

# Calverton Primary School



## Positive Behaviour Policy

Person responsible for the policy	Head Teacher - Caroline Crompton
Date reviewed and shared with staff	November 2017
Date to be next reviewed by staff	November 2020
Date ratified by the Governing Board	November 2017
Date to be reviewed by the Governing Board	November 2020

Signed by Chair of Governor:	Signed by Head Teacher:
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# Calverton Primary School

## Positive Behaviour Policy

At Calverton Primary School we are very proud to be a culturally diverse and fully inclusive school that is committed to ensuring we aspire to and achieve our motto of 'Every Child, Every Chance, Every Day'.

We aim to:-

Provide a happy, healthy and safe environment where **Every Child** is valued and inspired to achieve and exceed their potential.

Provide **Every Chance** to strengthen positive relationships with our families and the wider community.

Provide an enriched curriculum **Every Day** which will develop **Every Child's** self-confidence, resilience and passion for lifelong learning.

Have high expectations and aspirations for the achievement of **Every Child**, providing them with high quality teaching and personalised learning opportunities **Every Day**.

Respect the religious and cultural traditions of **Every Child** and in doing so, celebrate our British values and the diversity reflected within our school community.

Our core values are:

- Democracy and Having Your Say
- Rules and Consequences
- Freedom with Responsibility
- Respecting Others
- Fairness and Tolerance

### AIMS

- For the Positive Behaviour Policy to be supported and followed by the whole school community - parents, teachers, pupils and governors.
- To foster a caring, nurturing atmosphere, in which teaching and learning can take place in a safe and happy environment.
- To teach moral values and attitudes to promote responsible behaviour, self-discipline, self-respect and respect for other people and property.
- To celebrate good behaviour, by providing a range of rewards for pupils of all ages and abilities.
- To make clear to pupils the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow.
- To resolve behavioural problems by adopting a restorative justice approach.
- To ensure consistency through the use of the Behaviour Ladder across the school.
- Whilst this Positive Behaviour Policy applies to all pupils, careful consideration must be taken of individual pupil's needs e.g. those with Autistic Spectrum Disorders, Emotional Behaviour Difficulties, Attention Deficit Disorders, Behaviour Support Plans and Pastoral Support Plans.

### **The Governing Board should:**

- Promote and monitor the implementation of this policy
- Promote whole school adherence to the practices within it
- Ensure equality of delivery to individuals and groups through monitoring exclusions.

### **Staff should:**

- Provide positive role models at all times
- Follow procedures in this policy
- Establish and maintain clear and consistent expectations and boundaries
- Discuss with pupils when and how they could have made more positive choices when something goes wrong
- Encourage self-motivation and independence
- Promote self-esteem and self-respect in pupils
- Work in partnership with parents to support pupils to develop positive behaviour and celebrate their pupils' efforts and achievements
- Maintain well organised learning environments and appropriately challenging or supportive learning opportunities
- Respect pupils and listen to their views without discrimination.
- Ensure parents are verbally informed of all level 3 incidents by the class teacher, or level 4 incidents by a Deputy Head or Head Teacher. This conversation is noted in the sanction books.

### **Parents and Carers should:**

- Ensure their children attend school regularly and punctually
- Support the school in its strategies for managing behaviour
- Inform the school (class teacher in the first instance) of any factors which may influence a pupil's behaviour
- Support their child(ren) in learning to resolve difficulties in a positive manner

### **Pupils should:**

- Arrive on time every day ready to learn
- Tell an adult if they see something that they know is wrong
- Take responsibility for the choices they make

*We will not accept discriminatory behaviour of any kind from any party. All pupils and adults have a right to be respected and the responsibility to give respect to others including those with Special Educational Needs. This is in accordance with the 2010 Equality Act.*

*See also our SEN, Equal Opportunities, Anti- Bullying & Equalities Duty policies for further details of this.*

