



# HEATHSIDE SCHOOL HAMPSTEAD

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## Behaviour Management Policy

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Next Review Date: July 2026

This policy is for the whole school including EYFS, and has been written with due regard to the following DfE Guidance documents:

- Behaviour in Schools: Advice for headteachers and school staff, February 2024
- Searching, Screening and Confiscation Advice for schools, July 2022
- Use of Reasonable Force: Advice for headteachers, staff and governing bodies, updated January 2025
- Special educational needs and disability code of practice: 0 to 25 years, updated September 2024

This policy should be read in conjunction with the following policies:

- Countering-bullying Policy
- Safeguarding Policy
- SEND Policy
- PSHEE Scheme of Work

## **1.INTRODUCTION**

Heathside School seeks to create an environment in the school which promotes good behaviour, self-discipline and respect for British Values and others.

We aim to maintain an ethos of positive behaviour throughout the whole school, through strong school leadership, effective classroom management, and a consistent approach that is understood by parents, teachers and pupils, and is based on a sense of community and shared values.

We also aim to encourage consistency of response to both positive and negative behaviour through a system of rewards and sanctions.

## **2. EQUALITY ACT**

The School has due regard to the Equality Act 2010. Whilst all pupils are expected to behave well, there may be some pupils with identified special educational needs for whom reasonable adjustments to classroom management need to be made. Pupils with special educational needs or disabilities may also be targets for unpleasant behaviour from other children, and due care should be taken to prevent this.

## **3. SCHOOL LEADERSHIP**

The Head has responsibility for the positive conduct of the pupils in the school. In order for this to be effective, this behaviour policy is discussed regularly in staff meetings and is reviewed annually.

The Head of EYFS and Deputy Head are responsible for collating the recording of sanctions, the keeping of the discipline logs and the running of more serious sanctions.

#### **4. STAFF DEVELOPMENT AND SUPPORT**

All staff are responsible for positive behaviour and should lead by example. High standards of conduct and behaviour are expected from all pupils, in and out of the classroom, on school trips or visits, walking between school buildings and in journeying to and from school. To achieve this, staff must be consistent in their approach, firstly by rewarding good behaviour and secondly by not tolerating poor behaviour.

Staff should:

- enforce the school rules and the pupil code of conduct consistently;
- not be over familiar with pupils i.e. keep a professional relationship;
- demonstrate courtesy and respect to all members of the school community (pupils, colleagues and parents) at all times;
- be sensitive to pupils' problems and special needs;
- never use sarcasm as it can be hurtful.

When dealing with an incident of poor behaviour staff should:

- give pupils the opportunity to explain their behaviour or grievance;
- never threaten anything they cannot carry out;
- give the appropriate sanction and where appropriate refer to a senior colleague;
- ensure the form teachers of all children involved are informed;
- remain patient and tolerant, and think before they speak.

Colleagues should be respectful of one another and enforce any sanctions given by another member of staff. Should they feel a sanction was not deserved, they should refer this to a senior colleague and not indicate this to the pupil.

If a child is seriously hurt, either emotionally or physically, parents should be informed as soon as is reasonably practicable, on the same day.

Staff training is conducted on a regular basis and further guidance can be found in the staff code of conduct and staff handbook.

Pupil misbehaviour is discussed at staff meetings so that successful strategies can be shared. Should any member of staff need any further support with maintaining discipline and encouraging good behaviour, this will form part of their appraisal. Examples of support that is available for members of staff include coaching and mentoring, allowing a personal, flexible and supportive approach.

## 5. CLASSROOM AND POSITIVE BEHAVIOUR MANAGEMENT

### 5.1 Zones of regulation

Children behave better if they are happy at school and feel heard. As a school, we therefore follow the Zones of Regulation, an approach that teaches children about emotions and self-regulation, and which promotes resilience.

