



Spaldwick Community Primary School

Sanctions Procedure

Children should be 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, however, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:

(Classroom teacher) Use normal strategies:

e.g. Polite but firm requests, warnings (no more than three). Consider repositioning, separating etc.

Step 1 (Classroom teacher) Give a final warning:

Use an 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.

FROM NOW ON NO MORE WARNINGS. TAKE ACTION.

Step 2 (Classroom teacher) Time Out (A)

- 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 at isolation table.

If behaviour improves return to lesson.

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

For a regular offender:

- Record who, when, why.
- Possible removal of treats/playtime etc
- Discussion with Deputy Head/Head teacher and /or SENCO: consider Behaviour Intervention.

Step 3 (Teacher colleague) Time Out (B)

- Child escorted to designated colleague.
- Up to 1 hour/session working alone without causing disturbance.
- Possible removal of treats/playtime.
- Child completes own recount/ recall of actions.

If behaviour improves, return to class.

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

For a regular offender:

- Discussion with Deputy/Head teacher and/or SENCO: consider school support
- Begin monitoring to identify areas of concern/possible causes/appropriate targets.
- Complete a 'Behaviour Attitude Profile' if necessary.
- Parents informed by letter that behaviour is a cause for concern.
- Parents discuss concerns and agree targets/support.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular/enrichment activity linked to improvement.

Step 4 (Deputy/Head teacher)**Time out (C)**

- Child escorted to Deputy/Head teacher.
- Up to half a day working alone without causing disturbance.
- Record who, when, why and store in class information file
- Parents informed of isolation by letter.

If behaviour improves, return to class.

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

For a regular offender:

- Discussion with Deputy/Head teacher/SENCO: consider specific intervention programme.
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Attitude Grid'
- Parents/LA informed by letter that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Access to extra-curricular/enrichment activities dependant on progress.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych.

Step 5 (Head/SENCO)**Pastoral Support Programme (On Report)**

- Teacher completes a Behaviour Attitude Profile to identify areas of strength and concern.
- PSP Meeting with parents/child to agree way forward.

- Clear/realistic targets for behaviour agreed (maximum of 3).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x5), weekly feedback to parents.
- Involvement of all necessary agencies, i.e. Behaviour Support/EP etc.
- Consider CAF.
- PSP to last a minimum of 2 weeks/a maximum of 20 weeks and review fortnightly.

*If targets are achieved remove from PSP. If PSP failed, move to **Step 6**.*

Step 6 (Headteacher) Behaviour Contract.

A last step before exclusion.

- 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.
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed.

*If behaviour improves return to PSP. If not, move to **Step 7**.*

Step 7 (Headteacher) Internal Exclusion (up to 5 days per term)

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed by letter.
- LA informed of likelihood of external exclusion.

*If behaviour improves return to class on Behaviour Contract or PSP. If not move to **Step 8**.*

Following latest government guidance

Step 8 (Headteacher) Fixed Short Term Exclusion (up to 5 days per term)

- Parents, Chair of Pupil Discipline Committee, LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school child stays on Contract for a minimum of 2 weeks.

*If behaviour improves remove from Contract to PSP If not move to **Step 9**.*

Step 9 (Headteacher) Fixed Long Term Exclusion (up to 45 days per year).

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet (parents/child or representative may attend/make representation).

- LA Officer must be invited to attend but may not reinstate.
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated the child stays on Contract or PSP for a minimum of 10 weeks.

If behaviour improves remove from PSP.

*If not move to **Step 10**.*

Step 10 (Pupil Discipline Committee) Permanent Exclusion.

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal is successful, or reinstated, child stays on Contract or PSP for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school role.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

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 member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

RECORDING ISOLATION: Notes

Time Out A: a class list

It is not essential or even desirable that all isolations are always recorded but do record if:

- Monitoring individuals
- Patterns in behaviour emerge
- An individual is frequently being isolated

Time Out B: one sheet per child

All should be recorded and stored in the child's Mentoring File:

- To check on frequency of isolation
- Identify any patterns in behaviour
- Facilitate target setting and parent discussion
- To help with possible IEPs

Time Out C: one sheet per incident

More detailed recording required; what happened and why.

Letter sent to parents.

All should be recorded and stored in the child's Mentoring File.

Statements/Comments should be brief but succinct, clear and unambiguous e.g.

- Disturbing class
 - Being a nuisance
- are meaningless and open to misinterpretation.

Instead:

- Tore up Anthony Brown's work
- Thumped Rebecca Smith in the back
- Refused to sit for story etc