



## BEHAVIOUR SANCTIONS 2023-2024

### WORKS INLINE WITH THE SCHOOL'S BEHAVIOUR POLICY

At Cam Woodfield Junior School we recognise that it is difficult for some children to follow the Golden Rules all of the time. This section maps out how staff will respond when children are not following our Golden Rules.

We also recognise that there are different levels of unacceptable behaviour.

We have defined and then classified these unacceptable behaviours in line with the zones on the behaviour traffic light system.

The different levels of unacceptable behaviour are classified as **green behaviour, amber behaviour and red behaviour**

#### Classifying Levels of unacceptable behaviour

The three levels of unacceptable behaviour have been defined as follows:

1. **Level One GREEN BEHAVIOUR:** misbehaviour which is non-threatening and can be effectively managed within a classroom environment by the class teacher/TP (not requiring SLT intervention)
2. **Level Two: AMBER BEHAVIOUR:** a persistence of Green Behaviour, despite Green Behaviour responses means Amber behaviour requires repositioning/time out, either within the classroom, timeout in a parallel class or with a TP for a short period. This serves to break the cycle of Amber Behaviours. This is non-threatening behaviour which can be effectively managed by the class teacher /TP and colleague in a parallel class who is providing a time out space (not requiring SLT intervention)
3. **Level Three RED BEHAVIOUR:** a persistence of Amber Behaviour or more serious misbehaviour that is extremely disrespectful, not so easily managed within the classroom environment and results in others feeling and being physically and emotionally unsafe. This will lead to 'Reflection' (a time to reflect upon what happened and how to repair the situation) at lunchtime or may lead to SLT involvement, parental involvement, internal suspension or external suspension (see page 16 - for a more detailed response to the different levels of Red Behaviour).

The following sections detail staff responses to the three different levels of behaviour, which set out a stepped approach to dealing with unacceptable behaviour:

Green Behaviours	Green Responses
<p><b>This means:</b>  <b>Breaking the Golden Rules in the following way/s:</b>            Being 'Off Task'            Not following an instruction after being asked for the second time            Chatting when not required after being asked to stop for the second time (disturbing the learning of others)            Telling lies            Use of mild language (not swearing or using abusive language)</p>	<p><b>Before moving the child onto the green zone, you could...</b>            'The look'/shake head/shake head to signal 'No' or 'Stop' – <b>non-verbal forms of communicating disapproval</b>  <b>Use your good role models</b> who are demonstrating the behaviour you wish to see - stating clearly what they have done that pleases you i.e. 'Thank you, Hayley, for sitting quietly and showing that you are ready to listen to my instructions.'            Use <b>proximity control</b> for some behaviours such as restlessness and chattering. These behaviours may be calmed by the physical proximity of an adult. Moving towards a pupil, seemingly for another purpose can help to refocus the pupil on their work.</p>



