

# Behaviour and Discipline Policy Including EYFS



A number of separate school policies (detailed below) outline our precise expectations in related areas and these should be read in conjunction with this policy.:

*The School's Terms and Conditions*  
*Child Protection and Safeguarding policy*  
*Policy on Disciplinary Exclusions*  
*Car policy for Sixth Form Drivers*  
*Policy on use of reasonable force*

*Drugs Policy*  
*Code of conduct and pupil expectations*  
*ICT Acceptable Use Policy*  
*School Dress Code*  
*Search Policy*

## Introduction

At Stonar we are committed to providing a safe and secure environment for all members of the community. We expect everyone to behave with consideration and respect for others, regard for public safety and adherence to the law. Both academically and socially Stonar has the highest expectations of pupils. Our mission is to prepare each student to live successfully in a globalised world by furnishing them with the skills and attitudes to flourish academically and personally. The school aims to promote self-discipline and personal resilience. We expect good behaviour to be the norm and that pupils will maintain proper standards of courtesy, punctuality and dress. Pupils should be sensitive to the needs of others within the school, their peers, younger and older pupils, staff, visitors and people from the local community. At Stonar a Code of Conduct exists to enable all pupils to develop academically and personally, whilst being recognised, valued and celebrated as individuals. In the Senior School the ethos is underpinned by the three core values of respect, resilience and integrity. In the Prep School everything begins with the Prep School 'personal goals' of which there are nine attributes (enquiry, communication, cooperation, reflective thinker, resilience, global readiness, morality, adaptability and respect) We encourage pupils to understand these values and to live them out in their daily lives. Our values are shared, reinforced and communicated to pupils regularly in assemblies, tutor periods, anti-bullying days, and through the posters displayed around school. Senior staff are on duty at break and lunch and have a visible presence around school. All staff are expected to be role models for the values of the school. CCTV is used on site and if required will be reviewed by a member of the leadership team and house parents to investigate behaviour issues, it may be used as a tool for reflective practice with pupils but is not shared more widely than this.

We have our own systems of rewards and sanctions, appropriate to the different age ranges in the school. These recognise that a framework is necessary if everyone is to be supported and allowed to develop in a secure community. Rewards and sanctions will be applied fairly and consistently and we seek to promote the positive within clearly defined expectations. When things go wrong, guidance and support are present through our pastoral systems. Sanctions should not degrade pupils. Stonar does not use corporal punishment.

In any case when physical restraint of a pupil is required, for their own or another individual's safety, or a search of property is required staff will follow the school's **Policy on the use of reasonable force** and **Search Policy** which exist as separate documents and are available on request from the school office.

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## Discipline, Rewards and Sanctions in the Senior School

### Rewards

At Stonar we believe that rewards are far more effective than sanctions. Recognising and rewarding achievement, endeavour and positive behaviour is central to our values.

### Merits

Merits may be awarded by staff for achievement, effort or a piece of work that warrants individual praise. Merits are recorded on Daybook and pupils calendars and tutors keep a record of the number achieved. When a pupil reaches 25 and 50 merits in a single academic year, their parents will receive a letter of commendation from the Head. For each further multiple of 50 another letter will be sent.

Pupils are able to use their merits to 'purchase' rewards from the 'Café Curnow' or enter the 'Merit Raffle'. All merits will also count towards the overall House trophy. Sixth Form pupils may also be recommended to the Head for letters of commendation by their tutors.

### School Colours

School colours are awarded to both day pupils and boarders in the Senior School for their contributions to the life of the School. This may include performances in inter-house competitions, carrying out duties or any other consistently positive contribution.

### Sports Colours

Full and half colours are awarded to pupils who have represented the school in sports fixtures whilst showing an excellent commitment to training and performing to a high standard in matches.

**Communication of information:** Staff may report positive contributions and achievement, as well as incidences of poor behaviour by using the Daybook function of the School data management system (School base). Daybook entries are circulated to tutors, house parents, members of the pastoral team and any other appropriate staff.

## Sanctions & Actions (Senior School)

The aim is to provide a clear policy for staff on how to respond consistently to pupil misbehaviours. We want pupils, parents and staff to have a discipline system which is transparent, understandable and fair.

