



# **Behaviour Policy and Statement of Behaviour Principles (Whole School including EYFS)**

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## **Independent Day School**

## **Our Lady of Sion School**

Last Reviewed: November 2023  
Frequency of Review: Annually  
Next Review Due: November 2024

## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

### Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

### 3. Definitions

**Misbehaviour is defined as:**

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework where there is not acceptable reason
- Poor attitude
- Incorrect uniform
- Rudeness to staff and/or other students
- Actively contravening the school's ethos

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules;
- Any form of bullying;
- Sexual violence;
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour, such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
  - Up-skirting
- Vandalism;
- Theft;
- Fighting;
- Smoking;
- Racist, sexist, homophobic or discriminatory behaviour;
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers

- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

#### 4. Bullying

**Bullying** is defined as the repetitive and/or significant, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>● Racial</li> <li>● Faith-based</li> <li>● Gendered (sexist)</li> <li>● Homophobic/biphobic</li> <li>● Transphobic</li> <li>● Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (eg, gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

<https://www.sionschool.org.uk/wp-content/uploads/2022/12/Anti-Bullying-Policy-Aug-2023-1.pdf>

## 5. Roles and responsibilities

### 5.1 The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log (held on CPOMS) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
- Formally meeting students with parent/guardian when an incident has occurred, and an internal investigation concludes that the incident/behaviour meets threshold for the Headteacher's intervention.

### 5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly via the CPOMS record and sharing with relevant staff (tutors/Key Stage Coordinators/SLT/Parents)

- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

#### 5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

#### 5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 6. School Behaviour Principles

This Protocol applies to all pupils, parents and staff at Our Lady of Sion Senior and Junior Schools including EYFS.

### General Principles

The guiding principles at Our Lady of Sion School are those of honesty, fair-mindedness, hard work, enjoyment and treating others with proper respect and consideration. Our Motto is Consideration Always.

We also attach very great importance to manners, good discipline, service to others and to caring for the School and external environment.

We value both effort and achievement and we encourage every positive contribution that a pupil makes to the life of the School, consistent always with the needs of the school community.

The principles that make up this School Protocol are addressed to each pupil. Some of them necessarily apply also to parents. Compliance with this Protocol and each new edition of it is a condition of membership of the School. Parents are asked to read through this Protocol with their son or daughter from time to time.

When challenging behaviour occurs, the Headteacher will consult with colleagues to ascertain the possible cause of the misdemeanour. Poor behaviour can be an indicator of something going wrong for that child – bullying, issues at home, involvement in drugs, acute anxiety. When addressing poor behaviour, we endeavour to understand the catalyst behind it where possible and where appropriate.

### **Conduct and Self Respect**

**Commitment:** You represent the School whenever you wear our uniform. We hope you will take a pride in your membership of the School, be our ambassador on all occasions and enjoy your time here. You are expected also to take a pride in your conduct and personal appearance and to show commitment to your academic, sporting and leisure activities and always to do your best.

**Appearance and Dress:** School uniform must be worn during school hours and for other school activities. You must be smartly turned out and in all other respects conform to the School's dress regulations. Shoes should be clean and hair styles must be moderate and tidy. The School rules contain further information on appearance, dress, hair and bodily adornment.

**Honesty:** The school community relies on each pupil being honest and truthful and showing a good example to others. Never cheat, steal or tell lies. If you find, or in some other way come into possession of, money or property that does not belong to you, ensure that it is given back or handed to a member of staff as soon as possible.

**Behaviour Generally:** Your behaviour must be a credit to yourself and to the School, whether at school or in public places such as streets, on public transport or in private coaches and whether in or out of school hours. Always consider the consequences of your words and actions on yourself and on other people. Never do something you feel is wrong.

### **Respect for Others**

**Effort and Achievement:** At this School, we look for fulfilment and enjoyment and we are positive in everything we do. We respect and encourage each other as individuals and as members of teams. We also encourage enquiry, hard work, high standards and fair competition. We take pleasure in each other's achievements and we never mock each other's effort or failure. Each pupil has the right and the responsibility to contribute to this ethos.

