



Behaviour for Learning Policy

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Behaviour Policy- Simon Balle All through School

Purpose of the policy

Simon Balle All-through School is an inclusive school, which places the highest expectations on all who learn or work here, regardless of age, status or need. Our values, particularly those which should dictate how we behave, will ensure that our community daily functions in a respectful humane manner, where everyone can flourish.

We educate and daily demonstrate our values through speech, behaviours, assemblies, classroom routines, community events, curriculum, and other opportunities to show dignity, respect and acceptance. We talk of the importance of kindness, compassion, and forgiveness to both those within the community and outside, wanting everyone to learn how to behave well, despite the fact that sometimes help is needed as it is not always easy.

If we are aiming for the very best educational experience so that we can indeed “create tomorrow’s citizens today” every adult and young person must take responsibility to model and manage positive behaviours, for this will ensure a calm, supportive learning environment where all can flourish.

Poor behaviour needs to be addressed by everyone, teaching that self-regulation is the ultimate expectation, for in owning our personal behaviours we can live well with others and develop our own self-worth. Whilst adults are in a position of authority, this is based on strong and trusting relationships. As adults, our values of treating others with dignity and respect should influence our actions. We all make mistakes, and we should accept that children will do so, and sanctions may be needed. However, we believe that behaviours are not fixed; given the right support, and within a predictable and caring environment, they can learn what is healthy, appropriate, and rewarding choices.

This policy must reflect our ethos; shouting, demeaning sanctions, humiliation, and retribution should be avoided. Students will be educated to understand and adopt our culture. Parents too need to understand that this is a prerequisite if they wish their children to attend our school.

School systems and social norms

Our values and ethos are clearly promoted through our high expectations:

- Taking care of appearance, and being proud to comply with school rules on uniform, dress and sports kit
- Bringing the correct equipment to lessons
- Giving maximum effort at all times during the school day; being resilient with learning both at home and in school
- Showing dignity and respect to others; accepting differences and understanding the importance of community
- Being honest when things go wrong; being prepared to learn how to repair issues
- Accepting that our behaviours can affect others and that this is not acceptable

- Understanding that both positive and negative behaviours have consequences

Roles and responsibilities

School Leaders (including middle leadership) will:

- Daily model the school's values and ethos, engaging positively with students to ensure that everyone feels safe and a sense of belonging
- Make sure that all staff within their teams understand the behavioural expectations and their role in promoting them
- Ensure that all staff receive good quality, regular training as to how to ensure that the behaviour system is implemented successfully and predictably
- Use the systems and structures that are in place, ensuring that work is preventative and as well as reactive
- Support those staff who may need to employ additional strategies within their classrooms, building their confidence and understanding how they can ensure that all students feel safe and access the curriculum
- Ensure all students are taught and have received the behaviour curriculum.
- Take time to get to know all students, particularly those with SEND, disabilities, and mental health needs, to ensure that there is equality within the approach taken
- Work in partnership with parents to tackle any misbehaviour and ensuring that parents understand strategies that are in place.

The Governor responsible for "Behaviour and Attendance" will work with members of SLT to monitor, review, support, and challenge school practices- attending each half term. A report will be presented termly to the FGB.

All staff including teachers:

- Are expected to believe that all young people can exhibit good behaviour and that behaviour is not fixed
- Play a key role in developing a calm and safe environment and in setting clear boundaries for acceptable behaviour
- Use the school's rewards and consequence system to celebrate student displaying our school values and aid students in making better choices
- Will model the habits and expectations for good behaviour, promoting the ethos and values of the school, and in line with the staff code of conduct
- Be prepared to challenge politely but firmly students who need a reminder

Children and young people:

- Understand and be committed to the school's behaviour code
- Will be supported to achieve these standards and expectations
- All new students will receive induction in the form of the behaviour curriculum, both at the start of the year and also in year admissions

Parents

- The role of parents is vital in helping schools to ensure that individual children behave well; parents should be setting the tone at home
- In choosing the school, parents are demonstrating their commitment to the school's behaviour policy which will be shared with them at the Reception and Y7 parents' evenings and the Home School Dialogue
- When a parent has a concern about the management of behaviour, they should raise this respectfully with the school whilst continuing to work in partnership

