



St Martin's School

Behaviour Policy

(including Restorative Justice)

Document Information	Date/Source of Policy	Responsibility
Date of Review	Autumn 2019	AHT
Date of Next Review	Autumn 2020	AHT

Introduction

At St Martin's we aim to create a community of lifelong learners who, in a safe environment of mutual respect, acquire and develop the knowledge, skills and attitudes to lead happy, productive and fulfilling lives.

We encourage children to relish a challenge, demonstrating a resilient approach that enables them to find success through valuing each step of their progress.

We develop young people who take responsibility for themselves and foster a curiosity about the world. We strive to ensure children contribute positively, now and in the future.

In order to achieve this, we focus on the following 5 core values, which are reflected in school policy, curriculum design and practice:

- **Courage:** children are confident to take risks, learn from their mistakes and come back stronger.
- **Respect:** children develop tolerance and understanding, valuing and celebrating diversity.
- **Responsibility:** children take responsibility for themselves and their impact on the world around them.
- **Happiness:** happy children learn.
- **Motivation:** children are proactive in driving their own purpose, aiming high.

This document is a statement of the aims, principles and strategies for St. Martin's School in relation to behaviour, conduct and rewards, encompassing our school vision and values.

Rationale

This school accepts that the encouragement of positive behaviour, high self-esteem, responsibility and care for others is at the very heart of the school community. We promote the principles of Restorative Justice and will manage behaviour in a positive and fair way for all (see Appendix 1 - Restorative Justice Guidance).

Everybody who is part of the school community will promote positive behaviour management for all by promoting the key features of restorative justice:

Respect
Responsibility
Repair
Re-integration

We recognise the importance of clearly stated boundaries of acceptable behaviour and a whole school approach that underpins these.

This policy reflects an agreement about the systems and approaches, which we believe will help us to achieve an environment where the best chance is given for everybody to reach their full potential academically and personally. Consistency and expectation are paramount in positive behaviour management. We recognise that the positive, supportive ethos and sense of community within the school - along with close family partnerships - enable children to adopt permanent, positive behaviours. St. Martin's School therefore promotes the values of mutual respect, self-discipline and social responsibility; we expect children to take responsibility for their own behaviour at every age and stage of development. The school acknowledges its legal duties under the Equality Act 2010 in respect of Safeguarding and in respect of pupils with special educational needs (see Inclusion, Safeguarding and Child Protection Policies).

Aims

- To ensure a safe, caring and happy school.
- To promote respect for other people and their property.
- To promote good citizenship and cooperation.
- To promote self-discipline and the ability to take responsibility for own actions.
- To encourage and praise greater effort and motivation in both work and behaviour.

- To ensure a whole school restorative approach to behaviour management and discipline, which is part of the practice of the whole school community.
- To ensure that parents and carers are informed and are aware of the disciplinary procedures.
- To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using assertive discipline techniques.
- To ensure positive behaviour, communications and relations throughout the school.
- To prevent bullying (See Anti-bullying policy).
- To promote inclusion for all.
- To promote equality for all.

Principles

Every child has the right to learn, but no child has the right to disrupt the learning of others.

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and cooperative teamwork.

Acceptable Behaviour

- Try hard to do their best.
- Be kind and speak politely to everyone in the school community.
- Respect other people, their possessions and school property.
- Be helpful.
- Ask for help or tell an adult if they are unhappy.
- Accept responsibility for the things they do.

Unacceptable Behaviour

- Lack of respect (verbal, physical, attitude towards others, property and learning opportunities).
- Violence.
- Threatening behaviour, including bullying.
Bullying is the persistent, wilful and consistent desire to hurt, threaten and frighten or intimidate another (See Anti-Bullying policy also).
- Deliberate disobedience.
- Discrimination or prejudice.
- Deliberate vandalism of school property.

We believe that the most effective way of achieving our aims is to praise and encourage positive behaviour.

