

Cherry Orchard Primary School Behaviour and Relationships Policy 2025-2026



Extraordinary Education

Extraordinary People

Extraordinary Futures

Principles

At Cherry Orchard Primary School, we strive to achieve and promote high standards of behaviour. It is the intention of this policy to detail our expectations of pupil behaviour and the strategies and approaches used to achieve these. Our behaviour policy is an essential foundation for generating an ethos consistent with our values.

Our Values



Based on these values, our school has 3 simple rules: **Be Ready, Be Respectful and Be Safe.**

BE READY	We are READY to listen and READY to learn. We are READY for new challenges so that we can always achieve our best.
BE RESPECTFUL	We are RESPECTFUL to everyone we meet in school. We use kind words and include everyone. We listen to other's opinions and share ours in a safe way. We respect our school and our environment. We trust each other.
BE SAFE	We are SAFE and keep each other SAFE . We have kind hands, feet and words. We think about where we are and make smart choices with our actions.

'Why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish'. Paul Dix - When the Adults Change, Everything Changes.

Our Positive Approach

Our school provides a structured environment with clear boundaries. Whilst the approach is firm and disciplined, positive reinforcement is central to our behaviour management. Our pupils are encouraged to take responsibility for their behaviour and to recognise how their choice of actions links to consequences, both positive and negative. Expectations of behaviour are high and, in order to motivate pupils to achieve this, we praise and reward good behaviour frequently and consistently. Equally, for inappropriate behaviour, we implement clear sanctions. It is important that challenging behaviour is dealt with when it arises and not avoided or ignored.

Teaching and Learning

Expectations of behaviour

Our principle aim is to create a school environment with appropriate routines and expectations of behaviour. Therefore, a part of our role is the teaching of appropriate responses and behaviour. Whilst aiming to develop pupils' behaviour, we address other underlying factors which may have contributed towards the difficulties at school. These may include:

- poor emotional literacy skills
- low self-esteem
- poor social skills
- an inability to accept responsibility for his/her actions
- poor speech and language skills

In order to combine these sometimes-divergent aims, we feel our pupils need clear and simple guidelines on expected behaviour, which are consistently, but sympathetically, enforced. We believe in a firm but caring approach in which we seek to facilitate the child in modifying his/her behaviour by reinforcing the positives and raising the pupil's own view of his/her achievement in all areas.

We aim, therefore, to help our pupils:

- to relate appropriately towards each other;
- to relate appropriately towards adults;
- to follow teacher instructions;
- to accept help and guidance;
- to accept rules and expected routines;
- to take responsibility for their behaviour;
- to recognise the consequences of their actions;
- to enjoy learning and achievement.

Modelling forms an integral part of this process. This includes modelling between staff and pupils. Thus, our pupils have continuous opportunities to teach and learn from each other and staff through example and explanation.

We aim to establish for our pupils:

- A safe and secure setting
- A calm working atmosphere
- A stimulating and organised classroom environment
- An interesting and appropriate curriculum in line with the National Curriculum
- A supportive and sympathetic framework

Pupils are encouraged to follow our school values at all times. These have been kept at a minimum for the pupils' benefit and will be clearly displayed in the classrooms and other appropriate areas. These values form the framework for pupil behaviour. In addition, we expect the following general standards of behaviour from our pupils:

- Pupils are expected to attend regularly;
- Dress must be smart and according to the school's Uniform Policy;

- Pupils may not leave the school's premises during the school day without prior permission from staff and written permission from parents;
- We do not tolerate bullying in any forms e.g. prejudice, discrimination, cyber (please see our preventing bullying approach);
- Inappropriate language, swearing and name-calling are actively discouraged;
- Pupils are discouraged from bringing in any items from home, such as large amounts of money and mobile phones. If mobile phones/devices are allowed in school, they are locked away during the school day and handed out at the end of the day.
- Please also see the searching and confiscation guidance in our safeguarding policy.