**Courtesy and Good Manners:** From time-to-time members of staff, parents, visitors to school premises or other pupils may need assistance. Please be ready always to offer help. It is very important that you should, even if to do so causes you inconvenience.

**In the Classroom:** We expect you to make it as easy as possible for everyone to learn and for the teacher to teach. Your books and equipment should be ready for the start of each lesson. Keep the classroom tidy. Above all, be pleasant and helpful at all times.

**Sporting Etiquette:** Whether you are competing or spectating at team events or taking part in some other competitive activity, you are expected to behave with good manners and always to set an example that reflects well on the School. Play to the rules; play hard; play fairly; do your best; enjoy the game and never cheat; be equally gracious in victory as in defeat.

**Bad Language:** The use of bad language is unnecessary, insulting to others and damaging to the person who uses it. For these reasons its use is forbidden and liable to be punished.

**Bullying and Fighting:** Threats, physical attack, name-calling, mocking, harassment, racism, sexism and all forms of victimisation are bullying. Bullying has never been tolerated at this School and will not be excused on grounds of it being part of a game. Bullying is a serious matter which may lead to removal or expulsion. You must not bully others and, if others bully you or you see someone else being bullied, you should inform a member of staff immediately, or your parents.

**Sexual harassment:** meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Up-skirting

### **Respect for Property and the Environment**

**Vandalism, Graffiti and Litter:** Vandalism and graffiti-writing on school premises and elsewhere are regarded as serious breaches of school discipline. Please report, in confidence, any incident of wilful damage or the deliberate dropping of litter to your Form Tutor/Class teacher. Please take pride in and personal responsibility for your school environment. Proven culprits will be required to pay for any damage.

**Other People's Property:** You must not interfere with other people's property or lockers. If someone has lent property to you, it must normally be returned immediately on request. You must not borrow someone else's property, books, notes or projects without their previous permission. You must be strictly honest with regard to money or property that does not belong to you or that you find. If you are in any doubt, ask a member of staff.

**Accidental Damage to Property:** You must report to a member of staff any damage you cause to property which is not your own. You or your parents may be asked to pay for the damage.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

### **6.1 Mobile phones**

Mobile phones must not be used in the Junior School or Early Years Area.

Sixth Form Students (ViSION) may use Mobile Phones in their designated ViSION Centre, but not around the school where younger students are present.

Sion Seniors may bring phones into school, but these must be kept in their bags (switched off or "on silent") They must not use mobile phones in school unless:



- There are exceptions to the rules for medical or personal reasons – parents to seek permission beforehand.
- A teacher requests that students use them for a classroom activity.
- All staff are required to confiscate a student’s phone if they are seen to be using it during the school day. The phone will be handed into reception and the young person will have to collect it at 3.40pm if leaving or 5.00pm if staying for a club.

## 7. Responding to behaviour

### 7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour systems in their classrooms
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption – using the school behaviour systems
  - Using positive reinforcement
  - Model effective communication
  - Correct poor behaviour privately focusing on a positive outcome for all

### 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate.

Please refer to our safeguarding policy for more information:

<https://www.sionschool.org.uk/wp-content/uploads/2022/12/Safeguarding-Child-Protection-Policy-1st-Sept-2023-1.pdf>

### 7.3 Responding to good behaviour

**The whole school uses a Reward System – please refer to Appendix A.**

The Junior School system and Senior School system are similar but not the same.

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Positive notes
- Triangulating praise – teacher shares with tutor and/or SLT
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year-group rewards
- Published on the Celebration Boards
- Invited to the Ceremony of Recognition Events

#### **7.4 Responding to misbehaviour**

**The whole school uses a Behaviour System – please refer to Appendix B**

The Junior School system and Senior School system are not the same.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair, and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- A restorative meeting at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff

- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

The Senior School also uses an academic sanction system (A system) to respond to poor attitude/output in academic studies – see Appendix B.

### **7.5 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (we use CPOMS to record)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

The SENDCO and DSL update staff regarding this information and staff are required to familiarise themselves with the updates as part of safeguarding children effectively.

