

# Viking Academy Trust



## Behaviour Policy

Ramsgate Arts Primary School

The VIKING ACADEMY TRUST Behaviour Policy for Ramsgate Arts Primary School has been written with consultation with staff and following DfE guidance.

**Approved by the Trust: Term 1 2022**

**Reviewed annually: Term 1**

**Last review date: Term 1 2022**

**Signed**

**Chair of Trust**

# Behaviour Policy

## The Viking Academy Trust

### Ramsgate Arts Primary School

#### Schools in the Viking Academy Trust (VAT)

Chilton Primary School  
Ramsgate Arts Primary School  
Upton Junior School

This Behaviour Policy is specific to Ramsgate Arts Primary School (RAPS)

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## 1. Introduction and Aims

At RAPS, we use positive behaviour approaches across the school in order to foster desirable behaviours. As a school, we understand that setting cultures for standards of good behaviour are key. For this reason, the behaviour culture of the school is set, promoted and lived by all staff. As a school we work towards standards of behaviour based on the basic principles of **honesty, respect, consideration and responsibility.**

The key principles of positive behaviour are good behaviour is linked to good teaching and we must be positive with all children; use rewards in a specific and tangible way; provide concrete consequences; consider health and safety as paramount.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Keeping Children Safe in Education 2021
- Preventing and Tackling Bullying 2017

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons and around the school
- Non-completion of classwork
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying

- Any form of peer on peer abuse
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying")

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| Type of bullying      | Definition  |
|-----------------------|---|
| Emotional             | Being unfriendly, excluding, tormenting, name calling, mocking, gossiping, spreading hurtful and/or untruthful rumours, taunting, making offensive comments |
| Physical              | Hitting, kicking, pushing, taking or hiding another's belongings, any use of violence   |
| Racial/Faith/Cultural | Racial taunts, graffiti, gestures   |

|                           |   |
|---------------------------|---|
| Sexual                    | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing   |
| Cyber-bullying / online   | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites   |

The definitions above are covered and expanded upon in full in our Anti Bullying Policy which also outlines the school response to tackling and preventing bullying. This behaviour policy is designed in conjunction with the Anti Bullying Policy.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation.

### 5.2 The Head of School

The Head of School is responsible for reviewing and approving this behaviour policy. The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Creating a positive climate for learning;
- Emphasising the importance of being valued as an individual within the group;
- Promoting, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encouraging relationships based on kindness, respect and understanding of the needs of others;
- Ensuring fair treatment for all regardless of age, gender, race, ability and disability; show appreciation of the efforts and contribution of all;
- Identifying reasons and patterns of behaviour;
- Forming good relationships with parents so that all children can see that the key adults in their lives share a common aim.
- Implementing the behaviour policy consistently

- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on Bromcom.

The senior leadership team will support staff in responding to behaviour incidents.

#### 5.4 Parents

Parents are expected to:

- Make children aware of appropriate behaviour in all situations;
- Encourage independence and self-discipline;
- Make sure that their children arrive on time, in appropriate clothing for the weather and make sure that they are collected on time;
- Get their children to bed at a reasonable time so that they are fresh for school the next day;
- Show an interest in all that their child does at school;
- Foster good relationships with the school;
- Support the school in the implementation of this policy;
- Encourage your child to tell their teacher if they feel hurt in any way by someone else's behaviour.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct

Below is the code of conduct expected of children at Ramsgate Arts Primary School.

RAPS Golden Rules are:

- Show good learning behaviours (SLANT)
- Show respect (Be Kind)
- Listen
- Try your best
- Stay safe

RAPS Values are:

- **Aspiration**- the ambition of achieving something.
- **Enquiry**- a curiosity that sparks questioning and exploration.
- **Engagement**- taking part, being physically and mentally present and participating fully.
- **Challenge**- pushing to the limits of our learning and showing bounce in all we do.