Responsibilities

All members of the school community, whether permanent or visiting, teaching and non-teaching staff, parents, pupils and governors, work towards the school aims by:

- Following Restorative Justice approaches to ensure positive behaviour management is both consistent and followed by all.
- Providing a well-ordered environment in which all are fully aware of positive behaviour expectations.
- Treating all children and adults as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Offering equal opportunities in all aspects of school life and recognising the importance of others' differences.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work ethic.
- Rejecting all bullying or harassment in any form.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently.
- Caring for, and taking pride in, the physical environment of the school.
- Working as a team, supporting and encouraging each other.
- Encouraging all members of the school community to recognise individual behaviour problems and be proactive in seeking effective solutions.

School Rules

Classes discuss and agree the school rules at the beginning of the academic year and display them in the classroom. These are positive rules reinforcing our positive ethos. For example:

- **Do be gentle** - *Do not do or say anything to hurt anybody*
- **Do be kind and helpful** - *Do not hurt people's feelings by your deeds or your words*
- **Do work hard** - *Do not waste your or other people's time*
- **Do look after property** - *Do not waste or damage things*
- **Do listen to people** - *Do not interrupt*
- **Do be honest** - *Do not cover up the truth*
- **Do be polite and respect others** – *Do not be rude*

These rules apply to every area in and around our school.

Learning behaviour

We encourage children to take pride in all aspects of their learning. All children will be expected to complete work set to an acceptable standard. Should a child's poor behaviour impact on work set, they may be asked to repeat/complete tasks at another time.

Management at lunchtime and playtime

All staff will follow the behaviour procedures and will inform class teachers (or other relevant members of staff) about any poor behaviour at break times and lunch times, who may then be required to reinforce the behaviour sanction in class. Regular meetings take place to enable the Senior Leadership Team to monitor lunchtime behaviour.

Behaviour outside school

School staff have the right to discipline pupils for misbehaviour that occurs in school and, in some circumstances, outside of school.

"Teachers may discipline pupils for:

- Misbehaviour when the pupil is:
 - Taking part in any school-organised or school-related activity, or
 - Travelling to or from school, or
 - Wearing school uniform, or
 - In some other way identifiable as a pupil at the school.
- 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.

In all cases of misbehaviour, the school can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member." (Jan 2016 - DfE Behaviour and Discipline in Schools – Advice for Headteachers and school staff).

Visual display

All classes show a visual display of the rules, behaviour system, rewards and sanctions.

In EYFS and the Lower School this visual prompt takes the form of a behaviour weather chart (star, rainbow, sun, cloud and a thundercloud). All of these symbols are clearly visible to the children. Each morning all the class names appear on the sun symbol. The aim is to, as a minimum, remain on the sun and even work their way up onto the rainbow and the star. In Foundation Stage there is an additional visual representation of a "verbal warning" to support the children's early understanding of the behaviour sanction system.

In KS2, display can take on different visual representations, but the stages remain clear to children and adults.

School Procedure

Pupils have a right to learn and teachers have a right to teach in a classroom free from disruptive behaviour.

All children begin each and every day on the 'expected' level of behaviour (visual displays may be used e.g. sunshine, green light/card).
 Every day children can earn a reward point if they are at school and their behaviour is good, following all the school rules throughout the day. Reward points can be saved over the course of the year and – depending on the amount earned – all children will attend a reward trip at the end of the academic year.

REWARDS

- **Praise** - the key reward for good behaviour is praise from staff or other children. This can be celebrated in class or as the class community decides.
- **Visually** – on the reward display (rainbow, star and/or other visual reward).
- **Individually** through stickers, certificates, star of the week
- **As part of a team** - house points are rewards for excellent attitude, work, behaviour etc. These contribute towards a weekly total and celebrated weekly in assembly and shared on the newsletter.
- The termly **Golden Book Celebration Assembly** rewards excellence and achievement in all areas of learning and progress.
- **Telephone calls home** are made to celebrate good behaviour and attitude at playtimes and lunchtimes.
- **Attendance and Punctuality** are also rewarded, for example through our weekly attendance assembly and through our reward point system.
- **Reward Points** – these points are collected over the course of the year, with children having the chance to earn a point for every school day in the year. At the end of the academic year, all children will go on a reward trip. The trip that they go on will depend on how many points they have collected over the year. To earn a daily reward point, the children just need to be in school, on time and follow the school rules consistently throughout the day.

