



## **POSITIVE BEHAVIOUR POLICY 2024 / 2025**

<b>Person responsible for the policy</b>	<b>Head Teacher - Shabana Khan</b>
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## Introduction

Vicarage Nursery and Primary School is a welcoming, happy and caring school. Our school motto 'Be the best you can be' reflects the high aspirations we have for our school community.

Our core values are central to our ethos. We want our pupils to

- Aspire for **Excellence**, so they can achieve their potential
- Develop independence, confidence, **Resilience** and a love for learning which will continue throughout their lives
- **Respect** for themselves and others, understanding there will be different viewpoints and beliefs but through mutual respect and tolerance become responsible citizens and positive agents of change in their own and others lives

## AIMS of the Policy

- For the Positive Behaviour Policy to be supported and followed by the whole school community - parents, teachers, pupils and governors.
- To foster a caring, nurturing atmosphere, in which teaching and learning can take place in a safe and happy environment.
- To teach moral values and attitudes to promote responsible behaviour, self-discipline, self-respect and respect for other people and property.
- To celebrate good behaviour, by providing a range of rewards for pupils of all ages and abilities.
- To make clear to pupils the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow.
- To ensure consistency through the use of the Behaviour Ladder across the school.
- Whilst this Positive Behaviour Policy applies to all pupils, careful consideration are taken of individual pupil's needs e.g. those with Autistic Spectrum Disorders, Emotional Behaviour Difficulties, Attention Deficit Disorders, Behaviour Support Plans and Pastoral Support Plans.
- Reasonable adjustments will be made for pupils with additional needs. However, the rewards and sanctions will apply to all pupils including those with an Education Health Care Plan (EHCP)
- To ensure the school works with other professionals and external agencies to provide additional support for pupils who require it.

### **The Governing Body will:**

- Promote and monitor the implementation of this policy
- Promote whole school adherence to the practices within it

### **Staff will:**

- Provide positive role models at all times
- Follow procedures in this policy
- Set clear, reasonable and proportionate standards of behaviour which are easily understood
- Consider if the behaviour, whether it is disruptive, withdrawn, anxious depressed or otherwise may be related to an unmet mental health need
- Discuss with pupils when and how they could have made more positive choices
- Encourage, self-esteem and self-respect in pupils
- Work in partnership with parents to support pupils to maintain positive behaviour and celebrate their pupils efforts and achievements
- Maintain well organised learning environments and appropriately challenging learning opportunities.
- Respect pupils and listen to their views without discrimination.
- Ensure parents are verbally informed of all Level 3 and Level 4 incidents.
- Ensure that parents are informed of rewards including
  - Attendance certificates
  - Golden table tickets
  - Star of the week certificates
  - Marble winners

### **Parents and Carers should:**

- Ensure their children attend school regularly and punctually
- Support the school in its strategies for managing behaviour
- Inform the school (class teacher in the first instance) of any factors which may influence a pupil's behaviour

### **Pupils should:**

- Arrive on time every day ready to learn
- Tell an adult if they see something that they know is wrong
- Take responsibility for the choices they make
- Behave in an appropriate manner in line with the school's core values

### **The EYFS Behaviour Procedures**

Early Years staff encourage and support pupils to develop a sense of right and wrong. Pupils are always encouraged to apologise and reflect on harmful behaviour. Any significant behaviour incidents will be brought to the parent/carers attention and discussed with them. Staff will be aware of the age and stage of development of the pupil and of any cultural, linguistic or particular needs.

Physical intervention (positive handling e.g. holding a pupil) will only be used where a pupil's actions are at serious risk of causing harm and is necessary to:

- prevent injury to the pupil
- prevent injury to other pupils
- prevent injury to an adult
- prevent serious damage to school property

EYFS use a traffic light system to support behaviour in class. Traffic lights, consisting of green, amber and red spots are displayed in each class. Exceptional learning behaviour will result in a pupil being placed on the star.

All pupils start on green at the start of the school day. A pupil will be moved to amber then red if there is an incident. This is after two warnings. Any physical incident towards others will result in the pupil moving to red.

Each time a pupil reaches red they will have 'reflection time' This is time to think about their behaviour or actions. This time is measured according to the pupil's age (eg. a 3 year old would have 3 minutes reflection time) Should a pupil reach red, their parent/carer will be notified at the end of the day.

