



St. Mary's Church of England VC Infant School

'Sharing, Caring, Learning and Loving with God'

St Mary's Way

Baldock

SG7 6HY

www.stmarysinfants.herts.sch.uk

Tel: 01462 892347

Behaviour Policy

Policy Review:

This Policy will be reviewed by the staff annually

Reviewed	August 2020
Next Review	July 2021

Our Vision

We aspire to be a community living life in all its fullness. We share, care, learn and love with God, valuing the dignity and respect of all humanity and creation. Through the power of the Holy Spirit Jesus' Kingdom comes and everyone can flourish together.

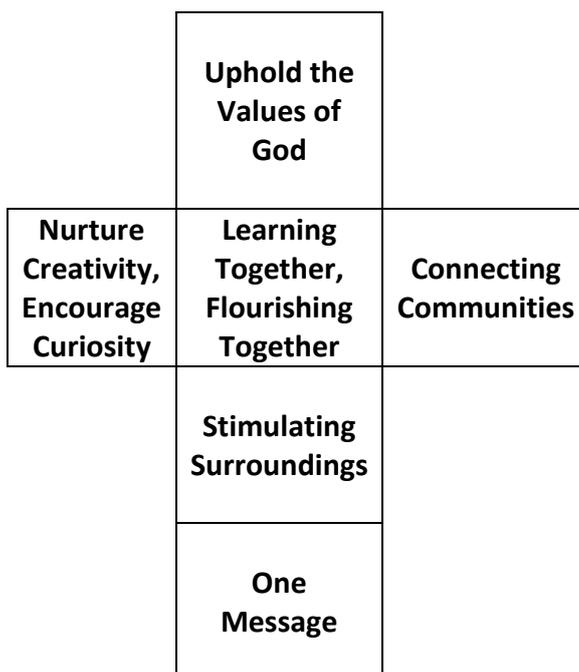
Our Mission

'Sharing, caring, learning and loving with God.'

Our Values

Friendship, Perseverance, Respect, Trust, Thankfulness, Humility, Generosity, Forgiveness, Courage, Peace, Compassion, Responsibility

Our 6 Key ideals that underpin our vision



Understanding our vision

Our 6 key ideals were created through the input of all stakeholders as being important factors in what we want from our school every day.

'We aspire to be a community living life in all its fullness' (John 10:10) Church of England vision for Education

'Sharing, Caring, Learning and Loving with God' (School's mission statement)

'Valuing the dignity and respect of all humanity and all creation' (Reference to Jonah and the Whale and the Church of England vision)

'Through the power of the Holy Spirit' (The importance of the Holy trinity and that we can't do it alone. We must work together.)

'Jesus' kingdom comes.' (Themed verse, Lord's Prayer and the goal of the school for us to create a peaceful and successful kingdom)

Flourish: Achievement

Together: Community

1.1 Aims and expectations

St Mary's is a Church of England school and it is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school Positive Behaviour Policy is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school adopts a **therapeutic approach** to behaviour management.
(Following training and recommendations from Hertfordshire STEPS)

A therapeutic view

Negative experiences create negative feelings.

Negative feelings create negative behaviour.

Positive experiences create positive feelings.

Positive feelings create positive behaviour.

We aim children to develop:

- self confidence
- internal discipline/ self-control
- sensitivity and consideration for others
- a pride in themselves and their school
- responsibility for their environment
- a sense of fairness
- an understanding of the need for rules
- a respect for others and their ways of life and differing opinions (including gender, race, religion and ability)
- strategies for dealing with any incidents of bullying
- strategies for self-help (including managing mental well-being)
- positive attitudes to their own, and others', learning

The Positive Behaviour Policy should be read in conjunction with the school's anti-bullying and anti-racist policies

1.2 The primary aim of the Positive Behaviour Policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others, treating one another with respect and care, sensitivity, consideration and politeness. A School Code Of Conduct, is reviewed each year in September and used as a point of reference throughout the year. Each class will have their own code of conduct written and agreed by all children in that class. This will be in the form of rights and responsibilities.