Points can be earned by:	Examples of how points <u>would not</u> be earned:
Children being in school and arriving on time.	Children arrive late. Children have unauthorised absence (including term-time holidays). If a child's attendance falls below 90%, then any further absences would also be classed as unauthorised (without medical evidence, such as a doctor's note). Any absence that is authorised (for example for significant illness) will not affect reward points.
Children wearing the correct uniform (including appropriate shoes) and having the correct PE kit in school on the days it is needed.	Lack of appropriate uniform (e.g. trainers). No PE kit is in school on PE days.
Children following hair and jewellery guidelines, as per our Uniform Expectations.	Earrings worn are not plain, stud earrings or jewellery that is not permitted in our Uniform Expectations is worn. Extreme hair styles (see our school Uniform Expectations for details) are fashioned.
Children following our school rules.	The school rules have not been followed, resulting in a strike or double strike. A 'reflection' session (previously known as a 'detention') has needed to be issued.

Staff will track children's reward points over the course of the year using a reward points tracking grid. They will periodically notify parents and children of how many points have been collated.

SANCTIONS

When rules are broken the following sanctions will apply:

Stages	Sanction	Verbal	Visual	Consequence
STAGE 1	Verbal warning	The child is asked to change their behaviour.	Children in Foundation Stage will be given a visual representation for this (sun/cloud).	This stage is an opportunity for children to change their behaviour before escalating to a more serious consequence.
STAGE 2	First strike	The child is reminded of the expectations and how they need to change their behaviour.	Name moved on visual display from acceptable to first unacceptable level on visual display. (e.g. rain cloud, amber traffic light, amber card)	An 'S' for strike will be recorded on the reward points tracking grid. A reward point will not be earned for the day. Children in Foundation Stage will be given a "thought-pause": a short moment in time to reflect on their behaviour.
STAGE 3	Second and final strike	The child is again reminded of the expectations and how they need to change their behaviour.	Name moved to final unacceptable level (e.g. thundercloud, red traffic light, red card).	A 'D' for double strike will be recorded on the reward points tracking grid. A reward point will not be earned for the day. For significant or violent behaviour, a child may be 'fast tracked' to stage 3, if deemed appropriate. A lunchtime reflection session will take place (lasting roughly 10-15 mins) and a letter will be sent home to parents/carers. If behaviour persists, the child will be sent to another class. Alternatively, for more severe behaviour, the child may be sent to SLT for an internal exclusion. In Foundation Stage, the reflection session may be given immediately rather than at lunchtime.

Any children with persistent or severe behavioural incidents may be placed on our extreme behaviour log. Parents/carers will usually be notified if this is required. *All* incidents of behaviour (at all levels) concerning children on the extreme behaviour log will be recorded using a Yellow Form, which should be filed in the relevant school behaviour file by the end of the day (see Appendix 2) and reported to a member of the Senior Leadership Team.

Stage 3 –Reflection

A reflection session will usually take place with a member of the school management team or a senior leader. During a reflection session, children should contemplate which rule they have broken, the impact of their actions, and how they should have behaved. They will be encouraged to take responsibility for their own actions.

Any reflection will be carried out as soon as possible after the poor behaviour has occurred. This will typically be during the lunch time after the reflection session was issued. It is important that the child recognises that reflection time is a consequence of their own actions – if it is delayed, this link is no longer so apparent. The school expects a reflection session to be carried out within 24 hours – the exceptions are for reflection sessions being issued on Friday afternoons or on the last day of term, which may need to be carried over to the next school day.