Roles and Responsibilities

All staff (teaching and support) are responsible for setting the tone and context for positive behaviour within our school. Consistent adult behaviour will lead to pupils consistently conforming to expectations. Roles and responsibilities are broadly outlined below:

The role of all staff

The staff are responsible for:

- *Meet and Greet* at the classroom door;
- implementing the behaviour policy consistently and fairly;
- effective classroom management and the consistency of their application of the approaches outlined in this policy;
- provision for all children within class, including children with special educational needs as defined in the SEND policy;
- modelling the high standards of behaviour expected from pupils;
- dealing with the behaviour seen using our 'Stepped Sanctions' approach (and never ignoring or walking past pupils who are showing undesirable behaviours)

The role of the Head/SLT

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather, they are to stand alongside colleagues to support, guide, model and show a unified consistency to learners.

The Head/SLT is responsible for:

- being a visible presence around the site, especially at transition times;
- establishing an environment that encourages positive behaviour and regular attendance, discourages bullying and promotes race equality;
- celebrating children whose efforts go above and beyond expectations;
- organising support for implementing the behaviour policy;
- supporting staff in managing learners with more complex or entrenched negative behaviours;
- developing, monitoring and reviewing of the behaviour policy.

The role of the Pupils

The pupils are responsible for:

- behaving in an orderly and self-controlled way;
- allowing all pupils to be able to learn;
- shaping and promoting the school's code of conduct;
- supporting staff and other pupils through being respectful at all times.

The role of the Parents

The parents are responsible for:

- their child's attendance;
- their child's behaviour inside and outside school;
- working in partnership with the school to establish and maintain high standards of behaviour;
- modelling the high standards of behaviour expected from pupils.

Behaviour Approaches and Strategies

It is the intention of this policy document to outline the behaviour approaches and strategies used in our school to ensure that **all** staff have a consistent approach. Consistency is paramount to maximise the effectiveness of the provision at our school.

The approaches are categorised into positive rewards, de-escalation strategies and sanctions (including exclusions).

At times behaviour can give cause to suspect that a pupil may be suffering or likely to suffer from harm. In these cases, the DSL or DDSL will consider if pastoral support or other interventions are needed.

All staff are aware that, at times, mental health, disabilities, SEND and trauma can affect pupils' behaviour and these may be taken into consideration when behaviour consequences are enforced.

A Positive Approach

'It is a well-established maxim in teaching that rewards are much more effective than punishment in motivating pupils.' 'Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure.' DFES 2003

Our positive reward systems are essential for achieving our expectations and enabling pupils to achieve their full potential. By rewarding and praising good behaviour, it is hoped that such behaviour will be promoted and encouraged. It is crucial that our pupils and their parents value the positive consequences they earn, thus they should be awarded meaningfully, carefully and consistently and be given important status.

Our School Rules	Visible Daily Consistencies	Over and Above Recognition
BE READY	<ul style="list-style-type: none">• Daily Meet and Greet• Persistently catching children doing the right thing and praising them publicly (through our Recognition boards)	<ul style="list-style-type: none">• House points system• Always Stars Club• Other rewards (such as stickers, class rewards)
BE RESPECTFUL	<ul style="list-style-type: none">• Consistently praise children who go above and beyond• Consistently noticing and dealing with children who are failing to meet behaviour expectations	<ul style="list-style-type: none">• Messages home to parents and carers (phone call, email, postcard home)• Verbal praise from other adults
BE SAFE	<ul style="list-style-type: none">• Praise in public and remind in private	<ul style="list-style-type: none">• Showing work to other adults• Rewards and recognition from the Head

	<ul style="list-style-type: none"> • Consistent use of language which builds trust and a feeling of security for all children 	
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Consistency

Consistency is key to our positive approach.

Consistency lies in the behaviour of adults and not just the application of policy. Where pupils feel treated as valued individuals, they respect adults and accept their authority.