- Parents should understand that the school does not take the decision to use sanctions lightly. The school is not a “court of law” and will carefully look at evidence to establish the “probability” of something happening
- Take responsibility and understand that their concern is about their child; they do not have the right to dictate or enquire about the sanction given to another child
- Understand that we can all make errors- parents and school alike; building an honest relationship which is set on trust must be the first priority
- Support the school at all times, by attending parents’ meetings and evenings, ensuring that their child is keeping to rules about uniform and expectations about work, and be in dialogue when students receive rewards and sanctions

Responding to good behaviour

We always want to recognise and promote good behaviours (our Core Values), whether in the classroom, in unstructured time, during enrichment activities or out of school. Whilst we want to develop that sense of a “good strong moral code and compass” we want to encourage and develop this. We will therefore praise and reward when particularly pleasing behaviour is spotted. Our students are celebrated as community ambassadors and as such promote the reputation and ethos of the school. All staff are expected to contribute to this culture of positive praise using both publicised systems and kind words. Rewards include:

- Use of the visual display of the “sunshine” in EYFS and KS1
- Certificates
- House Points linked to the school’s values
- Praise assemblies
- Letters/emails/ telephone calls/ postcards home
- Good News Note
- ‘Give that Friday feeling’ - Each teacher makes one phone call home once a week for exceptional behaviour, demonstration of our values etc.
- Positions of responsibility

These methods demonstrate that as a school we value each individual student for demonstrating and promoting the school’s values. This builds upon our belief that strong trusting relationships are key to a sense of belonging and self-worth, enabling every student to flourish. Intrinsic motivation is imperative, but we acknowledge the need we all have for external praise.

We will ensure that there is equality amongst students by monitoring data and challenging any unrecognised bias.

Responding to misbehaviour

From time to time, negative incidents occur within school and our children and young people need to understand that when poor decisions are made which lead to wrong behaviours, there will be consequences. It is important for staff to deal with students promptly, predictably and in line with our ethos and values. If responding to an immediate event rather than investigating a report of misbehaviour, de-escalation techniques should be initially used to maintain dignity and also prevent further incidents. At all times, maintaining a calm, safe environment is of paramount importance.

The way we respond to misbehaviour is important because we want all students to:

- Improve their behaviours, understand the need for a common code and high expectations so that the whole community can enjoy a great educational experience. Some students need help to manage their emotions and we may need to understand that just as we have

strategies to support improving literacy, we need strategies for some children, to both learn and reinforce good behaviours. Staff will need to be aware and take account of any contributing factors which may lead to misbehaviour, for example, trauma, bereavement, mental health etc.

- Learn from sanctions being issued (a deterrent)
- Understand that at times misbehaviour can make others feel unsafe or put the student misbehaving in an unsafe situation

Examples of unacceptable behaviour, which are contrary to our values of honesty, trust, kindness, dignity, and respect, and which will receive a consequence include:

- Defiance of the school's rules and expectations- e.g. Lack of uniform, deliberate lateness, lack of effort
- Misbehaving in a lesson or other learning event
- Lack of homework
- Rudeness and lack of respect
- Unkindness to others, including name calling, fighting, verbal abuse
- Bullying
- Stealing
- Inappropriate use of a digital device, including a mobile phone
- Breaching the E-Safety code, including cyber attacks, and the acceptable use policy
- Gross disobedience
- Bringing into school items that could use injury, harm or are prohibited (see later section)/prohibited items
- Vandalism

(Please see Appendix A)

Consequences

A need for a consequence must be understood when misbehaviour has occurred and or, there is a breakdown of trust violating the school's values. Senior staff must, according to the DFE's guidance, work on the "balance of probability" of an event taking place; this is not a court of law and probability is the modus operandus. Consequences will be reflected in our tariff system (Appendix A). This will be logged centrally on Go4 Schools and parents automatically informed.

The range of possible sanctions, which will be applied proportionately and fairly, will include:

- A verbal reprimand and a reminder of expectations
- Loss of privileges- an event, unstructured time,
- Confiscation of prohibited items including jewellery (up to 5 days) and mobile phone
- Wearing of school items of uniform including shoes
- School based community service, for example tidying a classroom, litter picking
- Removal from a classroom or other activity including trips
- Additional work
- Detentions
- Isolation
- Regular reporting- to support and monitor behavioural patterns
- Suspensions from school
- Permanent Exclusion (for the most serious breaches, following the latest DFE Guidance, 2022)