The sanctions/actions below can be utilised for all Senior School pupils and the expectation is that all pupils will be accountable for their own actions. Pupils should conduct themselves properly and adhere to the school

Code of Conduct. Any sanction imposed or actions taken by staff may take into account other factors which may be relevant at the time but this will be at the discretion of the Head and Deputy Head.

### **Sanctions or actions, which could be utilised by all staff:**

- Verbal warning / reprimand (*recorded and circulated to relevant staff via Daybook*)
- Removal from lessons/clubs/activities
- Routine tasks on yard or school
- Restorative Justice session
- Mediation session between peers
- Lunchtime Detention for missed prep (*recorded and circulated to relevant staff via Daybook*)

### **Sanctions that can be issued by specific staff only:**

- After School Detention (*issued by Houseparent or member of SSMT*)
- Report cards (*issued by houseparent or member of SSMT*)
- Period of gating for boarders (*issued by Houseparents & letter home to parents from the pupil's*)
- Withdrawal of offsite privileges / loss of privileges
- Internal / external exclusion (*duration will depend upon severity of offence, phone call or meeting with parents*)  
(*Issued by Deputy Head following consultation with the Head*)
- Permanent exclusion / Expulsion (*Head*)

Further information on fixed term exclusions (suspension) or permanent exclusion (expulsion) can be found in the school's Policy on Disciplinary Exclusions.

### **Detentions**

If a pupil fails to meet prep deadlines or completes insufficient work in a lesson the teacher will issue a lunchtime detention (catch up session), informs the pupil of date and time of detention and records this on Daybook.

Incidences of poor behaviour in lessons may result in verbal reprimands, removal from classroom or being sent to sit outside Deputy Head and Head's offices. More serious offences may automatically accrue an after-school detention or a fixed period exclusion from school or lessons (issued by House parents). Detentions take priority over any non-paid for activity.

Staff can find further guidance for managing behaviour in the 'Protocol for managing behaviour in the Senior School'

## Discipline, Rewards and Sanctions in the Prep School

Pupils are expected to conduct themselves properly and uphold the Stonar Prep Personal Goals. Any sanction imposed may take into account other factors which may be relevant at the time but this will be at the discretion of the Head or Head of Prep.

**Children** have the right to learn in a safe environment where they are valued, respected and can learn to the best of their ability.

**Staff** have the right to be spoken to with respect and to teach in an environment free from disruption caused by children's behaviour.

**Parents and guardians** have the right to know their children are treated fairly, with respect and within a safe environment. They are entitled to be notified early of any behaviour problems and to be given the opportunity to help the school to address their child's behaviour.

**Through this promotion of positive behaviour, it is our aim to maintain a happy school where children and adults flourish.**

### Rewards systems and sanctions overview at Stonar Prep and Prep-Prep

For simplicity and clarification, the Prep School Visual Behaviour Response System (see Appendix 1) and the Prep School Behaviour Categories at Stonar document (see Appendix 2) provide a succinct overview and guide to the rewards and sanctions procedures within the Prep School. Further explicit, detailed information can be found overleaf.

### Reward systems at Stonar Prep and Pre-Prep

Rewards should be desired by all, hard to get (this varies), instant, acknowledged publicly and reviewed regularly.

#### Verbal praise (School Day & Boarding)

Sometimes a 'well done' or similar positive comment can mean more than an award

#### Star Points (School Day)

Star Points (House points) can be awarded for academic work or good behaviour. The teacher maintains a digital record of these and awards child a coloured cube reflecting their house colour. The pupil posts their star point (coloured cube) into the collection box for collation. The total star points awarded to each house are collated and shared each week.

These awards are not dependent on academic ability or achievement although 'effort' should be rewarded as a behaviour. Awarding star points should ideally take into account the prep schools personal goals and be awarded for demonstrating them. Examples of acts that warrant a star would be; holding doors for others, helping younger children, volunteering, letting others take a turn before you, lending someone equipment, good table manners and helping a new pupil. Star points contribute towards the house team score whether they are for behaviour or academia. Individual high achievers may be acknowledged in assembly when team scores are announced. There is also a series of competitions i.e. house spelling, sports, quiz etc that contribute towards the grand total. Star point certificates are awarded for individual achievements.

