

## RESPONSES TO INAPPROPRIATE BEHAVIOUR

On occasion when it becomes necessary to respond to challenging behaviour; there is a wide range of practices which can be considered appropriate. In applying these, there should be a consideration of the individual pupil, their needs and circumstances as well as being informed by the School Charter. Sanctions applied should have meaning for the pupil.

### 3 School Rules:

- Keep hands, feet and hurtful comments to self
- Do as any adult asks you the first time
- Right place right time in uniform

A list of inappropriate behaviours and possible staff actions (sanctions) follow:

Level	Specific behaviour examples	Specific Actions	Responsible to:
Low	<ul style="list-style-type: none"> <li>• Shouting out</li> <li>• Inappropriate language</li> <li>• Inappropriate noises or singing</li> <li>• Chewing</li> <li>• Throwing (unless object is thrown with intent to harm or is criminal damage)</li> <li>• Minor disruptive behaviour e.g. interrupting</li> <li>• Out of seat</li> <li>• Verbal aggression – peers / staff</li> <li>• Refusal to do work</li> <li>• Unauthorised eating or drinking in class</li> <li>• Contraband (mobiles /coats/ fidget toys/cigarettes/lighters)</li> <li>• Physical aggression</li> <li>• Play fighting</li> <li>• Unsafe use of equipment</li> <li>• Behaviours similar to the level above</li> </ul>	<ul style="list-style-type: none"> <li>• Lost learning time -catch up work</li> <li>• Sims behaviour points</li> <li>• Contact home if appropriate</li> <li>• Withdrawal</li> <li>• Change of seating plan</li> <li>• Specific behaviour strategies</li> <li>• Fidget toys</li> <li>• Review planning</li> <li>• Use of TA – either to support those on task or 1:1 for those not on task</li> <li>• Lost learning time</li> <li>• Meet with parents if persistent</li> <li>• Inform form tutor/KS lead</li> <li>• Alter planning for one pupil e.g. no practical for week</li> <li>• Confiscate contraband (with SSPO support if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and Support staff</li> </ul>

Level	Specific behaviour examples	Specific Actions	Responsible to:
Persistent Low Level	<p>Behaviours below: that are persistent (happen frequently)</p> <ul style="list-style-type: none"> <li>• Shouting out</li> <li>• Inappropriate language</li> <li>• Inappropriate noises or singing</li> <li>• Chewing</li> <li>• Throwing (unless object is thrown with intent to harm or is criminal damage)</li> <li>• Minor disruptive behaviour e.g. interrupting</li> <li>• Out of seat</li> <li>• Verbal aggression – peers / staff</li> <li>• Refusal to do work</li> <li>• Unauthorised eating or drinking in class</li> <li>• Contraband (mobiles /coats/ fidget toys)</li> <li>• Physical aggression</li> <li>• Play fighting</li> <li>• Unsafe use of equipment</li> <li>• Seriously disruptive persistent behaviour</li> <li>• Threatening behaviour</li> <li>• Distressed behaviour- needs support</li> <li>• Pupil needs to be removed for own or others' safety</li> <li>• Refusal to give in contraband</li> <li>• Persistent refusal to work</li> <li>• Persistent refusal to enter class</li> <li>• Persistent peer conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Time out – return after short time</li> <li>• Change of face</li> <li>• Extra support</li> <li>• Phone call home from KS leader</li> <li>• Letter home from KS leader</li> <li>• Home visit facilitated by KS leader (<i>note: please see PHP to risk assess</i>)</li> <li>• Record on Sims</li> <li>• Check differentiation is sufficient</li> <li>• Restorative justice session</li> <li>• Interventions e.g. Military mentor, Ozone, counsellor</li> <li>• Support/advice from SSPOs</li> <li>• Contact lead professional e.g. social worker (<i>note: inform member of the safeguarding team prior to call</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and Support staff</li> <li>• On call (not SLT)</li> <li>• Safer Schools Officer(s)</li> <li>• Available MLT / TLR</li> </ul>

