



Promoting Good Behaviour and Sanctions Policy

This policy applies to:

The Prep School – Pupils, Staff and Parents/Carers

Person responsible for the policy:

Assistant Heads KS1 and KS2

Review Dates:

Last review date: September 2023

Next review date: September 2024

[Appendix 1](#) – Discipline Structure and Consequence Levels
(EYFS&KS1)

[Appendix 2](#) – Discipline Structure and Consequence Levels (KS2)

Purpose

Ardingly College Prep School has high expectations of all pupils. The purpose of the behaviour policy is to enable everyone – pupils, staff and parents to share responsibility for creating an atmosphere which is conducive to successful school and childcare.

At Ardingly College Prep School we believe that there are four core values that are important for a child's education, and these are described as **Shaping My World** values which include being **Generous, Adventurous, Ingenious** and **Curious**. Pastoral care is the foundation of our curriculum, and we aim to provide a friendly, caring, calm and orderly environment in which children can enjoy learning. We encourage pupils to respect property and take pride in their school and the community in which they live. Generous behaviour and learning achievement are valued equally and celebrated by the whole school community.

Policy Aims

- 1 To create a school community which is safe, purposeful and a happy environment for effective learning, based on high standards, shared values and a clear understanding of the behaviour expected.
- 2 To foster mutual respect and caring attitudes where all achievements are acknowledged and celebrated.
- 3 To help pupils develop responsibility for their own behaviour and grow into independent young people who show respect for others.
- 4 To manage pupils' behaviour effectively by a whole school approach to behaviour management that is clearly understood by pupils, parents and staff.
- 5 To make boundaries of acceptable behaviour clear and ensure children feel secure.
- 6 To promote a partnership of shared responsibility for behaviour.

School Rules

To achieve a safe, pleasant working environment, our rules encourage children to:

- Take responsibility for their actions
- Realise they will be accountable for their actions

Emphasis is placed on self-control. Any behaviour is a chosen response.

Children are expected to:

- Care for the environment
- Care for the property and fabric of the school
- Care for each other

Praise is offered for Generous and thoughtful behaviour. We acknowledge care and consideration for others. Form Tutors discuss school rules with the children at the beginning of every term.

Promotion of Good standards of behaviour

- 1 Undertaking at least an annual review of the behaviour policy and provide training for staff in effective behaviour management where appropriate.
- 2 Developing our focus on promoting positive behaviour by evaluating and developing our use of incentives and rewards.

- 3 Using Assemblies, Form Time, Shaping My World sessions, Chapel services, rewards and responsibilities and PSHE to provide shared values and respect for each other and to celebrate children's positive attitudes to learning and behaviour.

Whole staff approach

Every teacher has a responsibility for ensuring positive behaviour of the children in the classes they teach and the maintenance of standards throughout the Prep School.

All members of staff are expected to follow the Promoting Good Behaviour and Sanctions Policy and to follow agreed procedures for management of poor behaviour when necessary.

All members of staff are encouraged to apply rules, rewards and sanctions as consistently as possible and to treat all children fairly and with respect.

All members of staff are encouraged to be good role models for pupils, setting high standards for behaviour, work and respect.

Teachers will endeavour to form good working relationships with parents to ensure everyone works to the child's best interests.

Details of our sanctions both behavioural and academic are in an appendix to this policy: the discipline structure called the 'Consequences Levels.'

Being Positive – Rewards and Recognition

Statement

We consider it important that praise and rewards should have a considerable emphasis within the school and pupils will thus achieve recognition for positive contributions to school life. Contributions include sound academic work, wider curriculum achievements, effort, positive and generous behaviour and adherence to the code of conduct. Praise for any work is considerate of age, stage, effort and individual ability.

It is expected that high standards of behaviour will be encouraged through the consistent application of the school's code of conduct supported by a balanced combination of rewards and consequences, consistent with the school's ethos. It is important to develop and maintain consistency in the application of the reward system.

Aims

To develop a consistent pattern of rewards, which are known, understood and agreed to by all.

This is achieved in the following ways:

To distinguish between informal rewards (such as giving praise for appropriate behaviour in and outside the classroom) and formal rewards.

Examples of situations and circumstances in which formal rewards (such as SMW awards, House Points and Badges, SMW stamps, certificates for effort or achievement) may be

awarded, will be reviewed and agreed upon in consultation with staff. Departments may wish to consider whether or not rewards need to be differentiated for different age groups.