We will be consistent in our:

- Language – using simple, clear explanations in all conversations about behaviour;
- Follow-up – dealing with issues when they occur; never passing problems up the line; all adults taking responsibility for behaviour interventions, seeking support rather than delegating;
- Positive reinforcement – reinforcing, encouraging and celebrating appropriate behaviours;
- Sanctions – defined, agreed and implemented at classroom level along with established structures for more serious behaviours;
- Respect from adults – even when faced with challenging behaviours from pupils;
- Modelling – emotional control should be modelled to pupils at all times;
- Routines for behaviour around the school site – in classrooms, in corridors, in the hall, when outside on the playground or paths around school;
- Environment – consistent messages are displayed, our values and rules are displayed and made reference to.

De-escalation Strategies

We use a variety of tools and strategies to avoid confrontational situations which could lead to serious negative consequences.

These strategies include:

- the use of PACE techniques
- removing the audience – using a quieter place or moving the other pupils away;
- planned ignoring and take up time – stepping away from the pupil and expecting them to follow the instruction when you return;
- planned ignoring – rewarding the pupils who are showing the desired positive behaviour;
- use of humour – it is paramount that this does not hurt or humiliate any pupils – it should maintain a positive, personal and professional relationship with the pupil;
- distraction - distracting the pupil's attention from the problem;
- re-focusing the pupil's interest;
- changing the activity if appropriate;
- small manageable steps – provide tasks which the pupil can confidently succeed at, then introduce more challenging tasks;
- appropriate use of body language;
- appropriate use of personal space;
- involving another colleague – a different voice can be very effective;

- recognising the pupil's feelings and verbalising anxieties and feelings in a calm and constructive manner;
- providing an increased level of support if appropriate;
- offering alternative actions for the pupil to take;
- using personalisation, relationship and previous successes – remind the child of a situation they were successful in;
- clearly outlining the positive consequences if they make a good choice;
- remaining firm, fair and caring.

Staff at Cherry Orchard Primary School will use their professional judgement and knowledge of the individual child to determine the most effective strategies to use.

Sanctions

'Effective sanctions are designed to promote positive behaviour and attendance rather than punish miscreants.' DFES 2003

Our pupils need firm boundaries that are consistently applied. This ensures that all pupils are very clear of the consequences that will result from their choices. When a pupil makes poor choices and displays unacceptable behaviour, sanctions are implemented fairly and calmly. Our sanctions are designed to encourage our pupils to take responsibility for their behaviour.

Sanctions should:

- make it clear that unacceptable behaviour affects others and is taken seriously;
- not apply to a whole group for the activities of individuals.
- be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Our sanctions consist of:

- visual prompts – the use of pictorial cards or objects to give reminders to pupils;
- verbal prompts, reminders and warnings;
- completing unfinished work during another specified time in the day. This could be at break or lunch time;
- loss of minutes from breaktimes;
- use of time-out table in the classroom if a pupil needs to be directed by the teacher to take time-out;
- time-out in a partner classroom with independent work to be completed. The pupil receives minimal adult attention during this time. The pupil may return to the classroom when they show that they are calm and can follow instructions. The pupil is immediately praised on their return to the classroom for turning their behaviour around and re-joining the class appropriately and a restorative conversation between adult and pupil will take place.
- time-out in a calm space to allow the pupil to calm down and regulate their behaviour. At least one member of staff will remain with the child. When calm, they will return to their classroom where a positive welcome will be the focus.

If a pupil's behaviour is persistently a significant concern to staff, or if their behaviour results in a significant risk to both pupils and staff in the school, then the head will determine the best course of action from the following:

- child will spend the following lunchtime inside working through a restorative approach
- a letter will be sent to parents by the head, asking for an emergency meeting and an alternative program may be set up;
- Positive Handling Plan to ensure safety of all;
- individual risk assessment to ensure safety of all;
- internal isolation;
- suspension – length dependent on the severity of the incident;
- permanent exclusion - this is rarely used and only in extreme circumstances.

Imposing sanctions

When a pupil’s behaviour falls below the standard that can be reasonably expected of them, staff will respond to restore a calm and safe learning environment and prevent recurrence of poor behaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of expected standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. Shouting is not an acceptable form of challenge at any time, other than when a pupil may be in danger.

