



# HERNE VIEW CHURCH OF ENGLAND PRIMARY SCHOOL

*including Apple Orchard Pre-School*

## Behaviour Management Policy inc Anti-Bullying

Review Date	Version No	Date of previous Review	Changes from previous review
For electronic approval September 2023	3	Autumn 1 FGB 2022	Review to stages in behaviour tracking. Change to Golden Time Inclusion of anti-bullying policy

Date formally approved by the Board	Chair	Signature
12 October 2023	Guy Adams	

### ***Our Vision***

Building for tomorrow, we share knowledge and foster aspirations through acceptance and welcome. We strive to strengthen our connection to the whole community through dignity and respect. Children are the heart of Herne View Primary and we celebrate the worth and uniqueness of all.

'...let your light shine.' Matthew 5:16

Care

Friendship

Respect



# HERNE VIEW CHURCH OF ENGLAND PRIMARY SCHOOL BEHAVIOUR MANAGEMENT POLICY INC ANTI-BULLYING

## The Principles

The staff and governors of Herne View Church of England Primary School believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school by:

- Promoting good behaviour and discipline;
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- Ensuring fairness of treatment for all;
- Encouraging consistency of response to both positive and negative behaviour;
- Promoting early intervention;
- Providing a safe environment free from disruption, violence, bullying and any form of harassment;
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

Whilst we wish to promote good behaviour and attitudes through a system of rewards, we recognise that a system of sanctions is necessary for times when pupils are unable to keep rules or live up to expectations. As with rewards, sanctions, and the reasons for which they are used, need to be made explicit. As far as possible, the sanction imposed should relate clearly to the action which invoked it. For younger children in EYFS and Year 1 any sanctions should be relevant and immediate.

The framework regarding behaviour at Herne View Church of England Primary School includes:

- A whole school behaviour policy, which sets out the general rules and the rewards and consequences associated with these rules.
- Classroom behaviour plans based upon these rules, rewards and consequences.
- Agreed procedures for maintaining a positive, ordered atmosphere in school
- Lunchtime behaviour plan

## Roles and Responsibilities

**The Governing Body** will establish in consultation with the headteacher, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

**The Headteacher** will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the headteacher.

**Staff**, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied, establishing rules and directions that clearly

define the limits for children of what is acceptable and unacceptable behaviour. They also have responsibility, with the support from the headteacher, for creating a high quality learning environment, teaching children to follow the agreed rules and directions and implementing the agreed policy and procedures consistently. Mutual support amongst all staff is essential.

**The Governing Body, Headteacher and Staff** will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

**Parents and carers** will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

**Pupils** will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

We believe that the best way to achieve good standards of behaviour is to be positive and praise/reward good behaviour. This is backed up with sanctions where behaviour is less than acceptable. Adults clearly, confidently and consistently state their expectations to children, and are prepared to back up these words with actions. When an adult responds assertively, they tell children exactly what behaviour is acceptable and what is unacceptable, what will happen when the child chooses to behave and what will happen when the child chooses not to behave. No questions. No room for confusion. At the same time they understand each child's need for warmth and encouragement and does not allow any child's appropriate behaviour to go unrecognised.

Herne View Church of England Primary School Code **(see appendix 3)**

- Take care of yourself
- Take care of others
- Take care of our school

These rules are applicable in all circumstances while the children are at school. All children in school should know these rules and the rewards and consequences which apply to them.

The Code's rules are designed to be sufficiently broad so that they are applicable in all circumstances; children need to be taught how they apply in different situations.

## **Rewards**

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

At the simplest level, these will include:-

- A smile
- A comment; 'well done' etc.