There are four Zones of Regulation representing different feelings and emotions:

- the Blue Zone: feeling sad, bored or tired
- the Green Zone: feeling calm and focused
- the Yellow Zone: feeling frustrated, worried or excited
- the Red Zone: feeling angry, panicked or overjoyed

Children are taught:

- about emotions and to recognise what zone they are in;
- that it is natural to experience feelings within all zones at one time or another;
- that you can fluctuate between the zones throughout the day;
- that all zones and all feelings are acceptable, but not all behaviours are acceptable;
- that, when we notice that our behaviour is not appropriate to the situation, it is a clue that we need to manage ourselves differently;
- strategies to regulate themselves back to the green zone, such as breathing techniques, counting, stretching or squeezing hands together.

The Zones of Regulation poster is displayed at the front of the classroom and during morning and afternoon registration, class teachers direct children to identify which zone they are in and how to help themselves get back to the green zone. This exercise enables children to start the morning and afternoon in the right frame of mind to participate in their lessons.

A well-structured curriculum delivered through well-planned and effective lessons will ensure that the children enjoy learning and remain in the green zone. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection that can lie at the root of poor behaviour.

In addition, teachers should:

- create a positive climate with realistic expectations;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- promote, through example, honesty and courtesy;
- ensure fair treatment for all regardless of age, gender, race, ability and disability; making reasonable adjustments (as appropriate and indicated on the child's IEP) to

classroom management for pupils with learning difficulties or disabilities (see *SEND policy*).

- show appreciation of the efforts and contribution of all. However, praise/awards must be deserved, otherwise their value is undermined and eventually they become meaningless;
- ensure sufficient challenge and avoid pupil boredom leading to distraction;
- ensure that all pupils are involved in the lesson;
- ensure pupils have nothing in their hands to distract them during lessons. If the use of a fidget tool is included in the child's IEP, it must be clear that its role is to support the child's learning;
- ensure that they do not carry out tasks external to the lesson itself (eg marking another class' books, writing reports etc) when teaching should be taking place;
- point out and reward good examples of behaviour;
- deal immediately with minor offences e.g. calling out, talking inappropriately during a lesson.

We must acknowledge that some of our pupils have additional needs that require us to make some adjustments. To help pre-empt challenging times, these pupils will have a pink card which, when put on the desk, will allow them to share with the adults in the room that they are feeling overwhelmed and either require some additional attention or on the contrary need some time out.

## **5.2 Peer support**

Pupils who have received several sanctions may find it difficult to modify their behaviour. Their peers may have come to expect their inappropriate behaviour, and they can end up 'playing to the gallery'. Through circle time, or other strategies, pupils should be encouraged to give peer support and help their errant colleague earn respect.

## **6.REWARDS** (SEE APPENDIX 17.1 FOR SUMMARY TABLE)

Our emphasis is on rewards to reinforce positive behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that positive behaviour is valued. The emphasis should always be on the positive approach of encouragement and praise, rather than on the more negative one of criticism and punishment. Not all pupils can come 'top' of the class and it is important that a positive attitude to work and consistent effort is rewarded. Rewards can also be given for sensible and helpful behaviour.

Praise and rewards can be given in many ways and might include the following:

- a quiet word or positive verbal comment;
- an exercise book comment, picking out specific points or ideas that gave pleasure;
- a public word of praise in front of a group, a class, a year or the whole school;
- a visit to the Deputy Head / Head for a special sticker;

- use of School reports to comment favourably, not only on good work and academic achievement, but on behaviour, on involvement and on general attitude.

### **6.1 Certificates in Assembly**

Each Friday, there is a Celebration Assembly which all children from Reception to Year 6 attend. A Star Citizen certificate is awarded by the form teacher to a pupil in each class for a variety of possible reasons, and handed out by the Head. All children have the opportunity to achieve at least one during the course of the year.

Additionally, up to three children are awarded a 'hedgehog of the week' certificate for great contributions to sustainability.

### **6.2 Prize Giving and Leavers' Day Awards**

For each class, two awards are given. These awards may be for:

- Excellence (all round)
- Most effort and progress
- Contribution to school life

There are numerous other 'special' awards e.g.:

- Specific subjects
- Initiative
- Sportsmanship

There are three Headmistress' Awards for the child who has best demonstrated Heathside's values of:

- Nature
- Nurture
- Knowledge

### **6.3 Heath Points**

Everyone in the School – staff (other than the Head and the Head of House) and pupils – is allocated to one of three Houses:

- Onyx (green), associated with balance & growth,
- Amethyst (purple) associated with calm & protection,
- Topaz (red), associated with strength & love.