**Certificates / Prizes & Awards** (School Day & Boarding), **Colours** (School Day) & **Commendations** (School Day)

Certificates, prizes and awards may be awarded for a variety of personal achievements. Examples are; Reading Stars, Maths Times Tables,. Colours are awarded by the Team coaches.

### **Stickers (School Day)**

Stickers tend to be awarded to younger children as a reward. Staff may issue stickers for a variety of reasons and may use personalised stickers that are commercially available. This may enhance marking. Pupils who display 'blue' level 'outstanding' behaviour may visit the Head or Deputy Head for a special sticker.

### **Written comments home (School Day)**

Staff may write a note and send it home either in book bags or through the post to commend good behaviour to a parent. Staff may ask the children to design the front of a postcard that can be sent home when the child achieves an appropriate target. This gives the child a personalised incentive.

### **Telling parents directly (School Day & Boarding)**

Regular communication between staff / Houseparents and parents is encouraged. Staff / Houseparents will endeavour to talk to the parents of each child in their form as regularly as possible. This communication should involve positive feedback whenever possible.

### **Special privileges & Golden time (School Day)**

Form tutors may decide that a special privilege is appropriate. There are certain jobs that children enjoy doing that could be utilised i.e. operating the screen in assembly. This would have to be thought through on an individual basis. Whole class privileges may be awarded such as golden time at the end of the day in the Pre-Prep.

### **Year Six Responsibilities (School Day)**

Year six responsibilities change each term. Each pupil is a School Leader and has special responsibilities such as IT room monitor, librarian, Pre-Prep class monitors, Sports Ambassadors, Playground Buddies, etc.

## **Sanctions (Prep School)**

This policy is in place to provide clear guidance to staff / Houseparents, pupils and parents regarding the use of sanctions.

The system of sanctions is progressive and should be unwanted by the pupils. Sanctions are in place to cover low level disruptive behaviour as well as serious one off indiscretions and accumulated offences. Our expectations are that all behaviours meet the standards set out by use of Personal Goals; particularly – Respect and Morality. Behaviour that falls beneath those expectations should be addressed by this sanctions policy.

Teachers / Houseparents should always endeavour to follow the Prep school Visual Behaviour Response System (see *Appendix 1*) and the Prep School Behaviour Categories at Stonar document (see *Appendix 2*) when applying sanctions. In reality, the vast majority of indiscretions are low level and should be dealt with by the teacher / Houseparent instantly using these documents as guide.

When selecting strategies teachers / Houseparents should always refer to the schools' policy for dealing with conflict between pupils. Sanctions must be age related and always be behaviour focused. Sanctions should be delivered within the spirit of restitution and resolution (helping the child to choose a better course of action if there is a next time) and in a calm and controlled manner that enables the pupil to

retain their dignity. Children should always be given the opportunity to explain their actions and to seek solutions.

Staff are advised that the 4 Ws system may help structure these conversations:

***What, in your words was the problem?***  
***Which Personal Goals were affected, and in what way?***  
***Why do you think this problem occurred?***  
***What can you do to fix the problem?***

If appropriate, parents should be informed about the behaviour concern on the same day as the sanction is issued. If the teacher / Houseparent issuing the sanction is unsure if this is necessary, they must seek the advice of the Head of Prep or the Deputy Head. It is appropriate to inform parents if the behaviour falls within the orange or red category.

Endeavour, where possible, to speak to the child privately so they retain dignity. Explain to them what is inappropriate with their behaviour and how they can improve. Make the behaviour unacceptable not the child e.g. “Mandy...speaking out of turn is a yellow behaviour and disrupts the lesson,” rather than, “Mandy you are rude.”

### **Strategies that use the application of a choice and consequences**

This is in the form of a warning. ‘If you do that again I will have to give you a sanction. If you don’t then I won’t have to.’ Once this has been explained most children will heed the warning. **The threat of sanction must, however be carried through once issued – this must be a certainty.**

### **Recording Sanctions**

. The issuing teacher / Houseparent or support staff completes a Daybook entry. In the Boarding House sanctions issued are also recorded in the House Sanctions Log.

