

Appendix B: Behaviour Policy – Sanction Guidelines

Where necessary, staff members / trusted adult / s, will investigate incidences in order to make an informed decision. In all cases, staff will use their professional judgement to apply the appropriate sanction.

<u>Stage 1</u>	
The following are examples of poor behaviour choices which could occur in the classroom or in the outdoor learning areas.	
Example Behaviours	Possible Actions
<ul style="list-style-type: none"> ➤ Failure / refusal to follow instructions ➤ Disruption of own or others' learning ➤ Disregard for agreed school rules ➤ Lying ➤ Inappropriate language 	<ul style="list-style-type: none"> ➤ Class teacher will talk to the pupil and make them aware of why their behaviour is inappropriate ➤ When these behaviours occur, staff use the Traffic Light Behaviour System to visually reinforce consequences (see Appendix A)
<u>Stage 2</u>	
Where a behaviour is considered more serious or is repeated, the initial response would be to refer the child to the year leader, followed by the phase leader. If this is not an option the teacher will seek support from the Behaviour and Pastoral Lead. The decision will then be made whether to involve SLT.	
Example Behaviours	Possible Actions
<ul style="list-style-type: none"> ➤ Failure to remain in designated area for learning e.g classroom / playground / field / hall ➤ Alleged first incident of bullying behaviour ➤ Persistent, low-level behaviour ➤ Swearing 	<ul style="list-style-type: none"> ➤ Class teacher will talk to the pupil and make them aware of why their behaviour is inappropriate ➤ Removal from situation ➤ Reflection Room ➤ Contact with parent / carer
<u>Stage 3</u>	
Referral to The Reflection Room; SLT involved.	
Example Behaviours	Possible Actions
<ul style="list-style-type: none"> ➤ Fighting or aggression ➤ Stealing ➤ Spitting ➤ Intentionally setting off fire alarm or extinguisher ➤ Destruction of property ➤ Racism, homophobic language ➤ Bullying, peer on peer abuse 	<ul style="list-style-type: none"> ➤ Class teacher will talk to the pupil and make them aware of why their behaviour is inappropriate ➤ Contact with parent / carer ➤ If behaviour is illegal eg. vandalism of property or stealing, the police may be involved ➤ Internal or fixed term suspension where appropriate

<ul style="list-style-type: none"> ➤ Sexual harassment ➤ Swearing directly at another person 	
<p>Stage 4 When a behaviour has caused the child or any other person to become vulnerable or unsafe, they must be referred to SLT immediately.</p>	
<p>Example Behaviours</p>	<p>Possible Actions</p>
<ul style="list-style-type: none"> ➤ Exiting school premises ➤ Intentionally, seriously harming another child or adult ➤ Repeated bullying, racism, homophobic language, peer on peer abuse 	<ul style="list-style-type: none"> ➤ Member of SLT will talk to the pupil and make them aware of why their behaviour is inappropriate ➤ Parent / carer contacted by SLT ➤ Fixed term suspension ➤ Police involvement ➤ Permanent exclusion

When dealing with poor behaviour choices outside of the classroom, such as at lunch and break times or on school trips, members of staff should continue to follow the behaviour policy ie. a child can be given 'time out' by staying with the member of staff on duty / leading the trip, therefore missing free choice during that play time. A child may be given the consequence of visiting The Reflection Room during the next lunchtime.

In ALL instances, where behaviour is worthy of a 'warning' (time out) or the consequence of visiting The Reflection Room, the member of staff dealing with the incident is responsible for informing the class teacher and for entering it on to the electronic behaviour log.

At APPS, we refer to the: [Relationships education \(Primary\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-education-primary), to support our children with: 'Teaching about caring friendships' and 'Families and people who care for me'; 'Being safe'; 'Internet safety and harms'; 'Online relationships'; 'Respectful relationships'; 'Changing adolescent body'; 'Mental wellbeing'; 'Physical health and fitness'; 'health and prevention'. The REHE teaching and learning at Ashford Park Primary School, is supported through the Jigsaw Curriculum: [Jigsaw Education | Jigsaw Curriculum | Jigsaw PSHE Ltd.](#) Link to school website: [Ashford Park Primary School - Relationships Health & Sex Education \(RSHE\) \(ashford-park.surrey.sch.uk\)](https://www.ashford-park.surrey.sch.uk) [Preventing and tackling bullying \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424222/preventing-and-tackling-bullying.pdf) [Department for Education - \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424222/preventing-and-tackling-bullying.pdf) (Cyber bullying)

Communication is key for ensuring the best possible outcome for all concerned.