NB: If there are 3 reflection sessions over 2 consecutive weeks, parents will be invited in to meet with a member of the Senior Leadership Team.

As appropriate, other sanctions may be implemented in line with recommendations outlined in the DfE Behaviour and Discipline in Schools, January 2016.

Fast tracking

If significant, unacceptable behaviour occurs, then the child concerned may be 'fast tracked'. This may result in an internal exclusion with a member of SLT/SMT. This will be recorded in the relevant behaviour file and parents informed. Extreme behaviour logs will be maintained for children consistently breaking the school rules.

Extreme Behaviour Management and Exclusion (Stage 4)

If the behaviour of a child reaches a stage where they are consistently presenting unacceptable behaviour, parents will be informed. In extreme cases, a child may need a PSP (Pastoral Support Programme) or an IBP (Individual Behaviour Plan) to enable the child to meet behaviour and social targets. In such cases, the Senior Leadership Team will be involved. The Inclusion Team may liaise with external agencies as necessary.

Any decision to exclude a child will follow the most recent guidance from the Area Education Office and will be a last resort for the school and pupil. Significant support will be in place to help children with extreme behavioural needs and parents will be asked to sign an agreement as part of the plan, to ensure both parents and the school work together to achieve the best outcome for the child. Parents will be informed at all stages and will be a part of any PSP/IBP from the start. Parents will remain informed at every stage of behaviour management and if a child's behaviour is progressively nearing exclusion, parents will be informed in writing and the Governing Body consulted. There may be occasions when such consultations may not occur due to serious isolated circumstances. Parents may appeal to the Exclusions and Appeals Committee of the Governing Body.

Before an excluded child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of any repetition of the offending behaviour patterns is minimised.

A written record of the discussion and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

Positive Handling

Members of staff have been trained to use a 'Positive Handling' response when behaviour has become extreme. The aims of this are:

- To promote the least intrusive positive handling strategy, with an emphasis and preference for the use of verbal and non-verbal de-escalation strategies being used and exhausted before any physical positive handling strategies are utilised.
- To respond to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all.
- To provide a process of repair and reflection for both staff and children.

All incidents requiring a physical restraint are logged as soon as possible after the event by all members of staff involved and parents are informed by the end of the day.

Restorative Justice approaches for enabling a solution for all

These focus on finding a solution, based upon respect, responsibility, repair and re-integration (See Appendix 1).

Monitoring

The Senior Leadership Team will monitor behaviour evidence to keep informed of any trends and to identify patterns that may indicate any cause for concern.

Liaison with parents

Parents will be kept informed about their child's behaviour. If unacceptable behaviour persists then parents will be informed at 'Stage 3'.

Outside agencies

Any worries about any pupil should be discussed, in the first instance, with the class teacher. There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher and the Inclusion/Senior Leadership Team. This may also be as the result of discussion at a Local Inclusion Forum, which takes place each term. Any outside agency will need information; therefore, staff need to document evidence of behaviour carefully so that it can be collated when required.

Accusations Against Staff

Disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff (see Allegations Against Staff Policy).

Outside agencies include:

Specialist Teaching Service (based at Elms School, Dover)
Educational Psychologist
Teacher for Hearing Impaired
Teacher for Visually Impaired
Speech Therapist
Physiotherapist
Occupational therapist
Pre-School Advisor
GP
Social Services

This policy has been revised in line with Government recommendations (see DfE Behaviour and Discipline in Schools January 2016). This policy will be reviewed annually. Agreed changes will then be incorporated as necessary. Any Government changes to recommendations with regard to policies for behaviour will be implemented at the next policy review.