In EYFS pupils are rewarded for trying their best to follow the class and school rules and for making the right choices. These rewards include:

- verbal praise
- merit stickers
- star of the week
- star chart stickers



# Promoting Positive Behaviour

Incentives and rewards must be promoted by the whole school community. They work on an individual basis as well as whole classes working together. At Vicarage we have:

- Significant achievement stickers (individual)
- Marbles in the jar (class)
- Certificates for excellent attendance (100%) at the end of term and academic year
- Golden table ticket (given by mid-day assistants) to pupils who show good manners and are well behaved during lunchtime will sit at the Golden Table on a Friday to have lunch with the Head Teacher
- Star of the week certificate and a pencil (given during Friday's celebration assembly)
- Sticker for best weekly class attendance in each phase

## **Significant Achievement Sticker**

When work completed and behaviours displayed are of a high standard a sticker is given. When 25 stickers are gained this leads to a bronze certificate, 50 stickers are a silver award certificate, 75 stickers are a gold award certificate and 100 for the Head teacher's award certificate. All awards are celebrated in the Friday celebration assemblies.

## **Marbles in the Jar**

Each class in a year group are put into one of four teams - Red, Yellow, Green and Blue. When the class work together and behave well as a unit then any adult can award a marble in the jar to the class. There is a maximum of 10 marbles to be given in any one school day.

At the end of the week the marbles are counted and announced in assemblies. A record is kept of the weekly total points. The team with the most points per phase wins a prize at the end of term.

## Attendance Awards

Good, consistent attendance and punctuality also contribute to positive behaviour and a strong work ethic. Certificates are given for 100% attendance for the team and year. A class sticker is given to each class with the best attendance in each phase every week.

## Star of the Week

Each week, teachers will nominate 2 pupils in their class to receive a Star of the Week certificate and pencil. This is announced in the Friday Celebration Assembly. The certificate is sent home with the pupil, to share the information with parents.

## Positive Behaviour Ladder

We will not accept discriminatory behaviour of any kind from any party. All pupils and adults have a right to be respected and the responsibility to give respect to others including those with Special Educational Needs. This is in accordance with the 2010 Equality Act.

Each classroom and group room has a Positive Behaviour Ladder. At the beginning of each session pupils names will be displayed on the Yellow step. Pupil names will be moved up for good or improved behaviour and down the ladder for unacceptable behaviour.

	Classroom	Playground
	For excellent behaviour, work and demonstrating the school core values: <ul style="list-style-type: none"> <li>• Excellence</li> <li>• Resilience</li> <li>• Respect</li> </ul>	
	All children begin on Yellow	
	First Reminder	
	2 <sup>nd</sup> Reminder	
Action Required	<ul style="list-style-type: none"> <li>• Clear Verbal Warning</li> <li>• Use refocusing, redirecting, use 'language of choice' or a reminder</li> <li>• Move down to Pink on Ladder</li> </ul>	Informal Warning Level <ul style="list-style-type: none"> <li>• A verbal warning will be given in the first instance of unacceptable behaviour</li> </ul>
	3 <sup>rd</sup> Reminder (In Class Time Out)	
Action Required	<ul style="list-style-type: none"> <li>• The pupil remains in the classroom and is moved away from the main activity for up to 15 minutes in class separation time (In Class Time Out)</li> </ul>	Formal Warning Level (In Playground Time Out) <ul style="list-style-type: none"> <li>• Any repeated misbehaviour will require the pupil to walk around with a member of staff or stand against a wall for five minutes to reflect on their behaviour</li> </ul>