Those pupils especially displaying 'Shaping My World' may be rewarded with a Special Certificate or one of the three trophies handed out weekly in Celebration Assembly to a member of each section of the school.

In the Prep School, a list of rewards, both formal and informal is kept and monitored to support the development of consistency and ensure every child has achievements celebrated and successes recognised.

Examples of informal rewards which staff are encouraged to use for academic achievement, appropriate behaviour and outstanding effort include:

- General praise and encouragement in lessons, which should be used as much as possible
- The Head or other appropriate members of senior staff to be invited to praise individuals, groups or classes and being invited into classrooms as appropriate
- Recognition to be given to success of differing kinds in Celebration Assembly, Final Assembly, Prize Giving or in Form Time.
- Pupils' work to be displayed as much as possible in order to give recognition to it.
- Our weekly newsletter to parents is used frequently covering a wide variety of academic and non-academic achievements
- Relentless demonstration of good manners by staff and praise to children to respond positively.

Sanctions

Pupils have a right to expect fair and consistently applied sanctions for poor behaviour, which make a clear distinction between serious and minor infringements of the code of conduct.

An appropriate sanction is one which is designed to put matters right and to encourage generous behaviour in future. Thus it is inappropriate to give consequences to whole groups for the misdemeanours of a few or to impose a sanction which is designed to humiliate a pupil or pupils.

The discipline structure is laid out in the 'Consequences Levels' for EYFS&KS1 and KS2. If a child reaches level 4 of the discipline structure, they will automatically begin a Behaviour Review if one had not already begun. These levels can be found in Appendix 1 for EYFS and KS1 and Appendix 2 for KS2.

There is a relationship between the principles of our Equal Opportunities Policy and the sanctions system. The existing mechanisms for dealing with racism and racial harassment within the Equal Opportunities Policy will also be incorporated here. In addition, consistency in the application of sanctions also has a gender-based equal opportunities dimension. Thus, rebukes and sanctions, which are differentiated solely on the grounds of gender, must be avoided.

Corporal Punishment is neither used nor threatened by any member of staff, whatever the offence.

In every instance in which a school sanction is employed, staff must consider any **special educational need** of the pupil being sanctioned. If in doubt about the appropriate

consequences or sanction, staff must consult the SENCO, Assistant Head (Pastoral) and the relevant Assistant Head (KS2 or KS1).

Searching a pupil's possession

In the unusual event of a pupil, a pupil's peg, tray or bag, being searched; the school ensures the rights of the pupil are respected and the law of the land upheld.

Professional judgement is used in all cases. The following general guidelines should be observed.

If a pupil is suspected of carrying an unauthorised item (for example, a mobile phone) a member of staff should ask the pupil, in the presence of a second adult witness, to turn out their pockets or bag. If the pupil refuses to cooperate, the member of staff should contact an Assistant Head who contacts the pupil's parents.

The parent should be encouraged to persuade the pupil to agree to the search taking place. If the matter is of major concern and the pupil still refuses to approve of the search, then the police may be called in to conduct the personal search.

Whatever the pupil's response, staff must not:

- Touch the pupil forcibly. Any restraint should be in line with the College's policy on the use of restraint
- Search the pupil's person, which for these purposes extends to their outer clothing and pockets; or remove the pupil's clothing - even their coat - for the purpose of searching it.
- Search a pupil's pockets: these should be turned out by the pupil.
- Search a pupil's bag, tray or peg without them being present and without another adult witness being present.

If a search reveals any offensive weapons, or evidence in relation to an offence, the item or items should be removed to a place of safe-keeping. The member of staff must inform the Head and DSL. The Head and DSL reports the finding of any weapons to the police. If evidence of drugs is found, the Head and DSL determines what action to take in accordance with the College policy on drugs.

If tobacco or alcohol items are found in pupils' possession, they must be confiscated by the member of staff and taken to the Head's office where the confiscation and treatment of the items is recorded. The Head determines what action to take in accordance with the College policies on smoking and alcohol.

Early Years Foundation Stage

The principles of this policy are followed in the Early Years with recognition for the age and abilities of the children.

Staff must not apply corporal punishment to a child. All staff must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided.

Staff must report any incident physical intervention is used to their manager and must keep records of the event and outcome. If physical intervention is used the parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

Staff must not threaten corporal punishment, and must not use or threaten any punishment or consequences which could adversely affect a child's well-being.

Physical intervention in the Early Years Foundation Stage.