Other related policies:

Anti-bullying
Single Equality Scheme
Health and Safety
Inclusion
Safeguarding and Child Protection

Appendix 1

St. Martin's School - A Restorative School

RESTORATIVE JUSTICE GUIDANCE

Restorative Justice 4 Schools Ltd Contact us at enquiry@restorativejustice4schools.co.uk
Restorative Behaviour /Relationship Policy -Primary

Guidance Policy for Enhancing Community Relationships and Learning at St. Martin's School, Dover.

**Our job is to teach the PUPILS we have,
NOT those we would like to have,
NOT those we used to have,
But those we have right now ALL
of them.**

St. Martin's School is a community that encourages all to have high aspirations and strive for success. We nurture and supports every child in order to be courageous, respectful, happy, motivated and to take responsibility for themselves and the world around them.

It is a place of safety where firm boundaries guide and support, where high expectations lead to lifelong learning and where courage and motivation build self-esteem and self-belief.

It is a gateway to limitless possibilities, to soaring aspirations, to brighter futures.

At St. Martin's School we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or socio economic background.

CORE VALUES

RESPECT
RESPONSIBILITY
COURAGE
HAPPINESS
MOTIVATION

Restorative Practices Philosophy Statement

Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused.

Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

Restorative Practices framework will:

- Improve behaviour and attitudes.
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm.
- Improve relationships; establish rights, accountabilities and responsibilities to the community.
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

There are four key elements of Restorative Practices/approaches. These are:

- Social Discipline.
- Fair Process.
- Restorative Questions.
- Free Expression of Emotions.



Social discipline

Wherever possible we should try to work to offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff should always, within their professional conduct, be positive and respectful role models to their pupils.

The three principles of Fair Process

1. Engagement – involving all participants in the process.
2. Explanation – shared understanding.
3. Expectation Clarity – clear vision for the future.

Restorative Questions

1. To respond to challenging behaviour

- What happened?
- What were you thinking about at the time?
- Who has been affected by what you did?
- What do you think you need to do to make things right?

2. To help those harmed by others actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

At St. Martin's School we believe it is best to do things **with people**. Wherever possible you should use a fair process and our responses to challenging behaviour should involve **building relationships and repairing harm**. It is our aim that our community follows this Restorative Practices framework.

INFORMAL to FORMAL

1. affective statements
2. affective questions
3. small impromptu conference
4. group or restorative circle
5. formal conference

It is important that staff deal with situations to establish and develop their own relationships. Aim to separate the deed from the doer and the act from the actor as integral to Restorative Practice philosophy.

The following information is communicated to parents via the home/school contract.

Pupils' learning is enhanced by a positive relationship between home and school.

Parents can contribute in the following ways:

- Being interested in their child's learning.
- Understanding and supporting school procedures and rules.
- Being willing to support activities related to school.
- Being aware of their child's role within the community.
- Supporting the school's use of Restorative Practice.

By ensuring their child is ready for the school day by:

- Being punctual.
- Being alert and ready to learn.
- Wearing correct school uniform.
- Having correct equipment and appropriate school bag.
- Communicating effectively with staff by:
 - Reading and responding appropriately to school letters.
 - Making appointments to see staff about concerns where necessary.
 - Providing up to date emergency contact numbers.
 - Attending parents' evenings and school meetings.
 - Informing the school of absence by telephoning on the first day

Listed below are some examples of affective statements and questions which all staff can use with pupils:

Statements

I was very disappointed when you did that to

I am upset and angry by what has just happened.

I feel that all the work I have done has been wasted through your actions.

I feel that (describe action) was very disrespectful.

I feel disrespected and angry when you ignore me.

I am sorry that I misunderstood the situation

I feel really proud of you when I heard

I feel really pleased and encouraged that you made the right choice.

I respected your honesty and thank you.

I want to thank you for your cooperation.

Questions

What happened? – followed by:

What were you thinking about when you did that?

How did your actions affect?

How do you think felt about what you did?

How do you feel about what you did?

How do you feel about what you did and the affect it had on me?