- Being sent to another person to tell them about what you have done (within classroom bubble during Covid)
- Being sent to the Headteacher/Assistant Headteachers to receive a sticker and mention in a 'special assembly' – see Star of Week below.
- Being awarded a 'Star of the Week' Award or Ilminster Lions' Improvement Award
- Having work chosen for our Wonderful Writing awards

**Behaviour Tracker Sheet / Golden Time (see Appendix 4)**

This is a **daily** behaviour tracker sheet where teachers will record individual pupil's names on the tracker as necessary. Children work through the stages; however a serious breach of rule (for example, punching, kicking, swearing, and racial abuse) will lead to immediate action as deemed appropriate by the Senior Leadership Team and Headteacher.

Name	Monday	Tuesday	Wednesday	Thursday	Friday
	W1234	W1234	W1234	W1234	W1234
	W1234	W1234	W1234	W1234	W1234

W = verbal warning

1 = second warning – child moved within the class (near an adult or on their own)

2 = child sent to another class with work to complete

3 = child sent to team leader if inappropriate behaviour continues in another class or if two visits to another class in the same week

4 = child sent to Headteacher/Assistant Headteachers if three visits to another class in same week

This behaviour tracker is collected every Friday morning and taken to the headteacher so a record can be kept. The Head Teacher and Assistant Headteachers will meet regularly to discuss the class tracker sheets, lunchtime time outs and those children at risk of persistent poor behaviour

If the senior leadership team spot a pattern of misbehaviour further actions may be deemed appropriate. Serious incidents and consistent patterns of poor and worrying behaviour are recorded in individual children's logs by the class teacher – using the STAR recording sheets.

**Lunchtime Behaviour Plan**

At lunchtimes all staff will follow a 1, 2, 3 procedure whilst also promoting positive behaviour through comments to pupils and pointing out positive behaviour on the playground and in the hall.

1 = verbal warning giving children an opportunity to change to more positive behaviour at lunchtime

2 = time out with a lunchtime supervisor (rule of thumb this should be for one minute per year of age).

3 = red card sent with child to class teacher or in their absence the team leader.

## **Agreed procedures for maintaining a positive, ordered atmosphere in school**

Our aim is to reduce inappropriate behaviour by promoting good behaviour throughout the school. We can do this by:

- Expecting, recognising, praising and rewarding good behaviour
- Modelling good behaviour
- Advising families of good work or behaviour
- Highlighting good work or behaviour e.g. in assemblies
- Providing a challenging and stimulating programme of study designed to enable all to flourish
- Encouraging children to reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- Enabling children to take increasing responsibility for their own learning and actions
- Ensuring that learning is progressive and continuous
- Taking prompt appropriate action to deal with inappropriate behaviour
- Working collaboratively with a shared philosophy and commonality of practice following School Guidelines
- Provide a positive ethos to encourage good behaviour
- Applying rules firmly, fairly and consistently
- Clear and consistent understanding and application of school expectations

Within school:

- All staff share responsibility for the behaviour of children throughout the school.
- Children are expected to walk quietly into and out of the hall for assemblies/worship and to sit silently during the assembly/worship. Teachers should supervise their class coming into assembly/worship, model appropriate behaviour ensuring they engage positively throughout assembly/worship and encourage them at the end of assembly to walk silently back to class.
- Teachers will encourage children to take responsibility for cloakrooms and ensure they are clear at the end of each day.
- Staff promote the need for children to line up silently at the end of playtimes and lunchtimes so they can listen to staff instructions.
- Children are expected to walk around school quietly and calmly.

## **Sanctions**

Sanctions are needed to respond to inappropriate behaviour. Sanctions which may be used are verbal warnings, the withdrawal of privileges, time out, referral to the Head Teacher/Assistant Headteachers, being entered in the Behaviour Diary, parents/carers being contacted and, as a final sanction, suspension/exclusion.

### ***Verbal Warnings***

These are given by teachers and other adults where there is a minor incident or the first occasion of an incident.

### ***Withdrawal of Privileges***

This may occur when a verbal warning has already been given or for the first incidence of a more serious nature.