Children in the Early Years Foundation stage may be unable to reason and can become distressed. This may lead to the need to restrain a child. In all cases:-

- Emphasis should be on managing an incident through nonphysical/non-threatening strategies
- Any use of physical restraint/reasonable force is to be avoided. It should be used only as a last resort when it is clear a child presents a danger to themselves or others (see 'The Law', below).

The Law

Reasonable force can be used to prevent children committing a crime, causing injury or damage or causing disruption. (Section 550A, Education Act 1996)

Definition of physical restraint

There is no legal definition of 'reasonable and absolutely necessary' restraint as it depends on the circumstances of each case.

Any force used should always be the **minimum** needed to achieve the desired result.

There are three broad categories in which reasonable force may be necessary:

- In self defence
- Where a weapon is involved
- If there is a developing risk of injury or significant damage to property.
- Where a child is behaving in a way that is compromising good order and discipline and the safety of self and/or others

Types of restraint that MAY be appropriate

- Any holding tactic in which a child is restrained without injury until they calm down
- Physical contact with a child designed to control any of their movements which pose a danger. Standing by their side will minimise the risk
- The holding of a child's arms by the wrist to prevent/restrict striking/kicking
- Physically preventing a child from exposing themselves to possible danger by leaving the premises.

Unreasonable/unsafe actions that should not be used.

- Any hold that restricts a child's breathing
- Any use of excessive pressure on any part of a child's body
- Forcing or twisting of joints or limbs e.g., a child's arm up their back
- Sitting on a child
- Lifting a child off the floor in order to intimidate them

Prohibited forms of control

- Corporal Punishment

- Restriction of liberty i.e., *Forced* to spend time *alone* against the *child's will*

Who may restrain?

Staff employed by the College may restrain a child only if the above guidelines have been followed and they have first given a clear instruction to the child warning them of the consequences of failure to comply

Staff should ensure that a second adult is present to act as a witness and to reduce the risk of the child or member of staff suffering bodily harm

Staff must ensure they employ minimum force and release a child from restraint as soon as safely possible.

There must be a written record of the incident and this should be fed in the agreed way to parents/carers

Consideration must be given as to what is developmentally appropriate for the child

Recording:

Always report any incident to the Head of Nursery or Assistant Head EYFS and KS 1 and write a full report.

The report should include:

- The name(s) of the pupil(s) involved and when and where the incident took place
- The names of other staff and pupils who witnessed the incident
- The reason force was necessary
- How the incident began and progressed, including details of the pupils' behaviour, what was said by those involved, the steps taken to defuse or calm the situation, the degree of force used, how that was applied and for how long
- The pupils' response and the outcome of the incident
- Details of any injuries suffered by the pupil, another pupil or any member of staff and of any damage to property.

[Appendix 1](#)

In order for the Ardingly College community to be a safe, friendly and happy environment, there are a number of essential characteristics which we wish to see in all who contribute. An awareness of others and their needs is instilled in the children.

There are many choices that we make every day and the actions we take affect our community as a whole.

Class expectations- Be all you can be!

- ❖ **Be kind, polite and helpful**
- ❖ **Look after belongings**
- ❖ **Listen carefully and be respectful**
- ❖ **Play nicely and share (and treat others as you would be treated)**
- ❖ **Be honest**
- ❖ **Forgive**



In Nursery this is modelled using a friendship flower.

In order to make the correct choices, all members of the community are encouraged to pause before acting and to think clearly and carefully about their responses.

Farmhouse children are expected to work towards:	<ul style="list-style-type: none">➤ Being all they can be by following the class expectations.➤ Being kind, respectful and trying their best.
In daily practice, we promote the positive behaviours outlined in the EYFS: emotional intelligence (managing feelings), social skills (forming positive relationships) and cognitive skills (self-awareness). Engaging activities and use of emotion cards, pebbles and stories. We nurture positive behaviour with a focus on positive reinforcement.	

