



Classroom Sanctions

- All staff should follow the following seven step approach to sanctions.
- Sanction should be given for primary behaviours

Stage	Step	Example behaviour	Why?	How?	What? (Actions / Scripts)	Who?	When?
1	Redirection	<p>Low level disruptive behaviour which may include:</p> <ul style="list-style-type: none"> • not following a routine • not listening to instructions • calling out • not following group work rules • interrupting and making rude noises 	To direct attention to the expected behaviour.	<p>Non-verbal redirection</p> <p>Positive group redirection, highlighting positive examples of behaviour in the classroom</p> <p>Reminders for the whole group or class</p>	<p>Hand gestures, eye contact, intentional break mid-sentence.</p> <p>Use of the recognition board to highlight expected behaviours</p> <p>Anonymous individual redirection: 'I need 2 more people to focus'</p> <p>Everybody is writing. Just waiting for one person.</p>	Adults in class/ group	Immediately
2	Correction	Repeated low level behaviour see stage 1	To make the pupil aware of their behaviour and clearly outline the consequences if they continue.	<p>Verbal feedback linked to school rules making clear how behaviour can be corrected</p> <p>A clear verbal description of the solution and purpose</p>	<p>Private individual correction: I've noticed that ... you know the school rules:</p> <p>I expect you to Thank you for listening</p> <p>Quick public correction: I need your eyes facing me</p>	Adults in class/ year group	Immediately



3	Time Out	<p>Repeated low level behaviour (see stage 1) after redirection and correction</p> <p>Or</p> <p>Disrespectful or irresponsible behaviour which may include:</p> <ul style="list-style-type: none"> • Speaking in a disrespectful way to another child or adult • Answering back • Walking away from an adult when they are speaking to you 	<p>To give the pupil a chance to reflect away from others</p>	<p>Isolation within the class</p> <p>Adult to follow up with pupil why they were given a time out in class</p> <p>Apology or restorative conversation may take place where necessary</p>	<p>Does not need to be logged on CPOMS</p> <p>Script used:</p> <p>I noticed you are ...</p> <p>It was the rule about ... that you broke</p> <p>You have chosen to ...</p> <p>You have disturbed the class learning by</p>	Adult in class/ year group	Break/ Lunchtime
4	Time out in another class	<p>Repeated low level behaviour (stage 1) after time out is given</p> <p>or</p> <p>repeated disrespectful or irresponsible behaviour after or during a time out</p>	<p>To give the pupil a chance to complete work away from the classroom</p> <p>To give the pupil a chance to reflect away from their year group at lunchtime</p>	<p>The pupil will go to their partner classroom to complete their work</p> <p>For children with a IBP the IBP will state where they will be sent</p> <p>At lunchtime the pupil will go out on the alternative playground to their peers</p>	<p>Incident logged on CPOMS.</p> <p>Parents must be informed</p> <p>You continued to display ... behaviours today and that is why you spent time in another class</p> <p>Apology or restorative conversation may take place where necessary</p>	Adults in class/ year group	For the remainder of the session e.g until playtime, until lunchtime or afternoon