1.4 We aim to have a consistent therapeutic approach to behaviour throughout the school, which is understood by pupils, staff and parents. Staff endeavour to build positive relationships (growth mind-set) with all children and to provide work at an appropriate level so that inappropriate behaviour can be prevented.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote positive behaviour, rather than merely deter anti-social behaviour.

1.7 The School Council provides a proactive forum for discussion about behaviour and ways to make playtimes positive and enjoyable.

1.8 Implementation

Staff will:

- adopt a therapeutic approach to behaviour management at all times
- treat all children equally, irrespective of gender, race, religion, SEN or ability
- apply consistently the agreed standards of positive behaviour and actions as set out in the policy
- have a responsibility to model correct and appropriate behaviour at all times
- proactively de-escalate situations, use scripts and look for triggers in behaviour
- be alert to signs of bullying and racism, dealing with it firmly and alert other staff to such problems
- record any incidents of bullying/ racism through CPOMs and pass onto the Head, who will instigate an investigation using the proformas within the Anti-Bullying Policy
- record any incidents of unacceptable behaviour that has caused concern on CPOMs
- deal sensitively with any child in distress, listen to them and deal with any incident appropriately
- ensure all educational consequences to unacceptable behaviour are appropriate
- use anxiety mapping and 'Roots and Fruits' to support a child
- seek support and advice from school STEP ON tutors
- avoid exposing children to situations they cannot cope with (eg assemblies- they may only be required to attend for short times and gradually increase when ready)

2 Rewards and Sanctions

2.1 Examples of Behaviour and Strategies for maintaining pro-social behaviours

<p>Prosocial Behaviours Examples: <u>Displaying positive learning attitudes</u> – trying best on all tasks and learning from mistakes. <u>Listening to adults and following instructions.</u> <u>Being respectful of all members of our school community.</u> <u>Showing respect for their environment</u> – taking care of equipment, keeping learning and playing areas tidy, caring for their belongings and the belongings of others.</p>	<ul style="list-style-type: none"> • Verbal praise, approving signs, positive acknowledgment. • Personalised behaviour strategies (if a child has a Risk Management Plan or Pastoral Support Plan these must be followed) • Positive visit to another teacher or member of SLT. • Check all children are ‘Ready to Learn’. • Praise those making positive behaviour choices. <p>Please also see section 2.2 below for whole school policies on reward.</p>
<p>Low Level Antisocial Behaviours Examples: Chatting at inappropriate time. Calling out. Swinging on their chairs. Making inappropriate noises. Disturbing the learning of others. Making faces.</p>	<p>Begin with a non-verbal cue for the child if possible.</p> <p>Praise positive behaviour of someone close to the child.</p> <p>Verbal reminder: If the above does not work, the teacher will draw the pupil’s attention to the inappropriate low-level behaviour and remind them of the rules/expectations.</p> <p>Verbal reminder with consequence: If the low-level behaviour continues, the teacher will give the child a verbal reminder and outline any consequences.</p> <p>Please also see section 2.3 below</p>
<p>Mid Level Antisocial Behaviours Examples: Repeating any of the above when asked not to. Pushing (for example shoving someone out of the way in a line – not very aggressive pushing). Answering back/mumbling under breath. Spoiling own work or the work of others. Name Calling. Refusing to follow instructions.</p>	<p>If behaviour still continues or is mid-level to begin with, the consequences will be acted upon/immediately actioned:</p> <p>This could include: the child being moved away from peers the child being issued with a ‘yellow card’ warning of removal from the class.</p> <p>The child will always be given the opportunity to reflect on the incident//restore on the incident. Use the following script if appropriate.</p> <p>{Child’s Name} I do not want you to miss out on learning, if you {example of prosocial behaviour} you can continue in class, but if you continue to make poor choices, you may have to leave the classroom and your parents will be</p>