<p>Farmhouse Rewards- a range of rewards are used throughout the day and these include:</p>	<ul style="list-style-type: none"> • Stickers • Verbal Praise • “Proud Moment” work shared on Tapestry to my family at home. • Special Us award of the Week • Head Teacher’s Awards • Generous Golden
<p>Should sanctions be necessary these will be age appropriate and not humiliating. There are varying levels of sanctions as outlined below.</p>	<p>It is important that any sanction or consequence is applied consistently by all adults. It is equally important that the language used by staff is consistent and the system is clear and easy to follow for all of the Pre-Prep children. Staff should be sensitive to the individual needs of children and diversionary tactics may prevent poor behaviour erupting. We take into account the children’s individual needs/circumstances and their stage of development/age.</p> <p>Sanctions will be in proportion to the offence and unacceptable behaviour will be investigated before action is determined.</p> <p>Corporal Punishment including EYFS-No forms of corporal punishment are used or threatened. Corporal punishment is defined as “Any degree of physical contact which is deliberately intended to cause pain, injury or humiliation”. Equally unacceptable is any form of sanction designed to humiliate a child.</p> <p>Punishments which are humiliating, or degrading will not be used.</p> <p>Reference should be made to the Anti-Bullying Policy.</p>

<p><u>Sanctions Levels for Nursery children</u></p>		
<p>Behaviour that is discouraged may include:</p>	<p>Step 1</p>	<ul style="list-style-type: none"> • Incidents relating to behaviour are dealt with and resolved in the moment and each incident is treated individually.

<ul style="list-style-type: none"> ❖ Harming another, including biting or using unkind hands. ❖ Harming property. ❖ Using unkind words. ❖ Not using their listening ears or following directions when health and safety is concerned. ❖ Not making safe choices. ❖ Not sharing/turn-taking. ❖ Not making kind choices. 		<ul style="list-style-type: none"> • If the behaviour is putting themselves or others at risk, guide the child away to a clear safe space and allow them time to express their emotions in a safe way. • The language of emotions (and the use of resources such as emotions cards or pebbles) will be used to discuss how the child/peers/adults are feeling when certain behaviours are used. Staff will engage those involved in the incident in the conversation and be there to support the children in working out how to solve the problem. Staff will explain that it is OK to feel any emotion, but it is not OK to hurt or harm others or property; staff will suggest ways in which children can express their emotions safely. • We promote reflection and create learning opportunities, before moving on. This may be referred to as 'reflection time'. During this time, an adult will always be sat with/near a child offering support with managing their emotions as appropriate - encourage them to use this time to think about their behaviour, actions and consequences and what we could do/change going forward to benefit a positive outcome. • Taking stage of development/age into account, children will be expected to apologise to those who have been hurt or offended in any way. • If the behaviour is repeated, observations will be carried out to help identify triggers or patterns and the reason behind the behaviour. This will guide support strategies going forward.
	<p style="text-align: center;">Step 2</p>	<ul style="list-style-type: none"> • If the behaviour continues, further 'reflection time' will be allowed. As above, the adult will always be sat with/near a child offering support with managing their emotions as appropriate - encouraging them to use this time to think about their behaviour, actions, and consequences and what we could

		<p>do/change going forward to benefit a positive outcome.</p> <ul style="list-style-type: none"> • Taking stage of development/age into account, children will be expected to apologise to those who have been hurt or offended in any way. • If the behaviour is repeated throughout the day, the child's parents will be informed. It is important to feedback to parents in a constructive and positive manner, working in partnership with them to understand the behaviour in more detail and to discuss support strategies going forward. • We are mindful when giving feedback to ensure this is away from the child and private for the parents concerned. This can be via phone call or through an arranged meeting. • Room Leaders or Management will feedback incidents to parents, unless Practitioners have been asked to do so. • Observations will continue to be used to guide support strategies going forward.
	Step 3	<ul style="list-style-type: none"> • Parent/s or carer/s will be invited in for a meeting or telephone call with the Room Leader and Nursery Manager, to talk through the observations and behaviours in more detail and discuss support strategies going forward. • The Learning Support department will liaise with Parents, Room Leaders and the Nursery Manager and support strategies will be collaboratively agreed. Please see 'Support strategies' below.
<p>Support strategies</p> <ul style="list-style-type: none"> • Reward charts (with stickers) • Praise and be positive – Praise the good. Concentrating on positive behaviour will allow a child to focus on what is expected rather than what is not. Use positive behaviour management techniques and rules by asking for the behaviour you would like to see rather than identifying the behaviour you wouldn't like to see. For example instead of 'No running' ask for 'walking feet inside please'. • Use visual sand timers and five minute warnings – This is useful for children who are struggling with transition times. As well as giving the whole group a five minute warning, specifically inform the child concerned that they have five more minutes and place the sand timer where they can see it. 		

- Remove anything which can cause harm – Remove any other children from the situation and if they are likely to throw objects calmly remove these from the child's reach.
- Key person – Ensure the child has a key person who they have built a strong relationship with, this may enable the child to go to them to express themselves rather than displaying challenging behaviour
- Use visual timetables and routine cards – This strategy can be used for a child who is struggling with routine or transition times. Show them, using visual images, what is going to happen throughout the day and next.

