



# Behaviour for Learning Policy

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Review Cycle:	Annual
Governing Body Ratification	September 2021
Review Date	September 2022
Legal Framework	Children Act 1989 (as amended 2004 Section 52) Education Act 2002 s175/s157 The Teachers Standards' 2012
Department of Education and Local Advice and Guidance	Mental health and Behaviour in Schools (November 2018) Keeping children safe in education (September 2021) Preventing and Tackling Bullying (July 2017) Working together to safeguard children (September 2018) Children who run away or go missing from home/care(Jan 2014)
	Hackney CYPS Resource Guide (July 2016) City and Hackney Safeguarding Board's Procedures Hackney Well-Being Framework
Linked policies	Safeguarding and child protection, Attendance including Children Missing in Education, SEND, Looked After Children, PSHCE, ESafety, Social Media, Acceptable Use, Teaching and Learning and Equality. Exclusion

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## 1. Context and Scope

### Academy context

Skinner's Academy is a diverse, energetic environment that is proud to represent the community it serves. We are home to nearly 1100 pupils and their families, and we always attempt to embrace the diversity that this brings. Our overarching aim is to provide a safe, supportive, and challenging place to learn. We believe that everyone has the potential to achieve, but we also acknowledge that everyone has the potential to make mistakes. In this regard, we feel that everyone involved in the wider support network for a pupil has a role to play in the behavioural choices they make regarding their learning.

We believe that everyone is accountable for their mistakes, and that every misconception or misstep is an opportunity to grow.

At Skinner's Academy we believe that pupils want to succeed, work hard and follow 100% of their teacher's instructions, 100% of the time.

We believe wholeheartedly that all pupils can succeed, and we are committed to ensuring that pupils develop with us to make behavioural choices that allow all members of the academy community to grow. Our behaviour for learning policy is designed to allow pupils to learn, build relationships and to be accountable for their actions.

Our systems below are designed so that the teacher decides on the seriousness of the incident and the appropriate response. We believe that effective classroom management will ensure the pupils explicitly know why they are being issued with a consequence. We hope that the process of rewards and sanctions can set each of our pupils on the path to achieving their potential.

We also know that parents and carers play a crucial part in the process of behaviour for learning. We are committed to involving all stakeholders in embedding the Skinner's way. All members of staff, teaching and non-teaching, are expected to be committed to maintaining the highest standards of pupil behaviour; all staff are expected to challenge poor behaviour and follow the Academy guidance on rewards and sanctions.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## 2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [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](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

### 3. Definitions

At Skinners' Academy, all pupils will be the **best they can be** by working in active partnership with the Academy to achieve excellence for themselves and the wider community. The Academy will provide the necessary prerequisite skills, knowledge and experiences for pupils to ensure they have the opportunities to succeed. Not only will our young people be successful and productive citizens but, they will be a source of influence in the society that they live in, ensuring that they make sustainable and authentic contributions for future generations.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes

- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

#### 4. Bullying

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:

- Deliberate
- Repeated, often over a period of time
- Unbalanced in interaction

Bullying behaviours under the above definition can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical or verbal abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

Skinner's Academy has a zero tolerance approach to Bullying that is detailed above. Pupils have avenues available to report, in confidence, if they have concerns regarding behaviour directed towards them, or to others.

- Pupils, parents and staff can report incidents of bullying to any member of staff (We encourage this to go via the Personal development teacher or Head of Year, who can investigate and liaise with our safeguarding team for allocated support)
- The Academy investigates any allegations of bullying thoroughly via statements, any relevant evidence, in some cases the use of CCTV, as well as liaising with all potential witnesses or affected parties
- Skinner's Academy records, analyses and monitors the rare incidents of bullying via its safeguarding software, CPOMS.
- As an Academy, disrespect and bullying sit at the highest point of our Academy stage system, with follow up outlined in section 7.
- We aim to support pupils who have been bullied, and those vulnerable to bullying by detailed knowledge of our pupils, a proactive approach to the Skinner's Way that reinforces acceptance of all Academy members, as well as pastoral support in both pre-emptive and reactive capacities
- There is a whole Academy drive to reduce instances of Bullying via our Academy values, our Personal Development program, our Assembly themes, as well as our promotion of The Skinner's Way. We also have designated staff to support pupils both within the Academy, and within wider networks, such as our Safer Schools police officer, our Wellbeing Adolescent Mental Health Service (WAMHS) worker, Our Parental Engagement Lead and our Academy Counsellor
- Skinner's Academy trains its staff to challenge behaviour that is not acceptable to our culture and values. This training forms part of our Behaviour for Learning program

## **5. Roles and responsibilities**

### **5.1 The governing board**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **5.2 The Principal**

The Principal is responsible for reviewing and approving this behaviour policy alongside the relevant governance committee.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour for learning policy consistently
- Modelling positive behaviours
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Support and reinforce the 'Skinner's Way' within their classrooms and around school
- Regularly recognise and reward positive behaviour and achievement
- Record student behaviour and achievement on SIMS
- Telephone and meet parents to make them aware of positive, negative behaviour and academic achievement.
- Actively support school policies and procedures
- Plan and deliver lessons to engage and facilitate the learning, progress and attainment of ALL students