informed. Recorded on CPOMS	
<p>High Level Antisocial/Dangerous behaviours.</p> <p>Examples: Persisting in any of the above mid-level behaviours having when asked not to and Mid-level strategies have been tried.</p> <p>Swearing Leaving classroom without permission, Stealing. Hitting/kicking/punching/aggressive pushing. Fighting Throwing objects to hurt someone Racism Bullying.</p>	<p>If mid-level behaviours have continued, the child will be asked to leave the classroom. They will go directly to the Key Stage Leader who will give them some reflection work.</p> <p>If behaviour is high-level/dangerous a member of SLT should be called immediately and the child should be removed from class.</p> <p>The member of SLT removing the child will then complete repair and restore work after an investigation of the incident by a member of SLT.</p> <p>In exceptional cases, it may be appropriate to remove the whole class from the situation leaving the child with an adult until he/she has calmed down. A child will never be left unsupervised and will never be just sent out of the class alone.</p> <p>In extreme cases, the child may be excluded from school so a Risk Management Plan can be written to minimize the risk of future dangerous behaviours.</p> <p>HIGH LEVEL BEHAVIOURS MUST ALWAYS BE RECORDED ON CPOMS and REPORTED TO PARENTS.</p>

2.2 Whole School Reward Strategies

We praise and reward children for appropriate positive behaviour in a variety of ways:

- Teachers promote a positive ethos, where children feel safe and plan appropriately differentiated lessons so each child is able to achieve at his/her own level.
- All pupils are part of a house, whereby they can earn points for their teams by demonstrating pro social behaviours and effective learning behaviours. All houses have house captains in Year 2 who give a motivational message to their team each Friday and the team in the lead with the most house points are revealed. At the end of each term a winning house is achieved.
- Each Friday, two or three children from each class are nominated to receive a head teacher's achiever of the week award in the Friday Effort Assembly. These children receive a St Mary's rosette in the school assembly.
- Sports achievements, individual and teams, are celebrated in assembly. Each week, two Sports Stars are selected to receive the Sports Star trophies. These are presented in the Friday Effort Assembly.

- Values achievements: At the end of each half term, teachers choose an individual, group or whole class who have demonstrated effectively the value of the half term. A leaf is then hung with their name on, on the values tree in the hall.
- In the Friday Effort Assembly, a class, individual or group are selected to be the super St Mary's singing starts of the week.
- Pupils may be sent to show their work to another teacher or to the Head/Assistant Heads to celebrate success.
- Staff ensure a consistent approach is used throughout the school and is driven by positive experiences/ educational consequences, not just external rewards.

2.3 Notes on Sanctions and the Safety of Children

Support from another adult in the case of a medical incident or injury is obtained by the teacher sending a reliable child to an adjacent class or the school office with the Alert Card placed by the door in each classroom and working area. On receipt of the card, support will be sent immediately.

We expect all children to be polite and to speak to each other and to adults with respect. If a child is directly verbally or physically abusive to a member of staff or refuses to follow the agreed code, so putting others at risk, parents will be called immediately and he/she may receive a fixed term exclusion.

Similarly, if a child is verbally or physically aggressive to another child, parents will be informed immediately and a fixed term exclusion may follow.

On the rare occasion that a child refuses to accept the decision of a senior teacher, parents will be called and the child will receive an internal exclusion in another class and will be expected to complete the work that has been missed.

Children who persistently exhibit Mid-Level Antisocial behaviours the child will have a Pastoral Support Plan written by the class teachers with support from the STEPs tutors EH or SB. Children who exhibit High-Level Antisocial/Dangerous behaviours, the child will have a Risk Management plan which will be completed with all stakeholders by a member of SLT.