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Appendix 2

Behaviour Incident Report Form (Yellow Form – used for children identified on the extreme behaviour list)																															
Name of Child:		Class & Year Group:																													
Date and time of Incident:		Form completed by:																													
Location:		Lesson / Activity :																													
Adult in charge at time of incident:		Other adults present:																													
A – ANTECEDENT <i>What happened before the incident/led up to it? Did anything trigger the behaviour?</i>																															
B – BEHAVIOUR <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 40%; padding: 5px;">Assault against another pupil</td> <td style="width: 10%;"></td> <td style="width: 40%; padding: 5px;">Discriminatory Incident - Please specify: Gender/Race/Disability/Other:.....</td> <td style="width: 10%;"></td> </tr> <tr> <td style="padding: 5px;">Assault against an adult</td> <td></td> <td style="padding: 5px;">Damage to property</td> <td></td> </tr> <tr> <td style="padding: 5px;">Verbal Abuse – Pupil</td> <td></td> <td style="padding: 5px;">Insolence</td> <td></td> </tr> <tr> <td style="padding: 5px;">Verbal Abuse – Teacher</td> <td></td> <td style="padding: 5px;">Inadequate Work</td> <td></td> </tr> <tr> <td style="padding: 5px;">Disruptive Behaviour</td> <td></td> <td style="padding: 5px;">Inadequate / Lack of Homework</td> <td></td> </tr> <tr> <td style="padding: 5px;">Fighting</td> <td></td> <td style="padding: 5px;">Uniform (PE Kit, shoes, jewellery, hair)</td> <td></td> </tr> <tr> <td style="padding: 5px;">Bullying</td> <td></td> <td style="padding: 5px;">Other (Please specify):</td> <td></td> </tr> </table> <p style="margin-top: 10px;"><i>What actually happened? Clearly describe the behaviour that occurred.</i></p>				Assault against another pupil		Discriminatory Incident - Please specify: Gender/Race/Disability/Other:.....		Assault against an adult		Damage to property		Verbal Abuse – Pupil		Insolence		Verbal Abuse – Teacher		Inadequate Work		Disruptive Behaviour		Inadequate / Lack of Homework		Fighting		Uniform (PE Kit, shoes, jewellery, hair)		Bullying		Other (Please specify):	
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Bullying		Other (Please specify):																													
C – CONSEQUENCE <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 40%; padding: 5px;">Verbal warning</td> <td style="width: 10%;"></td> <td style="width: 40%; padding: 5px;">Reflection</td> <td style="width: 10%;"></td> </tr> <tr> <td style="padding: 5px;">1st Strike</td> <td></td> <td style="padding: 5px;">Instant reflection</td> <td></td> </tr> <tr> <td style="padding: 5px;">2nd Strike</td> <td></td> <td style="padding: 5px;">Sent to another class</td> <td></td> </tr> <tr> <td style="padding: 5px;">Restorative Justice Circle</td> <td></td> <td style="padding: 5px;">Internal Exclusion with MLT/SLT</td> <td></td> </tr> <tr> <td style="padding: 5px;">Other (Please specify):</td> <td></td> <td style="padding: 5px;">Cooling off / time out</td> <td></td> </tr> </table> <p style="margin-top: 10px;"><i>What happened after the behaviour occurred? Include details of where the child may have gone following the incident / who to / what the sanction was, as applicable.</i></p>				Verbal warning		Reflection		1 st Strike		Instant reflection		2 nd Strike		Sent to another class		Restorative Justice Circle		Internal Exclusion with MLT/SLT		Other (Please specify):		Cooling off / time out									
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Other (Please specify):		Cooling off / time out																													
Status : Resolved/Further intervention required/Review in 1, 2, 3, 6 weeks																															
Parent/Carers informed : Telephone/Email/Letter/Planner/Verbal/not applicable (discuss this option with SLT)																															
Staff Signature:																															
Date uploaded on SIMS:																															

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