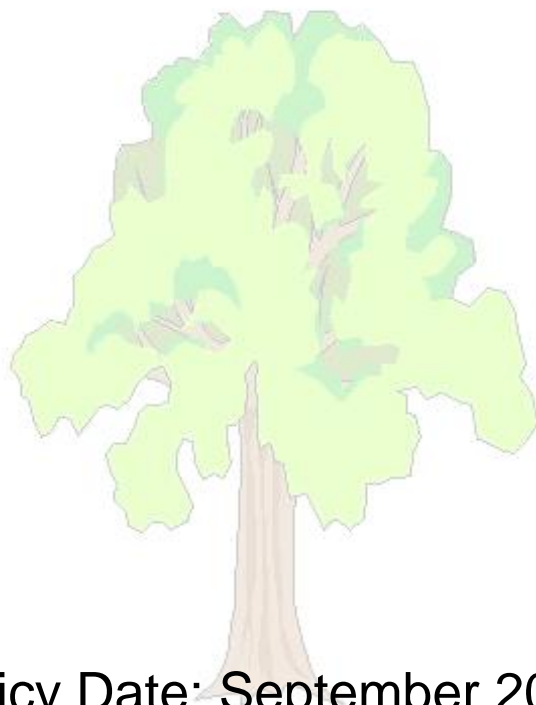


# Behaviour Policy



Policy Date: September 2025

Ratified by Governors on:

Review Date: September 2026

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# SENACRE WOOD PRIMARY SCHOOL

## Behaviour Policy

### 1. Values and Ethos

At Senacre Wood, we deepen learning through first hand, challenging and relevant experiences. Our ambitious, enquiry-focused curriculum promotes our core school values:

**CURIOSITY:** We explore and experiment

**INDEPENDENCE:** We think for ourselves

**INNOVATION:** We create and innovate

**REFLECTION:** We reflect on our learning

**RESILIENCE:** We take risks and persevere

**COLLABORATION:** We share our ideas and support our peers

### 2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

### 3. Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
<b>Emotional</b>	Being unfriendly, excluding, tormenting
<b>Physical</b>	Hitting, kicking, pushing, taking another's belongings, any use of violence
<b>Prejudice-based and discriminatory, including:</b> <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
<b>Sexual</b>	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching
<b>Direct or indirect verbal</b>	Name-calling, sarcasm, spreading rumours, teasing
<b>Cyber-bullying</b>	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

## 5. Roles and responsibilities

### 5.1 The governing board

- Reviewing and approving the written statement of behaviour principles (appendix 1)

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

## 5.2 The headteacher

- It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- Behaviour incidents are logged onto CPOMS.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The headteacher is responsible for reviewing this behaviour policy in conjunction with the Senacre Wood Governing Body giving due consideration to the school's statement of behaviour principles (appendix 1).
- The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.
- In the case of an exclusion, the Headteacher would follow the Kent County Council (KCC) Exclusion Guidance

## 5.2 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships

- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly via CPOMS
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **5.3 Parents**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues

## **6. Pupil code of conduct**

All children will be expected to follow the school rules, which are listed as green behaviours. These expectations are promoted by all adults across the school (see appendix 2).

The 'Good to be Green' expectations are displayed in classrooms and around the school.

Circle time or Personal, Social and Health Education (PSHE) is provided regularly to share class concerns, experiences, and feelings. This may also be used reactively for specific concerns.

Pupils will be reminded regularly of:

- The expected standard of behaviour they should be displaying at school
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.



Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-year arrivals.

## **7. Positive recognition and sanctions**

Positive recognition and praise must be given to children when they behave well. Positive recognition and reinforcement take the form of:

- Praise, which is genuine and personal
- Recognition of achievement in assembly
- Tangible awards – gold stickers, class rewards, prizes, house points
- Special privileges or treats
- Extra responsibilities
- Opportunities to share good quality work with SLT
- Informing parents of good behaviour/achievements/sending work home.

For every type of behaviour that is not a 'Green' behaviour, there are clear sanctions, which are outlined in Appendix 2. Following incidents of 'Red' behaviour, children are supported to reflect on the incident and the choices they can make in the future. Parents will also be contacted by a member of SLT. (Please see appendix for detailed description of green, yellow, orange and red behaviours and reflection sheet).

Where behaviour is a reoccurring issue, a member of SLT, class teacher, child and parents/carers will meet to arrange for the child to be put on Pastoral Support Plan (PSP) either for a fixed term or until green behaviours are consistently adhered to.

