

Agreed Protocols for Misbehaviour/Low-Level Disruption

1. Pupils should receive a verbal warning using language of the rights of everybody in the class to learn and feel safe.
2. When the teacher has to speak to the pupil a second time they will move down the zone board. Again make reference to the rights of learners not being respected.
3. If a third intervention is required, the pupil will take their work to a partner class for a ten minute (or otherwise agreed and suitable) period. They will need to discuss personal success criteria for re-entering the class. **This will be recorded as a Yellow Card and parents/carers will be notified by the class teacher.**
4. If the pupil repeats disruptive behaviours on the same day, EITHER the above process or parts of it will be repeated (if this is deemed beneficial/the child is making an effort to turn their behaviour around/there were some circumstances) OR **the child will be sent to a senior member of staff who will decide if a Red Card will be issued and next steps. Parents/Carers will be notified by the senior member of staff.**
5. If the pupil repeats patterns of disruptive behaviour over time, a meeting with the parents/carers must be called quickly to discuss a behaviour plan focussing on both positive and negative actions, choices and consequences; and the pupil owning their own choices. Guidance on this is to be sought from the Inclusion Leader.

Agreed Protocols for Serious or Repeated Misbehaviours

(See list of agreed serious behaviours)

A senior member of staff will decide whether a 'Red Card' will be issued – a Red Card results in an internal exclusion, and is taken very seriously. This is used to highlight the seriousness of the behaviour and how it is being dealt with, to the child and to others.

1. Playtime detention with designated member of staff. This will apply to breaks and lunchtime. Parents will be informed detailing the behaviour exhibited and the school's position. If required, make reference to the 'home-school' agreement signed by the parent.
2. If serious behaviour is repeated the above protocol is repeated. A meeting with the parent must be called immediately to discuss a behaviour plan focussing on both positive and negative actions, choices and consequences, and the pupil owning their own choices.
3. Should the pupil in question repeat patterns of serious behaviours staff should work together to risk audit, assess and make appropriate provision for the pupil. Sanctions for school and home should be followed as specified on behaviour plan. For the school this could be internal and subsequently external exclusions for fixed time periods, ultimately permanent exclusion. (See definitions of internal and external exclusions).

External exclusion may be used earlier in the stepped process if the safety and well-being of children or staff has been very seriously compromised, or could be, as a result of a breach of the behaviour policy. For more information on this process see the most up-to-date DfE guidance on School Exclusions. Only the Headteacher or Deputy Headteacher may take the decision to externally exclude a child, and they will follow this statutory guidance.

Whilst a high degree of consistency is vital to the successful implementation of any behaviour policy, all staff need to be mindful of issues of equality and individual need (particularly SEND). It is for this reason that the school reserves the right to use suitable and measured discretion at all stages of the above stepped protocols.