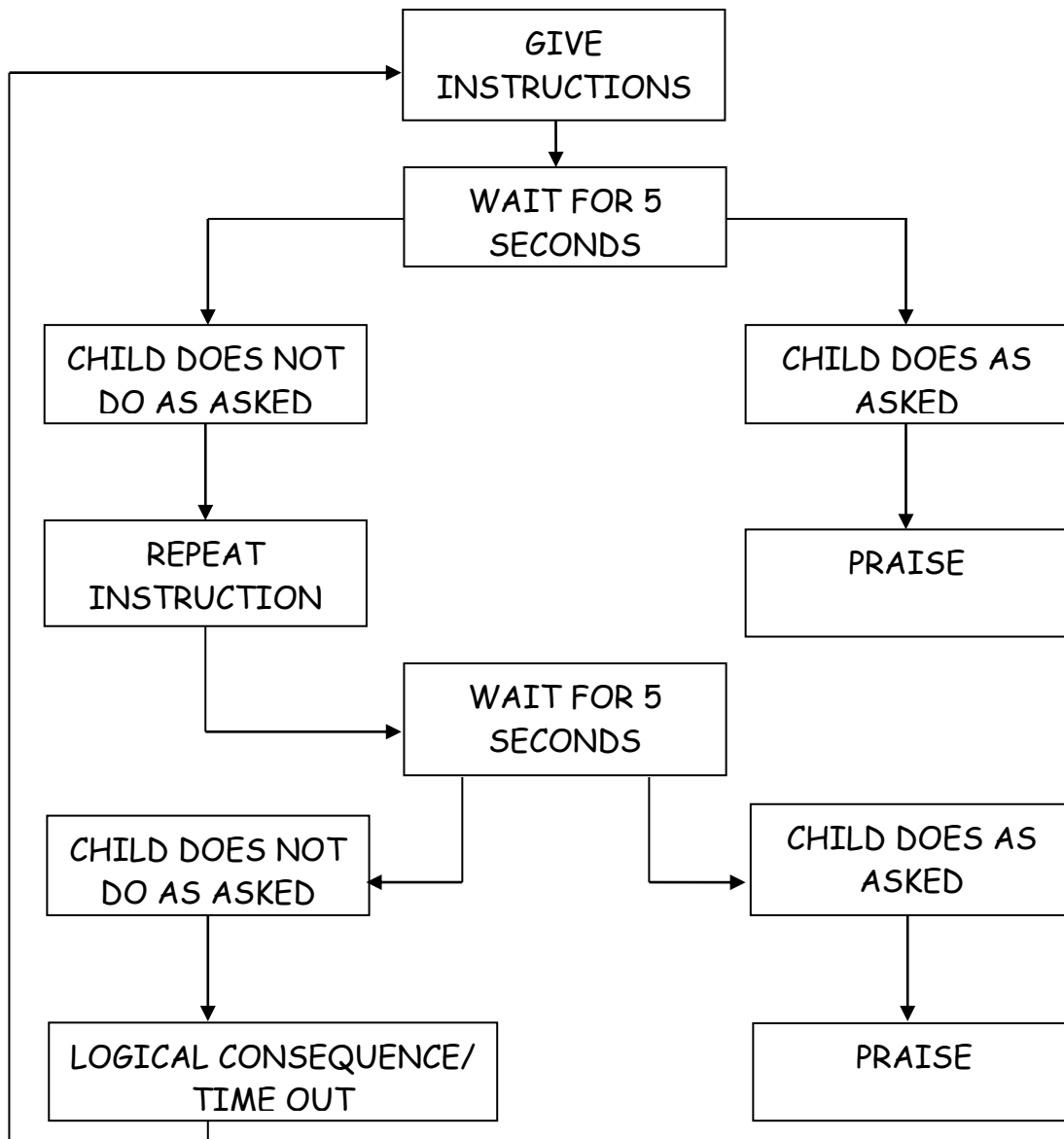
# The EYFS Behaviour Procedures

## Positive behaviour reinforcements are used at Calverton

Early Years staff will encourage and support children to develop a sense of right and wrong by helping children to cooperate at school. Staff will always try to explain, reason with and calm the child. Children are always encouraged to apologise and reflect on harmful behaviour. Any incidents will be brought to the parent/carers attention and discussed with them.

