

Children may enter sanctions at yellow 1 for first/minor low level issues.

Children may enter sanctions at orange or red for more serious incidents (please see below).

Children should move through the sanctions according to the next steps, there needs to be a clear fresh start approach to positive behaviour management.

There is always an element of judgement – however, positive behaviour management is only successful if the process is fair and consistent.

During all interactions between adults & adults and adults & children a positive approach must be used.

Pupil Sanction	For example	Staff action – Pupil consequences	Next steps
Positive Response	<ul style="list-style-type: none"> • Incorrect equipment e.g. book bag, PE kit, library book, coat, water bottle. • Low level disruption • Failure to follow immediate instruction • Failure to participate in learning 	<ul style="list-style-type: none"> • Direct clear instruction given: I need you too... You need to... • Praise when positive response made 	<p>Child back on track – adult says ‘thank you’.</p> <p>Within 5 mins pupils should receive positive praise for compliance.</p> <p>Child not back on track – move to yellow 2</p>
Reminder of Academy Rules	<ul style="list-style-type: none"> • Continuation of Low Level Disruption, poor behaviour, or refusal to follow instructions. • Continued failure to participate in learning 	<ul style="list-style-type: none"> • State: We follow adult instructions first time • Refer directly to the academy rule that the child is not following 	<p>Child back on track – adult says ‘thank you’.</p> <p>Within 5 mins pupils should receive positive praise for compliance.</p> <p>Child not back on track – move to orange 1</p>

*For the vast majority of children sanctions at yellow 1 and 2 will be enough to get them back on track. A positive response is essential at all times. Rewards are key at this level of sanction to ensure children stay on track after the sanction is applied. Rewarding good behaviour of others will also act as encouragement for these children to stay on track. **Fake it until you make it!***

Pupil Sanction	For example	Staff action – Pupil consequences	Next steps
<p>Time out in class (5 mins)</p>	<ul style="list-style-type: none"> • Persistent refusal to follow instructions • Persistent refusal to participate in learning • Behaviour is impacting on others 	<ul style="list-style-type: none"> • Behaviour Watch entry (ABC) • Time out – child moves to a space in the classroom where they can still see the learning (not an identified area). No interaction or reaction. 5 min timer used – child should independently return to learning once timer has run out. 	<p>Child back on track – receive positive praise within 5 mins. An adult needs to ensure they are clear of their learning.</p> <p>Child refuses time out – supported by adult to take 5 mins time out, offer hand, remind again and settle in time out.</p> <p>Time out not successful – move to orange 2</p>
<p>Time out in parallel class (10 mins)</p>	<ul style="list-style-type: none"> • Refusal to accept in class time out • Not settled back after 5 mins time out • Poor behaviour continues 	<ul style="list-style-type: none"> • Behaviour Watch entry (ABC) - update • Child taken by an adult to a parallel class • Calm, non-judgemental. No discussion of child’s behaviour between the adults • Child led to a space in the room and timer used for 10 mins (not an identified area) • No discussion between child and adult, however, a positive reinforcement should be given (thumbs up, smile etc). • An adult returns child to own class 	<p>Child back on track – must be supported by an adult to ensure they understand their learning. Positive approach at all times. Recognition and positive praise within 5 mins.</p> <p>Child not back on track - move to red 1</p> <p>Consider a managed playtime or support in a lunchtime club</p>

Children who regularly need sanctions at orange 1 or 2 should be brought to the attention of the inclusion team. The class teacher should discuss the level of behaviour support they are needing with parents. Children for whom behaviour is escalating within orange should be discussed with SMT – it is at this point we need to ensure support is given to ensure the child does not move into red, time and effort spent at this level of need will pay back later. **Building relationships with children and liaising sensitively and privately with parents is key.**

Pupil Sanction	For example	Staff action – Pupil consequences	Next steps
Support required from inclusion team	<ul style="list-style-type: none"> • Failure to get back on track following yellow and orange interventions <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> • Serious incident – threat of violence, verbal abuse, swearing, threat of or damage to property etc 	<ul style="list-style-type: none"> • Another child sent by adult to the main office with a support required card (red 1) • Office staff immediately inform a member of the inclusion team • Child collected by member of inclusion team • Holistic intervention used to support child to return to correct behaviours (e.g. playdough, lego, talking, drawing etc) 15 mins 	<p>After the event private & positive discussion with referring adult to ascertain ABC and complete Behaviour Watch (class teacher AB, inclusion team C)</p> <p>Discussion with inclusion team to compile or update PSP</p> <p>Consider completion of EET risk assessment and/or use of a report card</p> <p>Child successfully returns to class and is settled positively by a class adult. Positive praise within 5 mins.</p> <p>Child does not settle back into class – move to red 2</p> <p>(If not ready to return to class – continue at red 1. Reassess every 15 mins. This is a judgement call for the inclusion team)</p>
Referral to SMT	<ul style="list-style-type: none"> • Child does not successfully return to class following inclusion team support <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> • More serious incident involving physical assault, violence or endangering the safety of others 	<ul style="list-style-type: none"> • Discussion/reflection on initial incident and the child’s participation in the consequences given. Digging deeper and looking for patterns. 	<p>Next steps decided by SMT:</p> <ul style="list-style-type: none"> ➤ Back to class ➤ Conversation with parents ➤ Alterations to PSP ➤ Discussion with all adults involved ➤ Planned inclusion team withdrawal/support ➤ Report card (assessed weekly) ➤ Fixed term exclusion ➤ Permanent exclusion <p>(refer to exclusions policy)</p>

Children who need behaviour support at red 1 or 2 should have a PSP in place. Parents should be aware of the concerns and there should be frequent liaison between home and school. These children will have additional support from the inclusion team, however, the year team support is crucial at this point – the behaviour of all children remains the responsibility of the class teacher with support from their year leader.