

Appendix B SANCTIONS PROCEDURE

Behaviour Guidelines	Sanctions
----------------------	-----------

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied consequences to their behaviour, which differentiate between serious and minor offences. School sanctions have been designed to encourage pupils to reflect on their behaviour and its impact on themselves and others and are always applied with the aim of supporting the child to regulate their own behaviour more effectively. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note

- If behaviour results in physical or verbal abuse towards a teacher/adult an 'Assault' form will be completed and kept in the School Office.
- If physical intervention of any kind is required then 'The Blue Book' must be completed as soon as possible (see also our policy Physical Intervention Policy).
- Any other incident deemed 'serious' or resulting in injury should be recorded on a Behaviour Concern form, in the pupil's behaviour log (if they have one) or in the Playground Incident Book.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour and encourage reflection. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, Inclusion Leader and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly / dangerous / disrespectful thing to do because...' and not 'You are a silly / dangerous / disrespectful child'.

SANCTIONS PROCEDURE

Children are familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the behaviour, this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable / disruptive behaviour occurs:

(Classroom teacher)

Use normal strategies (See Appendix D):

e.g. Polite requests, warnings / 'strikes' (no more than three), non-verbal signalling, repositioning, separating etc – where appropriate necessary, teachers may use a visible tally system to record the warnings / interventions.

If these normal strategies are unsuccessful, we follow this 'stepped system' of sanctions:

Step 1 (Classroom teacher) Give a final warning / 'strike':

Use the agreed phrase, 'This is your final warning. Do you understand?' Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

Step 2 (Classroom teacher) Time Out A

Procedure:

- Child sent to designated chair/area of classroom.
- 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.
- Child records when, why on class list at isolation table on the class Time Out A record sheet, which should be kept in the designated area.

If behaviour improves return to lesson.

*If not or if child refuses, move to **Step 3***

Step 3 (Teacher colleague) Time Out B

For a child who regularly exhibits unacceptable / disruptive behaviour (e.g. being sent to Time Out A more than once over a 3 week period):

Procedure:

- * Child escorted to designated colleague.
- * Rest of day working independently in agreed classroom without causing disturbance.
- * Time Out letter B1 sent to parents.
- * Child records when, why on their Time Out B Record Sheet, in the Attitude section of Mentoring file.
- * Short-term removal of extra-curricular activities and participation in class treats / playtimes (with provision of suitable alternative) etc.

If behaviour improves return to class.

*If not or if child refuses, move to **Step 4***

Step 4 (Deputy/Head) Time Out (C)

For a child who frequently exhibits unacceptable / disruptive behaviour (e.g. being sent to Time Out B more than once over a 3 week period) or a child who has been responsible for a serious incident, including bullying.

Procedure:

- * Child escorted to Deputy/Head.
- * Deputy / Head to consider appropriate sanction tailored to the needs of the child, which may include internal exclusion.
- * Deputy / Head to contact parents - parents discuss concerns and agree targets/support.
- * Discussion with Head Teacher and/or SENCO to consider Behaviour Intervention Plan (see Step 5).
- * Monitoring to identify areas of concern / possible causes/ appropriate targets.
- * Discussion with Head/ Inclusion Leader to consider the need for School Action Plus.
- * Complete a 'Behaviour Assessment Profile' if not already completed.
- * Parents informed by formal meeting / letter B2 that behaviour is a significant cause for concern.
- * Consider alternative strategies, involve other agencies.
- * Access to extra-curricular/enrichment activity linked to improvement.

If behaviour improves return to class.

*If not or if child refuses, move to **Step 5***

Step 5 (Head /Inclusion Leader) Time Out D ('Time On Report') with Inclusion Behaviour Plan (IBP)

For a child who continues to exhibit unacceptable / disruptive behaviour (e.g. been sent to Time Out C more than once over a 3 week period) or

For a child who has been responsible for more than one serious incident (including bullying) within the school year.

Procedure:

- Head / Deputy to arrange time out of the classroom for the pupil, with a clear plan for supporting them to return to the classroom (with intensive adult support).
- Teacher completes a Behaviour Assessment Profile, if not already completed.
- Parents informed by formal meeting / letter C2 that their child's behaviour is causing serious concern.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Complete an EHA (Early Help Assessment) to secure support from external services (if not already completed).
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success / failure (including possible exclusion).
- Daily feedback to child through a behaviour chart, weekly feedback to parents e.g. through Parent Inclusion Meetings / telephone conversations.
- IBP to last a minimum of two weeks/a maximum of 16 weeks, and reviewed monthly.
- Access to extra-curricular / enrichment activities dependant on progress.
- Continue closer monitoring i.e. frequency monitoring, time sampling etc.

If targets are achieved remove from IBP.

*If IBP failed, move to **Step 6**.*

Step 6 (Head teacher) Local Authority agreed Pastoral Support Plan (including School Behaviour Contract)

A last step before school requests managed move / exclusion from the Local Authority

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed weekly, with parents, at a parent inclusion meeting.
- Parents, Chair of Governors & Pupil Discipline Committee, Behaviour Support informed.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.

If behaviour improves return to school IBP.

*If not, move to **Step 7**.*

Step 7 (Pupil Discipline Committee) Request for Managed Move / Permanent Exclusion

- * Parents, Chair and Clerk of Discipline Committee, LA Officer informed and LA Managed Move Protocol paperwork completed.
- * Discipline Committee meet and consider all representations and reports (parents/child and LA Officer attend).
- * Parents notified of right to appeal.
- * If appeal successful, or reinstated child stays on IBP / PSIP for the maximum 16 weeks.
- * If school request for managed move successful, follow LA Managed Move Protocols
- * If school request for permanent exclusion successful, remove child from school roll.

SERIOUS INCIDENT PROCEDURE

(Head teacher / Deputy)

**Short Fixed Exclusion (less than 5 days)
/ Internal Exclusion (up to 5 days)**

In the event of a serious incident, which disrupts the smooth-running of the school and compromises the safety of the child or others, a fixed term exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Carrying an offensive weapon or using school equipment as a weapon;
- Deliberate damage to school property.

Serious incidents need to be treated on an individual basis and the circumstances investigated. The Head teacher will complete the Head teacher's Checklist included in the LA's Exclusion Document in order to inform decisions around exclusion.

In the event of a fixed term external or internal exclusion:

- * Parents, Chair of Pupil Discipline Committee and Local Authority informed following latest LA Guidance and model letters.
- * Work is provided for the duration of the exclusion.
- * Parents may make representations to Pupil Discipline Committee.
- * Pupil Discipline Committee may meet but cannot reinstate.
- * Upon return to school from exclusion, child works in internal exclusion for at least the first day with support in order to enable them to reintegrate slowly, with adult support, then remains on a PIP for a minimum of four weeks.
- * No access to playground, extra-curricular or enrichment activity until four successful weeks on PIP – alternative arrangements for break and lunchtimes.
- * Parents invited to a meeting to share the PIP before the reintegration.
- * Meeting on the day of reintegration with pupil, parents, class teacher and Head teacher.
- * Possible use of phased reintegration as part of PIP – must be discussed with parents before implementation.

If behaviour improves return to class on reviewed PIP.

*If not, move to **Step 7**.*

CRITICAL INCIDENT PROCEDURE

(Head teacher / Deputy)

Permanent Exclusion

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff resulting in personal injury / hospitalization;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Using / attempt to use an offensive weapon;
- Serious deliberate damage to school property.

In such cases, the Head will work closely with the LA Officer and Specialist Teaching Team to manage the situation.