Our Stepped Approach;



Step 1	Friendly reminder	A reminder of our 3 rules: <i>Be Ready, Be Respectful and Be Safe</i> delivered privately if possible. Repeat reminders if reasonable adjustments are necessary. De-escalate where reasonable and possible. Praise given when the pupil is able to model the expected behaviour as a result of the reminder.
Step 2	Caution	A clear, verbal caution delivered privately wherever possible. Make the pupil aware of their behaviour and clearly outline the consequences if they continue. Use the phrase: <i>Think carefully about your next step</i>'.
Step 3	Last Chance	Using the 30-second script (see Appendix), speaking privately to the pupil, and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. This will include two minutes discussion after class.
Step 4	Time Out	This will be a short time in another space in the classroom or outside of the classroom (partner class/calm space). It gives the pupils the chance to calm down and compose themselves.
Step 5	Repair	A private, informal, restorative conversation takes place between the adult and pupil (see Appendix). If the incident is repeated, it will be formally recorded and explained that next time that it happens, other adults will be involved (Year Band Leaders/Pastoral Lead/SLT).

Serious incidents

Depending on the age of the children, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to SLT and will be recorded, with sanctions being implemented as appropriate. Such incidents will include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.

The Use of Positive Handling

Some staff at the school are trained using an approach for positive handling. The physical techniques are based on providing the maximum amount of care, control and therapeutic support. Physical restraint should only be used in exceptional circumstances, i.e. if the child's behaviour presents a danger to:

- the child;
- other children;
- members of staff;
- serious damage to property.

Physical restraint should be used only as a last resort, i.e. de-escalation strategies have failed. It should not be used to force compliance with staff instructions unless related to the above and should not be used as a form of punishment. Physical restraint should not continue longer than necessary. As soon as it is safe to do so the restraint should be gradually relaxed. The age and size of the child should be taken into consideration when applying restraint. Only the minimum amount of restraint to prevent injury or damage should be used. It is essential that two members of staff are present if restraint has to be used. If a child is determined to leave the school, teachers may use their physical presence to obstruct the exit and to remonstrate with the child and hold a child to prevent him/her from leaving the school. If these strategies are unsuccessful, restraint may be used if the circumstances outlined above are applicable, the child is at risk in other ways, e.g. in contact with an unsuitable adult or there is no responsible adult at home to take charge or to inform.

Any incident involving the use of restraint should be reported, verbally, to the head immediately and this should be followed by a written report of the incident on CPOMS within 24 hours.

Following a restraint there is support for both the pupil and the members of staff, this involves following the Team-Teach guidelines. For pupils, they will have the opportunity to reflect on the incident and to consider a plan with staff that would lead to solutions. For staff, they will have the opportunity to de-brief with staff as soon as is possible after the incident.

Discipline beyond the school gate

(Our school's expectations for positive behaviour off-site including use of social media)

At Cherry Orchard Primary School, we strive to develop our children into responsible citizens. Furthermore, it is important to protect the reputation of the school and, as such, we expect the same high expectations for behaviour beyond the school gates. All non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school will be dealt with using the same sanctions as if the behaviour had occurred in school.

The School may manage any misbehaviour when the child is:

- taking part in any school -organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil of our 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).

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- it poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- it adversely affects the reputation of the school
- the pupil is identifiable as a member 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.

Exclusions/Suspensions

No suspension/exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation. Suspensions/Exclusion may be used when there is a:

- serious breach of the school's rules, values or policies;
- serious risk of harm to the education or welfare of the individual pupil or others in the school.

This can either be a very serious incident or the repetition of serious incidents. Any exclusion will be at the decision of the head, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident). All exclusions will be logged and considered on a half-termly basis by the head and CEO to help identify trends and address issues.

This is a comprehensive record of our rewards and sanctions. However, it is not an exhaustive account. All staff must use their professional judgement in situations in order to select and implement the most appropriate consequence. This judgement takes into account the individual pupil's emotional, social and health issues, which may be complex.

