

Greenfield Primary School

'Everyone can grow in a Greenfield!'



Behaviour Policy

Approved by: Emma Kilbride

Date: May 2025

Last reviewed on: April 2025

Next review due by: May 2026

PRINCIPLES AND AIMS

Our core function is to educate children, and to do this in a mainstream setting requires deliberate and calculated actions to create a safe and calm environment so that learning can happen for all children.

We maintain high expectations for and of all children, in the belief that they can all be the best version of themselves, that they are all important, and that they have the right to a great education. In order to make their time in school memorable, challenging, and fulfilling - good manners and positive relationships are essential. The strategies we adopt are based on research into effective classroom and behaviour management.

We front-load our approach to behaviour with a focus on rewarding positives, catching children being good, and modelling positive relationships between all members of the school community. We also know that the most effective way to support all staff is to have a robust and consistent approach to setting things right when they do go wrong.

These aims are underpinned by our school values of endeavour, kindness, respect, teamwork, happiness and resilience.

LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

RESPONSIBILITIES AND RIGHTS

All children have a right to an education and these rights are balanced with corresponding responsibilities.

Responsibilities	Rights
to act in a way that keeps everyone safe	to feel safe at school
to treat others with kindness and respect	to be treated with kindness and respect
to listen and allow others to learn	to learn without distraction
to respect the views of others, even if they differ	to express opinions respectfully
to ask for help, and support others who need it	to be supported when struggling

to take care of school property and resources
to welcome others and show tolerance
to follow school rules and accept consequences
to represent the school well, both in and out of school
to listen to others and communicate politely

to a clean and tidy school environment
to be included and not feel isolated
to fairness and consistency
to be proud of our school
to be listened to and understood

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation. The governing board supports the school in maintaining high standards of desired conduct of pupils and staff.

The headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

All staff are responsible for:

- Creating a calm and safe environment for pupils.
- Focus on enforcing positive behaviour.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly.
- Challenging pupils to meet the school's expectations.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following an incident/s (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

New pupils joining the school will have the chance to have the school rules and the routines explained to them at the earliest opportunity.

HOME SCHOOL AGREEMENT

At Greenfield, we believe that children learn best when parents, children and teachers all work together to promote achievement and positive outcomes. The home school agreement helps everyone to be clear on their part in the bigger picture, it will be reviewed and shared again at the start of every school year and can be found on the website.

THE STANDARD ROUTINE

Teachers are expert in general behaviour management and this is forms part of their early carer training, and part of ongoing professional development each year. When a child is demonstrating behaviours that are not in line with expectations, but that are judged to be relatively minor, adults will:

1. Use a minimally invasive strategy – e.g. The Teacher Look or similar.
2. If behaviour choices continue to not meet expectation, the adult will give a reminder of the expectation, labelling the disruptive behaviour in the process to ensure the pupil is perfectly clear.
3. If the behaviour yet continues, the pupil will be given a warning that continued disruption will result in a consequence.
4. A consequence will be put in place if there is any further continuation of negative behaviour.

BUILDING, MAINTAINING AND RESTORING RELATIONSHIPS

The Standard Routine is possible because it is underpinned by constant deliberate work that goes on in school. We teach the behaviours we expect from the very beginning of children's time at Greenfield; in Reception, games, singing songs, free play, story time and many other situations allow children to learn the foundational skills they will need all through school. This leads into the PSHE curriculum that is carefully planned out up until the end of Year 6. This is supplemented by wider opportunities: playing games in PE, listening and showing respect in lessons, representing the school on educational visits are all examples of the unplanned curriculum that is full of teachable moments. We make these moments explicit and actively teach behaviour so that we can spend more time building relationships and maintaining them, and spend less time having to restore relationship breakdowns.

Key to building relationships is recognising and rewarding the behaviours we want to see. We have a range of rewards for positive behaviour including: specific positive praise to reinforce good manners, following routines with minimal instruction, and for good work; certificates and/or badges in assembly for milestones in house points, Golden Broom awards for tidying up at lunchtimes, for completing quizzes in Accelerated Reader, and for being the Star of the Week. At the end of each term we have Gold Book assemblies to recognise children who always uphold the values and show us their best efforts. The houses that children are organised into have a friendly competition each term, and the house with the most house points at the end of each term win an additional afternoon break on the last Friday. House points are counted up and announced in weekly assemblies, and children feel a real sense of pride and belonging to their house.