When they join, children are introduced to their House and the Heath Point System, which is used to engender team spirit and healthy competition. Heath Points are earned

through participation in inter-house competitions, e.g. art, spelling, music, sport or general knowledge.

Children can also earn Heath Points for other reasons such as:

- Demonstrating initiative
- Outstanding classwork or homework (a good standard is always expected)
- Effort and Improvement in classwork or homework (relative to ability)
- Special performances – singing, playing, reading in assemblies
- Demonstrating any of the three school values; knowledge, nature and nurture

These points are collected weekly on an online platform and totals are shared in the Friday Celebration Assembly as well as the weekly newsletter.

### **Heath Certificates and Awards:**

- When they achieve 200, 400, 600 and 800 points Heath Points, children are awarded a bronze, silver, gold and platinum certificate respectively. Pupils who get a platinum certificate are also invited to hot chocolate and cake with the Head.
- The child with most Heath Points each week is awarded a certificate.
- The House with most Heath Points each term is awarded a trophy which is kept in the School Reception area. The children in that House are also given a non-uniform day at the start of the following term.
- On Prize Giving Day, the House with the most Heath Points for the academic year is awarded the House Cup. This is received by the House Captains and kept in the School Reception area. The children in that House are also invited to a House Breakfast.

## **7. ORGANISATION AND STANDARD OF WORK**

The main emphasis of the School behaviour management system is to reward positive behaviour as much as possible using the School rewards system and encourage children to make good choices.

Sanctions and consequences are not the primary or most beneficial course of action for children who are a little disorganised or produce work of a low standard, unless of course this is done deliberately. Whilst lack of organisation and/or effort is recognised and tracked, the first course of action is for the class teacher to check whether the child needs further support in terms of learning and/or organisation, involving the Assistant Head Academic and/or SENDCo as needed.

## **8. MISBEHAVIOUR MANAGEMENT** *(SEE APPENDIX 17.2 FOR SUMMARY TABLE)*

The aim is for a calm, positive community and not a punitive school. In an environment where respect is central, loss of respect, or disapproval, is a powerful consequence.

Although rewards are central to the encouragement of positive behaviour, realistically there is also a need for sanctions. Sanctions exist to discourage future misbehaviour in the individual and to indicate to others that poor behaviour is not acceptable.

Other than minor instances of misbehaviour, all incidents are recorded by the class or subject teacher on CPOMs. This records the child's name, year group, the nature and date of the incident and the sanction.

The use of consequences and sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- There should be a clear distinction between minor and major offences.

On no account should a pupil be told to stand outside a room for misbehaviour.

If it is felt that further intervention is required, then a member of SLT should be summoned by the teacher emailing SLT using 'red card' in the subject of the email, as well as the location, or by sending an adult.

## **8.1 EYFS**

In Early Years expectations regarding behaviour differ from the rest of the school.

Children from birth to five years old are learning how to self-regulate, and the younger ones are beginning to develop 'theory of mind' (the ability to empathise). For this reason, pupils are actively taught how to express their feelings appropriately, the meaning of respect for others, the results of their actions, and conflict resolution techniques. Staff refer to the 'Early Years Foundation Stage Framework' (DfE 2024) and the 'Development Matters Framework' (DfE 2023), both of which provide age-related expectations and guidance around self-regulation for this age group. 'Personal, Social and Emotional Development' (PSED) is one of the Prime areas in the EYFS and is a key focus of all adult-supported and child-initiated learning in our Early Years departments.

Modelling pro-social behaviour is embedded in all our classes and we use a variety of strategies to support children as they learn to manage their own behaviour and develop an understanding of acceptable forms of communication.