Searching, Screening and Confiscation

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 of DFE guidance, Searching, Screening and Confiscation July 2022 or any other item that the school rules identify as an item which may be searched for. We follow the DFE guidance, *Searching, Screening and Confiscation July 2022*.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - vapes;
 - fireworks; and
 - pornographic images.

Support Systems for Pupils

Our strategies for early intervention for pupils most at risk include:

- regular pupil review meetings;
- contact with parents for unexplained absence;
- contact with parents for unexplained changes in behaviour or attitude;
- referrals for specialist advice;
- where a fixed-term exclusion has been applied, parent/s and pupil attending a reintegration meeting before returning to school and agreeing a pastoral support plan (PSP).

Support Systems for Staff

Our strategies for staff support include:

- regular professional development and training on behaviour management;
- induction on behaviour management for new members of staff;
- weekly staff meetings with opportunities to discuss any concerns;
- advice and support from colleagues;
- when referrals are needed to other external agencies, the member of staff will consult with the head/SENDCo;
- spending time talking through the situation with the Early Intervention Family Support Worker.

Support Systems for Parents

Our strategies for parental support include:

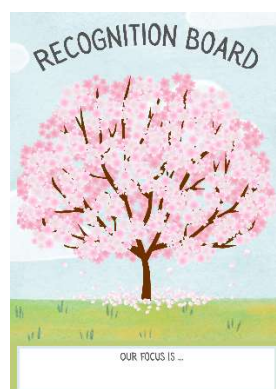
- contacting parents when a pupil has an unexplained absence. This ensures that the parent is aware that the child is not in school, enabling the parent to take steps to establish that their child is safe;
- involving parents at all stages of their child's education when deemed necessary through review meetings;
- making the school's expectations explicit to parents to enable them to understand and participate as fully as possible;
- inviting parents to attend school so that all the procedures can be explained if they are in any doubt or need clarification regarding a behaviour issue;
- inviting parents to attend a drop-in session with the Early Intervention Family Support Worker.

Our PACE approach to supporting children to feel secure



Recognition Boards

Recognition Boards are a tool used to encourage positive behaviour and teamwork within the classroom. Each board focuses on a specific positive behaviour and highlights the collective effort of the entire class. When a pupil demonstrates the desired behaviour, their name is added to the board as a form of public recognition. These boards emphasise team success rather than individual rewards. At the end of the day or week, the board is reset with a new behaviour focus. This simple, visible tool helps create a positive, inclusive classroom environment where all pupils feel valued and motivated to contribute.



Restorative Conversations

Our restorative approach aims to build a positive school environment by addressing conflicts and behavioural issues through constructive dialogue and relationship-building. Rather than focusing on punishment, we use restorative conversations to help pupils understand the impact of their behaviour, repair harm, and reintegrate positively into the school community. Restorative conversations are a key component of our behaviour and relationship policy. They provide an opportunity for pupils whose behaviour has fallen below an acceptable standard to engage in a conversation with a teacher or other appropriate adult in the school.

Purpose

Restorative conversations are conducted when a pupil's behaviour falls short of expected standards. These conversations help the pupil recognise their actions, understand their effects on others, and work towards making amends.

Aims of the Restorative Conversation:

1. To ensure that the pupil recognises where their behaviour or conduct has fallen short of the standard.
2. To understand how such behaviour impacts adversely on others in the school community.
3. To identify the steps that the pupil must take in future to ensure their conduct is appropriate.
4. To identify any barriers that the pupil faces in meeting standards of acceptable behaviour and how these barriers can be removed.

Conversation structure:

- Opening: Explain the purpose of the conversation and the expected outcomes.
- Understanding the Incident: Ask the pupil to describe their perspective and feelings about the incident. Use open-ended questions to explore their thoughts.
- Discussing Impact: Help the pupil understand how their behaviour affected others, encouraging empathy.
- Resolution: Work together to identify steps for making amends and improving future behaviour.
- Support: Discuss any support the pupil may need to meet behaviour expectations, such as additional resources or adjustments.