- **Collaboration**- understanding, valuing and working with others to experience shared success.
- **Diversity**- understanding that each individual is unique, and developing an awareness of self and other.
- **Autonomy**- taking responsibility for myself, my choices and my actions to contribute positively towards the communities I find myself in

#### RAPS Safety Code:

- Remember to walk in and around school buildings
- Use toilets appropriately
- Tuck your chair in
- Make sure that an adult knows where you are
- Obey fire regulations
- Wash hands

#### RAPS Playground Code:

- Ask if you need to leave playground
- Follow instructions
- Listen to all adults
- Play safely (remember the things that are not allowed)
- Walk to and from the playground
- Remember snacks and toilet

#### Pupils are expected to:

- Follow the school rules and safety & playground codes
- Demonstrate school values in their behaviours, attitudes and interactions
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Respect the property of others
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## 7. Rewards and sanctions

### 7.1 List of rewards

#### Positive behaviour will be rewarded with:

- Praise
- Super-Star Learner
- House Points

- Assembly certificates
- Stickers / table points / class points
- Letters/postcards or phone calls home to parents
- Special responsibilities/privileges

### **Reception**

All year, children receive stickers, house points and other praise rewards for good behaviour, learning and conduct. Children's images will be placed on a 'symbol' (rocket) and if they remain there at the end of each day, a "smiley card" is sent home. After a pre-defined number of cards have been collected (20), children receive an additional prize and certificate from the teacher's prize pot. If children go above and beyond in a task or show a RAPS core value, they can be celebrated and moved to a higher 'symbol' (Superstar).

### **Year 1**

All year, children receive stickers, house points and other praise rewards (superstar learning cards/whole class treats) for good behaviour, learning and conduct. Children's images/names will be placed on a recognition board (a specific behaviour will be the focus each week e.g this week is 'good sitting'). If they achieve the desired behaviour they get moved onto the recognition board. This will be reset each day. Children will NOT be moved down if they change their behaviour. Teachers will send home 'positive note' (little well-being cards) for each child 3x a term to ensure good parent communication.

### **Weekly Points - Years 2-6:**

- Children have 5 points per day (25 points per week).
- If all points are kept, a praise text is sent to parents each Friday.
- After three weeks, if 75 points are kept, children earn a RAPS badge-dates outlined on the Termly Key dates.
- The sixth badge is silver and the twelfth badge is gold.
- If the whole class keeps all of their points, a gold star is added to the behaviour display board. For every three gold stars, a 'RAPS cheque' for £5 is awarded. These can be saved for class rewards.
- These will be given out on the Monday Assembly.

### **Individual Class Rewards:**

- Class teachers will devise their own systems for children to earn class rewards. These will be suitable for the children within the class to take collective ownership for earning the reward. Systems may include: a number of cubes or marbles earned in a jar; a number of squares earned on a hundred square or similar. Progress towards each reward will be earned by excellent learning and behaviour. Rewards may include movie afternoons, additional play sessions etc.



## 7.2 Sanctions

(See Appendix 2 for guidance on scale of sanctions)

### Reception

- If a child is demonstrating poor behaviour either through conduct or learning behaviour, one verbal warning will be given. Two- three verbal warnings will be given for those with additional needs. This will be agreed on a child-by-child basis.
- If the behaviour continues, the child's name/ face symbol will be moved to the yellow symbol of the RAPS display and 1 minute time out given.
- If the behaviour continues, a red card will be issued, the child's name moved to the red section of the RAPS display and 3 minutes time out given.
- Children will be given an immediate red if any undesirable physical behaviour is demonstrated.
- If the behaviour continues, time out in the other EYFS classroom will be given.
- If the behaviour continues, SLT will be called to support.
- Parents will be informed of red and yellow movements issued and recurrent behaviour patterns at the end of the day, even if they have made it back to the desired symbol and received a smiley card.

### Year 1

- If a child is demonstrating poor behaviour either through conduct or learning behaviour, one verbal warning will be given. Two- three verbal warnings will be given for those with additional needs. This will be agreed on a child-by-child basis. Adult to have a quiet discussion with the child about behaviour/letting them know if they do not correct behaviour there will be a consequence, letting them know what that consequence might be.
- If the behaviour continues, yellow or red card shown discreetly to the child to make them aware they have made the wrong choice and consequence is given. The most important part is the discussion with the child around their behaviour, making sure they understand what they've done wrong and why.