A permanent exclusion will be considered when there is a serious breach of the school behaviour code; when legal highs are distributed (or promoted) on school premises, when violence occurs, or when a prohibited item is on the school grounds and may cause severe issues around health and safety. This is deemed to be “a one off event” . However a permanent exclusion will also be considered when there is a history of very poor behaviours and no changes occur in behaviour, despite support and intervention. (see section below)

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Unauthorised psychoactive substances
- Drugs paraphernalia (eg canisters, grinders, etc)
- Vapes
- Cigarettes or other items for smoking, eg tobacco,papers, filters
- Fireworks
- Pornographic images
- Stolen items
- Any article that a member of staff suspects has been or is likely to be used:
- Any item which allows you to commit an offence, or to cause personal injury to, or damage to property of; any person (including the young person)
- The use of mobile phones during the school day

Searches can be carried out when there is a reasonable suspicion that one or more of the above is on school premises. Under common law, school staff have the power to search for any item if the young person agrees. This search can only be carried out by specified staff. Procedures are noted in the “Advice, Searching, Screening and Confiscation - July 2022”.

Mobile phones and digital devices

We believe that all young people need to be educated in the positive use of digital devices. We expect all secondary students to “own” a chrome book and engage in responsible online learning. We also understand that most parents enter a contract with a mobile network so that their child can have an up-to-date phone. Therefore, we do not ban phones in school; rather we ban the use of phones during the school day, as they can cause disruption, bullying and abuse, distraction and be detrimental to learning. If an adult sees a student using their mobile phone, the phone will be confiscated for the day. This will be marked as a C1 and will escalate as per the system in Appendix A. Equally if there have been serious issues with a student concerning online safety and digital misuse, the student will be asked to give in their phone each day and collect it at the end of the day. At all times, parents will be notified; we do however expect parents to also take responsibility for their children’s online behaviours.

Detentions

Detentions are used as a deterrent to prevent future behaviours and as such it is for a short period where a young person remains under the supervision of an adult at a time when other students are no longer in school. We will use a range of times and style of detention according to the misbehaviour demonstrated and consider any additional needs or circumstances of the young person.

Notice for most detentions will be given at least 18 hours in advance but we reserve the right to issue same-day detentions. Lunchtime detentions will be issued on the day and parents may not be

notified. We will always ensure that the student has lunch. A parent should always be notified in advance of an after-school detention.

Most detentions will take place after school and last no longer than an hour, as part of a minor or first breach. However, for repeated occurrences or more serious breaches, we may use:

INSET day- Saturday mornings and 90 minute detentions (C4). An “internal” suspension may also be considered, and this can include using both the school day and after school sessions. The student will be supervised; appropriate work will be issued, providing support for any student who requires this. In addition, a time for reflection and reconciliation will be allocated.

Dealing with misbehaviour in a classroom

All children and young people need clear classroom routines and reminders about the importance of good behaviour. Lining up in an orderly way before the lesson starts, clear seating plans (that should be regularly reviewed), prompt engaging learning opportunities and a range of pedagogical styles, all are important elements in building and embedding trusting relationships. Staff are responsible for maintaining a safe, accessible and engaging learning environment, knowing that some students because of their individual needs will need to be taught how to act. In the first instance, gentle reminders will often work, with at times some modification to ensure equity. Sometimes it is appropriate for the adult to step outside of the classroom briefly to hold a “restorative” conversation with the aim that the student returns to the classroom immediately. Detentions will be used to address any misbehaviours or when students fail to carry out the work expected.

We operate a system of “Call out” whereby a member of staff can indicate that they need further assistance with their classroom management. This might simply be because a student is ill, and another adult is needed to ensure that the rest of the class are safe, or it might be because a particular student/groups of students need reminding of their learning responsibilities. The use of “Call Out” should only be used for serious or continuous disciplinary reasons (an unreasonably high level of disruption, abusive language, harm to others, or where learning can no longer continue) and not for lack of work. Or, if a student is demonstrating harm to themselves, “Call Out” may be the best option and then the student can be removed and taken to the Reset and Reflection Room.

Removal for serious breaches including high level of disruption

If a student is seriously disrupting the learning of others, a teacher may ask for “call out” whereby they ask for the student to be totally removed. The Leader who attends the classroom to help, will decide with the member of staff whether this is a removal or a warning. The use of removal should allow for the education of that student to continue in a smaller supervised setting, and allow time for them to reflect upon their serious behaviours. Usually this will be for the duration of that lesson; occasionally it may be for longer but only if either the student is unsafe to return, or an investigation is to take place. Parents should be notified of any removal. Staff must familiarise themselves with the procedures following a “call out” and what they need to do.