At Our Lady of Sion School, we do not use nor condone physical or corporal punishment as a sanction or consequence for any behaviour.

### **7.6 Confiscation and searches**

#### **Confiscation**

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

#### **Searching a pupil**

***Our Searching and Confiscation policy has been recently updated. This can be found on our school website.***

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – eg, “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Deputy Headteacher/Senior Leader: Pastoral or the Headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (eg, a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Our Searching and Confiscation Policy adheres to this guidance also.

## **7.7 Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (eg, school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (eg, on a school-organised trip).

## **7.8 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## **7.9 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the senior leader: pastoral lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

## **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information

### **7.11 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **8. Serious sanctions**

### **8.1 Restorative Conversations**

Where a relationship breaks down between an adult and a young person, a restorative conversation will need to be held. A restorative conversation is more than a process or a set of questions. The behaviour of the adult lies at the heart of all.

There are many ways to set these up successfully. Some of the suggestions include - walk and talk, or sofa chats where you are side by side and not looking directly at each other. The adult must take the fear-factor away and their body language must not look judgmental.

Finding an activity to do is the best way, so there is a distraction.

### **Eleven ways to make the restorative conversation work.**

- 1) Don't sit behind a desk or on it
- 2) However, irritated you were / are, with the behaviour
- 3) .1that provoked the meeting, try to focus on the outcome you want
- 4) Reserve enough time for the meeting. Don't rush it.
- 5) Resist the urge to make notes
- 6) Have a glass of water ready for the student (suggestion only)
- 7) Leave the office or space door open while you have the meeting
- 8) Answer the questions yourself, not on behalf of the young person, but with your own reflections
- 9) Be really careful not to use judgmental language. It will taint the conversation and encourage a purely defensive reaction in the child.
- 10) Resist any interruptions with, 'This is a really important meeting, can I see you after'
- 11) Don't nit-pick uniform, tie, coat, shoes, etc. It is difficult to tell someone off one minute and then elicit an honest, calm and thoughtful rear view of their own behaviour the next.
- 12) End the meeting well. Plan how you are going to bring things to a conclusion. Take care not to open up other business at the close.

### The restorative 5

5 questions are enough – you can use more – pick the ones that best suit the situation from the 8 below.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make you feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put this right?
8. How can we do things differently in the future?

Adults who manage behaviour of angry children brilliantly understand that the first principle is to manage their own response so it is predictable, consistent and empathetic.

When requesting a restorative meeting, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities
- Allow the student sufficient time to eat lunch/snack

### **8.2 Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.



Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the Senior Leader Pastoral and Safeguarding/The Deputy Headteacher (Senior School) or the designated Senior Leader in the Junior School at the time. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Usually, the time outside of the classroom will be long enough to settle and refocus the child. This should not be for a whole lesson unless this is deemed essential by the Senior Leader. Once the child is calm and the Senior Leader believes that the issue has been resolved (may be revisited later), the Senior Leader will take the student back to class for reintegration into the learning environment.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with assigned mentors
- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS.

### **8.3 Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

## **9. Responding to misbehaviour from pupils with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

## **9.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **9.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## 10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include:

- Restorative conversation meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

## 11. Pupil transition

### 11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### 11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## 12. Training

As part of their induction process and ongoing staff development, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Incidents of searching and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every academic year by Senior Leader: pastoral and safeguarding

The data will be analysed from a variety of perspectives including:

- At school level
- By age group

- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the governing board and the Headteacher.

## **14. Links with other policies**

This behaviour policy is linked to the following policies:

- Fixed Term and Permanent Exclusion policy
- Safeguarding policy
- Search and Confiscation
- E-Safety Policy
- Anti-Bullying Policy

**Approved by Board of Governors November 2023**

## APPENDIX A

### Senior School Reward System

Our reward system reflects our ethos, community and celebration of effort and individual resilience. Our Sion Reward System is one which focuses on intrinsic motivation, encouraging students to achieve their very best and to support their communities because it is personally rewarding, not for an external reward. The information gathered through the awards will also be used to populate the Celebration Boards that are displayed within the school.