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the Skinner's Way and expected behaviours
- Support high attendance and punctuality
- Communicate and engage regularly with the Academy for the best outcomes of pupils
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with Academy staff promptly
- Accept the role of the Academy in supporting **all** pupils through its decision making process, approaches, rules and regulations

## **6. The Skinner's Way & The Skinner's 6**

Skinner's Academy promotes the acceptance of all through its 6 key values, known as the Skinner's 6, as well as our approach to being a member of our Academy community, known as 'The Skinner's Way'

The Skinner's 6

**Be Curious** – we will ask the right questions, learn from others, and look for ways to work smarter.

**Be Cooperative** – we will work in partnership with others to achieve our goals

**Be Determined** – we will see challenges as obstacles that we can overcome. We will not give up.

**Be Kind** – we will be generous with our time and resources; we will show empathy.

**Be Respectful** – we know what good manners are; we will always show that we know how to use them.

**Be Outstanding** – exceptionally good; this is what we strive for 100% of the time.



## 7. Rewards and sanctions

It is important to recognise and celebrate the achievements and efforts of those pupils who behave well and who work hard. We believe that those who behave well develop their own self-esteem and gain increased respect from others.

Pupils will be consulted frequently to evaluate, add and even amend the range of rewards available.

Staff are encouraged to reward pupils with the following methods

- Praise (We have a day of our Personal Development curriculum that is devoted to praise and reward)
- Positive points
- Letters or phone calls home to parents

- Year group specific rewards
- Whole school rewards
- Scholar/Prefect and Subject honour based roles
- Special responsibilities/privileges/rewards
- Opportunities for special recognition opportunities within half termly and termly prizegiving
- Through recognition within PD curriculum

Skinner's Academy attempts to adopt both pre-emptive and proactive strategies to ensure there is an easy identification of pupils who find it difficult to manage their behaviour.

This is a data driven process that is underpinned by:

- Weekly behaviour meetings prioritising support (such as mentoring and counselling)
- Initiating report based processes early to ensure exclusion is a last resort
- Use of external agencies
- Use of inclusion team for therapeutic behaviour support

Behaviour that falls short of expectations can take many forms. The list in appendix 3 is an illustration of some behaviours and staff members responsible for follow up and is not an exhaustive list.

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

- A verbal interaction (Reminder: stage 1)
- Relocating the pupil to another space within the room (Relocate: stage 2)
- Relocating the pupil for a short time outside of the room to refocus (Relocate: stage 2)
- Detention at break or lunchtime, or after school (Stage 3)
- Referring the pupil to a senior member of staff (Stage 4: Remove)
- Some stage 4 behaviours can lead directly to a fixed term exclusion as referenced in appendix 3
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

Some behaviour instances will be an immediate stage 3 or 4 detention that are serious enough to move straight through the stages.

**We are an academy that has a zero tolerance policy regarding any instances of intolerance towards protected human rights characteristics. In this regard, 'joking', 'banter' or 'being friends' will not be accepted as excuses for any infringements that are derogatory towards characteristics under the equalities act.**

We may use the support of our Inclusion room in response to serious or persistent breaches of this policy. Pupils may be sent to the On Call room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention will receive an escalated sanction in line with the issue presented.

The Inclusion room is managed and monitored by Head of Inclusion

### **7.1 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence 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

Sanctions for sexual harassment and violence may include:

- A period of extended support in our inclusion unit
- fixed term exclusion or managed move
- referral to our safer schools police officer
- referral to local authority safeguarding team

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
- 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

### **7.2 Off-site behaviour**

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 or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### **7.3 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

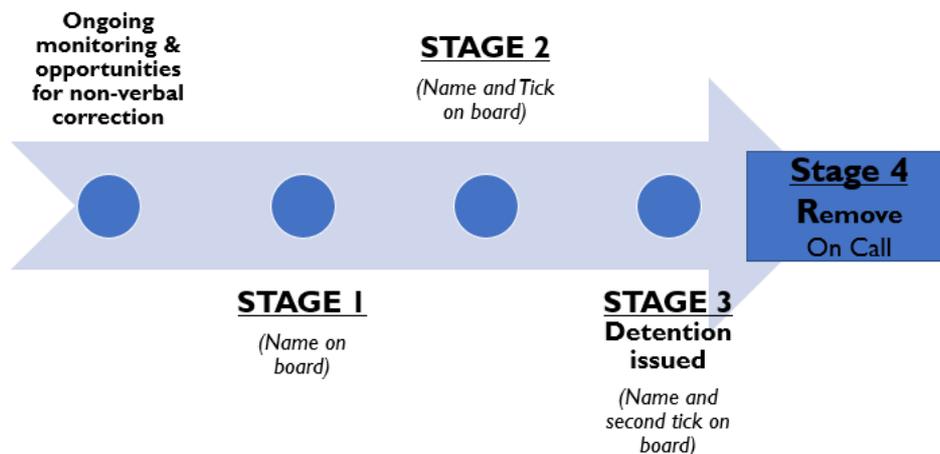
The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **8. Behaviour for learning: The Stage system**

Skinner's Academy operates a stage system to support learning within the classroom and Academy setting. This is designed to give pupils opportunities to own their behavioural choices and make positive strides when they have been warned.