<p>Deliberately invading the personal space of others on the carpet/table/in the line</p> <p>Avoiding being honest to stay out of trouble</p> <p>Shouting at a friend because you are feeling frustrated</p> <p>Making unkind/spiteful comments</p> <p>Repeatedly swinging on a chair when asked to stop</p> <p>Flicking paper or a rubber to disturb others</p> <p>Running down the corridor when moving from one room to another</p> <p>Commenting out loud without using the hand up rule (disturbing the learning of others)</p> <p>Unnecessary movement around the classroom/being out of place</p> <p>Deliberately avoiding a task</p> <p>Shoving in the line</p>	<p><b>Tactically ignoring</b> – notice but appear to ignore low level disruptions while reinforcing on task behaviour. While appearing to ignore, decide: Which behaviours you can appropriately ignore; how long you are prepared to ignore for.</p> <p><b>Distract and divert stage 1</b> – eg ‘Mark, can I see your work please?’ or ‘Mark, I can see you are finding this difficult. Can I give you a hand now?’ – this is an attempt to break the cycle of low level behaviour and gives the pupil a chance to start again/reset</p> <p>Use <b>‘When ... then ...’ requests</b> – ‘When you are in your seat, then I will come and help you’, ‘When you are calm, then I will listen to your side of the story.’</p> <p><b>Provide Acknowledgement</b> i.e. ‘Lizzie, I can see you are feeling frustrated/angry/upset. Would it help if we...’ (offer alternatives, so as to remove the trigger/change the context and a way out at an early stage to help reset/prevent an escalation)</p> <p><b>Absorb the blame</b> i.e. pupil has not followed an instruction/listened so they are unsure about what they are meant to be doing and got something wrong. Instead of showing frustration the adult can say ‘Izzy, I may not have explained that clearly enough so I will go through it again.’ (this can stop a situation from escalating and get a pupil quickly back on track)</p> <p><b>Name It To Tame It</b> – conversation to defuse how the pupil is feeling</p> <p><b>**Quiet verbal rule reminder</b> – refer to the Golden Rules displayed in class and make it clear what rule they are not following</p> <p><b>**Redirect</b> the pupil by emphasising the behaviour you want to see rather than reinforcing the negatives by saying ‘Don’t swing on your chair.’, ‘Stop calling out.’ Instead you could say eg ‘I need you to place all 4 legs on the floor.’, ‘I expect to see you put your hand up if you need to speak’, - be assertive and sound like you expect compliance.</p> <p><b>**Warning of next step</b> - warn them of the next step if they continue to display green behaviour ‘If you choose to continue with.... then I will move you to the green zone. That will be your 1<sup>st</sup> warning’. This gives them a chance to turn their behaviour around before being moved off the star zone.</p> <p><b>**If the pupil makes the right choice and changes their behaviour positively then point out ‘I can see you have made the right choice which is good to see as you are back to showing star behaviour’</b></p> <p><b>** These responses are non-negotiables</b></p> <p>If the pupil does not change his/her behaviour and persists in displaying green behaviour then move the pupil onto the green zone</p> <p>This serves as their 1<sup>st</sup> official warning. The adult will move the pupil’s name from the star to the green zone.</p> <p><b>WE DO NOT INSTANTLY MOVE A PUPIL’S NAME TO GREEN WITHOUT A GREEN VERBAL WARNING</b></p>
---	---

Amber Behaviours	Amber Responses
<p><b>This means:</b></p> <p><b>Breaking the Golden Rules in the following way/s:</b></p> <p>A persistence of green behaviour despite following the green responses and being given a warning (name placed on the green zone)</p>	<p><b>Before moving the child onto the green zone, you could...</b></p> <p><b>Before moving the pupil onto the amber zone, you could...</b></p> <p><b>Verbal reminder</b> of the Golden Rule that is being broken ‘Fred, despite me moving you to green, you are continuing to ....’</p> <p><b>Language of choice in relation to next step</b> – ‘If you choose to carry on with this green behaviour, I will move you to amber. The choice is yours’</p> <p>Point out <b>choices</b> and linked <b>positive/negative</b> consequences eg ‘If you choose to continue with... then ... will happen (move to the amber zone with time out). If you choose to stop ... and make the right choice then ... will happen (possibly consider moving back to the star). I’m going to give you 1 minute to make your choice but I know you will do the right thing/make the right choice.’ (Giving a pupil time to make the right choice is called <b>‘Take Up Time’</b>)</p> <p><b>**Offer a chance to turn the behaviour around</b> ‘Fred, what can we do to get you back to the star?’ (the pupil may suggest what might help or the adult could offer suggestions to help get back on track)</p> <p><b>Redirect the behaviour</b> by delivering short and concise instructions, using the ‘You need to/I need you to/I need to see you...’ scripts which make explicit the behaviour you need to see the pupil displaying, so as to avoid moving them to the amber zone (language and tone of voice is assertive and sets the tone that compliance is expected)</p> <p>Use scripts: <b>I Statements</b> - I feel/felt...When...Because...In future/next time I need you to/You need to.....</p> <p><b>**If green behaviour continues, despite the 1<sup>st</sup> green warning and one or more of the above responses then move the pupil’s name onto the amber zone</b> ‘Jess, because you have continued to/because you are not following our rule about... then I am moving</p>



	<p>you to the amber zone'. This will result in one or more of the following amber responses:</p> <p><b>Reposition within the class</b> – Go to a designated 'work station'/area that has been set up in the class as an <u>informal</u> form of <u>time out</u> to take a break/break the cycle of spiralling negative behaviour</p> <p><b>Name It To Tame It</b> – conversation to defuse how the pupil is feeling</p> <p><b>Pupil is escorted to a parallel class</b> with their work, where they spend a short period of time working by themselves – they will be ignored by peers and adult attention will be kept to a minimum (it is vital the pupil understands why they are having time out of class)</p> <p><b>TA takes the pupil outside the classroom for 5 minutes</b> to talk through the behaviour that has led to moving onto the amber zone</p> <p><b>TA takes the pupil to do a job for a short period</b> (this serves to <b>distract, divert</b> away from the trigger/context in which the behaviour is happening and to prevent negative behaviour spiralling – could be to collect some whiteboard pens for the teacher, send a message to another teacher ...</p> <p>**With each form of time out detailed above, each serves to reset the behaviour therefore, where possible and before the pupil is returned to class, the STOP/THINK/GO/SO... script must be used to help the child modify their behaviour (put things right) before being reintegrated – see restorative script</p> <p>** If a child is sent for time out, they must be supervised</p> <p><b>** These responses are non-negotiables</b></p>
--	--