Children can become dysregulated when changes are happening in their lives. For this reason, we ask that families inform us whenever something 'unusual' is happening at home (e.g. a new baby, moving house, a family member's illness, etc.). Children who are uncomfortable, stressed, or worried may resort to inappropriate behaviour, especially if they have yet to learn how to express their emotions verbally.



We encourage children to be active participants in their school environment, so that they are invested in maintaining harmony. Routines (which help to settle and regulate) are established early on. 'Now and Next' boards, transitional objects and visual timetables, for example, help to relieve stress and anxiety in young children – they know what to expect, when. Songs are also used to help centre children and during transition times, and are especially useful when working with larger groups. Special Time sessions are held for small groups/ individual children to learn life skills, such as encouraging turn-taking, respect for others, and the need to accept direction. Movement breaks are given whenever necessary, allowing opportunities to be active, and to help regulate emotions.

In Early Years, the class teacher and staff deal with day-to-day incidents of inappropriate behaviour. The key to encouraging appropriate behaviour at this age is to have a secure knowledge of the child, their needs, temperament and how they are motivated. Not all children require the same approach as they learn to self-regulate.

When a child misbehaves, a quiet word and a reminder of what is expected are usually sufficient. Children in Nursery can offer their own apology, but saying sorry is never stressed, as more focus is given to supporting children, helping them to understand the boundaries. 'Time outs' are not used in Nursery, as they are not productive for this age group. Instead, a child and a member of staff may move to a different area of Nursery, to help distract the child. This allows for a time of reflection with an empathetic adult ('time in' rather than 'time out').

When a child's behaviour or attitude in Pre-Reception or Reception is unacceptable, they are made aware of this quietly and firmly. Discussion between teacher and child forms the initial stage of teaching appropriate responses. This ensures that the child clearly understands what is wrong and that it is 'unacceptable'. Children are then encouraged to reflect on their actions, which may include rectifying damage to equipment, or observing the effect of their actions on another child.

In general, though, emphasis is always on positive reinforcement. This is a key component of our behaviour policy: staff 'catch' the children behaving appropriately and praise them for it, rather than waiting for unacceptable behaviour to emerge.

However, less desirable incidents are recorded and discussed in staff meetings, allowing us to gain a better understanding of potential 'triggers' (e.g. transitioning from one activity to another). Children are encouraged to approach staff if they have been upset by another child and repeated incidents of inappropriate behaviour are reported to the Head of EYFS.

Parents are kept informed, as parental involvement is fundamental to help redirect and support the child. When necessary, a child may need extra strategies, and the SENDCo will offer advice to EYFS staff and parents.

All complaints about children's behaviour are fully investigated.

## **8.2 Y1-Y6**

### **8.2.1 Yellow and Red Cards**

From Year 1 to 6 we use the Yellow Card System to ensure that the children understand that their behaviour is not acceptable.

In the first instance and where a child's behaviour continues beyond an initial and clear warning, the teacher will put a yellow card on the child's desk. This serves as second warning. Should the behaviour stop at that point, the card will be collected by the teacher at the end of the lesson.

Should the behaviour continue, however, the yellow card will be filled in and a scan saved on CPOMs. Pupils' views will also be recorded on the card during a reflection discussion scheduled on the same day with the class teacher.

A yellow card can be issued and completed without warning if a teacher believes that a pupil has broken a rule and needs an immediate sanction. This could be for unkindness in the playground for example.

For a more serious misdemeanour, a pupil can receive a Red Card, which is the step before a suspension.

In all cases, yellow and red cards are issued with regard to the pupil's learning profile, age and also the situation that has given rise to the poor behaviour.

Parents will be informed by the class teacher that a card has been issued and will be asked to discuss the incident at home with their child.

### **8.2.2 Focus card**

Some pupils would benefit from the setting of specific targets in order to support their behaviour. Alongside the yellow and red card system, those pupils may be put on Focus Card for a short term. The Focus Card is taken to every lesson and the teacher signs it, with a comment on whether the target was met. This is designed to give frequent reminders to the pupil about behaviour and, hopefully, many positive comments will give them a sense of achievement and boost their confidence.