Daybook entries are circulated between a pupil’s teacher / form tutor / Head of Early Years, Deputy Head and Head of Prep as well as the Houseparent of boarders. For day pupils, the form tutor and the Head of Prep keep a log of how many negative Daybook entries have been recorded for each pupil as a means of tracking patterns.

**Pre-Prep:** due to the young age of the children in Pre-Prep, the teacher may use their discretion in the application of the policy.

### **The Behaviour Monitoring Card**

This is a written record that details the child’s behaviour throughout the day. As a guide, if a child has received 3-5 sanctions in a two week period from levels 1-3, a monitoring card may be introduced. .

The pupil’s parents will be notified of this by their form tutor. The form tutor oversees this on a daily basis and the Head of prep on a weekly basis.

The behaviour monitoring card is signed by each teacher, for each lesson.. The behaviour of the pupil is indicated by a smiley face ☺, an indifferent face 😐 and a sad face ☹. No comments are necessary. Pupils may be awarded stars for a day’s worth of positive behaviour.

If the pupil has demonstrated generally positive ☺ behaviour in that week, the pupil is deemed to be trusted again and may come off the monitoring card. A pupil should be placed on this card for a minimum of two weeks. If a pupil’s behaviour does not improve after a term on the Behaviour Monitoring Card,

they may be placed on the Behaviour Log. However, more serious offences may result in a pupil being placed onto the Behaviour log without having been on the monitoring card.

## **Discipline, Rewards and Sanctions in the EYFS**

At Stonar EYFS, we always look beyond the behaviour and remain emotionally available for children by engaging with them in a calm, kind, and empathetic manner.

### **Methods**

- The Nursery Manager has overall responsibility for issues concerning behaviour; this person is required to keep up-to-date with legislation and research and thinking on handling early years children's behaviour, and to meet regularly with the EYFS staff to discuss individual children and/or behaviour issues
- require all staff, students and volunteers to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy
- do not shout or raise our voices in a threatening way to respond to children's behaviour
- expect all members of the Stonar EYFS community, including children, parents, staff, and students to consistently keep to these guidelines
- recognise that codes for interacting with other people vary between cultures and require staff to be aware of and to respect these
- use the following conflict resolution protocol as appropriate: approach calmly, stopping any hurtful actions; acknowledge children's feelings with kindness; gather information; restate problem; ask for ideas/solutions and choose one together; be prepared 'move on' and to give follow-up support
- do not use or threaten to use physical punishment such as smacking or shaking
- do not use techniques intended to single out or humiliate children
- only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are recorded in the EYFS Incident and Physical Restraint Record and brought to the attention of the Nursery Manager, Head of Prep and Deputy Head, and a parent is informed on the same day, in line with the school policy on use of reasonable force.
- work in partnership with children's parents, e.g. parents are regularly informed about their children's behaviour to address recurring unacceptable behaviour, using objective observation records to help to identify the cause/antecedent and to decide jointly how to respond appropriately.

Bullying involves the physical, emotional or verbal abuse of another child or children. We take bullying very seriously. The procedures and sanctions in line with the Stonar School Policy for dealing with Conflict between Pupils, are to be followed if bullying is suspected.

In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. However, if their behaviour fails to improve and we feel that children are at risk, the Head of Prep will be informed.

## **Representing the school including but not limited to fixtures, trips, DofE and inter/intra school events**

Representing Stonar School is a privilege which involves certain responsibilities and any pupil who is chosen to represent the school is expected to uphold the highest standards of behaviour in all areas of the school life and act with a high standard of personal integrity. Pupils must abide by the school's code of conduct for pupils and demonstrate appropriate respectful behaviour to staff, peers, and the wider public at all times.

The decision to make pupils ineligible to represent the school on certain school trips or activities be made by the school management team (PSMT/SSMT), in consultation with Houseparents, form tutors, Domestic Bursar (in light of any risk assessments) and the trip organiser. Each pupil's case will be dealt with on the basis of its circumstances.