## ***Time Out***

This will be given when a pupil needs to be removed from a situation before a more serious incident occurs. The pupil should be given a specific time for which they will be withdrawn from the activity (e.g. a sand timer may be used with younger children – one minute for each year of age is quite a good guide) and clear expectations of their behaviour during the timeout period. A suitable place for time-out to be taken will be identified by the teacher, ensuring that the pupil remains under adult supervision at all times. The adult does not talk to, counsel or reprimand the child during this time. Soon after the child's re-entry into the room an opportunity is found to comment positively on their behaviour.

## ***Referral to the Head Teacher***

Pupils may be referred to the Headteacher or Assistant Headteachers for more serious incidents or when a particular behaviour recurs. For incidents of racist behaviour, a referral to the Head Teacher or Assistant Head Teachers will always be made and LA reporting procedure will be followed.

## ***Behaviour Book***

When a pupil is referred to the Headteacher or Assistant Headteachers for serious incidents, the pupil's name, nature of the incident and action taken is recorded in the Behaviour Diary.

## ***Notification of Parents***

Where a teacher has concerns regarding a pupil's behaviour they may request a meeting with parents, this may just be a short conversation at the end of the day but should always take place privately. Parents will be contacted and offered an appointment to discuss a pupil's behaviour and any further action when a child's name appears three times in a half term in the Behaviour Diary or when involved in any serious incidents, including those of a racist nature.

## ***Suspension***

Whilst we strive to be an inclusive school where suspension from school is very rare, we would hope that no pupil is ever suspended from our school, we recognise that in exceptional circumstances, when the safety or well-being of staff and pupils may be under threat, that suspension may ultimately be used. If suspension is ultimately the only alternative, guidelines published by the DfE must be followed and the Chair of Governors will be informed.

The above are general guidelines for the use of rewards and sanctions within the school. We do recognise that not all eventualities can be accounted for and that individual circumstances and needs should always be taken into account when dealing with pupils. However, adults should always ensure that their actions are fair and reasonable and that the reasons for decisions are made explicit to all those involved.

## ***Involvement of Outside Agencies***

Pupils whose inappropriate behaviour is more frequent, persistent, or severe than others will be placed on the Special Educational Needs Register. Emotional and behavioural difficulties often prevent children's progress in learning and they will be given support towards improving their behaviour through an PLP (Personal Learning Plan), Provision Map and/or Personal Behaviour Plan. External agencies such as Behaviour Support Services or the Educational Psychologist may be called upon to offer additional support, when necessary. (See our Policy for Special Educational Needs).

## **Screening or searching a pupil**

This will only occur where there is a reasonable belief that the pupil possesses an item that that is 'prohibited' or banned in accordance with school rules. Whenever staff screen, search or confiscate items they will follow the document guidance Screening, Searching and Confiscation: Advice for Headteachers, Staff and Governing bodies. January 2018. DfE

## **Behaviour outside the school premises**

The Power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable" will only happen in the following circumstances where misbehaviour by the pupil occurs when the pupil is:

- taking part in any school-organised or school-related activity or
  - travelling to or from school or are wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

## **Use of Reasonable Force**

Appendix 1 outlines Herne View's Church of England Primary School statement in regard to Use of Reasonable Force

## **Allegations against school staff**

In cases where allegations are made against school staff or it is found that pupils have made malicious accusations against school staff the school will draw on the advice contained in the Dealing with Allegations of Abuse against Teachers and Other School Staff' guidance DfE document . Consequences will be in line with the rest of the Behaviour Policy.

## **Child on Child Abuse**

Herne View's Church of England Primary School expects all our children to be safe and any allegation of Peer on Peer Abuse will be taken seriously as it does not reflect the values of our school.

Keeping children safe in Education September 2023, Part one (KCSIE 2023) states that:

- Child-on-child abuse
- All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online.
- All staff should be clear as to the school or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.
- All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).
- It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe

environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

- Child-on-child abuse is most likely to include, but may not be limited to:
  - bullying (including cyberbullying, prejudice-based and discriminatory bullying)
  - abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
  - sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
  - sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
  - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
  - consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
  - upskirting which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
  - initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Any concerns should be reported to the DSL or DDSL via My Concern so that early intervention can be supported where required.