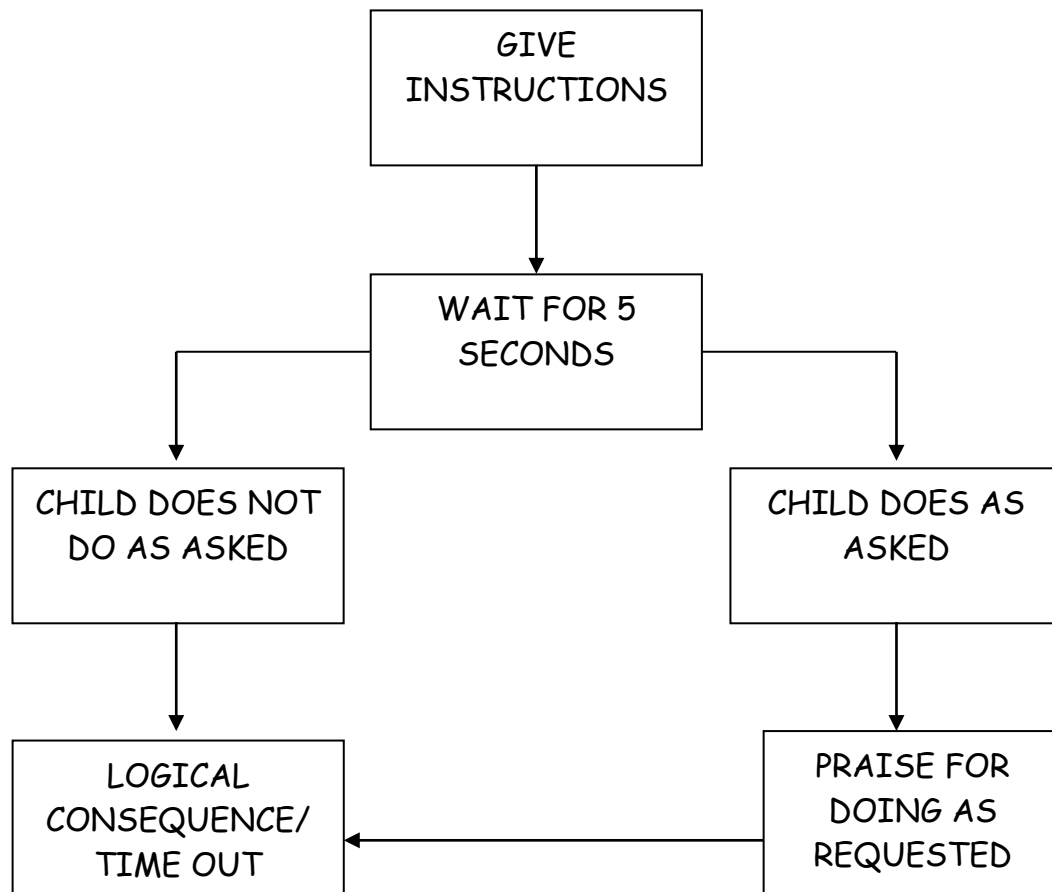
Staff will be aware of the age and stage of development of the child and of any cultural, linguistic or particular needs. Shouting or physical punishment will not be used. Physical intervention, i.e. holding, will be used only to prevent injury to the child, other children or an adult or serious damage to the property.

We adopt the Triple P (Positive Parenting Program) **Start Routine** for encouraging children to cooperate with instructions. The Start Routine requires children to follow an instruction after two requests. Children are rewarded with praise.