	<ul style="list-style-type: none"> <li>Repeated verbal abuse, enough to cause harassment, alarm or distress.</li> </ul>		
--	---	--	--

Level	Specific behaviour examples	Specific Actions	Responsible to:
High level or incident	<ul style="list-style-type: none"> <li>Racism or homophobia</li> <li>Recklessness and/or intentional behaviour to cause damage or theft of property</li> <li>Bullying</li> <li>Assault pupil/staff</li> <li>Persistent unsafe behaviour (e.g. on roof, throwing chairs)</li> <li>Absconding</li> <li>Under influence of drugs</li> <li>Smoking – refusal to put out.</li> <li>Sexualised behaviour</li> <li>Fighting</li> <li>Sexualised behaviour</li> <li>Threats to intimidate</li> </ul>	<ul style="list-style-type: none"> <li>Challenged at time of incident and followed up by SLT</li> <li>Restorative Justice</li> <li>Reparation</li> <li>Fill in form</li> <li>Lost learning time</li> <li>Possible exclusion</li> <li>Possible PI</li> <li>Contact home</li> <li>Lost learning time</li> <li>Inform SG team</li> <li>Inform SSPO</li> <li>Pathways if behaviour is persistent</li> <li>Parent meeting</li> <li>Sims report</li> <li>Isolation/Internal exclusion</li> <li>Inform external agencies involved</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour Lead</li> <li>Advanced team teach staff</li> <li>Deputy Headteacher</li> <li>Safer Schools Officer(s)</li> <li>Headteacher</li> </ul>

Level	Specific behaviour examples	Specific Actions	Responsible to:
Incidents which lead to physical intervention	<ul style="list-style-type: none"> <li>Fighting</li> <li>Damage to Property</li> <li>Injury to Self</li> <li>Injury To Staff</li> <li>Injury to Peer</li> <li>Criminal Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Small Child Escort</li> <li>T-Wrap</li> <li>T-Wrap to chair</li> <li>Single Elbow (1 Person)</li> <li>Single Elbow (2 People) Single Elbow (2 People) to chair</li> </ul>	<ul style="list-style-type: none"> <li>All team teach trained staff</li> <li>Advanced team teach staff</li> <li>Safer schools officer(s)</li> </ul>

	<ul style="list-style-type: none"> <li>• Substance misuse</li> </ul>	<ul style="list-style-type: none"> <li>• Figure of Four</li> <li>• Double Elbow</li> <li>• Double Elbow to chair</li> <li>• TT – Other</li> </ul>	
--	--	---	--

Level	Specific behaviour examples	Specific Actions	Responsible to:
Hate crime	<ul style="list-style-type: none"> <li>• name calling</li> <li>• abuse of family/origin</li> <li>• jokes</li> <li>• Ridiculing differences</li> <li>• Graffiti</li> <li>• Refusal to sit next to/talk to</li> <li>• Comments during lessons</li> <li>• Abuse of personal property</li> <li>• Jostling/pushing</li> <li>• Punching/Kicking</li> <li>• Use of weapon</li> <li>• Incitement of others</li> <li>• Bringing in of racist material</li> <li>• Wearing of racist badges/insignia</li> </ul>	<ul style="list-style-type: none"> <li>• Incident – discussion</li> <li>• Incident – Reprimand</li> <li>• Incident - School sanction</li> <li>• Incident - Internal exclusion</li> <li>• Incident – Referral for external agency involvement</li> <li>• Incident – Referral to SPA</li> <li>• Parental/carer involvement – victim</li> <li>• Parental/carer involvement - perp</li> <li>• Incident - Fixed term exclusion</li> <li>• Incident – Permanent Exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Safer Schools Officer(s)</li> <li>• Behaviour Lead</li> <li>• Deputy Headteacher</li> <li>• Headteacher</li> </ul>

### Withdrawal of Privilege

Great care is needed to ensure that a privilege is not really a right which cannot be ethically withdrawn. An example of a sanction may be the loss of a playtime. When keeping a student during their break or lunchtime, staff should ensure that they supervise the student in their classroom, or gain support from the Senior Leadership Team if required.