Representing the school in one capacity does not automatically qualify a pupil to represent the school at another and the Head has the discretion to review each case on an individual basis.

The Leadership Team will review the suitability of a pupil to represent the school on a trip or event if they meet one or more of the following criteria:

- Are in receipt of a personalised risk assessment
- Have been subject to a serious sanction (within the last school term)
- Reside on the school behaviour log

Pupils who are currently under a fixed term exclusion are not permitted to represent the school whilst subject to the period of exclusion.

Withdrawal of the place on a school trip / participation in a school event following selection may occur if in the opinion of the School Leadership Team, acting in good faith, the pupil has not complied with the obligations set above or has otherwise fallen below the required standards of conduct, or behaviour. A member of the leadership team will communicate this to the parent/s of the pupil concerned and this will be followed up in the form of written notice.



## Stonar School Behaviour Log (Senior School)

The behaviour log is designed to assist pupils in managing their day-to-day behaviour in school and understanding the effect that their behaviours have on others. The behaviour log when coupled with an effective home school partnership and positive pupil engagement has successfully supported pupils in turning around their behaviour in school. Pupils who have made errors of judgement in the past and spent a period of time on the behaviour log have still gone on to hold positions of responsibility (eg *becoming Prefects*) in the school.

Pupils are placed on their behaviour log if their behaviours repeatedly fall below the standards expected by the school; or following an incident where behaviour has resulted in a period of internal /external exclusion or refection with the Deputy Head / Head of Prep.

Pupils who 'sit' on the behaviour log meet regularly with the Deputy Head / Head of Prep to discuss their behaviours and reflect on the decisions they have made. Pupils remain on the behaviour log for a minimum of one term or until they are able to maintain a 'points total' of between approximately 0-5 points for a protracted period of time (usually a term)

The log supports pupils in becoming accountable for their own actions. Good behaviour and sensible decisions are celebrated. The behaviour log is a numeric, points based system and all pupils on the behaviour log are allocated points for poor behaviours and lose points for those behaviours which are exceptionally good or helpful.

The Deputy Head allocates points in line with the tiers of sanctions below, making reasonable adjustments for pupils with SEND as necessary.

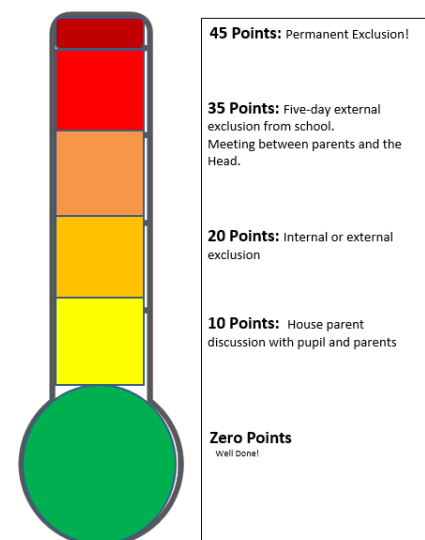
Pupils will have 1 point removed from their log total for 3 school days without any incidences of poor behaviour, if a pupil completes the remainder of the week without further incident a further point is removed.

Points will be removed for examples of positive behaviour which have involved a more than normal amount of effort i.e. a piece of work which has involved extra effort, helping out when volunteers have been asked for, etc.

When a pupil is placed onto the behaviour log, they meet with Deputy Head / Head of Prep who will explain the log system to them. In line with the stages of the behaviour log (below) a pupil's parent is contacted by a member of the school management team and informed in writing, that their child has been placed on the behaviour log.

Subsequently behaviour points are discussed with the pupil and / or their parents depending on the age of the pupil concerned. All pupils start at zero points when placed on the log, whatever background there may be to the decision. Whilst on the behaviour log pupils are encouraged to keep their points at zero, or as close as possible to this.

Behaviour Monitoring / Report Cards work alongside the School Behaviour Log and pupils will continue to be subject to the usual school sanctions for any behaviour that fall short of the school's expectations.