The **Stop Routine** is used by EYFS for the following behaviour, which is considered unacceptable at Calverton, whether towards an adult or another child:

- Biting
- Kicking
- Hitting
- Pinching
- Inappropriate language
- Throwing/breaking toys/equipment/furniture.



Examples of logical consequences are as follows:

- Time out in class (with timer)
- Time out in a different class (with another adult)
- Apologising
- A conversation with the child
- A conversation with parents

On display in the EYFS is a simplified version of the Behaviour Ladder found in the rest of the school (see below).



## **Promoting Positive Behaviour**

### **Incentives and Rewards**

These must be promoted by the whole school community. They operate on an individual basis as well as whole classes/houses working together. The following incentives and rewards for achievement apply:

- House points awarded for following the Core Values and Learning Principles
- Star of the Week certificates.
- Pupils who show good manners and are always well behaved in the dinner hall, will sit at the Golden table on Fridays;
- Verbal praise;
- Certificates for excellent attendance (end of term and academic year);
- Special Head teacher/Deputy Head Teacher stickers;
- House of the term/year reward.

### **House Point System**

Every pupil in school is allocated a House which they will be in for their life at Calverton. The houses are named after trees - Oak, Elm, Sycamore and Beech. Siblings will be in the same house.

House points are given to pupils for following the school's core values. Pupils can be given house points at any time of the school day and by any member of the school staff. No pupil can earn more than a maximum of 10 house points at any one time.

Each week during Achievement assembly, which all staff are expected to attend, house points will be collected. At the end of each term/year the house with the highest number of points will have an afternoon of reward.

### **House Captain:**

Each house will elect a house captain from the year six pupils. Each campaigning house captain will draw up a manifesto and will be elected during the formal school council elections that take place once a year. The house captain will have the following responsibilities:

- Be a leader for the house.
- Be a good behaviour role model for the whole house and school.
- Represent the house when it comes to prizes and decision making about the end of term/year reward.
- Organise inter-house events such as Quiz shows.
- Leading good work assemblies.

### **Star of the Week**

Each week teachers will nominate and announce two pupils in their class to receive a Star of the Week certificate and a pencil. The names of the children will then be displayed in the hall for a week on the Star board. One certificate will carry the theme of one of the Core Values and Learning Principles which will change weekly. The second certificate will be up to the discretion of the teacher.

### **Promoting Attendance**

At Calverton we feel promoting good, consistent attendance also contributes to positive behaviour and a good work ethic. Refer to the school's Attendance and Punctuality Policy.

## Promoting Positive Behaviour

Procedures for pupils who break rules begin when a pupil has been given a chance to correct their behaviour and they have chosen not to. The behaviour levels and warning system listed below should be started afresh each morning and afternoon. All members of staff working with groups or individuals must apply the behaviour policy.

## Positive Behaviour Ladder

Each classroom has a Positive Behaviour Ladder with 5 steps. At the beginning of each morning and afternoon sessions pupils' names will be displayed on the yellow step. Pupils can be moved up the ladder for good or improved behaviour and down the ladder for unacceptable behaviour.