#### Intrinsic Motivation

This is a reward system that encourages our students to pursue an activity for the pure enjoyment of it – being intrinsically motivated. Their motivations for engaging in various ways arises entirely from within rather than out of a desire to gain some type of external rewards such as prizes, money, or acclaim. However, intrinsically motivated behaviours do come with their own rewards. These rewards involve creating positive emotions within the individual.

Positive emotions and personal drive and motivation can be experienced when people achieve a sense of meaning through participating in community events for instance. There should also be a sense of progress when a student recognises that his/her work is accomplishing something positive or bringing about a new competence through new learning and subsequent development of new skills.

#### The Areas of Recognition

There are four main areas of recognition:

	Award Information
<b>Effort and Academic Achievement</b>	Students receive an Effort and Academic Achievement award when they demonstrate outstanding focus and commitment to the task. Facing academic challenges with resilience and drive will also trigger an award. This award focuses on effort rather than the academic grade; however, the student should achieve their expected grade or even exceed it. Success in national and international competitions, and independent study and research should also be celebrated with this award.
<b>Sion Spirit</b>	Students receive a Sion Spirit Award when they demonstrate actions that are associated with our school motto (Consideration Always) and our school ethos. A Sion Spirit Award can be awarded by any member of the school staff (teaching and support) and parents can inform the school of their child's actions outside of school and request that their child is considered for this award. If a member of public informs the school about a student's positive actions, the school may choose to make an award in response to this communication.
<b>Community Outreach</b>	Students receive a Community Outreach Award when they voluntarily give of their time and/or talents to serve others in their community. A Community Outreach Award can be awarded by any member of the school staff (teaching and support) and parents can inform the school of their child's actions outside of school and request that their child is considered for this award. If a member of public informs the school about a student's work within the community, the school may choose to make an award in response to this communication.

<b>Leadership</b>	There are numerous opportunities for students to take on leadership roles in school. Where a student demonstrates outstanding leadership skills and remains committed to his/her area of focus, the school will make an award.
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### Making the Award

Awards are made by members of staff using SIMS which should include a brief note as to why the award was made. Awards may be made at any time during the term, although there will be a cut-off period to enable records to be finalised in preparation for the termly Ceremony of Recognition.

- Effort and Academic Achievement
- Sion Spirit
- Community Outreach
- Leadership

Effort and Academic Achievement Awards should be awarded for such things as vocab tests; key word tests; recaps; quizzes; small assessments; good homework; consistent effort that sometimes can go unnoticed and so on. These are different to one piece of work with particular high effort such as extended essays or an assessment, etc. A suggestion is that if they do well in **five pieces** of the above it would equate to **one award** for effort and academic achievement. For the extended pieces of work then one award is relevant (or two per piece – depending on the effort by the student).

Student and Form Group totals are available in SIMS and are useful information for Key Stage Coordinators and Form Tutors when monitoring students.

### Termly Award Ceremonies

Each term, students with outstanding levels of awards from one or more of the four areas will be invited to attend a “Ceremony of Recognition” with their parents/grandparents. This will be a formal reception where individual achievements will be celebrated by members from the Senior Leadership Team, Key Stage Coordinators and associated Form Teachers and teaching staff where appropriate and possible.

These students will be published on the celebration boards which will be updated each term.

Termly reports will be run from the database and students with outstanding levels of awards will be selected to attend the Ceremony of Recognition.