The Behaviour Log

## Stepping Down / Coming off the Log

Pupils who are placed on the behaviour log will remain on the log for at least one full academic term; when the pupil has demonstrated they are capable of meeting the school's behaviour expectations over a protracted period of term (minimum one term) the School Management Team may decide to remove the pupil from the behaviour log.

## Representing the school

The Leadership Team review the suitability of a pupil to represent the school on a trip or event if they reside on the school behaviour log. Pupils who are excluded from school are not permitted to represent the school during the period of exclusion. Representing the school in one capacity does not automatically qualify a pupil to represent the school at another and the Head has the discretion to review each case on an individual basis.

## Scholarships & Bursaries

A pupil who is the subject of an Award is required to work hard, to contribute positively to the life of the School, to be a credit to the School and to set a good example to other pupils. If the behaviour of a pupil falls consistently below that of the schools expectations, the award may be withdrawn in line with the document 'Scholarship, Exhibition or Bursary, Conditions of Award'

## Stages of the Behaviour Log:

<b>Stage 1:</b>	<b>0 points</b>	Letter home to parents from Deputy Head / Head of Prep informing them that the pupil has been placed onto the behaviour log. Parents emailed weekly points totals
<b>Stage 2:</b>	<b>20 points</b>	Formal warning. Parental meeting / phone call with Deputy Head / Head of Prep Probable external exclusion
<b>Stage 3:</b>	<b>35 points</b>	Final warning. Parental meeting called with Deputy Head / Head of Prep and Head Extended period of external exclusion from school
<b>Stage 4:</b>	<b>45 points</b>	Parental meeting with the Head. Probable permanent exclusion from Stonar

## Tiers of Sanctions and exemplar behaviours:

<b>Level 1</b>	<b>Points allocated 1</b>	Unexcused lateness, inappropriate behaviour in dining room / corridors, Contravention of mobile device policy
<b>Level 2</b>	<b>Points allocated 2</b>	Repeated level 1 behaviours. Missing role call / registration, passing on gossip,

Use of offensive language

**Level 3      Points allocated 3**

Lack of respect to others and / or their property, smoking/vaping (1st offence), inappropriate physical contact, missing detentions, lessons or games, defacing school property, copying work / plagiarism

**Level 4      Points allocated 5**

Defiance or deception, public use of obscene language or gestures, possession of / or distribution of offensive material, possession of alcohol, bullying behaviour, repeated misuse of the internet. Repeated level 3 behaviours

**Level 5      Points allocated 10**

Intimidation/defamation of character, gross rudeness, stealing, vandalism, physical abuse, verbally threatening behaviour, malicious accusations against other pupils

**Level 6      Potential permanent exclusion please refer to the school's Exclusion Policy**

Supply or use of illegal drugs, inappropriate sexual behaviour and possession of a prohibited weapon.

Updated April 2017; February 2018, May 2018, November 2018

*Due for review by the Directors :      Nov 2019*

*Signed:*






*(Director)*

*(Head)*

This policy is located in the Staff Handbook and on the school's website.

## Visual Behaviour Response System

What will an adult see?	
<p>You have been outstanding! 😊</p> <p>You used your personal goals to improve your learning and behaviour.</p>	<p>You are using one of your Personal Goals.</p> <p>You are following our 'CARE' code.</p>
<p>You have not been following our 'CARE' code.</p> <p>You are distracting others or not making an effort with your learning.</p> <p>You have been impolite, unhelpful or unkind towards others.</p>	<p>You have continually chosen not to follow the 'CARE' code.</p> <p>You have hurt or upset somebody.</p> <p>You have prevented other children from being able to learn or an adult from being able to teach.</p>
<p>You have chosen to ignore adults trying to support you.</p> <p>You have deliberately hurt or upset someone.</p> <p>You have deliberately damaged school property.</p>	<p>You have chosen to ignore adults trying to support you.</p> <p>You have deliberately hurt or upset someone.</p> <p>You have deliberately damaged school property.</p>