## Behaviour Ladder, Consequences and Procedures:

	Classroom	Playground
	For excellent behaviour, work and demonstrating the Calverton Core Values and Learning Principles. Up to 10 house points may be issued per day per pupil.	
	All children begin on Yellow	
Warning	Informal Warning Level	Informal Warning Level
Action Required	<ul style="list-style-type: none"> <li>• Clear Verbal Warning</li> <li>• Use refocusing, redirecting, use 'language of choice' or a reminder</li> <li>• Move down to Pink on Ladder</li> </ul>	<ul style="list-style-type: none"> <li>• A verbal warning will be given in the first instance of unacceptable behaviour</li> </ul>
Timeout	Formal Warning Level (In Class Time Out)	Formal Warning Level (In Playground Time Out)
Action Required	<ul style="list-style-type: none"> <li>• The pupil remains in the classroom and is moved away from the main activity for up to 15 minutes in class separation time (In Class Time Out)</li> <li>• Move down to Orange on Ladder</li> </ul>	<ul style="list-style-type: none"> <li>• Any repeated misbehaviour will require the pupil to walk around with a member of staff or stand against a wall for five minutes to reflect on their behaviour</li> </ul>
BLUE	Sanction and External Class Time Out	
Action Required	<ul style="list-style-type: none"> <li>• The pupil is sent to another classroom for up to 45 minutes (External Class Time Out)</li> <li>• Completes any work given</li> <li>• Move down to Blue on Ladder</li> </ul>	<ul style="list-style-type: none"> <li>• If negative behaviour persists a blue sanction card should be issued and handed to the class teacher.</li> </ul>
	<ul style="list-style-type: none"> <li>• Level 3 Blue Card completed by adult and taken by the child to the...</li> <li>• Next available Break/Lunch Sanction where a...</li> </ul>	

	<ul style="list-style-type: none"> <li>• Reflection sheet is completed. After discussing with child, send sheet to Pastoral Support Manager.</li> <li>• Parents must be informed verbally by the class teacher</li> </ul>
	<ul style="list-style-type: none"> <li>• The child is moved back to Yellow after a sanction is completed.</li> <li>• They may also move back to Yellow at the beginning of a morning or afternoon session (although incomplete sanctions still need to be completed)</li> </ul>
	<ul style="list-style-type: none"> <li>• Level 1 and 2 may be bypassed where the incident is not considered serious enough to be level 4 (see list below), but where a stronger consequence is appropriate.</li> </ul>
RED	<p>If there are further issues before the sanction is completed, then it becomes a level 4 incident. A Red Card must be completed and handed to a Deputy or Head Teacher. The following bypasses Level 1 to 3: Exclusions may also be considered.</p> <ul style="list-style-type: none"> <li>• Physically harming another (whether pupil or adult)</li> <li>• Repeatedly swearing and using abusive language towards others</li> <li>• Deliberately damaging/stealing school property</li> <li>• Refusal to follow reasonable requests with implications for health and safety of the pupil or others e.g. leaving the school premises without permission</li> <li>• Theft</li> <li>• Persistent disruptive behaviour</li> <li>• Threatening others/ threatening with and /or using a weapon</li> <li>• Bringing a weapon on the premises</li> <li>• Comments that discriminate along the lines of race, gender, religion, sexual orientation and ability.</li> </ul>

#### Notes:

- When a pupil is not in their own classroom, their name should be written on the board and the class teacher informed of any behaviour issues.
- If a pupil refuses to go to another class or to attend the sanction room support should be sought from the Pastoral Support Manager, Learning Mentor, Deputy Head or Head Teacher unless a Level 4 incident has taken place.
- Refer to procedures as set out in the school's Anti-Bullying Policy for all allegations of bullying.
- **Level 4:** These behaviours are deemed serious enough to bypass the procedures mentioned previously and will be dealt with by a member of the Senior Leadership Team. They can lead to exclusion, depending on severity and circumstances.

#### **Level 3 and 4 Cards must be completed for all Level 3 and 4 incidents**

- Pupils who get to level 3 will be managed by the class teacher and phase leader where needed. Level 3 incidents must be recorded in the level 3 incident book. Parents must be informed verbally by the class teacher.
- Pupils who get to level 4 will be sent to a member of the Senior Leadership Team who will investigate the incident and take appropriate action. The incident, including any action taken, will be recorded in the level 4 incident books. A Deputy Head or Head Teacher will inform parents of incidents.



## **SANCTION ROOM PROCEDURES**

Pupils on a BLUE card will go to the first available sanction (either morning or lunch time) following the incident for 15 minutes. Level 1 and 2 may be bypassed where the incident is not considered serious enough to be a RED card, but where a consequence is appropriate.

The teacher issuing the BLUE or RED card will add it to the Safe Guard software as an incident report. The sanction room is not to be used for the completion of work but reflection of the child's actions.