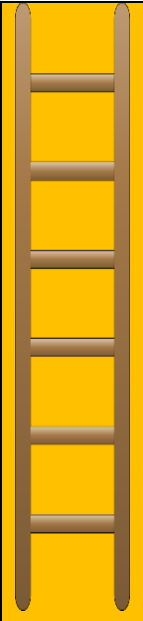
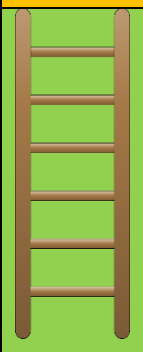
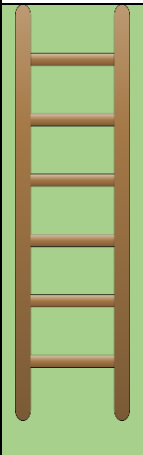
### Managing the Awards

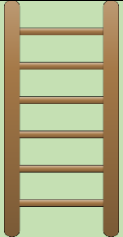

Staff members will make the awards ensuring that the students are aware they have been given them. Form Tutors can be kept informed about the awards that students are accruing too. This will provide useful information for monitoring and general ongoing celebration of success in those key areas.

The Deputy Headteacher will coordinate and organise the Termly “Ceremony of Recognition” and ensure that all invitations are sent out in good time. Awards will carry House Points too.






**Headteacher’s Commendation** - Students who achieve outstanding results/attainment in academic work, or display resilience and outstanding effort in class, or serve the school/local community with their time and talents can be nominated for a ‘Head’s Commendation’. These are awarded by the Headteacher in person.

## Reward System in the Junior School:

	<p><b>C5 You are AMAZING!</b></p> <p>You are working so hard – every lesson, every day. You are displaying dedication and commitment to all of your studies. Your independent work is outstanding. Your engagement in all lessons is superb.</p> <p>You have shown considerable kindness and consideration to all people. You go the extra mile in looking after others.</p> <p>You make a significant difference to the life of the school.</p>	<p>When you are awarded with a C5, the Headteacher is informed.</p> <p>The Headteacher invites you and your family members to meet him in his study.</p> <p>The Headteacher then shares your outstanding achievements with your parents and presents you with a C5 certificate and badge.</p> <p>This is a very special moment and a very special award.</p>
	<p><b>C4 This is a WOW moment.</b> Your teacher and your class friends have recognised your wonderful achievement/your wonderful kindness. Everyone is so impressed and everyone wants to celebrate your achievement with you.</p>	<p>You will be invited to a Ceremony of Recognition with other C4 nominees. Parents and family members will come to school for a formal ceremony where your outstanding effort/achievement/kindness will be celebrated and recognised.</p>
	<p><b>C1, 2, 3 for KS 1 and KS2</b></p>	<p><b>C4 all KS 2 only</b> <b>C5 for Years 5 and 6 only.</b></p>
	<p><b>C3 You always try your hardest consistently and produced work above expectations.</b></p> <p>Your teacher has been consistently impressed with your hard work, dedication, resilience and effort.</p> <p>Your teacher has been consistently impressed with your kindness towards others.</p> <p><b>Your teacher has heard about a significant achievement</b> that you have reached outside of school.</p>	<p>Postcard sent home.</p>

	<b>C2</b>	<b>You have worked really hard in today's lessons</b>  You have gone the extra mile in a lesson. You are so wonderfully engaged in your learning and your teacher is so impressed with all that you are doing.	Work taken to KS coordinators or SLT, given a consideration always certificate in assembly on Thursday.
	<b>C1</b>	<b>You have done some good work</b>  Your teacher is pleased with your engagement in a lesson or has noticed your kindness and care for others.	House points awarded at teachers discretion

**Junior School summary version:**

	<b>C5</b>	<b>You are AMAZING!</b> You are working so hard – every lesson, every day.  You have shown considerable kindness and consideration to all people.	<b>The Headteacher invites you and your family members to meet him in his study.</b>  This is a very special moment and a very special award.
	<b>C4</b>	<b>This is a WOW moment.</b> Your teacher and your class friends have recognised your wonderful achievement/your wonderful kindness.	You will be invited to a <b>Ceremony of Recognition</b> with other nominees. Parents and family members will come to school for a formal ceremony
	<b>C3</b>	<b>You always try your hardest consistently and produced work above expectations either in or out of school.</b>	<b>Postcard sent home,</b> telling your family and friends of your achievements.
	<b>C2</b>	<b>You have worked really hard in today's lessons</b> and your teacher is so impressed with all that you are doing.	Work taken to KS coordinators or SLT, given a <b>consideration always certificate</b> in assembly on Thursday.
	<b>C1</b>	<b>You have done some good work</b>  Your teacher is pleased with your engagement in a lesson or has noticed your kindness and care for others.	<b>House points awarded</b> at teachers discretion



## Senior School Sanctions

**Reminder** – of the classroom expectations – delivered in private where possible. Teacher should try to keep things at this stage. A student can have a second reminder.