5	Call for SLT	<p>Repeated low level behaviour (stage 1) after timeout in another classroom</p> <p>Or</p> <p>Repeated disrespectful or irresponsible behaviour (stage 3) after a time out in another classroom is given</p> <p>Or</p> <p>Refusal Or</p> <p>Harmful or dangerous behaviour which may include</p> <ul style="list-style-type: none"> • Child on child (hitting or kicking another child) • Sexual comments or actions • Racist, homophobic or other unacceptable use of language • Swearing (if repeated) • Spitting • Fighting • Stealing • Threatening • Throwing furniture • Violence towards adults 	<p>To give the pupil a chance to reflect away from others and to ensure other pupils are safe</p>	<p>The pupil spends time out with a member of the senior leadership team for the remainder of the day</p>	<p>Incident logged on CPOMS</p> <p>Parents spoken to by the member of SLT</p> <p>Pupil to complete report card for 5 days checking in with a member of SLT at breaktime and lunchtime</p> <p>Apology or restorative conversation may take place where necessary</p> <p>Further sanctions such as removal from trips and or other activities may be appropriate depending on the severity of the incident</p>	SLT	Immediately
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6	Internal Exclusion	Continued disrespectful or irresponsible behaviour (stage 3) after an SLT time has been given Or Repeated refusal Or Harmful or dangerous behaviour repeated	To ensure other children and staff in class are safe and able to continue with work	The pupil spends time out of class completing their work with a member of the senior leadership team. They may be suspended from lunchtimes, trips or other activities depending on the severity of the situation Team Teach trained staff will use positive handling techniques if reasonable, proportionate and necessary (e.g. if there is a danger to the child or other pupils)	Staff log on CPOMS. SLT follow up action Teacher to provide work for the child to complete for a set amount of time (directed by SLT) SLT to organise a formal meeting with parents/carers Pupil to complete report card for 5 days checking in with a member of SLT at breaktime and lunchtime Apology or restorative conversation may take place where necessary	SLT	Immediately
7	Individual Behaviour Plan	Continued misbehaviour after an internal suspension.	To support the child's behaviour with specific strategies	An individual behaviour plan will be drawn up. This may include an external suspension External suspensions will be followed up with a reintegration meeting with the child and parents/ carers	Individual behaviour plan Potential use of learning mentor support.	SLT	ongoing



Breaktime & Lunchtime Sanctions

Breaktime & Lunchtime Sanctions							
Stage	Step	Example behaviour	Why?	How?	What? (Actions / Scripts)	Who?	When?
1	Redirection	<p>Low level disruptive behaviour which may include:</p> <ul style="list-style-type: none"> • not following a routine • not listening to instructions • calling out • not following game rules • interrupting and making rude noises • poor dining hall etiquette • not lining up appropriately 	To direct attention to the expected behaviour.	<p>Non-verbal redirection</p> <p>Positive group redirection, highlighting positive examples of behaviour at lunchtimes</p> <p>Reminders for the whole group, class or year group</p>	<p>Hand gestures, eye contact, intentional break mid-sentence.</p> <p>Use of the positives to highlight expected behaviours</p> <p>Anonymous individual redirection: 'I need 2 more people to focus'</p> <p>Everybody is lined up sensibly I am just waiting for one person</p>	Adults in dining hall or outside	Immediately
2	Correction	Repeated low level behaviour see stage 1	To make the pupil aware of their behaviour and clearly outline the consequences if they continue	<p>Verbal feedback linked to school rules making clear how behaviour can be corrected</p> <p>A clear verbal description of the solution and purpose</p>	<p>Private individual correction: I've noticed that ... you know the school rules: I expect you to Thank you for listening.</p> <p>Quick public correction: I need your eyes facing me</p>	Adults in dining hall or outside	Immediately



3	Time Out	<p>Repeated low level behaviour (see stage 1) after redirection and correction.</p> <p>Or</p> <p>Disrespectful or irresponsible behaviour which may include:</p> <ul style="list-style-type: none"> • Speaking in a disrespectful way to another child or adult • Answering back • Walking away from an adult when they are speaking to you 	<p>To give the pupil a chance to reflect away from others</p>	<p>Isolation on the playground wall</p> <p>Adult to follow up with pupil why they were given a time out of lunchtime.</p> <p>Apology or restorative conversation may take place where necessary</p>	<p>Does not need to be logged on CPOMS</p> <p>Script used:</p> <p>I noticed you are ... It was the rule about ... that you broke</p> <p>You have chosen to ...</p> <p>You have spoilt people's lunchtime by</p>	<p>Adults in dining hall or outside</p>	<p>Immediately</p>
4	Time out in another playground	<p>Repeated low level behaviour (stage 1) after time out is given</p> <p>Or</p> <p>repeated disrespectful or irresponsible behaviour after or during a time out</p>	<p>To give the pupil a chance to complete lunchtime away from their year group</p> <p>To give the pupil a chance to reflect away from their peers at lunchtime</p>	<p>The pupil will go to the other playtime for the remainder of lunchtime</p> <p>For children with a IBP the IBP will state where they will be sent</p>	<p>Incident logged on CPOMS</p> <p>Parents must be informed</p> <p>You continued to display ... behaviours today and that is why you spent time in another class</p> <p>Apology or restorative conversation may take place where necessary</p>	<p>Adults in dining hall or outside</p> <p>Year group leader</p>	<p>For the remainder of the lunchtime</p>