The Phase Leaders will monitor the incidents logged on safe guard on a weekly basis.

The classteacher will inform a parent for a BLUE card, RED cards a member of SLT will inform parents.

## **REFLECTION ROOM PROCEDURES**

Pupils receiving a RED card are required to attend a 20 minute reflection session at lunchtime with a senior leader. The time is used to reflect on the harm their actions may have caused and to consider how they can change their behaviour in future. All completed reflection sheets are kept in the sanction room folder. If the incident is serious enough a senior leader may request the child/ren have a session with the pastoral lead or learning mentor.

### **Exclusions and Procedures:**

#### **Time Out:**

In Class Time Outs (level 2) are completed within the child's normal classroom. An External Class Time Out (level 3) time out will apply for level 3 or level 4 behaviour.

The pupil will complete their set work, provided by the class teacher, in another classroom. The pupil will also miss a break time (this may occur at the next available morning break or start of lunch time).

Parents are informed as soon as possible either by a telephone conversation or a one-to-one conversation with the parent.

#### **Playground Exclusions:**

- The class teacher will contact the parents/carers as soon as possible, ideally on the same day.
- The pupil will be restricted from accessing the playground or a specific activity for a fixed number of breaks and lunch times depending in the incident, decided by a senior leader.

#### **Internal Exclusions:**

- A member of the senior leadership will contact the parents/carers as soon as possible, ideally on the same day.

- The pupil will spend a fixed amount of time within school, but away from their class. This will also include break and lunch times (sanction and reflection). This will be recorded on the safe Guard system as an incident.

### **Fixed Term Exclusion:**

- The school will contact the parents/carers as soon as possible, ideally on the same day.
- It is expected that parents will collect their children as soon as possible on the day of the issuing of an exclusion. If this is not possible, then the child will be kept away from their class, and the exclusion will be postponed to commence the next day.
- A letter will be sent home within 24 hours outlining the reason(s) for the exclusion.
- Work will always be provided for the length of the exclusion. It is expected that this is returned to school.
- Parents are expected to meet with a member of the Leadership Team on the day that the pupil returns to school.
- Priority for a placement at RIET (Re-Integration into Education Team) is given to pupils on the Code of Practice and those classified as "Looked After".

Only a Deputy Head or Head Teacher can exclude a pupil from school.

If a fixed term exclusion of more than 5 days is deemed the appropriate consequence, then the school will endeavour to obtain a place at Re-Integration into Education Team (RIET) for the pupil to attend during this period. RIET is a Newham provision specialising in supporting pupils who have been excluded or are in danger of being so. Attendance at RIET also provides the opportunity for pupils to explore the events that led to the exclusion and identify different choices which could have been made.

### **Behaviour Support Plans**

On very rare occasions it may be felt that a pupil is at risk of permanent exclusion due to the inappropriate behaviour being displayed. In this circumstance the school will put a Behaviour Support Plan (BSP) into place in order to support the pupil and try to prevent this occurring. This is a plan that involves the pupil, school and parents working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. There are then regular reviews to assess progress and make amendments as needed. Where appropriate, other agencies including the Behaviour Support Service will also be part of this process to ensure that specific professional expertise is accessed in order to meet the needs of the pupil. A THRIVE assessment may also be carried out with the family if needed by the SENDCO.

## Other Information

### Physical Intervention

The general principle is that the use of physical intervention (positive handling) should, wherever possible, be avoided. Before using physical intervention staff should always attempt to use diversion or diffusion to manage the situation. However the Education Act 1996 allows all teachers to use reasonable force to prevent a pupil from:

1. Assaulting or injuring another person
2. Injuring themselves
3. Putting himself/herself into danger
4. Damaging property

For further details please see our physical restraint policy.

### Confiscating Items

Unapproved items brought into school by pupils may be confiscated by a member of staff and returned at a later time to the pupil or parent/carer. It must be made clear when such items will be returned and to whom. In the case of confiscation of a weapon or other illegal item the police will be informed and the item released only to them.