**Caution** – A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Ask them to think carefully about their next steps.

**Last Chance** – Speak to the student privately and give them a final opportunity to engage. Offer positive choice to do so and refer to a previous example of their good effort and behaviour.

At this stage it is also a good idea to ask the student to stay behind for two minutes after class. This cannot be removed if they decide to behave. This is for time owed due to the behaviour and distractions to the class.

**Time out** – Time out can be a short period outside of the classroom for them to reflect on their behaviour.

N.B. Once back inside the classroom, if a student continues to disrupt the learning, then they should be sent to a member of the SLT.

**Repair** – This is a quick chat at breaktime or a restorative meeting if more serious and frequent.

### Need to make up lost learning

If a student needs to catch up or payback time lost in learning, then a simple imposition is quick, effective and takes no precious time away from staff. Impositions are additional work that must be completed that evening and signed by a parent and returned first thing in the morning.

The parent can see that there are expectations that are not being met, the student understands that there are natural consequences for not completing the work and the responsibility for making the time up is the student's not the teacher's.

All that is needed is a short pre-written note that can be stapled into the book with space for the parent to sign, an indication of when and where this needs to be returned and an indication of the amount of work owed.

### 'On Report'

The student must be instructed to hand the 'On Report' form to the subject teacher at the start of every lesson. Staff will comment on the area of focus and the student must ensure that they report to the designated person (this could be the Form Tutor/Key Stage Co-ordinator/Head of Faculty/Deputy Head) to talk through the report at the end of each day. If there are wider concerns, then the person monitoring the report may ask to see it at more regular intervals during the day. It is good practice to share the outcomes of the report with parents. If there is not an immediate improvement, then a meeting with parents, student and the Head of Pastoral/Deputy Head/Headteacher will be called regarding any further sanctions.

### Homework Support

Where a student has failed to hand in their homework, the teacher asks the students why the homework was not completed. The student explains that they forgot the deadline, didn't understand, other commitment or reason.

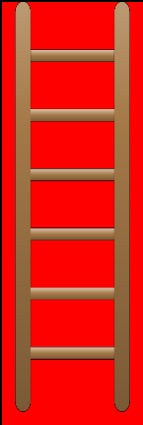
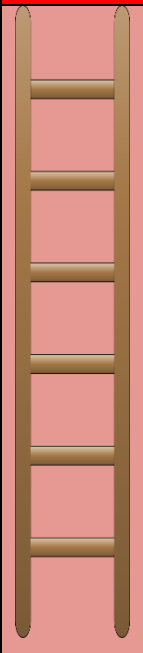
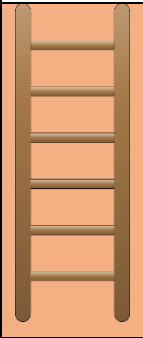
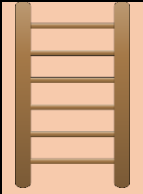
Where additional help is required an extension may be given so the teacher has a chance to support. The student agrees when they can complete this by. By involving the student in this process, we are increasing the likelihood of it being completed and empowering the student. If that deadline isn't met, they complete the following lunchtime. We don't use the word detention.

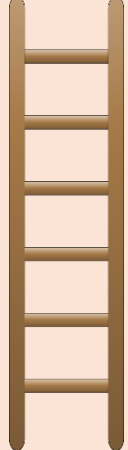
Where this doesn't happen, teacher emails home.

Where homework is incomplete, subject teacher emails tutor who keeps a record to discuss at TAP meetings.






Where *there is* a bigger picture of incomplete homework across a number of subjects, Head of Academic or Pastoral to support. TAP meetings will be every ½ term.