Sanctions Levels for Reception to Year 2 pupils

<p>Level 1- Poor classroom behaviour and low level intentional disruptive behaviour that may include:</p> <ul style="list-style-type: none"> ❖ <i>Causing distraction to others</i> ❖ <i>Being untruthful</i> ❖ <i>Unkind remarks</i> ❖ <i>Time wasting</i> ❖ <i>Pushing/ not taking turns</i> ❖ <i>Borrowing without permission</i> ❖ <i>Refusal to cooperate</i> 	<p>Reception – Year 2</p>	<p>A calm, brief talk to underline the action and why it is not acceptable. Children need support to learn the correct behaviour and sometimes modelling role play following the event may be necessary.</p> <p><u>Step 1-</u> Children should be encouraged to correct their behaviour and be given a reminder: <i>[Name] Thank you for looking/listening. This is now a reminder. Please...(insert correct behaviour)...or you will choose to go have reflection time.</i> If the child corrects their behaviour, staff will praise the child for making the right the choice.</p> <p><u>Step 2-</u> If a reminder is unsuccessful and behaviour continues it might be helpful to give the instigator a short ‘cooling off’ session by sitting quietly to one side. The ‘reflection’ timings are age dependent: For Reception it is 2 minutes. For Year 1 and 2 it is 3 minutes.</p> <p><u>Step 3-</u> If the behaviour is repeated through the day, 5 minutes of playtime or Golden Time will be lost.</p> <p>NB- Staff will ensure they are talking to the children at their eye level and will help the child to reengage with the activity once they are ready. We will always refer to positive actions and enable the children to “move on”.</p> <p>Where a child is demonstrating poor classroom behaviour on a regular basis Learning Support department will liaise with class teachers and strategies will be collaboratively agreed.</p>
<p>If the poor behaviour is persistent in the classroom the Class teacher may discuss the situation with the parents. Positive reinforcement, such as sticker chart will be put in</p>		

place. Class teacher to make other staff aware (usually in staff meetings during 'Children Causing concern')

<p>Level 2- physical or serious incidents to include:</p> <ul style="list-style-type: none"> ❖ Inappropriate language ❖ physical aggression towards others which leaves a mark (e.g. biting, spitting, hitting, kicking etc.) ❖ or other repeated behaviour as listed in Level 1 where there has been no response to reflection time or sanctions. 	<p>Reception- Year 2</p>	<p>Some incidents bypass the stepped approach above and the child will be supported to understand their poor behaviour. They are encouraged to identify their feelings and what went wrong. Staff will still ensure they are talking to the children at their eye level. Children are expected to apologise to those who have been hurt or offended in any way.</p> <p>If behaviour is severe children will be referred to the Head of the Pre-Prep.</p> <p>In the case of biting, both sets of parents are informed.</p> <p>Parents would be immediately informed through a telephone conversation.</p>
<p>Level 3</p> <p>Persistent and repeated poor behaviour of varying levels.</p>	<p>Reception- Year 2</p>	<p>The Head of the Pre-Prep Department will discuss the situation with parents and develop co-operative strategies to reinforce correct behaviour.</p> <p>A Behaviour Review may take place at this stage.</p>
		<p>Accordingly Pre-Prep promotes an understanding for the need of a healthy and balanced diet through nurturing and caring approach at meal times whilst promoting</p>

Relationships with Food/ Meal times		<p>good table manners. Staff encourage children to try new food but we are responsive to the children's needs. Positive relationships with food are key. Nourishing food is available to all children at lunchtime. Age-appropriate levels of choice are given and staff encourage children to eat balanced meals. At morning break, fruit and water or milk are offered. Every child has a water bottle and is encouraged to keep themselves well hydrated.</p>
--------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Monitoring and Evaluation of this policy:

- Through ensuring that these standards are consistently and fairly applied through the school.
- Through regulating children's conduct.
- Through reviewing the policy and assessing its effectiveness.

Appendix 2

Discipline Structure and Consequences Levels in KS2

Level 1 (All Staff) - Golden Time (Years 3 & 4) & Conduct Points (Years 5&6)

Low level behaviour can result in any staff member taking Golden Time or giving a CP. Behaviour includes, but is not limited to, talking in class, rudeness towards staff and other pupils, persistently being unprepared for lessons, not acting upon a teachers' explicit instructions or breaking any embedded school rules or procedures.