Red Behaviours	Red Responses
<p><b>This means:</b>  <b>Breaking the Golden Rules in the following ways:</b>            A persistence of amber behaviour despite a warning and time out (moving from the green to amber zone)</p>	<p>If the pupil continues to show unacceptable levels of behaviour and does not modify their behaviour after following the above steps of moving to the green zone (1<sup>st</sup> official warning) and moving to the amber zone (time out) then use the following script 'Jen, I am moving you to red <u>because</u>.... This will lead to Reflection'</p> <p><b>Move the pupil to the red zone</b>            Moving to the red zone will result in Reflection. Place the pupil's name instantly on 30 minutes (loss of time at lunch time). For each day a pupil is moved to the red zone, they instantly have 5 minutes deducted from their 25 minute Star Time on Friday.</p> <p>When a pupil misses some or all of their Star Time on Friday, they must remain with their class teacher where they will be expected to work for the duration of their time out. Each class has a box of timers for those pupils who need the passing of time displayed visually.</p> <p>Once the pupil is on a 30 minute Reflection, they either remain there or they can <b>earn back <u>some</u></b> time by modifying their behaviour before the Reflection is served (this is at the discretion of the adult/s and depends on how much effort the pupil is putting into 'putting right the wrong') – this serves to encourage them to turn their behaviour around and it gives them something to work towards so they do not adopt an 'all is lost so what's the point' attitude.</p> <p>Once a pupil has served his/her Reflection at lunchtime, they get to '<b>wipe the slate clean</b>' and return to the star. If the pupil returns to the red zone during the course of the afternoon, they will serve their Reflection the following day (their name will still return to the star at the beginning of the following day).</p> <p>If a pupil has to serve Reflection, the pupil's Parents/Cares will be informed either via a phone call or a face to face conversation at the end of the school day. This conversation is recorded on CPOMS.</p>
<p><b>The following red behaviours will warrant an instant red, regardless of where the pupil is on the traffic light system:</b>            Answering back            Rolling eyes/tutting at an adult            Deliberately walking away when being spoken to</p>	<p>Some red behaviours will not warrant the pupil being taken through the traffic light stages of green and amber, due to their seriousness, therefore the behaviours listed on the left will bypass this process and will warrant at least a lunchtime Reflection. This means they will <b>move straight from the star zone to the red zone</b>. The adult response will be 'Tim, because you... I am moving you straight to the red zone' (this must be verbalised to the pupil with a reason why)</p> <p>There are levels of responses when a pupil shows red behaviours as some of these behaviours vary in levels of severity and risk, in terms of safety to self and others, therefore the following can happen:</p>



