



## **Acle St Edmund C of E Primary School**

### **Procedures for sanctions for least to most serious behaviours**

In order for sanctions to be effective they must be used in a fair and consistent manner. The following guidelines provide a structure for staff to use to ensure a whole school approach.

Children should be reminded of 'Our Behaviour Responsibilities'.

- Be Ready to learn
- Follow instructions
- Work quietly without disturbing others
- Treat everybody with respect.

These are displayed in all classrooms and around school along with the Golden Rules.

Staff need to match the consequence for specific behaviours with the level from least to most intrusive. These are identified in the chart for three levels of seriousness.

### **Least Intrusive to Most Intrusive Behaviours**

#### **Level 1 Behaviours - Low Level Disruption**

These are behaviours which will be dealt with by the class teacher / TA through the use of minimal interactions aimed at refocusing the pupil back on task. Emphasis is kept on keeping the interaction to a minimum and for the member of staff to always be aware of their next step, should it be necessary. These would include:

- Diversions
- Rule reminders
- Positive directions
- Use of positioning within the class
- Closeness to the pupil

#### **Level 2 Behaviours - Moderately serious**

These behaviours would probably require:

- A clear reminder of the rules or limits
- A reminder of the consequence of repeating the behaviour
- Applying the consequence which can either be immediate eg 'I want you to go to Mrs ... class to work now' or deferred 'You will have to finish your work at break time'

- Applying the consequence of a level 2 behaviour could also lead to a child being sent to a designated class and / or given a lunchtime detention.

This will require the support of the head teacher or other staff identified to supervise children in the designated classroom at lunchtime. A sanction form should be sent with the child to explain the reason for the detention. Parents should be informed by their teacher if a child has had three instances of completing lunchtime consequence sheets within a half term. Consequence sheets are completed in the designated classroom and the consequence book filled in, so that a record is kept of pupils who are repeatedly breaking golden rules.

If a child is disrupting the class and preventing them from learning, the child must be removed from other children, either within the class or, if that proves ineffective, to another classroom.

Classroom consequences e.g. loss of playtimes to catch up on work are recorded by each class teacher

### **Level 3 Behaviours - Very Serious**

This level of behaviour requires the involvement of the senior management team. This will involve an 'internal exclusion' in which the child is required to work outside the classroom (supervised) for up to half / whole day and therefore have no contact with their peers. This may also involve a lunchtime or other temporary exclusion.

Parents must always be involved at this stage and a letter will be sent home to confirm the arrangements and the reasons for the sanctions.

## **Levels of behaviour from least to most intrusive**

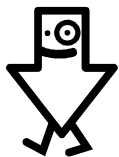
Examples of behaviour

LEVEL 1	LEVEL 2	LEVEL 3
Time wasting/avoiding work		
Teasing		
Interrupting the teacher/TA		
Attention seeking/clowning		
Pushing in line		
Talking in line		
Being noisy		
Running inside		
Lying		
Stopping other people from working	Seriously hindering other children	
Disrespecting property	Serious damage to property	Throwing equipment/furniture
Cheekiness - Rude comments/expressions	Rudeness to staff	Verbal abuse of staff
Play fighting	Serious fighting Pushing other children	Serious physical harm to others
Being argumentative	Arguing persistently with staff	
	Name calling/spreading rumours	
	Swearing at pupils	Swearing at staff
	Stealing	
	Graffiti	
Unco-operativeness	Refusal to follow instructions	Dangerous refusal to follow instructions
	Running out of class / within school building or grounds	Attempting to leave school grounds without permission
	Bullying-intimidating behaviour	Serious persistent bullying

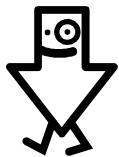
### Least to most serious behaviours

If a child is disrupting a class or playtime for any reason, the following sanctions are in place. These would only escalate if the child refuses to co-operate or continues to a more serious level of behaviour.

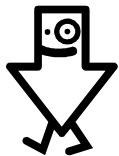
Non - verbal warning - a stern glance or hand signal to indicate to the child what is expected. Positive reinforcement of the correct behaviour expected.



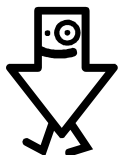
Simple direction-rule reminder



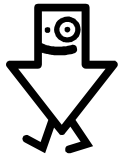
Description of consequences if behaviour continues - child has choice



If behaviour persists – consequence put into place; this could involve the child being removed from the class (working in partner class in silence) or taken to work outside the Head's office



Child receives lunchtime detention in designated Room - Child completes Consequences Sheet and this is then kept in Consequences record book. Parents are informed if the matter is sufficiently serious or if there is a pattern of misbehaviour

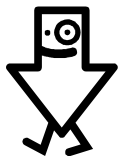


If a child receives an unacceptable number of sanctions or if their behaviour is more serious then an internal exclusion could be carried out. Work is set by the teacher to be completed by the child in isolation from their peers. Child will remain away from friends for break and lunchtime. Parents are always informed by the headteacher when the child's behaviour has to be addressed this way.

Also, the child will be placed on a two week behaviour report card, to enable closer attention to that pupils' behaviour patterns and daily dialogue with parents.



If a child's behaviour results in a number of internal exclusions or is very serious and a danger to other people then a **FIXED TERM EXCLUSION** is considered, either for half or whole days, or over lunchtime periods. This decision will only be made by the head or deputy head. Children presenting problems at this level need to have a clear behaviour support plan which is shared with them and their parents.



**PERMANENT EXCLUSION** can only be considered by the Headteacher and Governing Body when all other avenues of support and sanctions have been exhausted.



**ACLE ST EDMUND C of E PRIMARY SCHOOL – Academic Year 17/18**

**FACE UP TO IT- CONSEQUENCE SHEET**

Name.....

Class.....

Set by..... Date .....

**What** I did against the Golden/class rules

.....

.....

.....

.....

.....

**What** rule I broke

.....

**How** has my behaviour affected others

.....

.....

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**What** I think I should do to put it right.

.....

.....

Signed.....( pupil)

Teacher/ carer comments:

Next steps:

Signed: \_\_\_\_\_ (teacher)

### **The school's Golden Rules**

Do be gentle-  
Do be kind and helpful-  
Do work hard-  
Do look after property-  
Do be honest-  
Do listen-

Do not hurt anybody  
Do not hurt people's feelings  
Do not waste your or other people's time  
Do not waste or damage things  
Do not cover up the truth  
Do not interrupt