Golden time and action:

Pupils in Y3&4 will have 20 minutes of golden time on a Friday during form time.

Pupils can lose minutes of golden time (5 minutes at a time) for low level behaviour such as calling out and talking over others. The pupil will be warned and if the behaviour continues, they will lose 5 minutes. This is recorded by Form Tutors (FTs). Pupils should be spoken to about how to react to losing minutes of golden time or receiving a warning in lessons. If a pupil loses minutes in another classroom or elsewhere in the school, the FT needs to be informed. Parents will not be informed if a child loses minutes of golden time. Once minutes have been lost, they cannot be earned back. FTs are responsible for monitoring the loss of golden time. Pupils who have lost minutes of Golden Time will sit in a separate room at the start of the session for their minutes of reflection with a member of the teaching staff. Children who are regularly losing lots of golden time will be spoken to and parents informed.

Conduct Points (CPs):

ACTION

1CP to be recorded into ISAMS by the member of staff issuing the CP alongside the reason it has been given. Assistant Head (KS2) and the relevant Form Tutor will be automatically notified. Assistant Head (KS2) to track and monitor CPs across the School House. Form Tutors to act as positive role models and mentors and to encourage positive behaviour and support tutees who receive a CP.

Procedure for giving a CP:



Reminders can be used as often as the teacher deems necessary.

Teachers can issue a formal warning immediately if they deem it necessary.

Formal warning to be concise, clearly outlining the undesired behaviour.

Conduct Point to be uploaded to ISAMS by the staff member.

Restorative conversations are led by the staff member issuing the CP to build further rapport with the pupil and to outline explicit expectations in their class. Restorative conversations can happen during a lesson, after a lesson or at a break time but must be on the same day.

CPs can still be given outside of the classroom, without warning, for children who do not meet behaviour expectations.

Level 2 (SLT) - 30-minute Lunchtime Detention (12:50 -13:20) or After School

Detention (16.40 - 17.10)

Pupils who have lost the full 20 minutes Golden Time within a week, pupils who have received 3 CPs within a term or pupils who have behaved in a way deemed beyond low level will sit a thirty-minute detention with a member of the Senior Leadership Team. In this instant, the Assistant Head (KS2) or Assistant Head (Pastoral) will decide whether the detention will be sat during a lunchtime or after-school. Usually, a first detention will be sat during lunchtime with any subsequent detentions being sat after school.

ACTION

Pupil to be entered to detention on iSAMS.

CPOMS entry to be completed.

Assistant Head (KS2) or Assistant Head (Pastoral) to send communication to parents giving 24 hours notice where possible.

Detention reflection to be completed and clear targets to be made.

Head or SLT to supervise.

Assistant Head to follow up and monitor future behaviour.

Level 3 (HM/SLT) - 1hr After-School Detention from (16:30 – 17:30)

Behaviour Review

Repeated poor behaviour, poor attitude to academic rigour and minimal effort to improve.

Physical behaviour or bullying.

3 x level 2 or a succession of detentions in a short period e.g., half a term.

Head, Assistant Head (KS2) or Assistant Head (Pastoral) to agree when a Level 3 sanction is appropriate.

ACTION

Pupil to be entered to the next available detention on iSAMS.

Assistant Head (KS2) or Assistant Head (Pastoral) to send communication to parents giving 24 hours notice.

Detention reflection to be completed.

CPOMS entry to be completed.

A Behaviour Review may be implemented at this stage and would begin with a meeting with parents.

Level 4 (Head) - Suspension (One or Two days decided by the Head), a Final Warning or Expulsion

No improvement in behaviour or classwork following previous sanction levels.

Behaviour completely inappropriate for school or continued physical behaviour or bullying.

ACTION

CPOMS entry to be completed and a record made on iSAMS.

Appropriate consequence administered by the Head.

Parents meet with the Head.

Letter sent to the parents confirming the decision made at the meeting.

Any pupil reaching this level will automatically begin a Behaviour Review, if not already started, starting with a meeting with parents led by The Head, Assistant Head (KS1 or KS2) or Assistant Head (Pastoral).

Any pupil returning from a suspension will have a meeting with the Head and the appropriate Assistant Head. Parents/Carers can also be present if they wish. The meeting will have a restorative approach, highlighting targets to improve, explaining the provision which will be put into place whilst also explaining the necessity for the consequence and understanding the next steps should the behaviour not improve.