Parents will be informed by the Deputy Head prior to the pupil receiving a Focus Card. The Parent and Form Teacher sign the card daily. At the end of the week, the completed card is then brought to the Deputy Head. If deemed satisfactory the pupil may come off Focus Card, if not, s/he will receive a new card.

A Focus Card is NOT a punishment but a mechanism to encourage positive behaviour.

### **8.2.3 Suspension**

For serious incidents contravening school rules, the Head may make the decision to suspend a pupil for one or more days. This will be either an internal or an external suspension and done after all evidence has been gathered and further to a conversation with all involved and with parents.

A letter will be written detailing the incident and the process to be followed. On their return, the pupil will meet with the Head to discuss the incident and agree the way forward.

### **8.2.4 Expulsion**

On the rare occasion where it is agreed by all concerned that the pupil needs to be asked to leave the school, the Head will meet with parents to discuss the issues. She will then arrange to meet them again on a second occasion. If at that point it is decided that there is no alternative to exclusion, a letter will be written to confirm this and the reasons why the decision has been taken. Every effort will be made to help and support parents in finding a future school option. The School Governance will be kept informed throughout by the Head.

## **9. INCIDENTS INVOLVING MORE THAN ONE CHILD**

For events involving two or more children, it is important that the child or children concerned also give their record of events in writing, if they are able to.

The procedure is to sit down all those who witnessed or took part in the incident with pen and paper and ask them to write a full account of what happened. As most incidents happen when a member of staff is not present, this helps you to get a full picture. It is also easier for the children to write an honest account rather than to speak, and thus 'tell tales'.

This procedure also gives a serious formality to the incident, which is often better than a reprimand, and allows everyone to calm down. If there is reason to suspect that a child is suffering, or likely to suffer, significant harm then such abuse will be referred to the local authority as a child protection concern.

## **10. REASONABLE FORCE/PHYSICAL INTERVENTION.**

In its 'Use Of Reasonable Force In Schools' Guidance, the DfE states that school staff are authorised to *use such force as is reasonable in the circumstances to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.*

Current DfE guidance gives the following, not exhaustive, list of examples when reasonable force may be used:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- to 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;
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- to restrain a pupil at risk of harming themselves through physical outbursts.

Any use of force will be recorded and parents will be informed on the same day.

## **11. POSITIVE HANDLING PLAN**

If we become aware that a child is likely to behave in a way that may require the use of reasonable force, we will plan how to respond if the situation arises using a Positive Handling Plan. The plan details any strategies and physical techniques that the school has found to be effective for that child, along with any particular responses which the school does not recommend.

We consider Positive Handling Plans alongside any planning document relevant to the individual, including a child's Education Health Care Plan and IEP. We take into account age, sex, social context, SEND, level of physical, emotional and intellectual development.

Parents are involved in the planning process to ensure they are clear about the specific action the school might need to take.

The school briefs all staff who work with the child to ensure they know exactly what action they should be taking. However, no member of staff may use force as a punishment – it is always unlawful to use force as a punishment.

## **12. POWER TO SEARCH PUPILS WITHOUT CONSENT**

In addition to the general power to use reasonable force described above, the Head and authorised staff can use such force as is reasonable given the circumstances to conduct a search for certain "prohibited items". These include stolen items and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

The use of reasonable force / physical intervention applies where a member of the staff of a school is (a) on the premises of the school, or (b) elsewhere at a time when, as a member of its staff, s/he has lawful control or charge of the pupil concerned.

Any instances involving physical intervention by a member of staff are recorded, and parents are informed on the same day or as soon as is reasonably practicable.

### **13. LIAISON WITH PARENTS AND OTHER AGENCIES**

Parents should always be informed of any sanctions. The form teacher should inform them of minor sanctions via email, a telephone call or a conversation at pick-up. All conversations with parents are recorded and added to CPOMS.

The Deputy Head will inform parents of more serious incidents and sanctions.

The Head will meet with the parents should an incident be so serious that suspension is being considered.

After consultation with parents the school may recommend seeking the advice of Educational Psychologists, the child's GP or LEA specialists.