The use of reasonable force

There will be circumstances when it is appropriate to use “reasonable force”. Examples may include when a student is at risk from harming themselves or others, when damage to property is likely to occur, or when searching for a prohibited item which could cause serious harm. We will follow the DFE’s advice - “Use of Reasonable Force - advice for school leaders, staff and Governing Bodies”.

Behaviour outside of the school premises

Members of the Simon Balle community should be excellent role models and ambassadors for the school. Therefore, we expect them to behave with respect, kindness and dignity outside of school, lest they damage the reputation of the school. Behaviour, whether positive or negative, on trips and enrichment activities will be dealt with according to this policy and in line with procedures used

during the school day. Travelling to and from school, wearing school uniform, means that students are identifiable as a member of the community and as such continue to be school champions. Therefore, this policy will also be applied.

Online incidents

We recognise that negative online incidents can significantly damage the culture amongst a group of students or parents. Children and young people can feel unsafe in school and online behaviour will need to be addressed, often in the presence of parents (who pay for the phone) with reminders about how the school's values of kindness and respect should be always adhered to. We will educate our students through assemblies and PSHRE lessons about their responsibilities and what is acceptable.

When an online incident raises a safeguarding concern, staff should document this on our system (CPOMS) and alert the Safeguarding Team. In cases where the school suspects a student of criminal behaviour online, we will make an initial assessment as to whether this should be reported to the police, once facts have been gathered. The DSL / Deputies will inform Hertfordshire's Children's Services and act upon their advice.

Bullying

Unkind remarks or actions will be taken seriously whether face to face or online. Unkindness and deliberate humiliation are contrary to our school values and the student(s) responsible should face the consequences of their actions. All reports will be investigated thoroughly; by early identification and "calling out", we hope to de-escalate the issue. However, at times, these occurrences will be deemed as bullying and as such we will follow the procedures according to our Countering Bullying Policy. Instances will be recorded on a central spreadsheet and sanctioned in line with our tiered structure (Appendix A) When appropriate, education work and support will be available for the victim as well as education for the perpetrator.

Child on child sexual harassment and violence

Any form of inappropriate sexualised behaviour is never acceptable; examples may include touching, verbal harassment, use of pornography, digital images, sexual violence or innuendo. All young people should be able to feel safe regardless of their sexual orientation or gender. All adults should be highly vigilant and challenge any name calling, misogynist or transphobic language, as well as racist language. Our values, when followed, will create a culture of courtesy, dignified and respectful relationships and kindness. By creating an "open" culture where expectations are explained and challenges issued, we hope that students will be able to report any areas where they feel unsafe, or any examples of inappropriate peer behaviour.

The school's actions and approach will be in line with various guidance and policies including:

- Child Protection Policy
- "Keeping Children Safe in Education"
- "Sharing nudes and semi nudes"- UK Council for Internet Safety
- Bedfordshire guidance- "peer on peer abuse"

Suspensions and permanent exclusion

All students whatever age or stage are entitled to feel safe at school and should be able to learn in a calm, predictable and supportive environment. We will not use the sanction of suspension lightly; it will be used for a serious incident and or when in- school sanctions and interventions have not changed behaviours. Only the Co-Headteachers can issue a suspension or exclusion. The number of

days will be deemed to be fair and equitable. A consideration on whether there have been previous suspensions will be made and the seriousness of the incident.

Permanent Exclusion is never considered lightly and again will be used for the highest breaches of the school's behaviour code.

The school's actions and approach will be in line with "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" September 2023.

Supporting students following a sanction

(including reintegration-from a classroom/ from a suspension)

A sanction should always be seen as a way to change behaviours helping all young people to understand what the expectations are and why we have rules and boundaries for our community. Following a sanction, we will use a range of strategies to help all students to reflect upon their past behaviour and to agree the next steps which will allow them to re-engage.

Strategies may include:

- A targeted discussion
- An apology
- One to one or small group education for example, the "protective behaviours" programme
- Emotional regulation work
- Mentoring
- Coaching
- Short term behaviour reports
- Safety plans
- Behaviour plans
- Pastoral Support plans
- Risk Reduction Plan
- Safety Support Plan
- RAMP (Risk Assessment Management Plan)
- External guidance, advice or intervention, for example from local Pupil Support Unit
- SEND advice
- Engagement in an enrichment activity
- A research project to understand why behaving well is important
- Parental-student support/ intervention

Responding to the behaviour of students with SEND

Simon Balle All through School consistently and fairly promotes the highest expectations of behaviour for all children and young people. However, we understand that some students with SEND may find it more difficult to demonstrate self-regulation or understand how their actions impact on others. We will always consider whether a student's SEND has contributed to serious misbehaviour and if so, not only whether a sanction is lawful and appropriate but also the level of sanction required. We will make reasonable adjustments when necessary.

