

Policy for: Behaviour
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Introduction

The Staff and Governors of Newdigate Primary and Nursery School are committed to creating a safe and secure environment in which all children can learn. Everyone is expected to take responsibility for their actions and to show care and concern for people, the school and its contents. Newdigate Primary & Nursery School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

This policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. **The implementation of this policy is the responsibility of all staff.** The responsibility for monitoring and review rests with the head teacher.

Our Aims Statement

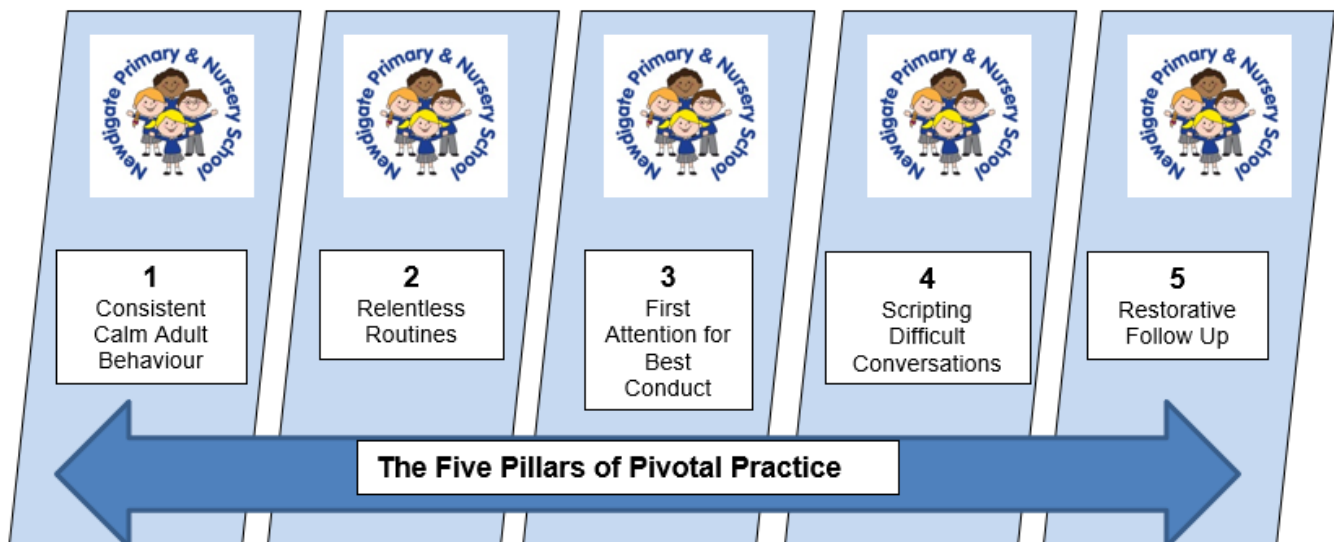
At Newdigate, we aim to work closely with parent partnership to:

- Encourage a high standard of behaviour
- Promote self-discipline and acceptance of responsibility for pupils' own actions
- achieve the highest standard of behaviour through a stimulating, safe, secure environment
- value each individual's worth and realise that each member of the school community has a positive contribution to offer.

Our Aims are best achieved when

- Clear values are established, understood and accepted by all members of the school community.
- A caring and safe environment is established to ensure that pupils feel valued and are able to fulfil their potential
- Pupils are provided with consistent positive encouragement and praise which reinforces good behaviour
- Pupils are encouraged to develop self-regulation and make positive behaviour choices
- Pupils understand the consequences for poor behaviour choices, and these are applied in a calm and consistent manner.

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**



Adult Behaviours “When the adults change, everything changes” (Pivotal Education)

Expectations of adults

We expect every adult to:

- **Meet and greet** (e.g. at the door, on the playground, at the main reception).
- Refer to ‘**Ready, Respectful, Safe**’
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Use a **visible recognition** mechanism throughout every lesson (Praise board – White to Gold)
- **Sanction section** (Blue to Red) not to be visible but to be used and monitored by staff
- Be **calm** and give ‘take up time’ when going through the steps. **Prevent** before sanctions.
- **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
- **Never ignore** or walk past learners who are behaving badly.

Senior Leaders

Senior leaders 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. The sanction section of the policy **MUST** be followed by all staff.

Senior leaders will:

- Take time to welcome learners at the start of the day
- Be a visible presence around the site and especially at transition times
- **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations
- Regularly share good practice
- **Support** middle leaders in managing learners with more complex behaviours
- Use behaviour data (recorded on ABC forms and CPOMs) to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- To ensure the Behaviour Policy is made available to parents on the school website.