### **14. MANAGING PUPILS' TRANSITION TO ANOTHER SCHOOL**

When pupils move to another school, it is usual for a report to be requested from the Head. On the report, there will normally be questions about behaviour. It is important that such reports are completed in an honest and supportive manner in order to facilitate a smooth transition for the pupil.

Older pupils being prepared for Senior School entry and their parents should be made aware of the importance of the Head's report, and that poor behaviour may prejudice a pupil's chances of entry to the school of their choice.

Concerns about a move to a new school can cause anxiety that itself triggers episodes of poor behaviour. Parents should be made aware of this and suitable strategies discussed with them.

### **15. DISCIPLINARY ACTION AGAINST PUPILS WHO ARE FOUND TO HAVE MADE MALICIOUS ACCUSATIONS AGAINST STAFF**

Any allegation against a member of staff is taken extremely seriously (see *Safeguarding policy*). Should an allegation be discovered to be unfounded or malicious, this may result in suspension or expulsion.

### **16. CONCLUSION**

Heathside School prides itself on the good behaviour of its pupils. This is achieved by maintaining an ethos of mutual respect between pupils and staff, together with the excellent quality of teaching.

This is not to say that instances of poor behaviour do not occur from time to time. No teacher should ever feel isolated when facing a disciplinary problem. Any sanctions are

essentially temporary measures and pupils will only learn to exercise self-discipline and behave in the desired manner when they have respect for the school as an institution and develop a caring and respectful attitude towards their teachers and their peers.

## **17. APPENDICES**

17.1 Rewards chart

17.2 Misbehaviour consequences chart

17.3 Yellow / red card template

17.4 Focus card template

### **17.1 REWARDS CHART**

POSITIVE INSTANCE	REWARD
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<ul style="list-style-type: none"> <li>• Great work</li> <li>• Great behaviour</li> <li>• Great achievement</li> </ul>	<ul style="list-style-type: none"> <li>• a quiet word or positive verbal comment;</li> <li>• an exercise book comment, picking out specific points or ideas that gave pleasure;</li> <li>• a public word of praise in front of a group or a class</li> </ul>
<ul style="list-style-type: none"> <li>• Exceptional piece of work</li> <li>• Exceptional behaviour</li> <li>• Exceptional achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil to show their work to the Head or Deputy Head</li> <li>• Public word of praise in assembly</li> <li>• Star Citizen</li> <li>• Hedgehog of the week</li> <li>• Work displayed</li> </ul>
<b>PRIZE GIVING DAY AT THE END OF THE ACADEMIC YEAR</b>	
2 awards per class, chosen by the class teacher in consultation with colleagues who also work with the class for	<ul style="list-style-type: none"> <li>• Excellence (all round)</li> <li>• Most effort and progress</li> <li>• Contribution to school life</li> </ul>
Across the school, chosen by staff as appropriate, these awards vary year on year, depending on the pupils' talents and skills	<ul style="list-style-type: none"> <li>• Specific subjects</li> <li>• Initiative</li> <li>• Sportsmanship</li> </ul>
Head's Awards, chosen by the Head in consultation with SLT and the Sustainability Lead, to the pupils who have best demonstrated our school values in relation to	<ul style="list-style-type: none"> <li>• Nature</li> <li>• Nurture</li> <li>• Knowledge</li> </ul>
<b>HEATH POINTS</b>	
<b>INDIVIDUALS</b>	
pupil with most Heath Points weekly	House plain certificate awarded in assembly
200	Bronze certificate awarded in assembly
400	Silver certificate awarded in assembly
600	Gold certificate awarded in assembly
800	<ul style="list-style-type: none"> <li>• Platinum certificate awarded in assembly</li> <li>• Hot chocolate with the Head at the end of the term</li> </ul>
<b>HOUSES</b>	
House with most points that term	<ul style="list-style-type: none"> <li>• House trophy displayed in the school reception</li> <li>• Non-uniform day the following term</li> </ul>
House with most points that year	<ul style="list-style-type: none"> <li>• House cup displayed in the school reception</li> <li>• Breakfast with the Head</li> </ul>