Monitoring and evaluating school behaviour data

The Governor who leads on Behaviour and Attendance will meet at least termly with Senior Leaders. In addition, School Leaders and Governors will regularly scrutinise and monitor school behaviour data, both positive and negative. This data will be analysed and broken down by age, sex, gender, ethnicity etc. This scrutiny will inform future actions.

Appendix A

REWARDS/HOUSE POINTS

Reward	Behaviour	Award	Value / House points
RC - Community & Kindness RA - Aspiration & responsibility RR - Resilience & Courage RE - Respect	Demonstrating our school values during a one off situation either in or out of the classroom	R1	1 house point
R2	Excellent work or progress in a subject area over a sustained period of time.	R2	2 house points and department postcard from teacher
R3S - subject R3C - community	Outstanding work or progress over a term in a single subject area Outstanding contribution to the school community	Head of Dept / Phase leader postcard Head of Year / Phase leader postcard	5 points 5 points
R4	Exceptional achievement or service to the school community House	Headteachers / SLT postcard	8 points

House Points Certificate

Certificate	KS1 & 2	KS3	KS4 & 5	Issued by
Bronze	25	25	15	Tutor / Class teacher
Silver	60	60	40	Head of Year / Phase leader
Gold	100	100	70	SLT
Platinum	130	130	105	Co-Heads
Diamond	200	200	150	Co-Heads

ADDITIONAL REWARDS:

- Attendance** - rewards linked to excellent and improved attendance will be given out at the end of term celebration assembly.

- Subject, Values and Community awards** - These rewards will be celebrated at the end of the academic year in either end of year assembly or the Formal awards ceremony.

RECOGNITION: In addition to the above rewards we recognise students who show effort, perseverance, good work, help others both in the classroom and around the school in a variety of ways:

- Verbal praise** - a more formal 'thank you' or 'well done' given to those students who deserve recognition. These will be frequent and specific so that children know which value they have shown.
- Good News Notes** are written for students in lessons, providing written recognition to be taken home to show parents/carers.
- Give that Friday feeling** - Once a week each teacher phones home to share good news about their child's classwork and demonstration of our CARE values.
- Teacher postcards** - awarded to students for their display of our learning habits and CARE values.
- Displays** - TVs and displays to recognise individuals and groups.
- Primary value certificates** - every week in celebration assembly, each class teacher will present at least one child in their class with a certificate outlining a particular value they have demonstrated that week and why.
- Primary star book certificates** - a child can be sent to any leader in the Larch to share a notable, proud piece of work they have completed (in class or for home learning); they will then also be celebrated in assembly with a star certificate.

CONSEQUENCES - Making the right choices

When students at Simon Balle All through school do not demonstrate our CARE values both in or out of school, we will ensure that our students reflect on their behaviours and are supported in making wiser choices in the future.

The consequence system enables staff to teach and instil good behaviour. The C1/C2 progression underpins the idea that students are given opportunities to make good choices and are reminded of the consequences for them if they continue with inappropriate behaviour.

Secondary

We have high expectations of our students in terms of behaviour and attitudes and if the following expectations are not met then a C3 will be issued immediately.