Educational Consequences

The consequences must always include:

- time to support the child in understanding why the behaviour was unacceptable
- the opportunity to explore why it happened and the impact on the other person/ people
- time to explore strategies with the child to avoid the situation reoccurring
- the removal/ stopping of an event to protect the child and others (eg not going out to play until the teacher is happy that child will not hurt others) This is a **protective consequence** that protects the child and other children from harm the gradual reintroduction to an event (eg: child returning out at playtime, but with close adult supervision/ shorter playtime)

2.4 The Head Teacher shares the School Code Of Conduct in assembly at the start of each academic year. In addition to the School Code, each class also has its own classroom code of about five positive statements, which are agreed by the children and displayed on the wall of the classroom. If there are

incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time' referring to the agreed code.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear and discuss bullying on a regular basis, in various forums, throughout the school year. All children are encouraged to have a 'network' of adults to whom they can turn for support of any kind. This is reinforced during PSHE lessons, where children create a network hand to remind them of their support network.

2.6 If we become aware of any bullying taking place between members of a class, we deal with the issue immediately and follow up all allegations. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. It is school policy to encourage the victim, with adult support, to tell the child doing the bullying what effect it is having on them. A buddy or a circle of friends may be provided for the victim to make sure they feel safe in school. Parents are informed as soon as we are alerted to any incident of alleged bullying (see our Anti-Bullying Policy for more details).

2.7 We spend time talking to the child who has used bullying behaviour. We explain why the action of the child was wrong, and we endeavour to help the child change his/her behaviour in future. The Head Teacher is informed of any bullying incidents dealt with by other staff through CPOMs. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, a child who persistently bullies will be given a fixed term exclusion.

2.8 Physical punishment is forbidden at all times and in all circumstances. Only in exceptional circumstances will school staff have to physically restrain a child – this would only ever be to prevent them from hurting themselves or others. This will always be with regard to DfE and LA guidelines and is to be avoided, wherever possible, by getting to know our children well so we can pre-empt and de-escalate such behaviour before it gets to such a level. Parents will always be informed if this becomes necessary.

3 The role of the class teacher

3.1 It is the responsibility of the class teacher to ensure that a positive School Code is implemented in their class, and that high expectations ensure children behave in a positive and responsible manner during lesson time. Positive and appropriate behaviour is acknowledged, praised and rewarded.

3.2 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children with respect and understanding. Inappropriate behaviour is addressed discretely and privately, avoiding shouting and humiliation.

3.3 If a child misbehaves repeatedly, the class teacher keeps a record of all such incidents on CPOMs (our school management system). In the first instance, the class teacher deals with incidents him/herself in the normal manner. If behaviour becomes unmanageable, the class teacher seeks support from a senior teacher or the Deputy Head Teacher (Inclusion Leader). The head teacher will be involved if such behaviour is persistent and will contact parents in such cases.

3.4 If it is felt that a home-school report is appropriate, the class teacher will need to implement and maintain the recording of this at the end of each day. Implementation of this will be through the Head Teacher or Deputy Head Teacher

3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. This will be arranged with Mr Smith our school inclusion co-ordinator.

3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher will contact a parent at an early stage, if there are concerns about the behaviour or welfare of a child.

3.7 All classes use 'circle-time' and Pupil Voice sessions as an opportunity for children to gain life skills and confidence in giving their views and listening to the views of others. It may be used to address such behaviours as bullying and feelings within a safe and respectful environment.

4 The role of the Head Teacher

4.1 It is the responsibility of the Head Teacher to implement the school Positive Behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

4.2 The Head Teacher supports the staff by implementing the policy as a role model, by setting the standards of behaviour and by supporting staff in the implementation of the policy with consistency and clarity.

4.3 The Head Teacher keeps records of all reported serious incidents of misbehaviour on CPOMs.

4.4 For children who find the School Code particularly challenging to adhere to, support will be put in place. This takes the form of regular conferencing and discussion with pupil, teacher and sometimes a circle of friends. Parents will be informed of this intervention and involved in the support process. At lunchtimes, some children may have a scaffolded timetable. This helps them to cope with unstructured time, yet still enabling them to access time outside.