However, children will fall out, and this is a perfectly normal part of learning how to form and maintain relationships. When this does occur, we will take a restorative approach to helping children repair what has happened. Staff have a script of sorts that they will follow:

1. What happened?
2. What were you thinking?
3. How did you feel?
4. Who else has been affected?
5. What do you need/need to do now?

This script is a loose guide, and adults who are supporting children will adapt the questions so that everybody gets to be heard. We might also include questions such as:

- What would you do differently next time?
- What would you think or feel if this happened to you?
- What are you willing to admit to?
- How can we put this right?
- What could you do differently next time?
- What other choice could you have made?
- How could you make sure this doesn't happen again?

DE-ESCALATION

For some instances of behaviour, the Standard Routine will be a sufficient tool; when the need arises, we have a toolkit of de-escalation strategies that staff are familiar with using:

- removing the audience – using a quieter place or moving the other pupils away;
- planned ignoring and take up time – stepping away from the pupil and expecting them to follow the instruction when you return;
- planned ignoring – rewarding the pupils who are showing the desired positive behaviour;
- use of humour – it is paramount that this does not hurt or humiliate any pupils – it should maintain a positive, personal and professional relationship with the pupil;
- distraction - distracting the pupil's attention from the problem;
- re-focusing the pupil's interest;
- changing the activity if appropriate;
- small manageable steps – provide tasks which the pupil can confidently succeed at, then introduce more challenging tasks;
- appropriate use of body language;
- appropriate use of personal space;
- involving another colleague – a different voice can be very effective;
- recognising the pupil's feelings and verbalising anxieties and feelings in a calm and constructive manner;
- providing an increased level of support if appropriate;
- offering alternative actions for the pupil to take;
- using personalisation, relationship and previous successes – remind the child of a situation they were successful in;
- clearly outlining the positive consequences if they make a good choice;
- remaining firm, fair and caring.

IDENTIFYING UNACCEPTABLE CONDUCT

The following behaviours are unacceptable and will result in consequences outlined above and strategies being applied as appropriate. Some of the items on this list will fall outside the scope of the Standard Routine and will immediately jump to more serious levels of response from school. The list below is illustrative, but not exhaustive; the school will exercise discretion over any conduct perceived as anti-social, or in any way harmful to the health, safety and welfare of other individuals, or the wider school community.

- Repeated non co-operation
- Disruption to learning, personal and that of others
- Physical assault
- Fighting
- Bullying
- Vandalism
- Verbal assault/ abuse
- Racist behaviour
- Homophobic behaviour
- Swearing or use of inappropriate language
- Child-on-child abuse and harassment
- Extortion

- Theft
- Bringing electronic player or recording equipment to school
- Bringing offensive weapons to school (zero tolerance)
- Bringing the school into disrepute
- Inappropriate use of internet or other technology
- Possession of inappropriate materials
- Dangerous behaviour
- Anti-social behaviour
- Truancy from school
- Going off the school site without permission
- Use of mobile phone in school time

BEHAVIOUR INCIDENTS OUTSIDE OF SCHOOL

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

ONLINE MISBEHAVIOUR

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

SUSPECTED CRIMINAL BEHAVIOUR

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the headteacher or member of the senior leadership team will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

ZERO-TOLERANCE APPROACH TO CHILD-ON-CHILD ABUSE

The school will ensure that all incidents of child-on-child abuse are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information, which is available on the school website.

CONSEQUENCES

“Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.” (The Whole Brain Child - Siegel. D., 2011)

Staff will promote positive behaviours and attitudes to learning with the use of positive feedback and praise in lessons.

Greenfield will use consequences to respond to unacceptable conduct. We will apply consequences with fairness, consistency, flexibility and proportionality. Where consequences are used we will: explain the reason for the sanction, the changes in conduct needed to avoid future sanctions, and that sanctions are a response to conduct, not the individual.