<p>Repeatedly not following instructions (deliberately ignoring an adult/refusal to follow instructions) Swearing (abusive language) Exiting the room without permission Unsafely climbing upon furniture Unsafely running around the classroom Unsafely running around the school Running off the school grounds, through the gates Racist incident i.e. name calling Bullying (repeated unkind behaviours) Deliberately throwing objects to hurt Deliberately damaging school property Damaging the work/property of others Stealing Pushing Kicking Hitting Biting Spitting Refusing to serve a consequence (refusing to take responsibility for your words and actions)</p> <p><b>The Headteacher can use their professional judgement based on the individual circumstances of the case when considering whether to suspend or permanently exclude a pupil.</b></p> <p><b>The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:</b></p> <ul style="list-style-type: none"> <li>• <b>Physical assault against a pupil</b></li> <li>• <b>Physical assault against an adult</b></li> <li>• <b>Verbal abuse or threatening behaviour against a pupil</b></li> <li>• <b>Verbal abuse or threatening behaviour towards an adult</b></li> </ul>	<p><b>Name It To Tame It</b> – staff will choose the appropriate time to engage in a conversation to defuse how the pupil is feeling If a pupil, for example, answers back and is disrespectful but no one has been hurt, they will: <b>Have their name moved to the red zone</b> <b>Will initially lose 30 minutes</b> in a Lunch time Reflection They may be able to <b>earn back some time</b> in 5 minute increments if they show remorse and endeavour to change their behaviour for a considerable amount of time before the Reflection is served (a pupil can never earn back all their time) Once the Reflection is served, the pupil gets to start again and can return to the star after lunch time (though they will <b>lose 5 minutes off their 25 minute Star Time</b> on Friday) Parents/Carers are informed of the red behaviour/Reflection (phone call or face to face conversation at home time)</p> <p>If a red behaviour results in someone getting <u>hurt</u>, the pupil will be <b>moved to the red zone immediately</b> and receive an <b>instant 30 minute lunchtime Reflection</b> without an opportunity to reduce the length of their Reflection. Once they have served their lunchtime Reflection, they will have a chance to 'wipe the slate clean'. <b>In addition...</b> If a red behaviour results in someone getting <u>more seriously hurt or their behaviour seriously disrupts the learning of others</u>, they will: Receive an <b>instant red 30 minute lunchtime Reflection</b> and <b>lose the privilege of earning 5 minutes towards Star Time</b> There will be a <b>phone call</b> made to both sets of Parents/Carers: the pupil and the victim's Parents/Carers, detailing actions (this will be logged on CPOMS) The pupil <b>will need to be spoken to by a member of the SLT/time out with the Head Teacher or SLT</b> The pupil will be made to consider ways of <b>reparation</b> In some cases, the pupil may receive an <b>internal suspension</b> (not an official external suspension) from, for example, play times/lunch times... A member of staff will need to fill out an <b>Incident Report on CPOMS</b></p> <p>If a red behaviour results in someone being <u>seriously injured or the red behaviour is a consistent disruption that seriously impedes learning and/or can be categorised as at risk of being unsafe/actually unsafe</u>, they will completely <b>by-pass the traffic light system</b> and they will: Be <b>removed immediately by a member of the SLT</b> (to ensure the safety of the pupil and others) The pupil's <b>Parents and Carers will be phoned</b> with a view to collecting them if it warrants an official off site <b>suspension</b>. The <b>Parents/Carers of the injured pupil will be phoned</b> (actions shared) and any necessary treatment provided i.e. 1<sup>st</sup> aid... School staff will fill out an <b>Incident Report on CPOMS</b> School will explore triggers and contexts to the behaviour to reduce the risk of it happening again and fill in a <b>Risk Assessment Plan</b> The <b>Parents/Carers of the externally suspended pupil will be invited into the school</b> to discuss the incident and agree a way forward to prevent a reoccurrence before returning the pupil back to school (and they will contribute to the Risk Assessment Plan)</p> <p>If a pupil is displaying a red behaviour that puts themselves and others at risk of harm, the adult/s will need to: <b>Call for assistance</b> (send 2 carefully chosen pupils to get help from SLT using the red card system) <b>Remove others from around the pupil</b> to ensure their safety and/or remove objects within easy reach of the heightened pupil (it may require the whole class to vacate the room, leaving the pupil with two adults to monitor the situation) – vacate to the library Consider a <b>change of face</b> to help de-escalate the situation (details about how this can be achieved will be detailed in a pupil's Risk Assessment Plan) If pupil does not calm, <b>call their Parents/Carers</b> with a view to their Parents/Carers coming to school immediately to <b>calm them</b> or if unsuccessful, <b>to remove the pupil from the school site</b> (this will be classed as a suspension if a pupil is taken off site due to behaviour) School staff to fill out an <b>Incident Report on CPOMS</b></p>
--	---



<ul style="list-style-type: none"> <li>• Use, or threat of use, of an offensive weapon or prohibited item</li> <li>• Bullying</li> <li>• Racist abuse</li> <li>• Abuse against sexual orientation or gender reassignment</li> <li>• Abuse relating to disability</li> </ul> <p>This list is non-exhaustive and is intended to offer examples rather than be complete or definitive. (DfE Sept 22 'Suspension and Permanent Exclusions' guidance.</p>	<p>If a pupil displays a risky behaviour for the first time, it is unforeseeable but as soon as the pupil displays an unsafe behaviour, it becomes classed as a foreseeable risk, therefore, relevant staff must complete a detailed <b>Risk Assessment Plan</b>.</p> <p>The <b>Parents/Carers of the externally suspended pupil will be invited into the school</b> to discuss the incident and agree a way forward to prevent a reoccurrence before returning the pupil back to school (and they will contribute to the Risk Assessment Plan)</p> <p>The Risk Assessment Plan will provide proactive strategies to minimise the risk and detailed reactive strategies to de-escalate</p> <p>For pupils who regularly display red behaviour, see the section of the policy 'Pastoral Support and SEN Aspects of Behaviour'</p>
--	---

**Reasons for Suspension**

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool, set out in the School's Behaviour Policy. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in an academic year.