4.5 In addition to support from school staff, a child consistently using inappropriate behaviour may be put on a daily home-school report, which will outline details of the day in terms of appropriate and inappropriate behaviour. It is a two-way communication between home and school; the child also has the opportunity to assess his/her own behaviour progress.

4.6 Only the Head Teacher, even if off-site, has the responsibility for giving fixed-term exclusions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified. (see section 7)

4.7 Children at risk of exclusion due to consistent disruptive behaviour will have an Individual Risk Management Plan (IRMP) written and agreed by the school and, sometimes, external agencies. Parents and pupils are always involved in this process that will clearly set out the school expectations together with agreed rewards and sanctions.

5 The role of parents

5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2 There is a home-school agreement in the school prospectus, and we expect parents to read, sign and support it.

5.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use sanctions to reprimand a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher or the Head Teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be initiated.

6 The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

7 Fixed-term and permanent exclusions

7.1 These are within guidelines for exclusion published by the local authority:

Only the Head Teacher (or the Acting Head Teacher) has the authority to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.2 If the Head Teacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Head Teacher informs the LA and the governing body about any exclusions.

7.3 If a child consistently behaves inappropriately at lunchtime, an afternoon exclusion may be made, whereby the parent/carer will need to collect their child at 12:00. The procedure for such an exclusion takes the same form as a fixed term exclusion and parents will be informed in writing, as well as by phone or in person. As this will result in a child missing lessons, in addition to lunchtime, other means of positive behaviour management must be tried before an exclusion is imposed. Eg other in-school arrangements at lunchtime for that child. Parents are able to take children home for lunch voluntarily, collecting at 12:00 and returning at 1:00pm.

7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

7.5 The governing body has a discipline committee, which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

7.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the local authority, and consider whether the pupil should be reinstated.

7.7 If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

8 Monitoring

8.1 The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. Equal opportunities are considered in all aspects of implementation and monitoring.

8.2 The school keeps a variety of records of incidents of misbehaviour on CPOMs.

8.3 The Head Teacher keeps a record of any pupil who receives a fixed term or permanent exclusion. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently and in line with equal opportunities.

9 Review

The staff and governing body review this policy every year. The staff and/or governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. It is reviewed and discussed by staff at the beginning of each academic year and at intervals within, should the need arise.

Signed: Verity Edey

Date: August 2020

Review date: Reviews July 2021 due to COVID 19 Pandemic. Please see below.

APPENDIX 1 – Procedures during COVID 19 Lockdown easing into Phase 2.

In light of the need for children to behave differently when they return to school during Phase 2 of the Lockdown easing, we need to make some changes to our behaviour policy. Behaviour policy changes will also be communicated to pupils and parents. These procedures will be reviewed when the country goes into Phase 3 of the lockdown easing.

Additions to our behaviour policy are:

- following any altered routines for arrival or departure
- following school instructions on hygiene, such as handwashing and sanitising
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands. If a tissue is not available, coughing/sneezing into inside elbow.
- tell an adult if you are experiencing symptoms of coronavirus
- rules about sharing any equipment or other items, including drinking bottles
- amended expectations about breaks or play times, including where children may or may not play
- use of toilets
- clear rules about coughing or spitting at or towards any other person
- clear rules for pupils at home about conduct in relation to remote education

Rewards and Sanctions during COVID 19 Lockdown Phase 2 (Changes to normal procedures are **in bold**):

Prosocial Behaviours

Examples:

Displaying positive learning attitudes – trying best on all tasks and learning from mistakes.

Listening to adults and following instructions.

Being respectful of all members of our school community.

Showing respect for their environment – taking care of equipment, keeping learning areas tidy, caring for their own belongings and not touching the belongings of others.