### **House points**

This year we have launched School House teams and accompanying house points. The children remain in six coloured teams but all teams have now been named after notable forests and woods in the UK. The children will be able to earn house points in the form of gold counters for effort, conduct and progress. These will replace raffle tickets, and will be collected in class and then collated in our new house point collector in the hall. The winning house each term will win a non-school uniform day as a prize of this last day of term!

The houses are as follows:

Red-Epping  
Yellow- Ashdown  
Green- Sherwood  
Blue- Bedgebury  
Orange- Thetford  
Purple- Dean

The children may find they are in the same house as they were on Sports Day, and where possible we will also place siblings together. We hope to come together as houses throughout the year to complete cross-school activities on Whole School Experience Weeks and other occasions, as well as during Sports Day. We want children to feel our team ethos as much as possible and enable them to make links across the school community.

## **8. Behaviour Management**

### **8.1 Classroom management**

To demonstrate a positive approach to managing classroom behaviour, teachers must use this Behaviour Management Policy consistently in the classroom and across the school to help children to understand the consequences of their unsatisfactory behaviour.

Individual behaviour strategies for children with particular behaviour difficulties will be agreed between the class teacher, SENCo and SLT.

We try to refrain from shouting at children. When we shout it may mean “Stop” in the case of danger. Other means of behaviour management in the classroom are much more effective and may include:

- asking a child to do something and giving them to the count of 3
- use of a noise to signal a change or to refocus e.g. clapping or use of tambourine
- waiting for children until they are ready
- counting down from 5/10 to zero
- giving a verbal warning of a yellow behaviour card
- Positive reinforcement of desired behaviours

If rules and expectations are not followed consistently and the child disrupts the teaching and learning of others, he/she may need to spend time apart from the rest of the class.

### **8.2 Break and Lunchtime rules and expectations**

At lunchtime, all staff will manage children’s behaviour appropriately, using the same strategies that are used in the classroom, and incidents will be dealt with in line with our behaviour policy and communicated to relevant staff. A child may be asked to have a ‘timeout’ in an area of the playground for up to 5 minutes, standing on a line or number square.

### **8.3 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Child Protection Policy, and consider whether pastoral support, or a request for support from the Children’s Services.

Please refer to our Child Protection Policy for more information.

### **8.4 Reasonable Force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Physical restraint of pupils is conducted in line with the DfE's guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### **8.5 Confiscation, screening and searching**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **8.6 Off site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **8.7 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour whether these occur inside or outside of school premises or school hours. Children are supported to understand appropriate behaviours online. Parents will be informed if online behaviour is 'red'.

### **8.8 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.



If a decision is made to report the matter to the police, a DSL will make the report and the Headteacher will be alerted.

When police speak to a child in school regarding behaviour, the school will support police procedures whilst adhering to the school's Child Protection Policy.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **8.9 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our Child Protection policy for more information

### **8.10 Banned items**

Possession of any prohibited items will be reported to parents. Items will be immediately removed, and sanctions and support will be given accordingly.

Examples of banned items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers or vaps, snus
- Fireworks
- Pornographic images
- Energy drinks

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Mobile phones must be turned off and stored in a locked box in the school office. They will remain there until the end of the school day or at the end of an after-school club.

## 9. Pupil support

### 9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures we will consider the specific circumstances and requirements of the pupil concerned.

### 9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?
- Whether developmental delay is a contributing factor to the pupil's behaviour?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

When communicating with a child with SEND regarding undesirable behaviour, specialist resources (such as social stories/visual aids) will be used as appropriate.

### 9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes (PSP) for that child. We will work with parents to create the plan and review it on a regular basis.

#### **9.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **10. Pupil transition**

#### **10.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by ensuring they are familiar with the behaviour policy and the wider school culture.

Transition meetings are held with local Early Years settings to discuss key concerns for entry to Reception. These are logged and reviewed by the EYFS team and SLT.

#### **10.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition to this, staff members hold transition meetings to discuss academic and behaviour needs with the new class teacher.

For children who are transitioning to secondary schools, a transition meeting is attended by the SENDCo, where discussions with all schools can be held to pass across behavioural needs and full transition paperwork is completed for each child and sent to their new school by the Year 6 teacher.

A member of SLT will contact a child's new school if there is an in-year transition to discuss any past behavioural issues.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year.

### **11. Monitoring Behaviour**

The school will collect data on the following:

- Red behaviour incidents, alongside any other incidents of note- this is anonymised and shared with the Governing Body.
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data from CPOMS will be analysed every term by the Headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Children who have a high number of behaviour incidents are invited to a meeting with their parent/carer so that a Pastoral Support Programme (PSP) can be put in place for that child, as a means of decreasing the number of behaviour incidents occurring. Parents/carers are invited in for a meeting with our SENCo to discuss targets. These targets are discussed with the child to ensure there is a clear understanding of behaviour expectations and the strategies put in place to support the child. The PSP will then be reviewed after a fixed period, normally around two weeks, and dates for this will be discussed at the initial meeting.