The Head teacher can authorise a search without consent for items including stolen property, this search would occur with the pupil present. This would only be used as a final resort and parents of pupils affected would be informed.

### Incidents Outside of the School

In accordance with the Department for Education "Behaviour & Discipline in Schools" the school has 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".

At Calverton this is seen as:

Any misbehaviour when the pupil 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.

In extreme cases (such as cyber bullying) 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.

## Behaviour and Technology

All pupils must follow the rules in the Acceptable Use Agreement when using technology including the internet (this may also apply to use outside of school and is not limited to school equipment). We expect children to communicate as they would in school:

Pupils that do not follow these rules may find:

- They are not allowed to use the technology (this means computers, mobile devices and any other devices used for communication and accessing information)
- They can only use the technology if they are more closely watched
- That parents are informed
- They will follow the consequences outlined in the school's Positive Behaviour Policy

### Technology Rules

- 1) I will only use polite language when using technologies
- 2) I must not write anything that might: upset someone or give the school a bad name
- 3) I know that if adults (teachers, parents and carers) think I may have been breaking the rules they will check on how I have used the technologies
- 4) I must not tell anyone my name, where I live, or my telephone number - over the Internet
- 5) I must not tell my username and passwords to anyone else but my teachers and parents, and never use anyone else's
- 6) I will report any websites that make me feel uncomfortable to adults (teachers, parents and carers)
- 7) I will tell adults (teachers, parents and carers) straight away if I am sent any messages that make me feel uncomfortable **and I will not delete anything until it has been seen (even if it is upsetting)**
- 8) I will not try to harm any equipment or the work of another person

Calverton BLUE Behaviour Card

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Sent by: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Witnesses: \_\_\_\_\_

\_\_\_\_\_

Reason: \_\_\_\_\_

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To be managed by the class teacher

Calverton BLUE Behaviour Card

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Sent by: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Witnesses: \_\_\_\_\_

\_\_\_\_\_

Reason: \_\_\_\_\_

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To be managed by the class teacher

Calverton BLUE Behaviour Card

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Sent by: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Witnesses: \_\_\_\_\_

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Reason: \_\_\_\_\_

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To be managed by the class teacher

Calverton BLUE Behaviour Card

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Sent by: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Witnesses: \_\_\_\_\_

\_\_\_\_\_

Reason: \_\_\_\_\_

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To be managed by the class teacher

Calverton RED Behaviour Card

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Sent by: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Witnesses: \_\_\_\_\_

\_\_\_\_\_

Reason: \_\_\_\_\_

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To be managed by the senior leadership team

Calverton RED Behaviour Card

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Sent by: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Witnesses: \_\_\_\_\_

\_\_\_\_\_

Reason: \_\_\_\_\_

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To be managed by the senior leadership team

Calverton RED Behaviour Card

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Sent by: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Witnesses: \_\_\_\_\_

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Reason: \_\_\_\_\_

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To be managed by the senior leadership team

Calverton RED Behaviour Card

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Sent by: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Witnesses: \_\_\_\_\_

\_\_\_\_\_

Reason: \_\_\_\_\_

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To be managed by the senior leadership team



# Reflection Sheet

Take time to think about why you have been given time out

Your Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

What happened? \_\_\_\_\_

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What did you choose to do? \_\_\_\_\_

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Who was upset or lost something as a result of what happened (consequence)?

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What can you do to make fix this? \_\_\_\_\_

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How can you stop this happening again? \_\_\_\_\_

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# Reflection Sheet

Take time to think about why you have been given time out

Your Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Please support the child with this sheet; they may draw pictures if it is easier:

What happened?

Who was upset or lost something as a result of what happened (consequence)?

How did they feel? (Circle)



What can you do to fix this?

How can you stop this happening again?



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**Warning**

**Time-Out**

**Blue Card**

**Red Card**