Respecting the 'bubble': staying within designated areas, keeping 2M social

- Verbal praise, approving signs, positive acknowledgment.
- Personalised behaviour strategies (if a child has a Risk Management Plan or Pastoral Support Plan these must be followed)
- Check all children are 'Ready to Learn'.
- Praise those making positive behaviour choices.

Please also see section 2.2 below for whole school policies on reward.

distance from others, hand-washing etc.	
<p>Low Level Antisocial Behaviours</p> <p>Examples:</p> <p>Chatting at inappropriate time.</p> <p>Calling out.</p> <p>Swinging on their chairs.</p> <p>Making inappropriate noises.</p> <p>Disturbing the learning of others.</p> <p>Making faces.</p>	<p>Begin with a non-verbal cue for the child if possible.</p> <p>Praise positive behaviour of someone close to the child.</p> <p>Verbal reminder:</p> <p>If the above does not work, the teacher will draw the pupil's attention to the inappropriate low-level behaviour and remind them of the rules/expectations.</p> <p>Verbal reminder with consequence:</p> <p>If the low-level behaviour continues, the teacher will give the child a verbal reminder and outline any consequences.</p> <p>Please also see section 2.3 below</p>
<p>Mid-Level Antisocial Behaviours</p> <p>Examples:</p> <p>Repeating any of the above when asked not to.</p> <p>Answering back/mumbling under breath.</p> <p>Spoiling own work or the work of others.</p> <p>Name Calling.</p>	<p>If behaviour still continues or is mid-level to begin with, the consequences will be acted upon/immediately actioned:</p> <p>This could include:</p> <p>the child being moved away from peers to a safe space in the classroom.</p> <p>the child being issued with a 'yellow card' warning of removal from the class. It must be made clear to the child that removal from the class will mean that their parents will have to be called and it is probable they will have to go home as they cannot enter another bubble.</p> <p>The child will always be given the opportunity to reflect on the incident//restore on the incident. (Recorded on CPOMS)</p>
<p>High Level Antisocial/Dangerous behaviours.</p> <p>Examples:</p> <p>Persisting in any of the above mid-level behaviours having when asked not to and Mid-level strategies have been tried.</p> <p>Not following instructions, particularly the instructions in place to protect spread of the Coronavirus including but not exclusive to:</p> <ul style="list-style-type: none"> • Going to areas not allocated to the child's bubble without permission. • Purposely breaching the 2M social distancing rule. • Not washing hands when instructed to. 	<p>If mid-level behaviours have continued, or any High-Level/Dangerous behaviours are displayed, a member of SLT will be called immediately to discuss the behaviour exhibited.</p> <p>The SLT member will then agree that parents of the child should be contacted to collect the child. Until a risk assessment can be carried out, the child will not be allowed to return to school.</p> <p><u>In extreme circumstances only</u>, where the safety of others may be compromised, a member of SLT wearing full PPE will enter the bubble containing the child to remove them from the room until the parent collects them from school.</p>

- **Sneezing or coughing on purpose or persistently not using a tissue/crook of arm.**

Swearing

Stealing.

Hitting/kicking/punching/aggressive pushing.

Fighting

Throwing objects to hurt someone

Racism

Bullying.

St Mary's Behaviour Chart

Positive behaviour	Positive praise
Low level anti-social behaviours	<ol style="list-style-type: none"> 1. Non – verbal queue 2. Verbal reminder and reminder of the class rights and responsibilities 3. Verbal reminder with an outline of consequences
Mid-level anti-social behaviours	<ol style="list-style-type: none"> 4. Consequences acted on (e.g. moved to a different area of the class) 5. Orange card to identify that the next step will be removal from class (Recorded on CPOMS)
High level anti-social, dangerous behaviours.	<ol style="list-style-type: none"> 6. Removal from class to SLT to carry out repair and restore work 7. Physical restrains if risk of harm to self or others or removal of the rest of the class 8. Parents called 9. Possible exclusion <p>All red actions recorded on CPOMS</p>