Blue		Green		Yellow	 Level 1/2	Orange	 Level 3	Red	 Level 4/5/6
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Example reward or consequence	
<p>You will receive a note or letter home.</p> <p>You may receive a house colour.</p> <p>You will receive 5 star points.</p>	<p>An adult will praise you.</p> <p>You may earn a star point for your house.</p> <p>You may receive a sticker.</p> <p>You may receive a message home.</p>
<p>You will be given a warning.</p> <p>You may have to sit somewhere else in class.</p> <p>You have a choice to carry on or to STOP.</p> <p>You may lose 5 minutes of break/lunch time (spent with the adult on duty).</p>	<p>Your behaviour will be reported to Mr Lee or Mr Brain.</p> <p>You may be sent to another adult.</p> <p>You will lose your break/lunch time.</p> <p>Your parents will be contacted.</p> <p>↕ For consistent misbehaviour you may need to meet with your parents and teacher to discuss your behaviour. You may be put on a behaviour log/card to monitor your behaviour every day.</p>
<p>You will receive a note or letter home.</p> <p>You may receive a house colour.</p> <p>You will receive 5 star points.</p>	<p>You will go to Mr Brain or Mr Lee.</p> <p>Your parent/s will need to meet with a teacher to talk about your behaviour.</p>

**Prep School Behaviour Categories at Stonar**

These behaviour categories are intended to provide guidance, sanctions and are colour coded as a visual reminder

	Level 1 - 2 (0-1 Points)	Level 3 (2 Points)	Level 4 (5 Points)	Level 5 (10 Points)	Level 6	
<b>Behaviour categories</b>	<b>Low level disruptive behaviour</b>	<b>More serious offences</b>	<b>Very serious offences</b>	<b>Extremely serious offences</b>	<b>Incidents that may lead to exclusion</b>	
	Avoidance tactics (wandering around the classroom /persistent toilet breaks etc.)	Misuse of classroom equipment (e.g. scissors)	Inappropriate physical contact	Unprovoked abusive behaviour (physical or verbal)	Repeated extremely serious offences	
	Calling out, shouting or talking while an adult is talking	Disrupting/unhelpful/unkind behaviour in class	Arguing with an adult or defiant behaviour	Repeated and persistent threatening, intimidating or harming behaviour	Bullying (repeated and persistent threatening, intimidating or harming behaviour)	
	Distracting others	Lying	Obscene language or gestures	Refusal to follow instructions	Malicious accusations against staff	
	Impolite behaviour (belching, nose picking)	Name calling	Abusive behaviour (physical or verbal)	Inappropriate use of the internet	Leaving school premises	
	Missing equipment/ Interfering with others property	Teasing, provoking, manipulating others	Deception/Repeated lying	Vandalism	Possession/supply of weapons or drugs	
	Eating during learning time	Pushing, poking, prodding others - inappropriate physical contact	Theft		Repeated extremely serious offences	
	Irritating noises or fidgeting	Leaving the classroom without permission				
	Lateness into class/lesson	Misuse of toilet facilities				
	Swinging on a chair or lying over a desk	Consistently displaying low level behaviour				
	Wasting resources	Defacing school property				
	Littering	Unsociable behaviour at break times				
	<b>Teacher response/sanctions</b>	<b>VBR System = Yellow</b>	<b>VBR System = Orange</b>	<b>VBR System = Red</b>		
		<ol style="list-style-type: none"> <li>1. Give a verbal warning</li> <li>2. Pupil moved to sit apart from others (if possible)</li> <li>3. Pupil reminder of the choice to carry on or to STOP</li> <li>4. Pupil loses 5/10 minutes of break/lunch time (spent with adult on duty)</li> <li>5. Pupil incident recorded on Daybook (teacher)</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupil sent to another appropriate adult</li> <li>2. Pupil loses a break/lunch time (spent with adult on duty)</li> <li>3. Pupil incident recorded on Daybook (teacher)</li> <li>4. Parent contacted by class teacher depending on nature of offence.</li> <li>5. Consistent, prolonged misbehaviour (3-5 offences in one term) = formal meeting with parents and possible behaviour report card for pupil</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupil sent to SLT</li> <li>2. Pupil given an internal suspension from class (with?)</li> <li>3. Pupil incident recorded on Daybook (teacher)</li> <li>4. Parent/s contacted to meet with SLT to discuss behaviour</li> <li>5. Possible external suspension</li> </ol>		