Responsibilities of Parents

- To ensure children attend school regularly and on time each day.
- To encourage children to eat healthily, including having breakfast, in order to ensure they are ready for learning.
- To inform school immediately of the reason for any pupil absence.
- To tell school staff about anything that may affect children's work and well-being at school.
- To show an interest in all that their child does at school.
- To offer help and support with learning at home, including the completion of homework.
- To establish good communication with school staff and support the behaviour and discipline policy.
- To encourage respect and good behaviour to make their children aware of inappropriate behaviour, within and outside the school environment.
- To work with school staff to address and review any behaviour issues with their children.

Responsibilities of Governors

- To ensure the school has a Behaviour Policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures and Government guidance.
- To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- To nominate a Governor to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the head teacher.
- To review the policy and procedures annually and provide information to the LA or other agencies on request, about how the above duties have been discharged.

Recognition and rewards for effort

We recognise and reward learners who go '**over and above**' our standards. Our staff understand that at Newdigate Primary & Nursery School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach. Positive rewards include positive messages home for behaviour that is '**over and above**'. This may take the form of a positive note home, a phone call or a face to face chat. Children who demonstrate the three core rules will be acknowledged with achieving a House Point for their team.

Praise can be given in many ways and might include:-

- A quiet word or encouraging smile
- A written comment on pupil's work
- A public word of praise in front of a group/class/key stage
- A visit to another teacher/assistant head/deputy head/head
- A sticker, smiley face, stamp, praise certificate etc.

Celebration Assembly (Pupils of the Week)

Our celebration assemblies are held on a Friday. Two '**pupils of the week**' are nominated from each class - these children will have consistently gone '**over and above**' in our school rules and values during the week or given their best in their learning. The children are selected at the beginning of the assembly and receive a choice of prizes. They then take their seat pride of place on '**the best seats in the house**' for the duration of the assembly.

Managing Behaviour

Engagement with learning is always our primary aim at Newdigate Primary & Nursery School. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be taken with care and consideration, taking individual needs into account where necessary. Praise the behaviour you 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.

Restorative practice:

Newdigate Primary & Nursery School uses restorative practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom (Newdigate Behaviour Blueprint). Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

(Appendix 2 – Restorative Practice approach at Newdigate)

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible. At EACH STAGE children should be taught to self-reflect and repair the relationships through restorative conversations.

Restorative Conversation - 5 questions is usually enough from the following:

- What happened?
- 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?

Within Newdigate Primary and Nursery school we believe that every day is a 'Fresh Start'.

Sanctions steps

Steps	Actions
1) Redirection / Reminder (reminder)	Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder. Praise the ideal behaviour in other children as a reminder of the desired behaviour.

2) Caution (1st warning)	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. “stop, think, make the right choice” “think carefully about your next step” Warn the child that if it continues, they will be recorded on the sanction chart on blue
3) BLUE	Make the learner aware of the undesirable behaviour and discretely record their name on the sanction chart. At the end of the session the following script must be delivered “I put you on blue because you...” “You need to have 2 minutes of self-reflection to think about why and how we can solve it.” Staff to problem solve with the child to find ways to stop the repeated behaviour e.g. work outside the classroom, choose alternative seat, brain break etc
4) YELLOW	Make the learner aware of the undesirable behaviour and discretely inform them that they are being put on yellow on the sanction chart for continuing with the undesirable behaviour. At the end of the session the following script must be delivered “I moved you to yellow because you...” “You need to have 5 minutes of ‘Time in’ (Time spent with an adult) to discuss why and how the previous problem solving didn’t work.” Staff to try and ascertain if there is a bigger underlying problem or concern e.g. lack of breakfast, previous incident at home, lack of sleep etc.
3) RED Last Chance	Speak to the pupil privately and give them a final opportunity to engage and inform them that they are about to be moved to RED. <u>STEP 1 IN RED:</u> If the behaviour continues a member of staff MUST take the child away from the classroom and follow this script Use the 30 second scripted intervention • I have noticed that you are...(having trouble getting started, wandering around etc.) right now. • At Newdigate, we... (refer to the 3 school rules – ready, respectful and safe) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... then give the child some ‘take up’ time. <u>STEP 2 IN RED:</u> Cool Off might be a short time away from the classroom with another class/TA/calm space It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves.

	<u>STEP 3 IN RED:</u> If the warning is not heeded and the behaviour continues this must be recorded on the ABC form and/or CPOMs. At this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time. Children will be expected to have a reflective dialogue during this time. <u>STEP 4 IN RED:</u> If this continues then children should repeat step 1 RED with the phase leader <u>STEP 5 IN RED:</u> If this continues then children should repeat step 1 RED with a member of SLT
Consequences Communication with parent/ carer A formal meeting with SLT and parents/carers. Weekly behaviour meetings Exclusion	Imposition given if needed (An imposition is additional work that must be completed that evening, countersigned by parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher) If a child has two incidents in a week requiring reflection the class teacher must inform parents and this must be recorded on CPOMs. If a child has three or more incidents in a week (or regular incidents) requiring additional reflection time (after school) a meeting with the teacher, Phase leader and parents/carers will be arranged. This must be recorded on a Parent Conversation form and CPOMs. If the behaviour continues or the child has shown more extreme behaviours then a meeting with SLT and parent/carers will be arranged. This must be recorded on a parent conversation form and CPOMs. Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings to discuss their behaviour. A serious breach may lead to a fixed term exclusion.

