



SANCTIONS PROCEDURE

Behaviour Guidelines

Sanctions

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In the use of sanctions, pupils learn from experience to expect fair and consistently applied sanctions which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. 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, Senior Leadership Team, SENCO 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. Teachers will express your displeasure with the **action** and not the **child**.

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. **Depending on the nature of the incident 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 behaviour occurs:

(Classroom teacher)

Use normal strategies:

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

Step 1 (Classroom teacher)

Give a final warning:

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.

NO MORE FURTHER WARNINGS –ACTIONS TAKEN

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 on class list at isolation table.

If behaviour improves- return to lesson.

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

For a repeat offender:

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

Step 3 (Teacher colleague) Time Out (B)

- Child escorted to designated colleague.
- Up to 1 hour working alone without causing disturbance.
- Possible removal of a treats / playtime.
- Child records when, why in Attitude section of Mentoring file.

If behaviour improves- return to class.

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

for a repeat offender:

- Discussion with a Senior Team Leader and/or SENCO: consider School Action of the Code of Practice.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Parents informed by letter that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular/enrichment activity linked to improvement.

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

- Child escorted to Senior Team Leader/ Headteacher.
- 1 session to a full day working alone without causing a disturbance.
- Record who, when, why and store in Attitude section of Mentoring 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 repeat offender:

- Discussion with Senior Team Leader / member of SLT/ Head/ SENCO : consider the need for School Action Plus
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Assessment Profile'.
- 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 etc.

Step 5 (Head teacher) Internal Exclusion (less than 5 days)

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

If behaviour improves -return to class on a Behaviour Contract or PSP.If not- move to **Step 6**.

Step 6 (Head /SENCO) Pastoral Support Programme (On Report)

- Teacher completes a Behaviour Assessment Profile.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider CAF.
- PSP Meeting with parents/child.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- PSP to last a minimum of two weeks/a maximum of 16 weeks, and reviewed fortnightly

If targets are achieved remove from PSP.

If PSP failed, move to **Step 7**.

Step 7 (Head teacher) 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.
- Complete a CAF.

If behaviour improves -return to PSP

*If not move to **Step 8**.*

Following latest government guidance

Step 8 (Head teacher) Fixed Short Term Exclusion (up to and including 5 days)

- 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 or PSP for a minimum of four weeks.

If behaviour improves remove from PSP.

*If not- move to **Step 9**.*

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

- Parents, Chair of Governors, LA Officer informed.
- Discipline Committee meet (parents/child or representative may attend/make representations).
- LEA Officer must be invited to attend but may not reinstate.
- Discipline Committee either re-instate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Contract or PSP for a minimum of eight 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 re-instate or uphold exclusion.

- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 16 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated. As such this sequence of sanctions may not always be appropriate.

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

The Government has instructed school that they should not operate a 'no contact' policy. This may place a member of staff in breach of their duty of care for a pupil. As such all members of staff have a legal power to use reasonable force (section 93, Education and Inspections Act 2006) either to control or to restrain a pupil. Schools do not require parental consent to employ reasonable force. In addition it is not illegal for school staff to physically touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary (guidelines are included in the Department of Education detailed below)

School will never use force as a punishment. This would be unlawful.

Note See also our policy on 'Positive Handling' which is based on advice provided by the Department for Education, published in July 2013 titled 'Use of Reasonable Force'.

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