## **12. Fixed-Term and Permanent Exclusions**

In rare and extreme cases, where severe red behaviour has occurred or continues to occur, a form of exclusion maybe given. This may result in a child being internally isolated in the Head teacher's office for a morning, afternoon or a whole day or being excluded from school for a fixed period.

The LA guidance on exclusion must be followed carefully. Before a decision to exclude is made, a careful and thorough investigation is made by the Head Teacher. Mitigating circumstances, provocation, reasons for the behaviour and the behaviour record of the pupil are also taken into consideration. The parents/carer of the child are called in to see the Headteacher immediately, who would explain the reasons for and conditions of the exclusion (eg. length of time). The Headteacher completes the necessary paperwork in accordance with the LA guidance on exclusion.

The Headteacher will use the following guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101498/Suspension\\_and\\_Permanent\\_Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units\\_in\\_England\\_including\\_pupil\\_movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

## **13. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

## **14. Monitoring and Review**

This behaviour policy will be reviewed by the headteacher and Senacre Wood Primary School Curriculum Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 11).

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Senacre Wood Primary School Curriculum Committee annually.



## **Appendix 1: Written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort and the LA guidance is carefully adhered to
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Senacre Wood Primary School Curriculum Committee every year.

## **Appendix 2: Teaching and Learning Policy statements**

We believe that a Senacre Wood learner...

- ✓ Is enthusiastic, enjoys learning and wants to learn.
- ✓ Has the confidence to give something a go.
- ✓ Is curious about the world around them.
- ✓ Has high expectations of themselves.
- ✓ Actively contributes to questioning and asks questions for themselves.
- ✓ Is able to make decisions independently.
- ✓ Thrives within a 'taking risks' culture being provided with opportunities to make choices.
- ✓ Is able to be critical and use this to make decisions.
- ✓ Recognises that making mistakes is part of the learning process.
- ✓ Takes responsibility for their own learning and can talk with clarity about progress made.
- ✓ Is an active learner who learns inside and outside of school, and shares new learning with others.
- ✓ Has a range of strategies to overcome barriers to learning.
- ✓ Applies skills and understands the links between learning across subject areas.
- ✓ Uses their learning to indicate commitment to education through effort and pride in presentation.
- ✓ Forms positive working relationships with peers and staff.



### Appendix 3: Good to be Green

#### ★ If I make the choice to ... ★

- ☑ Be honest
- ☑ Speak politely to all adults
- ☑ Look after property
- ☑ Listen carefully
- ☑ Be kind and behave in a friendly way
- ☑ Work to the best of my ability

#### ★ WELL DONE! ★

- ☑ I will receive positive praise
- ☑ I might share my learning with a member of SLT
- ☑ I might have my behaviour recognised in Celebration Assembly
- ☑ I might receive a privilege

#### If I make the choice to...

- Leave my seat unnecessarily...
  - Call out...
  - Distract others...
- Not listen to my teacher, TA or other children...
  - Argue with other children...
  - Be unkind to others...

#### I will receive an 'in class consequence':

- I might be given a gentle reminder about Green Behaviours
- I might be told to change my seat or table
- I might have a 5 minute time out in class
  - I might spend 5 minutes of my playtime with my teacher completing missed learning

#### If I make the choice to...

- Continue to show disruptive behaviour after an 'in class consequence'...
- Refuse to follow the instructions of an adult...
- Throw, misuse or break equipment...
- Be rude to an adult or answer back...

#### I will receive an 'out of class consequence' and my parents will be informed by my teacher:

- I might be sent to a member of SLT for 15 minutes to continue with learning
- I might lose half of my lunchtime with a member of SLT

#### If I make the choice to...

- Continue to show disruptive behaviour after an 'out of class consequence'...
- Intentionally fight with or injure another pupil...
  - Refuse a member of SLT ...
  - Deliberately damage school property
- Endanger myself or others with my behaviour...
  - Swear or use racist or abusive language
  - Speak aggressively to staff...
  - Physically hurt a member of staff...
- Leave school premises without permission...

#### I will be sent to the Headteacher or Deputy Headteacher and they will inform my parents...

- I might lose all of my lunchtime with the Deputy or Headteacher
  - I might lose a privilege
- I might be internally isolated in the Headteacher's office for a morning or afternoon
- I might be internally isolated in the Headteacher's office for a whole day
- I might be excluded from school for a fixed period