5	Call for SLT	<p>Repeated low level behaviour (stage 1) after timeout in another playground</p> <p>Or</p> <p>Repeated disrespectful or irresponsible behaviour (stage 3) after a time out in another playground is given</p> <p>Or</p> <p>Refusal Or</p> <p>Harmful or dangerous behaviour which may include</p> <ul style="list-style-type: none"> • Child on child (hitting or kicking another child) • Sexual comments or actions • Racist, homophobic or other unacceptable use of language • Swearing (if repeated) • Spitting • Fighting • Stealing • Threatening • Throwing furniture • Violence towards adults 	<p>To give the pupil a chance to reflect away from others and to ensure other pupils are safe</p>	<p>The pupil spends time out with a member of the senior leadership team for the remainder of the day.</p>	<p>Incident logged on CPOMS</p> <p>Parents spoken to by the member of SLT</p> <p>Pupil to complete playtime report card for 5 days checking in with a member of SLT at the end of playtime/lunchtime</p> <p>Apology or restorative conversation may take place where necessary</p> <p>Further sanctions such as removal from trips and or other activities may be appropriate depending on the severity of the incident</p>	SLT	Immediately
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6	Internal Playtime Exclusion	Continued disrespectful or irresponsible behaviour (stage 3) after an SLT time has been given Or Repeated refusal Or Harmful or dangerous behaviour repeated	To ensure other children and staff in year group are safe and able to continue with work	The pupil misses their playtime/ lunchtime with a member of SLT Pupil to reflect on their behaviour during lunchtime They may be suspended from trips or other activities depending on the severity of the situation Team Teach trained staff will use positive handling techniques if reasonable, proportionate and necessary (e.g. if there is a danger to the child or other pupils)	Staff log on CPOMS. SLT follow up action Teacher to provide work for the child to complete for a set amount of time (directed by SLT) SLT to organise a formal meeting with parents/carers Pupil to complete play time report card for 5 days checking in with a member of SLT at breaktime and lunchtime Apology or restorative conversation may take place where necessary	SLT	Immediately
7	Individual Behaviour Plan	Continued misbehaviour after an internal suspension.	To support the child's behaviour with specific strategies	An individual behaviour plan will be drawn up. This may include an external suspension. External suspensions will be followed up with a reintegration meeting with the child and parents/ carers	Individual behaviour plan Potential use of learning mentor support	SLT	Ongoing



After School Club Sanctions

After School Club Sanctions							
Stage	Step	Example behaviour	Why?	How?	What? (Actions / Scripts)	Who?	When?
1	Redirection	Low level disruptive behaviour which may include: <ul style="list-style-type: none"> • not following a routine • not listening to instructions • calling out • not following game rules • interrupting and making rude noises • not lining up appropriately 	To direct attention to the expected behaviour	Non-verbal redirection. Positive group redirection, highlighting positive examples of behaviour at lunchtimes Reminders for the whole group, class or year group	Hand gestures, eye contact, intentional break mid-sentence Use of the positives to highlight expected behaviours Anonymous individual redirection: 'I need 2 more people to focus' Everybody is lined up sensibly I am just waiting for one person	Adult leading the club	Immediately
2	Correction	Repeated low level behaviour see stage 1	To make the pupil aware of their behaviour and clearly outline the consequences if they continue	Verbal feedback linked to school rules making clear how behaviour can be corrected A clear verbal description of the solution and purpose	Private individual correction: I've noticed that ... you know the school rules: I expect you to Thank you for listening. Quick public correction: I need your eyes facing me	Adult leading the club	Immediately