- Inappropriate language
- Disrespect for the school environment

Consequence code	Examples of actions leading to consequence	Likely consequences
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C1	<ul style="list-style-type: none"> ● Disrupting the learning of others ● Lateness (lunchtime late det) ● Incorrect school uniform or lack of equipment including device and PE kit. ● Wearing of make-up or jewellery ● Casual swearing ● Unwanted behaviour in class or in unstructured time ● Chewing gum ● Inappropriate use of Chromebook (playing games) ● Littering ● Misuse of mobile phone ● Being physical with a peer 	Verbal warning
C2	<ul style="list-style-type: none"> ● Repetition of any C1 behaviour or lack of response ● Continuing disruption/ lateness/ unacceptable conduct ● Continued lack of effort in class 	Final verbal warning <i>1 negative house point</i>
C3	<ul style="list-style-type: none"> ● Repetition of any C2 behaviour ● Refusal to follow instructions. ● Rudeness to staff. ● Uniform infringement (>3 per week). ● Failure to complete homework (x3 per half term). ● Lateness to school (>3 per week), ● Inappropriate use of mobile phone (x3 per half term) ● Inappropriate use of Chromebook (other) ● Arguing with staff ● Defiance 	45 min centralised daily detention Mon-Thurs (Staff rota) The base and communication home. <i>2 negative house points</i>
C4	<ul style="list-style-type: none"> ● Repetition of any C3 behaviour ● Failure to attend C3 detention ● Persistent disruption/ unacceptable conduct /lateness/refusal to follow instructions or isolated incident. ● Rudeness to students or staff ● Inappropriate use of mobile phone (x4 per half term) ● Truantiing a lesson or going out of bounds 	90 min centralised detention (SLT rota) Friday <i>3 negative house points</i>
C5	<ul style="list-style-type: none"> ● Failure to attend a C4 detention. ● Dishonesty/lying to a member of staff. ● Physical aggression. ● Bullying behaviour ● Inappropriate use of Social Media. ● Theft. ● Two C3s in one day or persistent C3 behaviour. ● Bringing the school into disrepute. ● Graffiti, Vandalism. ● Possession of smoking materials inc vapes ● Persistent truantiing 	Internal suspension (extension of school day) 1-6 days
C6	<ul style="list-style-type: none"> ● Persistent C5 behaviour, 	Exclusion from

	<ul style="list-style-type: none"> ● Persistent failure to follow school rules, ● Offensive behaviour to members of staff, ● failure to attend internal suspension, ● Possession of or under the influence of drugs or alcohol, ● Posting offensive material on a website/social media/text message/email, physical assault, persistent smoking offences, harmful sexualised behaviour, ● Obscene behaviour towards a peer or a member of staff. 	the school for a fixed period of time
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An escalation of serious incidents may lead to permanent exclusion.

Note: Bullying behaviour and abuse – verbal, physical, sexist, homophobic or racist – theft and bringing the school into disrepute are always serious and may lead to C4-C6 depending on the severity of the incident.

THIS LIST IS NOT SUPPOSED TO BE EXHAUSTIVE. IT INDICATES THE SERIOUSNESS OF THE BEHAVIOUR AND THE MINIMUM YOU COULD EXPECT TO RECEIVE A SANCTION

Primary

Consequence code	Examples of actions leading to consequence	Likely response
P1	<p>A child shows lack of respect, responsibility, kindness, resilience or aspiration both in the class or in unstructured time.</p> <p>Some examples:</p> <ul style="list-style-type: none"> ● speaks inappropriately ● spoils another's game ● plays roughly ● does not complete learning which is reflective of their best efforts 	<p>Verbal reminder of expectations and refer to CARE values</p> <p>Parental contact may be appropriate from the class teacher.</p>
P2	<p>Repetition of P1 behaviour</p> <p>A child repeatedly shows a lack of our CARE values.</p> <p>Disrupting a lesson or being disrespectful to a staff member or child.</p>	<p>Second verbal warning with explanation for how to improve.</p> <p>Verbal and written apologies sought and given where appropriate</p> <p>Reflective time in class</p> <p>Parental involvement from the class teacher.</p> <p>5 and 6 only: P2 on Go4schools 1 negative house point</p>

<p>P3</p>	<p>Repetition of any P2 behaviours</p> <p>Refusal to follow instructions, damage to property, including graffiti.</p> <p>Removal for serious breaches including high level of disruption</p>	<p>Time out and discussion with the phase leader.</p> <p>Loss of lunch / break.</p> <p>Parental involvement from phase leader.</p> <p>Possible report.</p> <p>Call out.</p> <p>Y5&Y6 only - P3 on Go4schools 2 negative house point</p>
<p>P4</p>	<p>Continuous repetition of P3 behaviours</p> <p>Harmful behaviours towards others</p>	<p>Parental involvement from SLT</p> <p>Y5&Y6 only - Internal suspension</p> <p>Call out.</p> <p>P4 on Go4schools 2 negative house points</p>
<p>P5</p>	<p>Aggressive behaviour towards others</p> <p>Fighting or bullying incident</p> <p>Continuous repetition of P4 behaviours</p>	<p>Parental involvement from SLT</p> <p>Y5&Y6 only - Internal suspension</p> <p>P5 on Go4schools</p>