Level 3/Blue Card for Persistent disruptive behaviour		
Action Required	<ul style="list-style-type: none"> <li>The pupil is sent to another classroom for up to 45 minutes (External Class Time Out)</li> <li>Completes any work given</li> <li>Move down to Blue on Ladder</li> </ul>	<ul style="list-style-type: none"> <li>If negative behaviour persists a blue sanction card should be issued and given to the phase leader.</li> </ul>
	<ul style="list-style-type: none"> <li>Level 3 Blue Card completed by adult</li> <li>Reflection sheet is completed with class teacher.</li> <li>Parents must be informed verbally by the class teacher</li> </ul>	
	<ul style="list-style-type: none"> <li>The child is moved back to Yellow after a sanction is completed.</li> <li>They may also move back to Yellow at the beginning of a morning or afternoon session (although incomplete sanctions still need to be completed)</li> </ul>	
Level 4/Red Card for serious incident		
Action Required	<ul style="list-style-type: none"> <li>Physically harming another, whether pupil or adult (which requires medical attention)</li> <li>Causing substantial damage to school property</li> <li>Refusal to follow reasonable requests with implications for health and safety of the pupil or others e.g. leaving the school premises without permission</li> <li>Theft of school property or that belonging to a child or staff member</li> <li>Threatening others verbally or threatening with and /or using an object</li> <li>Comments that discriminate along the lines of race, gender, religion and sexual orientation</li> <li>Bringing to school any illegal or prohibited items including a weapon</li> </ul> <p>A Red Card must be completed and handed to the Deputy or Head Teacher. Internal and Fixed Term Suspension will be considered. Parents are informed.</p>	

#### Notes:

- Blue Card Time out - pupils to go to partner class in phase.
- The same procedure applies to group rooms where the behaviour ladder is also to be used.
- If a pupil refuses to go to another class, support should be sought from the Phase Leader, Deputy Head or Head Teacher.
- Refer to procedures as set out in the school's Anti-Bullying Policy for all allegations of bullying.
- Missing educational visits must not be used as a sanction.
- All Blue and Red card behaviour incidents will be recorded onto SIMS, which is monitored by the leadership team.



### **Level 3/Blue Card**

- Pupils who get to Level 3 will be managed by the class teacher. Parents must be informed verbally by the class teacher.
- All completed reflection sheets for Level 3 and the blue cards will be kept in the Behaviour folder in the phase leaders office.
- If a pupil receives 5 blue cards, a positive behaviour support plan must be put in place.

### **Level 4/Red Card Incidents Resulting in a Suspension:**

- The pupil must be removed from own classroom whilst the investigation takes place to avoid upset to pupils involved.
- The school will contact the parents/carers as soon as possible before the end of the school day to inform them of the incident and reason for suspension
- It is expected that parents will collect their children as soon as possible on the day of the issuing of a suspension. If this is not possible, then the child will be kept away from their class and the suspension will be postponed to commence the next day
- A letter will be given to the parent or sent home within 24 hours outlining the reason(s) for the suspension
- Work will be provided for the length of the suspension. The work is expected to be returned to school
- Parents are expected to meet with the phase leader and Head Teacher on the day that the pupil returns to school
- Lunchtime suspension will be counted as a half school day
- All suspensions are formally recorded and a copy of the letter kept in the Suspensions folder in the HT office
- A pupil can be suspended for a maximum of 45 school days in a single academic year
- Suspensions can be for one or more fixed periods
- A positive behaviour support plan must be put in place for a pupil who has received a suspension

**Only a Deputy Head or Head Teacher can suspend a pupil from school.**

If a pupil receives two or more suspensions in a term, the school will endeavour to obtain a place at Re-Integration into Education Team (RIET) for the pupil to attend. RIET is a Newham provision specialising in supporting pupils who have been suspended. Attendance at RIET also provides the opportunity for pupils to work with different professionals to address any underlying issues.

## **Positive Behaviour Support Plans**

Following a suspension the school will also put a positive behaviour support plan into place in order to support the pupil and try to prevent further suspensions and/or misbehaviour. This is a plan that involves the pupil, phase leaders, Early Help Lead and parents working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. The school will also seek advice and support from the Local Authority Behaviour Support team.

The plan will be reviewed every half term.

## **Physical Intervention**

The general principle is that the use of physical intervention (positive handling) should, wherever possible, be avoided. Before using physical intervention staff should always attempt to use diversion or diffusion to manage the situation. However the Education Act 1996 allows all teachers to use reasonable force to prevent a pupil from:

1. Assaulting or injuring another person
2. Injuring themselves
3. Damaging school property

## **Searching and Confiscation**

Only the Head Teacher or a member of the leadership team can search a pupil or their possessions where they have reasonable grounds to suspect that a pupil may have a prohibited item. Parents of pupils affected will be informed. The list of prohibited items is:

-Knives and weapons;

-Alcohol;

-illegal drugs;

-stolen items;

-any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).

-an article specified in regulations:

- tobacco and cigarette papers;
- fireworks; and
- pornographic images

## **Incidents Outside of School**

In accordance with the Department for Education "Behaviour & Discipline in Schools" Policy, the school has a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupil's behaviour in these circumstances "to such extent as is reasonable".