## Behavioural System in the Junior School

	<b>W5</b>	<p>The Headteacher will now review your behaviour record with you and your parents. If you have not chosen to improve your behaviour and continue to make the wrong choices without any desire to improve, the Headteacher will apply serious sanctions.</p>	<p>Possible fixed-term exclusion from the school. You may be asked to leave the school.</p>
	<b>W4</b>	<p><b>Whilst on your Behaviour Report, you have not managed to improve your behaviour.</b> Your teacher has now moved you to a W4. Your parents will be asked to meet with a member of the Senior Leadership Team to discuss your behaviour and to ensure the serious nature of being placed on a W4 Report</p>	<p>You have been placed on a W4 Behaviour Report, and now you must report to a member of the Senior Leadership Team at the end of each day to review your Behaviour Report.</p> <p>This could be Mrs Summers, Mrs Manco or Mr Faulkner.</p> <ul style="list-style-type: none"> <li>• After a week on the W4 report and only if you improve your behaviour and meet the agreed targets, you will return to a W3 report for another week.</li> <li>• If that is also successful, you will then be taken off the W Ladder.</li> <li>• If your behaviour does not improve after a week on the W4 report, you will be moved up to W5</li> </ul>
		<p><b>C1, 2, 3 for KS 1 and KS2</b></p>	<p><b>C4 all KS 2 only</b> <b>C5 for Years 5 and 6 only.</b></p>
	<b>W3</b>	<p><b>Your teacher is concerned that you are making wrong choices many times throughout the week.</b> You have been issued with a number of W2s this week and you are not managing your own behaviour positively.</p>	<ul style="list-style-type: none"> <li>• You will now be placed on a W3 Behaviour Report.</li> <li>• A <b>home schoolbook</b> will be set up and each day the class teacher will discuss the comments from home and school.</li> <li>• Your <b>Class Teacher will agree targets with you and with your parents.</b></li> <li>• If you meet those targets throughout the week, you will step off the W Ladder</li> </ul>
	<b>W2</b>	<p><b>You have not made immediate improvements to your behaviour after your teacher gave you a W1 warning.</b></p>	<p>You will <b>lose part of your break time</b> and your parents will be verbally informed and teacher will inform the <b>KS 1 or 2 coordinators</b> who will speak to the child explain what has gone wrong and support them moving forward in the correct way.</p>

			At the end of each week, the W record and the C record is shared with the school's leaders.
	<b>W1</b>	<p><b>Your teacher needs you to think about your current behaviour.</b> Your teacher will tell you that you have moved onto the Wrong Choices Ladder (W1).</p> <p>Your teacher will explain what has gone wrong and what you need to do to put it right – so that you can move off the ladder quickly</p>	<p>Class teacher or subject teacher to speak to the child explain what has gone wrong and support them moving forward in the correct way.</p> <p>At this point, you should correct your behaviour.</p> <p>If you do this, you have successfully stepped off the "W Ladder".</p>

**Junior School summary version:**

	<b>W5</b>	The Headteacher will now review your behaviour record with you and your parents. Headteacher might apply serious sanctions.	Possible fixed-term exclusion from the school. You may be asked to leave the school.
	<b>W4</b>	<b>Whilst on your Behaviour Report, you have not managed to improve your behaviour.</b>	You must <b>report to a member of the Senior Leadership Team</b> at the end of each day to review your Behaviour Report.
	<b>W3</b>	<b>Your teacher is concerned that you are making wrong choices many times throughout the week.</b>	A <b>home schoolbook</b> will be set up Your <b>Class Teacher will agree targets with you and with your parents.</b>
	<b>W2</b>	<b>You have not made immediate improvements to your behaviour after your teacher gave you a warning.</b>	You will <b>lose part of your break time</b> and your parents will be verbally informed Your teacher will inform the <b>KS 1 or 2 coordinators</b> who will speak to you.
	<b>W1</b>	<b>Your teacher needs you to think about your current behaviour.</b>	Class teacher or subject teacher to <b>speak to you and explain what has gone wrong</b> and support them moving forward in the correct way.