## 17.2 MISBEHAVIOUR CONSEQUENCES CHART

***All behaviours beyond level 1 must be recorded on CPOMS by the member(s) of staff managing the behaviour and consequences.***

LEVEL	MISBEHAVIOUR	CONSEQUENCE
1	<ul style="list-style-type: none"> <li>• Low level disruption (e.g. chatting over the teacher)</li> <li>• Refusal to follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of expectations and verbal warning (use <i>'this is a verbal warning'</i>)</li> </ul>
2	<ul style="list-style-type: none"> <li>• Low level disruption following reminder</li> <li>• Isolated breach of pupil code of conduct (e.g. littering)</li> <li>• Refusing to follow instructions following reminder</li> <li>• Poor corridor, lunch hall, den or playground behaviour</li> <li>• Poor public behaviour (including walking to/from the Heath or NE)</li> </ul>	<ul style="list-style-type: none"> <li>• Move the child and put yellow card on desk</li> <li>• Clear up any littering before the end of the lesson</li> <li>• If outside, bring child close to adult (including on the Heath) for set period. Clarify that this is the equivalent of a yellow card on desk.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Persistence of poor behaviour</li> <li>• Insolence</li> <li>• Unkind behaviour towards others</li> <li>• Repeated breaches of the pupil code of conduct (eg chewing gum, eating in class etc) Continuously poor corridor, lunch hall, den or playground behaviour</li> <li>• continuously or repeated poor public behaviour (including walking to/from the Heath or NE)</li> </ul>	<ul style="list-style-type: none"> <li>• Fill in yellow card and arrange a reflection with child (where possible, immediately at end of lesson or on the same day)</li> <li>• If outside, fill in yellow card retrospectively but the child must be made aware that they have received one.</li> <li>• <b>Repair action at professional discretion eg clearing mess, loss of time.</b></li> </ul>
4	<ul style="list-style-type: none"> <li>• Persistence of poor behaviour</li> <li>• Leaving the classroom without permission</li> <li>• Dangerous / careless behaviour</li> <li>• Ignoring / walking away from or being rude to a member of staff</li> <li>• Theft</li> <li>• Verbal abuse e.g. racist, sexist or homophobic comments</li> <li>• Vandalism</li> </ul>	<ul style="list-style-type: none"> <li>• Red card and reflection with the Deputy Head / Head</li> <li>• <b>Repair action at professional discretion eg clearing mess, loss of time</b></li> </ul> <p>and where appropriate</p>
	<ul style="list-style-type: none"> <li>• Physical aggression</li> <li>• Threatening behaviour</li> <li>• Bullying</li> <li>• A serious one-off incident</li> <li>• Three yellow cards in a half-term</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed-term internal suspension</li> </ul>



<b>5</b>	<ul style="list-style-type: none"> <li>• Persistence of poor behaviour</li> <li>• Assault</li> <li>• Possession of weapons or illegal drugs / any illegal materials</li> <li>• Anything that the Headteacher thinks would bring the school into disrepute</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed-term external suspension</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• Persistence of poor behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Permanent exclusion</li> </ul>

### 17.3 YELLOW / RED CARD TEMPLATE

<b>pupil</b>		<b>class</b>	
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<b>date</b>		<b>lesson/time</b>	
<b>incident detail</b>			
<b>staff signature</b>			
<b>reflection date and time</b>		<b>with (member of staff)</b>	
<b>pupil comments</b>			
<b>consequence(s)</b>			
<b>card scanned on CPOMS</b>		<b>by</b>	

## 17.4 FOCUS CARD TEMPLATE

### FOCUS CARD

*grading: E (excellent), G (good), F (fair), P (poor)*

<b>pupil</b>		<b>class</b>		<b>date</b>	
<b>focus</b>					

<b>lesson</b>	<b>focus met</b>	<b>comment</b>	<b>staff's initials</b>
AM Reg			
1.			
2.			
3.			
4.			
5.			
lunch			
PM Reg			
6.			
7.			
8.			
FT comment			
Pupil comment			
Parent comment			