At Vicarage this is seen as unacceptable behaviour when:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- On social media
- It has repercussions for the orderly running of the school
- It poses a threat to another pupil or member of the public
- It affects the reputation of the school in an adverse manner.

## **Online Safety**

All pupils must follow the rules set out in the Responsible Internet Use guidance when using technology including the internet, this may also apply to use outside of school and is not limited to school equipment.

### **Responsible Internet Use guidance**

- I will ask permission before using the Internet
- I will use only my own login and password which must not be shared.
- I understand that I must not use my own devices in school.
- I will only email people that I know or people that my teacher has approved.
- The messages I send will be polite and sensible.
- I understand that I must never give my home address or phone number, or arrange to meet someone over the internet.
- I will ask permission before opening an email or an email attachment sent by someone I do not know.

- I will not use Internet chat rooms.
- If I see anything I am not happy with or I receive messages I do not like, I will tell a staff member immediately.
- I understand that the school may check my computer files and the Internet sites I visit.
- I understand that if I deliberately break these rules, there will be sanctions outlined in the Positive Behaviour Policy.

## Permanent Exclusion

### Permanent exclusions: Ref: DfE document "Exclusion from maintained schools, Academies and pupil referral units in England"

Decisions to permanently exclude pupils are only taken in response to a serious breach, allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

Categories of behaviour that may result in Permanent Exclusion are:

<b>Category</b>
Serious assault against a pupil or adult
Sexual Misconduct
Drug and Alcohol related incidents
Substantial damage to school property
Bringing a weapon into school

## Managed Moves

A managed move to another school can be successful for pupils at risk of suspension and as an alternative to permanent exclusion as it enables the pupil to have a fresh start in a new school.

It is done with the full knowledge and co-operation of all the parties involved, including the parents, governors and the Local Authority, and in circumstances where it is in the best interest of the pupil concerned.

## Appendices

### Best Practice to Manage Behaviour

**Be a role model** - Act in a professional manner when addressing pupils and adults

**Be consistent** - have high expectations of behaviour

**Be visible** - supervise children to and from classrooms and playgrounds  
- all available staff/adults in corridors, on staircases as children move around the building.

**Be positive** - highlight good behaviour - positive v negative 4:1  
Comment to parents about improved behaviour in the Home-School diary.

**Be discreet** - where possible speak to children about their behaviour quietly and out of earshot of others.

#### **Classroom management and procedure:**

- Establish defined classroom areas.
- Label resources clearly and make them accessible.
- Design classroom layout to facilitate ease of movement.
- Establish consistent classroom routines, lining up, seating etc.
- Maintain a quiet, calm atmosphere.
- Be well prepared and organized.
- Ensure work is differentiated, purposeful and enjoyable.

#### **Offer positive choices:**

If you do this, then this will happen, (positive outcome). If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do.

**Distract** if a difficult situation is likely to develop distract the child's attention, e.g. give a specific task, send a message etc.

**Give a choice** - Either put your cards away in the drawer or give them to me.

**State the obvious** - You are not doing what you have been asked to do.

**Repeat/reiterate** - You should be doing your maths.

**Positive questioning** – What should you be doing? – Good you know what to do so now you can do it.

**Most importantly establish a positive and supportive relationship with the pupils in your care.**

To further support dealing with behaviour issues, you may consider the following:

<p><b>Pre Chat Statements and Questions</b></p> <ul style="list-style-type: none"> <li>We all need some time to think about what just happened</li> <li>We need to speak about this when we have had some time to think about how this happened?</li> <li>Take some time and we will talk about this xxx</li> <li>This needs to be sorted out-I can see you are not ready right now- We need to talk about this later.</li> </ul>	<p><b>Enquiry Questions</b></p> <ul style="list-style-type: none"> <li>What happened?</li> <li>What else happened?</li> <li>What happened just before this?</li> <li>Where were you when is happened?</li> </ul>
<p><b>Intent Questions</b></p> <ul style="list-style-type: none"> <li>What were you think/Feeling at that moment?</li> <li>What did you want to happen?/What were you trying to achieve?</li> <li>What were you thinking when this happened?</li> <li>What were you trying to tell X?</li> <li>What was going through your mind when....?</li> <li>What were you thinking at that point?</li> </ul>	<p><b>Emotional Reflection Questions</b></p> <ul style="list-style-type: none"> <li>What do you think/feel about this now?</li> <li>What's in your mind now?</li> <li>Now that you've had time and calm down how does that change things?</li> </ul>
<p><b>Resolution Questions</b></p> <ul style="list-style-type: none"> <li>What needs to happen to put this right?</li> <li>How can we put this right?</li> <li>What can you do so X feels happy this won't happen again?</li> <li>What did you want X to do?</li> <li>What would you think needs to go on the contract?</li> </ul>	<p><b>Future Questions</b></p> <ul style="list-style-type: none"> <li>What will you do differently next time?</li> <li>What do you need to change to ensure this doesn't happen again?</li> <li>What needs to change in the future so everyone feels happy/safe?</li> </ul>
<p><b>Active Listening</b></p> <p>Feedback is at the heart of active listening BUT to be effective, each of the following steps must be taken.</p> <ul style="list-style-type: none"> <li>Look at the person</li> <li>Give your full attention to the speaker</li> <li>Listen not merely to the words, but the feeling content</li> <li>Be sincerely interested in what the other person is talking about</li> <li>Restate what the person said</li> <li>Ask for clarification questions once in a while</li> <li>Be able to manage your own feelings and any strong opinions</li> </ul>	
<p><b>Verbal Signals</b></p> <ul style="list-style-type: none"> <li>Show you are listening</li> <li>Validating statements</li> <li>Statements of support</li> <li>Reflection/mirroring statements</li> </ul>	<p><b>Non-verbal Signals</b></p> <ul style="list-style-type: none"> <li>Appropriate eye contact</li> <li>Facial expression</li> <li>Body language</li> <li>Silence</li> </ul>

Vicarage Level 3 Behaviour Card

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Sent by: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Witnesses: \_\_\_\_\_

\_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parent Informed: YES/NO

To be managed by the class teacher

Vicarage Level 3 Behaviour Card

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Sent by: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Witnesses: \_\_\_\_\_

\_\_\_\_\_

Reason: \_\_\_\_\_

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Parent Informed: YES/NO

To be managed by the class teacher

Vicarage Level 3 Behaviour Card

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Sent by: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Witnesses: \_\_\_\_\_

\_\_\_\_\_

Reason: \_\_\_\_\_

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Parent Informed: YES/NO

To be managed by the class teacher

Vicarage Level 3 Behaviour Card

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Sent by: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Witnesses: \_\_\_\_\_

\_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parent Informed: YES/NO

To be managed by the class teacher



Vicarage Level 4 Behaviour Card

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Sent by: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Witnesses: \_\_\_\_\_

\_\_\_\_\_

Reason: \_\_\_\_\_

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Parent Informed: YES/NO

To be managed by the Leadership team

Vicarage Level 4 Behaviour Card

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Sent by: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Witnesses: \_\_\_\_\_

\_\_\_\_\_

Reason: \_\_\_\_\_

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Parent Informed: YES/NO

To be managed by the Leadership team

Vicarage Level 4 Behaviour Card

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Sent by: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Witnesses: \_\_\_\_\_

\_\_\_\_\_

Reason: \_\_\_\_\_

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Parent Informed: YES/NO

To be managed by the Leadership team

Vicarage Level 4 Behaviour Card

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Sent by: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Witnesses: \_\_\_\_\_

\_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parent Informed: YES/NO

To be managed by the Leadership team

# Reflection Sheet

Take time to think about why you have been given time out

Your Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Please support the child with this sheet; they may draw pictures if it is easier:

What happened?

Who was upset or lost something as a result of what happened (consequence)?



What can we do to fix this?

How can you stop this happening again?

# Reflection Sheet

Take time to think about why you have been given time out

Your Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

What happened? \_\_\_\_\_

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What did you choose to do? \_\_\_\_\_

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Who was upset or lost something as a result of what happened (consequence)?

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What can you do to make fix this? \_\_\_\_\_

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How can you stop this happening again? \_\_\_\_\_

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**Warning**

**Time-Out**

**Blue Card**

**Red Card**

	Classroom	Playground
	For excellent behaviour, work and demonstrating the school core values: <ul style="list-style-type: none"> <li>• Excellence</li> <li>• Resilience</li> <li>• Respect</li> </ul>	
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