- After the consequence adult to have a restorative conversation with the child - what could be done differently next time, how they felt, how it makes others feel etc. This will reset and allow the child to know it's now a fresh start.
- Children will be given an immediate 'red' if any undesirable physical behaviour is demonstrated.
- If the behaviour continues, time out in the other Year 1 classroom will be given.
- If the behaviour continues, SLT will be called to support.
- Parents will be informed of 'red and yellow' movements issued and recurrent behaviour patterns at the end of the day.

### **Years 2-6**

- If a child demonstrates low level disruption or "off task" behaviour, a verbal warning will be given.
- If a child is talking, messing around, refusing to work, is rude, disrupting the lesson etc. then a yellow warning card gets placed on the desk in front of them. This will act as a reminder to the child that they must change and improve their behaviour.
- If a child improves their behaviour they can then earn the yellow card back. The yellow card can then be removed from the table.
- If a child continues to misbehave the yellow card is exchanged for a red card.
- If a child has a yellow card on their desk at the end of the session, they lose 1 point from their behaviour points. If they have a red card they lose 2 points.
- Incidents of name calling result in an automatic yellow card and 1 point loss.
- Any incidents of physical behaviours - hitting, kicking etc. result in an automatic red card and 2 point loss.
- If a child's behaviour is aggressive, violent or involves extremely poor language choices then the SLT should be informed and come and support the child in the class or remove them if necessary.
- If a child receives a red or yellow card, this is logged on the school system and they are monitored closely.
- For children consistently losing points for similar behaviours, they may also be asked to remain inside at break-times and complete class work that has been missed or discuss their behaviour with the class teacher.
- If a child ends the week on 22 points or less they will be spoken to by SLT on a Friday afternoon. Their parents will also be spoke to by their teacher.
- A copy of the Bromcom Behaviour Report will be sent to the teachers on Friday.

- If a child has ended the week on 22 points or less for four weeks, a behaviour report card will be completed the following week. This will usually be within one term.

### **Behaviour Charts**

- If a child has identified barriers to consistently keeping points each week, an alternative method of tracking days where all points have been kept may be implemented to ensure a child can work towards RAPS badges.
- A visual representation of each day where points are kept will be held in the classroom, enabling a child to work towards 15 days (which do not have to be consecutive). When 15 days have been achieved, the child can earn a RAPS badge.

### **Behaviour Cards:**

- A behaviour card will be issued if a child has 4 weeks with 22 points or less within a term.
- Behaviour cards can also be deemed necessary for other incidence of consistently poor behaviour.
- Both class and / or playground behaviour cards may be issued.
- A grade of 1-4 is awarded for behaviour for each session throughout the day (class) or each break time session throughout the day. 1 is awarded for outstanding behaviour with 4 being the lowest grade possible.
- The card must be signed by a member of SLT at the end of each day. Failure to do this results in an automatic 4 for the next day.
- If a child receives a 4, parents are informed by the class teacher.
- Any 4's on the card result in the behaviour card continuing for another week.
- Three 4's in a day or four 4's in a week result in an internal exclusion
- Each new term is a "fresh start".
- Parents will be informed should their child be "at risk" of being placed on a behaviour card.
- If a child is on a behaviour card a behaviour log will be set up to log inappropriate behaviours- the class teachers will log these. They will not be in the yellow/red card system.
- At the end of the week SLT will keep the behaviour card and be passed onto the SENCO for their records.

### **Catch Me Being Good Cards**

- These may be used for children who would benefit from the promotion of good choices over the sanctions associated with a behaviour card

- Cards are separated in to boxes and staff members sign boxes when a child displays excellent behaviour
- When the card is completed, a prize is earned from a member of SLT
- A child may be asked to bring the card to a member of SLT at the end of each day

#### **Consistent or repetitive Playground Issues:**

- Children may be placed within a lunchtime group away from the playground for a fixed period should there be consistent and repetitive issues with behaviour on the playground.
- This will be managed by members of SLT
- Additional lunchtime arrangements may also be made for children struggling with social interactions, resulting in issues with their behaviour on the playground. These will be formed in response to the needs of the children.

