**Consequences for unacceptable behaviour choices**

Behaviour should be described specifically in terms of the school rules of respect, safety and learning or using the learning powers (displayed in classrooms) and be part of the success criteria for each lesson.

At the start of every lesson teaching staff to set expectations for learning behaviours (using learning powers/ language of learning) so that children are clear

Two Reminders can be given for unacceptable behaviour which needs to be refer to school rules or learning powers so that the child can modify their behaviour accordingly.

If the incident is serious then all these stages will be by-passed.

If this behaviour continues then the child is sent to their paired class to reflect and/or cool down for 10 minutes. This is time out.

This should be recorded on CPOMS using learning powers or the 3 school rules to identify specific conduct. The learning mentor and headteacher should be alerted.

If the child cannot re-establish learning behaviour the learning mentor should be contacted to work with the child to provide support to rebuild relationships.

The child should be kept back at the start of break or lunchtime to complete any work they have missed at the start of playtime/lunchtime. This should be recorded on CPOMs. The learning mentor and head teacher should be alerted.

Learning mentor to inform parents.

Recorded on CPOMS

After 3 occasions of being kept back at break or lunchtime the child will have a reflection time where they can think about changes they need to make in their behaviour to ensure no more learning time is lost.

After 3 reflection times parents will be invited to speak with the class teacher and this will be recorded on the child’s individual log. To help improve behaviour, home & school will set up a behaviour contract. This will be reviewed by all parties weekly.

Further unacceptable behaviour will result in an internal isolation of a half-day session. On the next occasion this will increase to 1 day. On each occasion parents will be contacted and informed. This will result in a daily behaviour log and home school partnership to improve behaviour will be put in place to support the child with the specific learning powers they need to work on.

Further unacceptable behaviour will then lead to a fixed term suspension if there has not been an improvement.

External professionals will be consulted and SEMH needs will be identified and provision put in place.

All behaviour incidents are recorded on CPOMS, the headteachers and learning mentor must be alerted to all incidents.

Refusal to follow instructions

In all cases strategies will be put in place to avoid refusal such as: adult support; behaviour logs; arranged meetings with Learning mentor.

If a parent does not engage with the Academy to find a way forward then the next stage of the sanctions will apply.

If a child is refusing a reasonable request they will be told that by refusing your instructions they are unsafe.

Conduct in the classroom will be described by the class teacher and support staff using the 3 school rules and/or the language of learning to identify specific behaviour. This will be reported on CPOMS

The child is to be given 2 minutes to make the right choice and follow the instruction.

If the child follows this instruction within the 2 minutes then they need to make up the time at playtime or lunchtime for the learning they have missed.

Learning Mentor to inform parents.

If they continue to refuse then a member of staff who is team teach trained will be alerted using a red triangle to come to supervise the child.

This will lead to reflection at lunchtime

If they still refuse then parents will be contacted to come to school immediately to ensure the safety and the wellbeing of the child.

This will result in internal isolation the following morning or afternoon.

All behaviour incidents should be recorded on CPOMS, the headteacher, class teacher and learning mentor **must** be alerted to all incidents.

Lunchtime behaviour

Lunchtime supervisors report incidents of inappropriate behaviour.

This should be logged on CPOMS using the proforma provided.

Learning Mentor, Senior Lunchtime supervisor, Class teacher and Head teacher should be alerted. (An example of recording has been provided).

Inappropriate behaviour should be described specifically in terms of the school rules of respect, safety and learning or using the language of learning (displayed in classrooms).

Any aggressive conduct will result in the child being escorted, by the senior lunchtime supervisor or learning mentor, inside to the staffroom corridor

After 2 verbal warnings there should be a cooling off period by the wall or on the edge of the field to enable the child to cool down and make the right choices. Where there is unsafe use of equipment this will be removed.

Conduct in the classroom during the afternoon session will be monitored by the class teacher and/or support staff using the language of learning to identify specific behaviour.

Learning Mentor to inform parents.

After 2 occasions, this will result in reflection time. This may take place during that

Reflection times can be 5 minutes , 15 minutes, 30 minutes or the full lunchtime.

After 3 reflection times the senior lunchtime supervisor, learning mentor and a member of SLT will decide whether a supervision plan should be put in place or whether the child needs to go home for lunch.

The third occasion, will result in reflection time. This may take place during that lunch time or the following day.

Learning Mentor to contact parents.

**V All behaviour incidents should be recorded on CPOMS, the headteacher and learning mentor must be alerted to all incidents l**