A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the School's Behaviour Policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

During a suspension the pupil will still receive education provision through work set by the school. This may be in the form of work given in booklets, online via remote learning, email, or through online programmes or apps.

The law does not allow for extending or "converting" a suspension into a permanent exclusion. The following are examples where suspension may be used as a sanction:

- Failure to comply with an instruction given by a senior member of staff.
- Persistent failure to follow the School's Respect and Responsibility Code.
- Persistent defiance or disruption;
- Denying others access to learning.
- Repeated or severe sexist, homophobic or racist bullying.
- Repeated or severe bullying, including cyber bullying.
- Social Media abuse.
- A serious assault/fight.
- Breaches of health and safety rules.
- Deliberate serious damage to school property.
- Serious breaches of the School's Computing/Internet Acceptable Use Policy.
- Possession of illegal substances and/or alcohol related items/offences.
- Sexual misconduct.



- Making a false allegation against a member of staff.
- Theft.
- Where a child's behaviour outside of school may bring the reputation of the school into disrepute.

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

### **Reasons for Permanent Exclusion**

A permanent exclusion is when a pupil is no longer allowed to attend a school. Reasonable steps will be taken to ensure that work is set and marked on return for pupils during the first 5 school days where the pupil is not attending alternative provision These may include:

- Physical assault against a pupil or Physical assault against an adult.
- Verbal abuse or threatening behaviour against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a School's Behaviour Policy.
- Supplying an illegal drug on school grounds.
- Use of or under the influence of an illegal drug.
- Bullying.
- Racist Abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

### **Decision to Exclude**

When establishing the facts in relation to a suspension or permanent exclusion the Headteacher will apply the civil standard of proof (i.e. "on the balance of probabilities" it is more likely than not that a fact is true, rather than the criminal standard of "beyond reasonable doubt". This means that the Headteacher will accept that something happened if it is more likely that it happened than it did not happen. (Pg 11 DfE Guidance on Suspension and Exclusion).

When considering the use of exclusion, the Headteacher will have due regard to a child's special educational needs and/or disabilities. The Headteacher will also consider guidance from the DfE including the National Standard List for Reasons for Exclusions (below).



## **National Standard List for Reasons for Exclusions**

- 1. Physical assault against a pupil**
  - This includes fighting, violent behaviour, wounding, obstructing and jostling.
- 2. Physical assault against an adult**
  - This includes violent behaviour, wounding, obstruction and jostling.
- 3. Verbal abuse/threatening behaviour against a pupil**
  - This includes threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation and being in possession of an offensive weapon, a replica or toy weapon or knife or anything else that can be used as a weapon or that can be used to cause others harm.
- 4. Verbal abuse/threatening behaviour against an adult**
  - This includes threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation and being in possession of an offensive weapon, a replica or toy weapon or knife or anything else that can be used as a weapon or that can be used to cause others harm.
- 5. Bullying**
  - This includes repeated and deliberate verbal, physical homophobic bullying and racist bullying.
- 6. Racist Abuse**
  - This includes racist taunting and harassment, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying and racist graffiti.
- 7. Sexual Misconduct**
  - This includes sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying and sexual graffiti.
- 8. Drug and Alcohol Related**
  - This includes the possession of illegal drugs or substances, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse, substance abuse.
- 9. Damage**
  - This includes damage to school or personal property belonging to any member of the school community; vandalism, arson or graffiti.
- 10. Theft**
  - This includes stealing school property, stealing personal property (pupil or adult), stealing whilst on a school visit, selling or dealing in stolen property.
- 11. Persistent Disruptive Behaviour**
  - This includes challenging behaviour, disobedience, persistent violation of school rules, the Home-School Charter and the Respect & Responsibility Code.
- 12. Other**
  - This includes incidents which are not covered by the categories above.

Parents will be informed of the reasons for a child's exclusion and also of the process they may follow if they wish to appeal against the decision to exclude e.g. to the Governing Board. The Governing Board it-self cannot exclude a child or extend the period of an exclusion.