The school may use one or more of the following consequences in response to unacceptable behaviour:

- A verbal reprimand

- Time out or sending the pupil to a partner class
- Missing a break time or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Recording daily behaviour through a 'report' or chart
- Internal exclusion

In extreme cases the Headteacher may issue a suspension or a permanent exclusion from the school. This decision will be taken following a full investigation of the facts and will be undertaken in accordance with the Exclusions Policy.

Behaviour incidents are recorded on the school system - MyConcern. Incidents are regularly reviewed by the class teacher, and Leadership Team and appropriate actions taken.

In accordance to The Equality Act 2010, responsible bodies, such as schools, are expected to make reasonable adjustments for pupils with identified needs. It is understood that such needs pose barriers or difficulties, when pupils access their educational settings, by comparison to peers of the same age.

Consequently, it will be necessary to consider individual needs when applying school policies. For example, it would be deemed reasonable to suggest that a pupil who has been diagnosed with ADHD may require some adjustments when following a behavioural rule applied to active listening.

When considering the application of reasonable adjustments, the responsible body will refer to: The Equality Act 2010, the SEND Code of Practice: 0 to 25 years, 2014, and the Children and Families Act 2014. Further information regarding reasonable adjustments are outlined in the school's SEND Policy.

When deciding on appropriate sanctions the school will take into account: the age and the health of the pupil, specific needs the pupil may have, their previous record of behaviour, the severity of the unacceptable conduct and the likelihood of repetition, pressure exerted by others, the extent to which the unacceptable conduct may have affected others, where the unacceptable conduct took place, and whether the pupil was a part of a group.

RESPONDING TO MISBEHAVIOUR FROM PUPILS WITH SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND) and, therefore, some pupils may require a more sensitive and differentiated approach. When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour below are detailed below:

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. The school is aware that the provisions set out in an EHC plan must be secured (if applicable).

STAFF TRAINING

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

SUSPENSION AND PERMANENT EXCLUSION

Although we will try to avoid suspensions and permanent exclusions as much as possible, the headteacher can use suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied

by pastoral processes, or consequences within the school. Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. Detailed guidance can be found in the school's suspension and permanent exclusion policy, available on the school website.

This adheres to the DFE guidance, 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2022' and <https://www.gov.uk/government/publications/school-exclusion>

MANAGED MOVES

In line with DFE guidance, a managed move can be used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. Managed moves should only occur when it is in the pupil's best interests.

UNIFORM

Greenfield Primary School uniform policy is designed to encourage a purposeful and effective climate for learning. All pupils and staff should be smart and take pride in their appearance, dressed appropriately within the ethos of a school working environment. All pupils should be aware that they represent the school, its ethos and its image, when wearing the school uniform inside or outside of school.

It is expected that all pupils wear full uniform at all times, unless directed otherwise by staff.

MOBILE PHONES, MP3 PLAYERS AND HEADPHONES

If staff see a pupil with one of the above they are to remind the pupil that phones should be handed in to the school office each morning and collected at the end of the day. The member of staff should accompany the child to the school office to give in their device. Other electronic devices should not be brought into school. If these devices are seen in school, staff will take them and keep them safe until the end of the day when they will be returned to parents/carers. A repeat appearance would lead to consequences being put in place. If a pupil refuses, this will lead to intervention from SLT and a consequence.

ANTI-BULLYING POLICY

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Please also refer to the Greenfield Primary School Anti-Bullying Policy.

DRUGS

Greenfield Primary School is committed to the health and safety of all its members and will take action to safeguard their well-being. The possession, use or supply of drugs in the school context, (which is defined as on school premises or during any school activity and/in school uniform) is totally forbidden. Any such instance will be viewed as an extremely serious disciplinary matter.

The school will consider each drug related incident separately and consider the appropriate response, bearing in mind the circumstances of the case, and the need to balance the interests of the pupil concerned as well as the effect on the entire school body.

The Governing Body considers that it is essential that parents and pupils are clear about the expected/usual sanction that will be applied.

The school takes a zero-tolerance approach to the use or possession of drugs within school. Any pupil found in possession of, dealing/sharing, acquiring drugs for another person will face a permanent exclusion. Incidents of drug related behaviour outside of school can result in the same punishment. All incidents will be reported to the police.