Restorative Questions

When responding to challenging behaviour, to guide the conversation, use **five** from the following restorative questions:

- What happened? Helps the pupil recount the incident in their own words.
- What were you feeling/thinking at the time? Encourages the pupil to reflect on their emotions and thought processes during the incident.
- What have you felt/thought since? Allows the pupil to express any changes in their feelings or understanding after the incident.
- How did this make people feel? Prompts the pupil to consider the emotional impact on others involved.

- Who has been affected? How have they been affected? Helps the pupil identify and acknowledge those impacted by their behaviour.
- What should we do to put things right? Guides the pupil in considering ways to repair the harm caused.
- How can we do things differently in the future? Encourages the pupil to think about alternative behaviours and strategies to avoid similar issues.

With younger pupils, between one and three questions may be more appropriate. If pupils find it difficult to answer these questions, you could consider using:

- 'Ok, imagine if there were... (people affected/a way of putting it right/things you could do differently). What would they be?
- 1-10 scales: 'On a scale of 1-10, how angry were you?'
- Offer a postponement and some support if they are not ready to speak: 'I can see that you aren't quite ready to talk. Do you need a minute or two/to meet with me tomorrow/answer the questions with someone else?'

Restorative questions to help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

Our restorative approach is designed to foster a supportive and empathetic school environment. By focusing on understanding, repairing harm, and building relationships, we aim to guide pupils towards positive behaviour and a strong sense of community.

Scripts to use to tackle disruptive behaviour in conversations

1. You need to... (speak to me outside the room)
2. I need to see you... (following the agreed routine/lesson focus)
3. I expect ... (to see you doing x, table tidy etc)
4. I know you will ...
5. Thank you for ...
6. I have heard what you said, now you must ... (collect your things calmly and move to x)
7. You need to understand that every choice has a consequence. If you choose to do the work that would be fantastic and this will happen ... If you choose not to do the work then this will happen ... I will leave you to make your decision.
8. Do you remember yesterday when you did ... that's the (name) I want to see today, that is the (name) you can be all the time!