#### **Consistent Breaches of Behaviour Policy**

- If consistent and repetitive issues with behaviour continue and cannot be improved or resolved by appropriate strategies, additional sanctions may be used.
- Internal Exclusion: A period of time spent completing learning away from a class group. The length of this period will be determined by the nature of the behaviour issue and the age of the child.
- Alternative hours: Attending school for the morning, being collected by a parent before lunch and taken home.
- Suspension: For serious behaviour issues, suspension may be used as a sanction and will follow DFE and Kent Guidance
- Permanent Exclusion: May be used as a sanction and will follow DFE and Kent Guidance.
- [Viking Academy Trust Exclusions Policy](http://www.vikingacademytrust.com) can be found on the Trust website (www.vikingacademytrust.com)

### **7.3 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

### **7.4 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of School will discipline the pupil in accordance with this policy.

Please refer to our child protections and managing allegations policy for more information on responding to allegations. The Head of School will also consider the pastoral needs of staff accused of misconduct.

## **8. Behaviour management**

### **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating and calm environment that encourages pupils to be engaged
- Display and consistently enforce the school rules, values, safety and playground codes.
- Develop a positive relationship with pupils, which will include:
  - Greeting pupils in the morning
  - Establishing clear routines and expectations
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting, praising and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement consistently
  - Using reward and sanction consistently and fairly
  - Establishing a shared ownership of class behaviour and conduct - in the classroom and around the school

## 8.2 Use of Reasonable Force

In line with DFE Advice [Use of Reasonable Force](#)

Nick Budge (Head of School), Hanna Beech (Deputy Head) and Emily Hughes (SENCO) are members of staff trained in the use of physical intervention and restraint via Team Teach.

De-escalation techniques should be employed before physical restraint is considered.

In some rare circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (serious incident log form)

## 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

#### **8.4 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **9. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **10. Training**

Our staff are provided with training on managing behaviour on induction and regularly throughout the school year as part of continued professional development. Particular training is given to Early Career Teachers and staff working with children with identified barriers. 'Team Teach' training for members of SLT is renewed every three years.

### **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Head of School and governing body every year. It will be updated and reviewed in line with any changes to DfE guidance. It will be reviewed and adjusted in response to any guidance issued in relation to the Covid-19 pandemic and associated Health and Safety practices.

### **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Child Protection
- Anti-Bullying
- Acceptable Use
- Use of Mobile and Smart Technology and Social Media
- Exclusions Policy

## 13 Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

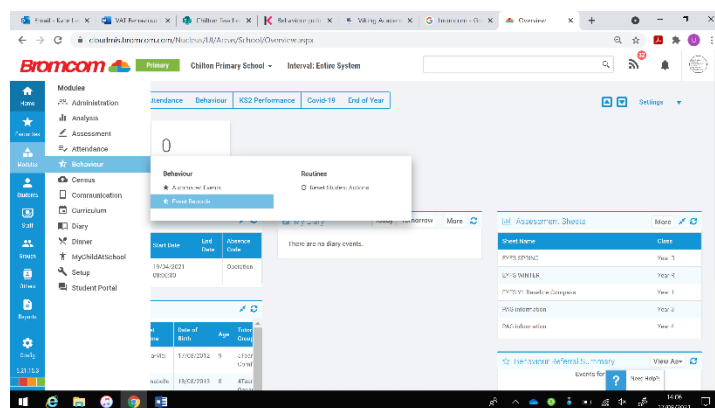
The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## 14 Links to Key Survey Forms:

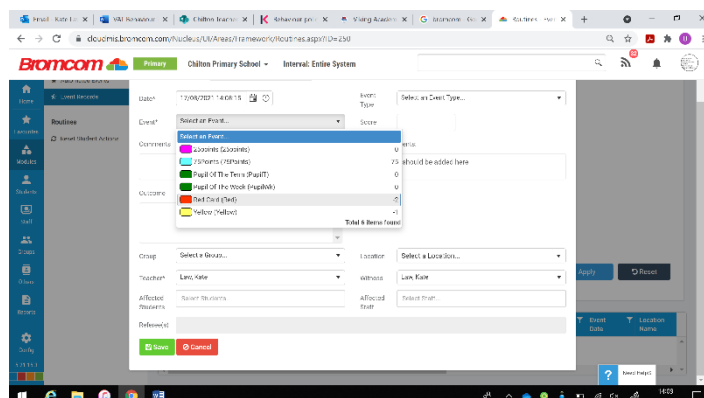
- [Serious Incident Report](#)
- [Racial Incident](#)
- [Bullying Incident](#)