There is a planned PHSE Programme in place to:

- Inform pupils about drugs and their effects in an age and stage appropriate way
- Promote a positive attitude towards a healthy lifestyle
- Increase pupils' understanding of the health and social implications of the use and misuse of drugs in an age and stage appropriate way.

SEARCHING, SCREENING AND CONFISCATION

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

REASONABLE FORCE

The term 'reasonable force' covers the broad range of actions, involving a degree of physical contact with pupils. Force is usually used in a school to either control or restrain.

Reasonable force should not be the first course of action and will only be used when the safety of that pupil and others around them is in jeopardy. The decision about whether or not to physically intervene is down to the professional judgement of the staff member concerned.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

Greenfield Primary School recognises pupils with SEN and disabilities have additional needs, which may, in turn, affect their behaviour and, therefore, special consideration should be applied when reasonable force may be used. For further guidance on where reasonable force may be deemed appropriate, see the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

If reasonable force is used the incident must be reported to the Headteacher on the same day the incident takes place and recorded on MyConcern and in the Bound and Numbered book.

MALICIOUS ALLEGATIONS AGAINST STAFF

Where a pupil is proven to have made a malicious allegation against a member of staff, it will be reviewed on a case by case basis. It must be recognised that unless there is a significant reason otherwise, this will most likely result in the permanent exclusion from the school. It may be possible to seek an alternate place for a pupil within the local authority through a managed move.

Greenfield Primary School places the safety and security of all its pupils above anything else. We take all reports of staff misconduct seriously, imposing the correct measures whilst an investigation is ongoing. Similarly, we take the professionalism of our staff seriously. Where an allegation is made that has no truth to it, we must ensure our staff are protected, therefore, the sanction is amongst the strongest we can take. We will provide appropriate pastoral care for any member of staff accused of misconduct.

