- Bullying
- Drug and Alcohol related incident
- Persistent Disrupted Behaviour
- Damage to school/Staff/Pupil property
- Physical assault against an adult
- Physical assault against an pupil
- Racial Abuse
- Sexual Misconduct
- Theft
- Verbal Abuse/threatening behaviour against an adult
- Verbal Abuse/threatening behaviour against a pupil
- Other (to be discussed with SLT before logging)

Behaviour is tracked across the school, and data for incidents are shared with the Governing Body at Full Governor Body meetings. This data also helps to inform actions for school leaders.