(following examples of behaviours that could lead to sanctions – see appendix 4)

Serious incidents:

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- Fighting
- All forms of bullying
- Threatening behaviour towards other children
- Racist or homophobic comments
- Physically striking children or adults

Reasonable adjustments:

Some children will have experienced trauma in their early life or may have Special Educational Needs which mean they will find it more difficult to follow the expectations we set for others. In these cases, it will be necessary to make reasonable adjustments to our policy to enable them to succeed. It may also be appropriate to take advice from other agencies, for example, the Educational Psychologist, Paediatrician, Specialist Teaching Service or the virtual school for children looked after.

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place – a Positive Intervention Plan (PIP). For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues. In these cases, the SENDco and a member of SLT will be involved, as well as Parents. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

Exclusions:

Suspension

Newdigate Primary & Nursery School believes that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period of time. If this decision is taken, work will be set for the pupil to complete at home. Following a suspension, the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See 'Suspension and permanent exclusion guidance' from the DfE).

The governors of Newdigate Primary & Nursery School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils or staff at the school.

Pupils conduct outside the school gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

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

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

Physical intervention (Positive Handling):

At Newdigate Primary & Nursery School the majority of staff are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise, children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed. (*Appendix 3 - details on the use of reasonable force*)

Confiscation of Inappropriate items

There are two sets of legal provisions, which enable school staff to confiscate items from pupils: The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a consequence and protects them from liability for damage to, or loss of, any confiscated items. Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco/cigarette papers/vapes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Keeping Records

The central place to record information regarding behaviour is the Class Behaviour File (green folder) and logged on CPOMS. A copy of any formal Parent/Teacher meeting record should also be logged on to CPOMS.

The Newdigate Way

This is how we do it here... 'Every child deserves the best!'



At Newdigate Primary & Nursery School high expectations of learning, behaviour and respect for each other underpin everything we do. Our staff strive to foster independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.

Consistencies

1. Meet and greet
2. First attention to best conduct
3. Positive phrasing to reinforce

Rules

- Ready
- Respectful
- Safe

Values

1. Kindness
2. Teamwork
3. Honesty
4. Self-belief
5. Perseverance

Relentless Routines

1. Fantastic Walking
2. Personal space
3. Hand Signal for Stop
4. 1, 2, 3 Eyes on Me

Stepped Consequences

1. **Redirection and reminder** (3 rules, privately)
2. **Caution** (outlining behaviour and consequence)
3. **Time in to reflect** (a conversation with an adult to reflect on school rules and what needs to change).
4. **Time out to reflect** (At a given space and reflection happens later).
5. **Red sanction**-communicate with home.

If persistent...

Step 1-Time out with T/TA-use script

Step 2-5/10-minute reflection time in alternative classroom

Step 3-Time out with phase leader-reflective diary

Step 4-SLT-reflective diary

Script

30 second scripted intervention

- **I have noticed that** you are... (having trouble getting started, wandering around etc) right now.
- **At Newdigate, we...**(3 rules)
- **Because of that you need to...**(refer to action to support behaviour, e.g. moving to another table, complete learning at another time)
- **Do you remember yesterday/last week when you...**(refer to previous positive behaviour)?
- **That is who I need to see today...**
- **Thank you for listening** ... then give the child some 'take up' time

Reflective Diary

Use the reflection diary to support with this element...

- What happened?
- What were you thinking or feeling?
- Who has been affected?
- What needs to happen to put things right?
- How do you feel now?
- Next time I will...

Appendix 2 – Reflection and restorative approach at Newdigate Primary School

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1

To respond to challenging behaviour:

- What happened?
- What were you thinking or feeling?
- Who has been affected?
- What needs to happen to put things right?
- How do you feel now?
- Next time I will...

Restorative Questions 2

To help those harmed by others' actions:

- What happened?
- What were you thinking or feeling?
- Who has been affected?
- What needs to happen to put things right?
- How do you feel now?
- Can we do anything else to help?

Appendix 3 – Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

Please Note: Parental consent is not required to restrain a pupil.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

use force as a punishment – it is always unlawful to use force as a punishment.

Communicating the school's approach to the use of force

Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement. Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEND.

Schools do not require parental consent to use force on a student.