## **Harmful Sexual Behaviour**

Likewise, Harmful sexual behaviour (HSB) will not be tolerated in Herne View Church of England Primary School. Harmful Sexual Behaviour is a term used to describe sexual actions that are outside what is safe for a young person’s stage of development. It includes actions that can harm either the child or young person themselves, or another person. It can include:

- Frequently and intentionally accessing age-inappropriate sexual material online
- Using inappropriate language
- Undertaking mutual sexual activity, they are not ready for with peers
- Sending and receiving illegal images
- Sexual interaction where there are significant power differences, lack of consent, or through force or threats
- Engaging in abusive or sexually violent sexual behaviour online or offline.

## **Review**

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed.

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents.

The outcome of the review will be communicated to all those involved, as appropriate.



## **Appendix 1**

**Statement re Use of Reasonable Force** (taken from DfE Use of reasonable force - Advice for headteachers, staff and governing bodies July 2013)

*Who can use reasonable force?*

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

*When can reasonable force be used?*

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

*Schools can use reasonable force to:*

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.
- Whenever used reasonable adjustments for disabled children and children with special educational needs (SEN) must be made.

*Schools cannot:*

- use force as a punishment – it is always unlawful to use force as a punishment.

Appendix 2

## **Anti Bullying Policy**

### **Rationale**

Herne View Church of England Primary School is committed to a policy of inclusion, to equality and justice. This policy has been developed in consultation with pupils, staff, parents and governors of the school. The policy follows guidelines in the DfE document Preventing and tackling bullying – Advice for head teachers, staff and governing bodies, July 2017.

### **We believe that bullying behaviour is totally unacceptable.**

We believe that where bullying is challenged effectively pupils will feel safe and happy and we will demonstrate a school that cares. Bullying is detrimental to the bullied and the bully.

Our bullying policy should be read in conjunction with our school's behaviour management policy.

### **Aims**

Within Herne View we want:

- All children to feel safe and to learn, play and be with others;
- All children to be treated fairly, with respect and dignity;
- We aim to listen carefully to what children have to say and to treat all reports seriously.

## **The nature of bullying**

There are many definitions of bullying, but it is generally accepted to be:

- Deliberately hurtful (including aggression);
- Repeated often over a period of time;
- Difficult for victims to defend themselves against.

Bullying can take many forms, but three main types of child on child bullying are:

- **Physical** – hitting, kicking, taking belongings;
- **Verbal** – name calling, insulting, making offensive remarks;
- **Indirect** – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, including via use of technology.

Research shows that name-calling is the most common direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour, or some form of disability.

## **Pupils' attitude to bullying**

Pupils' understanding varies with age. EYFS and KS1 may confuse bullying with fighting and nasty experiences generally – making it difficult to identify actual bullying. KS2 tend to develop a more mature understanding.

The most important indication of bullying behaviour is whether the victim themselves believe that they have been subjected to bullying.

**We want children to tell us if they have a problem with bullying behaviour and what they say will always be taken seriously.**

## **Other specific areas of bullying:**

### **Cyber bullying**

This is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. Our Online Safety Policy also addresses this area and children receive regular online safety lessons and annually we are involved in Internet Safety Day. Information is also provided to families to remind them about the age restrictions on many social media channels like Whats App which can be the main source of cyber bullying between pupils outside of school.

### **Prejudice based bullying**

Prejudice-based bullying is any type of direct physical or verbal bullying, indirect bullying or cyberbullying based on protected characteristics such as: age, disability, gender reassignment, pregnancy and maternity. Protected characteristics are discussed with pupils through our PSHE programme SEAL and through collective worship themes.

### **Discriminatory bullying**

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia.