3	Time Out	<p>Repeated low level behaviour (see stage 1) after redirection and correction.</p> <p>Or</p> <p>Disrespectful or irresponsible behaviour which may include:</p> <ul style="list-style-type: none"> • Speaking in a disrespectful way to another child or adult • Answering back <p>Walking away from an adult when they are speaking to you</p>	<p>To give the pupil a chance to reflect away from others</p>	<p>Isolation within the club activity</p> <p>Adult to follow up with pupil why they were given a time out of lunchtime.</p> <p>Apology or restorative conversation may take place where necessary</p>	<p>Does not need to be logged on CPOMS</p> <p>Script used:</p> <p>I noticed you are ... It was the rule about ... that you broke</p> <p>You have chosen to ...</p> <p>You have spoilt people's lunchtime by</p>	<p>Adult leading the club</p>	<p>Immediately</p>
4	Time out in 'The Hive'	<p>Repeated low level behaviour (stage 1) after time out is given</p> <p>Or</p> <p>repeated disrespectful or irresponsible behaviour after or during a time out</p>	<p>To give the pupil a chance to complete lunchtime away from their year group</p> <p>To give the pupil a chance to reflect away from their peers at lunchtime</p>	<p>The pupil will go to the after-school provision leader in 'The Hive'</p> <p>For children with a IBP the IBP will state where they will be sent</p>	<p>Incident logged on CPOMS</p> <p>Parents must be informed</p> <p>You continued to display ... behaviours today and that is why you spent time in another class</p> <p>Apology or restorative conversation may take place where necessary</p>	<p>Adult leading the club</p> <p>ASP leader</p>	<p>Miss the remainder of the club</p>



5	Call for SLT	<p>Repeated low level behaviour (stage 1) Or Repeated disrespectful or irresponsible behaviour (stage 3) after a time out Or Refusal Or Harmful or dangerous behaviour which may include</p> <ul style="list-style-type: none"> • Child on child (hitting or kicking another child) • Sexual comments or actions • Racist, homophobic or other unacceptable use of language • Swearing (if repeated) • Spitting • Fighting • Stealing • Threatening • Throwing furniture • Violence towards adults 	<p>To give the pupil a chance to reflect away from others and to ensure other pupils are safe</p>	<p>The pupil spends time out with a member of the senior leadership team for the remainder of the after-school club</p>	<p>Incident logged on CPOMS</p> <p>Parents spoken to by the member of SLT</p> <p>Pupil to complete playtime report card for 5 days checking in with a member of SLT at the end of playtime/lunchtime</p> <p>Apology or restorative conversation may take place where necessary</p> <p>Further sanctions such as removal from trips and or other activities may be appropriate depending on the severity of the incident</p>	SLT	Immediately
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6	Internal After School Club Exclusion	Continued disrespectful or irresponsible behaviour (stage 3) after an SLT time has been given Or Repeated refusal Or Harmful or dangerous behaviour repeated	To ensure other children and staff in year group are safe and able to continue with work	The pupil misses the After School Club with a member of SLT Pupil to reflect on their behaviour during lunchtime They may be suspended from trips or other activities depending on the severity of the situation Team Teach trained staff will use positive handling techniques if reasonable, proportionate and necessary (e.g. if there is a danger to the child or other pupils)	Staff log on CPOMS. SLT follow up action Teacher to provide work for the child to complete for a set amount of time (directed by SLT) SLT to organise a formal meeting with parents/carers Pupil to complete play time report card for 5 days checking in with a member of SLT at breaktime and lunchtime Apology or restorative conversation may take place where necessary	SLT	Immediately
7	Individual Behaviour Plan	Continued misbehaviour after an internal suspension	To support the child's behaviour with specific strategies	An individual behaviour plan will be drawn up. This may include an external suspension. External suspensions will be followed up with a reintegration meeting with the child and parents/ carers	Individual behaviour plan Potential use of learning mentor support	SLT	Ongoing



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