### Appendix 1: Recording behaviour incidents (red and yellow cards on Bromcom)

Go to Modules, Behaviour, Event Records



Select New Behaviour Entry and completed details - only add comments to the 'Internal Comments' section and click save when completed.



- Behaviour Tracking is transferred electronically to an excel document which is shared with teaching staff every three weeks.
- Red card notifications are sent by email to Nick Budge (Head of School) as part of the monitoring process
- Lost points are monitored via Bromcom each Friday by Nick Budge (Head of School) or Deputy - Hanna Beech

## Appendix 2-Positive Behaviour Strategies

Please [click here](#) for resources

## Appendix 3 –Guidance of scale of sanctions

**Our scale of sanctions relates to incidents within a time-limited period.** Repetition of the behaviours will, over time, trigger a range of other strategies and sanctions eg IEP targets, a PSP, increased length of exclusion. **Staff should always use strategies to de-escalate behaviour to avoid children moving to the higher stages too quickly.** All behaviours below are indicative: we cannot provide a complete list.

| Stage                      | Hierarchical  | Fast Track | Sanctions  |
|----------------------------|---|------------|--|
| 0<br><b>Verbal warning</b> | -Not settling quickly/lining up quickly<br>-Not walking in line quietly/in correct order<br>-Fiddling/fidgeting<br>-Not looking at teacher<br>-Not listening or talking |            | No sanctions at this stage. Use behaviour management strategies. |



|   |   |   |   |
|---|---|---|---|
|   | <p>when the teacher is talking</p> <ul style="list-style-type: none"> <li>-Distracting other children</li> <li>-Initial off task behaviour</li> <li>-Uniform/dress issues</li> <li>-</li> </ul> |   |   |
| <p><b>-1</b></p> <p><b>One point deducted</b></p> <p><b>Yellow card</b></p> | <p>Several repetitions of stage 0 behaviour even after teacher interaction</p>  | <ul style="list-style-type: none"> <li>-Retaliation after provocation</li> <li>- Bringing inappropriate items to school</li> <li>-Accidental damage caused by carelessness</li> <li>-Deliberately annoying/provoking another child.</li> <li>-Bad language</li> <li>-Deliberately creating a disturbance</li> <li>-Cheek or off-hand comments</li> <li>-Minor challenge to authority</li> <li>-Annoying other children</li> </ul> | <p>One point deducted</p> <p>Explain that <i>if</i> the behaviour improves the yellow card will be taken away</p> |
| <p><b>-2</b></p> <p><b>Two points deducted</b></p> <p><b>Red card</b></p>   | <p>Repetition of stage 0 or -1 behaviour</p>  |   | <p>One additional point deducted</p> <p>Two points deducted</p> <p>Possible missed break time</p>                 |

|  |  |   |  |
|--|--|---|--|
| <p><b>-2</b></p> <p><b>Two points deducted</b></p> <p><b>Straight red card</b></p> | <p>Repetition of stage 0, -1 or -2 behaviour</p> | <ul style="list-style-type: none"> <li>-General refusal to do anything</li> <li>-Swearing</li> <li>-Verbal abuse</li> <li>-Hurting another child</li> <li>-Vandalism and theft</li> </ul> | <p>Two points deducted</p> <p>Possible missed break time</p>   |
| <p><b>SLT to be involved</b></p>   |  | <ul style="list-style-type: none"> <li>-Endangering self or others</li> <li>-Serious challenge to authority</li> <li>-Vandalism/theft etc.</li> <li>-Running out of school</li> </ul>     | <p>Requires immediate involvement of senior staff- use the class <b>red card</b></p> <p>Contact with parents</p> <p>Possible internal exclusion</p> <p>Or fixed term exclusion</p> |