### **Involving parents**

Parental support is one of the keys to the success of our anti bullying policy.

We aim to consult and communicate with parents on a regular basis. We advise parents of the possible consequences of bringing valuable items in to school.

### **What should parents do if they feel their child is being bullied?**

Any parent contacting the school with a particular concern will always be taken seriously. The first point of contact for the parent is the child's class teacher and we recognise that the following contributes to good practice:

- Recognising that the parent may be angry or upset;
- Keeping an open mind – bullying can be difficult to detect, so a lack of staff awareness does not mean that no bullying has occurred;
- Remaining calm and understanding;
- Making it clear that the school does care and that something will be done;
- Explaining the agreed school procedures and policy and ensuring these are followed.

If a parent does not feel that the situation has been dealt with adequately by the class teacher then the next stage of the complaint's procedure is to contact the headteacher who will complete the school's bullying concern form with the parents.

### **Strategies in school to prevent bullying behaviour include:**

- Making clear links between our bullying policy and behaviour management policy;
- Records of conversations with parents concerning any incidents of bullying, if deemed appropriate.
- Being aware that even the youngest children can understand the consequences of their own actions;
- Listening carefully to pupils and providing opportunities for them to express views and opinions – for example during circle time;
- Multi agency work – working with Children's Social Care, Police, etc.
- Involving parents and the wider community;
- Making use of curriculum opportunities to raise pupils awareness, e.g. through RE, cross curricular themes, drama, story writing and literature;
- Including all staff in training;
- Involving governors, parents and staff in the development of the anti-bullying policy;
- Teaching victims to say 'no' or get help.

### **Dealing with reported incidents of bullying**

Version 3 July 2023

At Herne View we adhere to 5 key points:

1. Never ignore suspected bullying;
2. Don't make premature assumptions;
3. Listen carefully to all accounts – several pupils saying the same thing does not necessarily mean they are telling the truth;
4. Adopt a problem-solving approach which moves the pupils on from justifying themselves;
5. Follow up repeatedly, checking bullying has not resumed.

If a child has been bullied the action that follows will depend on the severity of the incident.

Family of the child alleged to have bullied will be contacted so they are aware and working with the school on consequences and any adjustments. Communication can then be maintained to follow up future behaviour.

ELSA will get involved in all recorded bullying cases supporting all pupils involved.

Sanctions will be in line with the behaviour policy and can ultimately include suspension.

### **Monitoring and evaluating the policy**

The policy will be regularly monitored and evaluated by the headteacher and class teachers through the following methods:

- Checking each class for frequency of incidents;
- Talking with pupils e.g. in circle time;
- Conducting sampling surveys with a group of class;
- Playground observations;
- Small group interviews – or individual interviews.

Herne View Church of England Primary  
School Code

Take care of yourself  
Take care of others  
Take care of our school



## Herne View Church of England Primary School Line Up Code

- ✓ Walk to the end of the line
- ✓ Leave a person space
- ✓ Keep hands and feet to yourself
- ✓ Keep quiet and still



## Herne View Church of England Primary School Listening Code

When an adult asks for my attention I:

- ✓ Stop what I am doing
- ✓ Empty hands
- ✓ Look at the adult
- ✓ Keep quiet and still
- ✓ Listen





Appendix 4 Herne View Church of England Primary School - Weekly behaviour management chart (please pass to HT including any nil returns on a Friday morning)

Class: \_\_\_\_\_ Date starting: Friday \_\_\_\_\_

Name	Monday	Tuesday	Wednesday	Thursday	Friday * start week here
	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4
	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4
	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4
	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4
	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4
	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4
	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4
	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4	W 1 2 3 4

W = verbal warning

1 = second warning – child moved within the class (near an adult or on their own)

2 = child sent to another class with work to complete

3 = child sent to team leader if inappropriate behaviour continues in another class or if two visits to another class in the same week

4 = child sent to Headteacher/Assistant Headteachers if three visits to another class in same week