9. I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe you can be a success.

10. What do you think were the poor choices that caught my attention?

11. What do you think you could do to avoid this happening next lesson?

Thirty-Second Scripts

Intervention

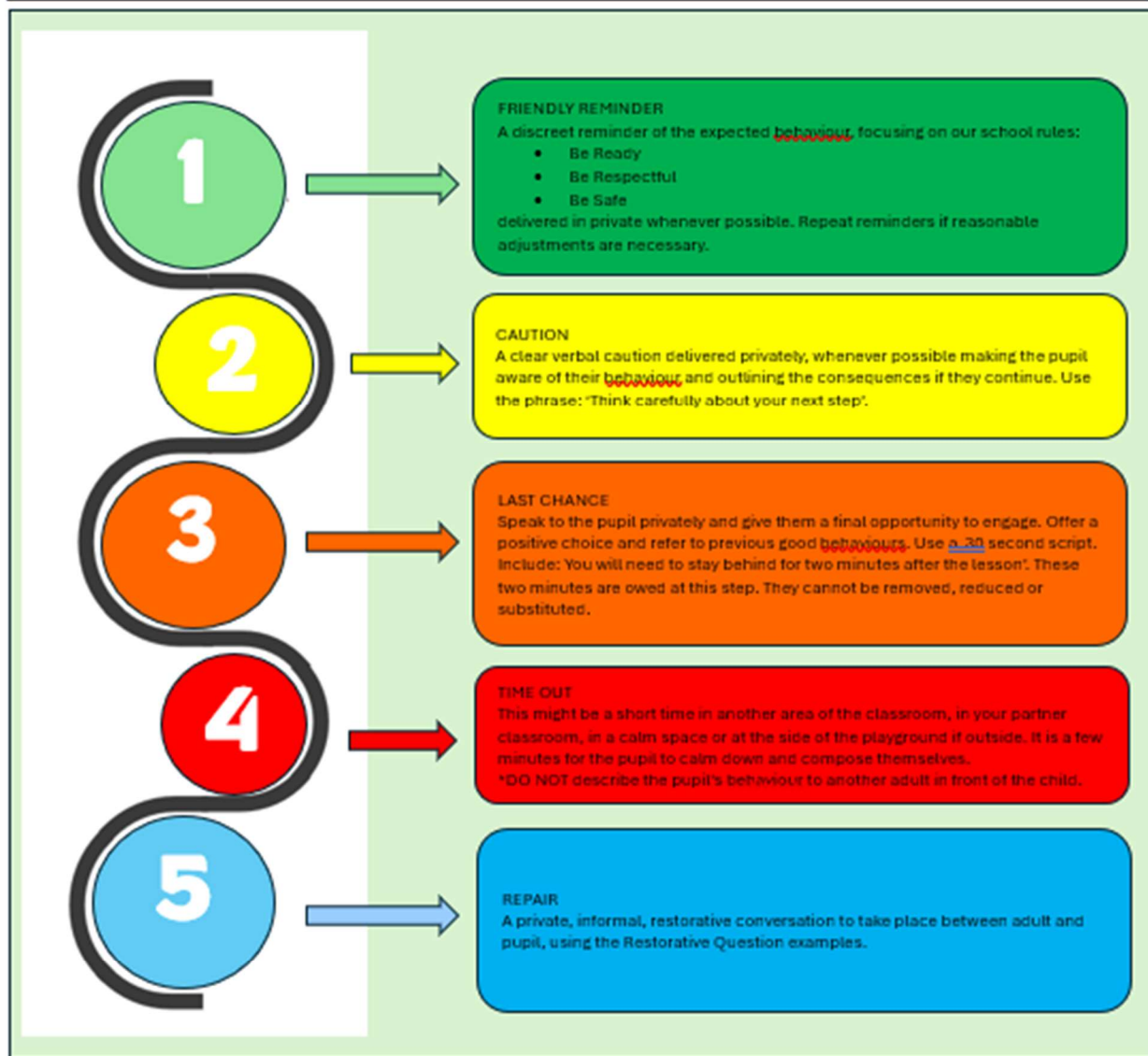
Show no emotion in your voice or body language and strip out the negative reinforcement, leaving the child feeling that they can take control of their behaviour themselves. It should leave the child thinking about their actions and knowing that someone important believes they are better. When everyone sees that poor behaviour is not rewarded by adult emotion, interventions are quick, efficient and predictable, and the classroom becomes a happier place to learn.

These scripts can be adapted depending on the context of the situation and the child:

- I noticed you are.... (having trouble getting started, struggling to get going, wandering around the classroom, talking to x)
It was the rule about.... that you broke.
Please (positive, you now have the chance to make a better choice). Thank you for listening.
- I noticed that you have chosen to.... (behaviour they are doing). This is the second time that you have broken the rule about
You need to speak to me for two minutes after the lesson.
If you continue to break this rule the consequence will be
Do you remember last week/lesson/yesterday when you ? (praise good behaviour and positive choices)
That is who I need to see today. Thank you for listening. (give calm down time)
- I noticed that you chose to
You are breaking our school rule of being You have already been reminded twice and as a consequence you need to (go to the reflection zone/x class/stand by the wall etc). I will speak to you in two minutes.
Thank you.

Stepped Sanctions flow chart

At Cherry Orchard Primary School, we use a Stepped Approach to sanctions as a response to negative behaviour. The series of steps are focused on small but certain consequences and a restorative, not punitive ending: Friendly Reminder, Caution, Last Chance, Time Out and Repair.



REPEATED?

Work as above.

RECORDED

At this point, the pupil needs to have it explained that this is the second time that they have broken the rule and that they are not behaving as a way that we expect. Send to the YBL.
YBL (privately whenever possible) to explain that this will be formally recorded (CPOMS/SP) and that the next time that they chose to do this, a sanction will be imposed and other adults involved.

RED CARD BEHAVIOURS

Further repetition of the Orange behaviour will result in the inclusion of SLT at the Repair meeting and sanctions.

All serious behaviour matters must be reported immediately to SLT. Such incidents would include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.

The incident will be recorded. Sanctions will be imposed as appropriate. Parents will be informed via telephone or an in-person meeting.