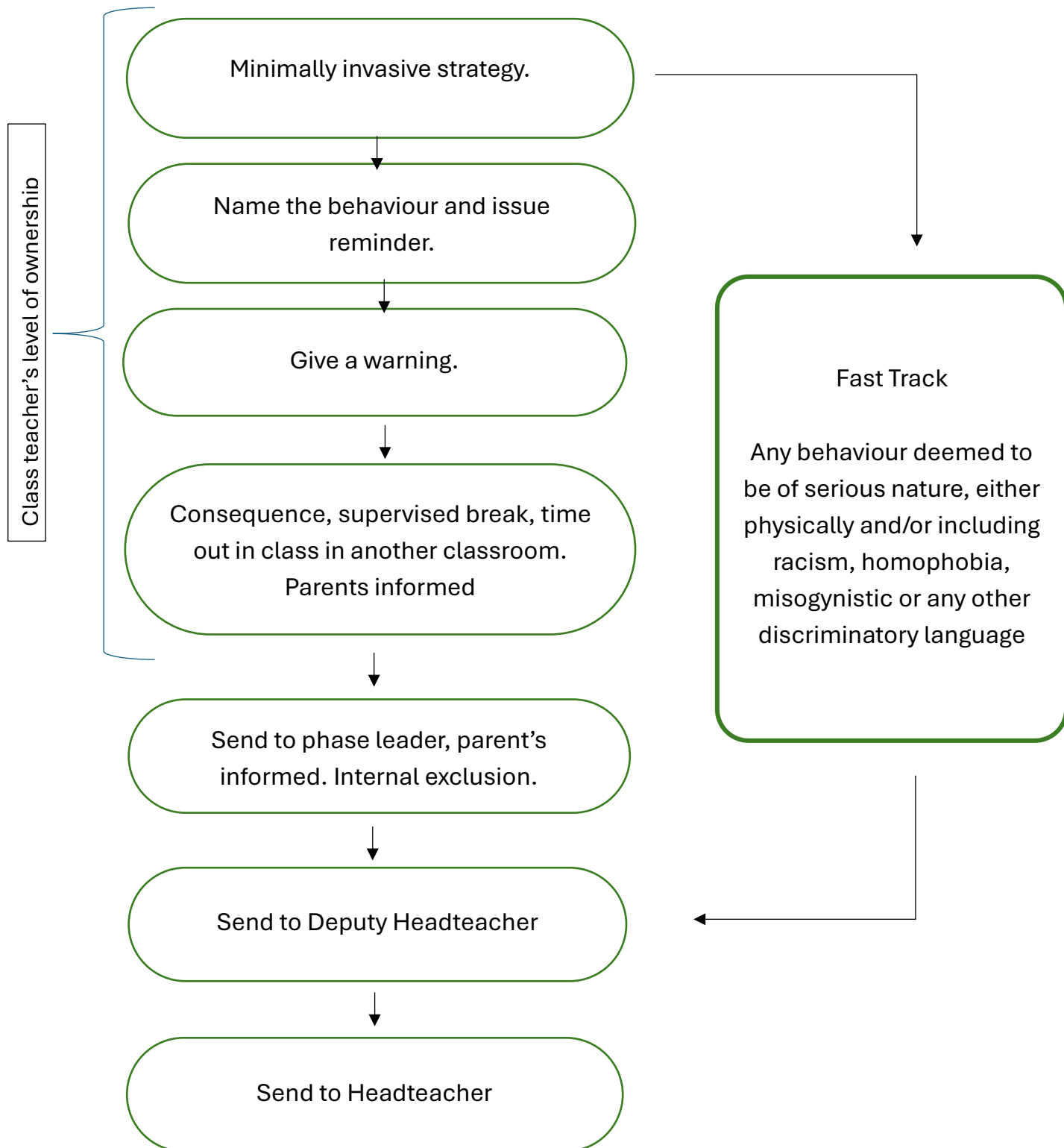
TRAINING, MONITORING AND EVALUATION

Greenfield Primary School staff are provided with training on managing conduct as part of their induction process. Conduct management will also form part of continuing professional development. Where problems with conduct management arise, training will be sought for staff.

The Pastoral Lead will work with other leaders and the SENCo to analyse and examine behaviour and rewards data to identify training needs, support those staff who may require it and identify pupils who might be at risk of exclusion, so early intervention can be put into place. Teaching staff can always access data, which they use to guide and advise pupils about their conduct. The effectiveness of the policy will be evaluated regularly by Senior Leadership, staff, parents and pupils. The conduct policy is reviewed every year by the Headteacher, Senior Leadership team and the Governing Board.

APPENDIX 1: NORMAL BEHAVIOUR MANAGEMENT FLOWCHART

The below sets out the unambiguous steps to managing most behaviour. This will work most effectively when time has been invested in building and maintaining relationships, and in conjunction with the de-escalation strategies outlined in the previous sections of this document.



APPENDIX 2: BEHAVIOUR PROCESS POSTER TO BE DISPLAYED IN CLASSROOMS FOR REFERENCE

<p>Normal behaviour: all is as it should be.</p>	<p>You are doing a great job, you are following the rules and showing all of the school values – keep it up!</p>	
<p>A reminder – you have been spoken to about your behaviour and given a chance to make it right.</p>	<p>Everyone needs help to get it right from time to time – take this as an opportunity to turn it around.</p>	<p>For example: Calling out, not listening, distracting others, poor presentation or effort.</p>
<p>A warning – you are still making the wrong choices.</p>	<p>3 in a week? Miss a break time or miss 15 minutes of lunchtime.</p>	<p>For example: Repeating, or adding to, behaviours that have already had a reminder within the same lesson, name calling.</p>
<p>A consequence – your behaviour has still not improved and you will be given a consequence. Your parents will be informed.</p>	<p>Miss playtime. Miss lunchtime. Complete work in another class for up to 30 minutes. 3 in a week? Time out of class – up to half a day.</p>	<p>For example: continuing or adding to behaviours following a warning. Racism, homophobia, misogyny, any discriminatory behaviour</p>
<p>Time out of class.</p>	<p>You need to spend some time away from distractions to help you make the right choices.</p>	<p>Peer-on-peer assault, persistent disruption in class, persistent defiance, turning tables/chairs/ wilful damage to school property</p>