By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

For further detail please see Newdigate Primary & Nursery School Positive Handling Policy



Appendix 4



Procedure for when children fight and display physical behaviours during playtime or lunchtime

- Step 1) Member of staff investigates any incident either observed or raised by a child.
-Speak to the child, ascertain if anyone else was involved.
- Step 2) Decide on appropriate course of action in line with the behaviour policy. If inappropriate physical behaviour (e.g. punching, grabbing violently, kicking etc) has occurred then SLT must be informed.
- Step 3) The child/children involved will be taken to Palm room to see a member of SLT and it will be decided on actions of Suspension, internal suspension or missing of play or lunchtime and this is to be agreed with all staff and children involved.
- Step 4) SLT will decide on whether it will be the same day or the following day, based on all of the information they have been given. If you have taken a child at lunchtime and they are receiving their consequence that day, please go back at the end of the lunchtime to collect the child and hand them back to the class teacher with the ABCC form you have completed.
- Step 5) Record all information on an ABCC form and give to the class teacher. The sanction put in place by SLT should be recorded on the form.
- Step 6) Class teacher or LSA to scan it and add to CPoms.
- Step 7) Class teacher or LSA to inform parents of the incident and the consequence. If this consequence occurred that day (i.e. child has been kept in at playtime or lunchtime), parents need to be informed at the end of the same day. If the consequence is for the following day, parents need to be informed and a member of staff must take the child to Palm room the following day with their lunch and water bottle. Please collect the child at the end of lunchtime before returning to your class.

*Caution should be applied when dealing with playfighting with younger children. Staff should remind children and give appropriate warnings and remind them of consequences before reporting to SLT.

*Caution should be applied to football. If it is part of the game then please follow the behaviour policy. If it has turned physical as a result of the game then refer to above system.

Appendix 5



Procedure for when a child refuses to go back into class



- Step 1) Immediately inform the school office by phone or in person. This is to ensure that the front electronic gate is not opened if it poses a risk to do so.
- Step 2) Approach the child to offer support and encourage them to return back to class or another appropriate space indoors.
- Step 3) If the child still refuses, try a change of face and repeat step 2.
- Step 4) Ensure the child has had ample warnings to return to class or alternative and give them some reflection time, but remind them that if they do not return to inside the building, parents/carers will be informed.
- Step 5) Parents are informed. If they are able to support in school, then arrangements should be made for them to come in to assist. If they are unable to support, a member of staff should ensure they remain within eyesight of the individual at all times.
- Step 6) Staff should ensure that they are equipped to remain outside e.g. water, warmth, weather, food etc. If they are not, support should be sought from parents to ensure safety.
- Step 7) If they are refusing to come in when it is approaching 3pm, parents need to be informed immediately to come and collect the child before the gates are opened. The school office need updating and office staff will inform SLT as a matter of urgency by 3pm at the latest or as soon as is possible.
- Step 8) In extreme circumstances, manage the gates in a way that allows for monitoring who leaves the site.
- Step 9) If child runs/exits alone, follow policy for missing child and contact the police and parents.

Appendix 6 – Examples of behaviours that could lead to sanctions – this is not an exhaustive list and each incident should be investigated carefully before giving appropriate sanction

• Play fighting • Interrupting / calling out • Not following instructions • Inappropriate verbal language • Inappropriate body language • Disrespecting property • Not being in the correct place • Not lining up correctly • Wasting time during transitions • Breaking rules • Name calling • Off-task behaviour • Tantrums	• Swearing • Discriminatory comments • Fighting • Spitting • Bullying • Vandalism • Leaving class without permission • Shouting at an adult • Vandalism	• Deliberate physical / verbal violence towards a child • Deliberate physical violence towards adults • Discriminatory harassment • Bullying (on-going) • Theft • Possession of drugs / materials • Leaving school without permission	• Serious actual or threatened violence against another pupil or member of staff • Sexual abuse or assault • Supplying an illegal drug • Carrying a weapon • Arson
1st Instance ➔ Persistent breach	1st Instance ➔ Persistent breach	1st Instance ➔ Persistent breach	Persistent breach
Reminder Caution Blue sanction What does this mean? • Children are given warnings • <i>Children are given self-reflection time</i> • Children are given Time in • <i>Children are given Time out</i> • <i>Children go to a parallel class</i> • <i>Children see phase leader</i> • <i>Children see a member of SLT</i>	Yellow sanction Red sanction	Isolation/Suspension What does this mean? • A set number of days in isolation at school, or exclusion at home • Re-integration meeting with parents and HT • Behaviour plan put in place	Suspension or Permanent Exclusion What does this mean? • Permanently excluded from attending school Professional judgment will be used at all times when determining sanctions

Appendix 7

ABCC Record



Pupil Name:-		Class:-
Adult completing form:-		Role:-
Date:-	Time:-	Place:-

Antecedent <i>(What was the situation or happened before the incident?)</i>	Behaviour <i>(What did the pupil do?)</i>	Consequences / Outcome <i>(What happened as a result?)</i>