In this regard, pupils sanctions are assigned at stage 3 (30 min detention). Whilst there are some behaviours that will result in an immediate stage 3 detention, for low level behaviours, a pupil consequently has had 3 opportunities to reframe their behaviour in any given lesson when a sanction is applied.



## 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## 8.2 Physical restraint

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
- Never be used as a form of punishment
- Be recorded and reported (This will involve a written account of the incident and reasonable investigation of the appropriateness of the action provided. This will be submitted to the DSL in the immediate follow up to the incident. This will be discussed with the Principal and logged on CPOMS)

### **8.3 Confiscation**

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or 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](#).

### **8.4 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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.

### **8.5 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **9. Training**

Behaviour for Learning staff continuing professional development is factored into the Academy training calendar, and there are regular opportunities through training, briefing and drop ins to support staff with the most inclusive approach to behaviour for learning

Our staff are provided with training on managing behaviour, including safeguarding and wider context of our community as part of their induction process.

Behaviour for learning is seen as integral to the development of our pupils and is prioritised as such.

## **10. Monitoring arrangements**

This behaviour for learning policy will be reviewed by the headteacher and Governing body annually. At each review, the policy will be approved by the Principal.

This will take place within the Skinners' Academy education committee.

### **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour for learning policy
- The behaviour for learning policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions through the Skinners' way
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the education committee annually as part of the review of this policy.

Appendix 2: Stage system

**Stage 1 REMIND** *Name on board*

(Pupil has received a warning)

**Stage 2 RELOCATE** *Name & Tick*

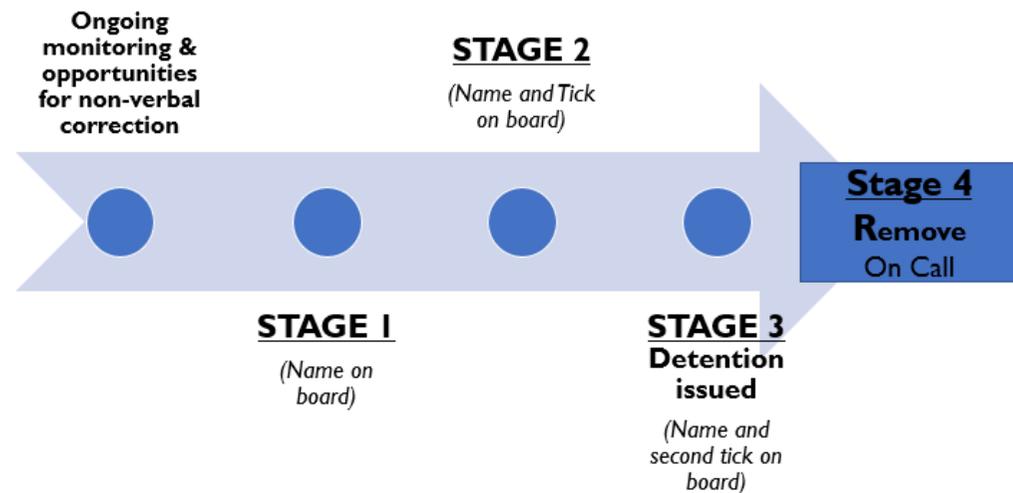
(Pupil has received a warning and been relocated)

**Stage 3 RETAIN** *Name & Tick Tick*

(Pupil is issued a detention)

**Stage 4 REMOVE** *Pupil is On Call*

(Email on call, Pupil name, room number)



### Appendix 3 Example behaviours

The below is an example set of behaviours that will result in specific actions within the stage system. The list is not exhaustive, and Skinners' Academy constantly evaluates the proportional response to actions to allow pupils to manage their own behaviour.

	Stage 1:	Example Behaviours	Action Scripted behavioural language
<b>Stage 1</b>	<b>In Class</b>	Calling out across the room (including reaction to other pupils' behaviour) Disrupting the learning of others Uniform/appearance Lack of equipment Out of seat	<ul style="list-style-type: none"> <li><b>Reminder accompanied by Name on board</b></li> </ul>
	<b>Corridor/Community</b>	Reminder to remove jacket Reminder to follow instructions/expectations	Reminder with warning of next step escalation (either confiscation of an item or detention)
	<b>Independent learning based sanctions are not involved in the classroom staged process</b>  Pupils are given one reasonable request warning in corridors and community. A failure to follow a reasonable request at stage one in a corridor or community setting is an immediate detention at stage 3		

	Stage 2:	Example Behaviours	Action Scripted behavioural language
<b>Stage 2</b>	<b>In Class</b>	Repetition of any stage 1 offence Answering back Repeat of distraction Repeat of calling out Repeated off task	Relocate (either to a new seating position or a brief relocation outside the classroom for a period of 3 mins max)  <b>Name and tick on board</b>
	<b>Corridor/Community</b>	Pupils are given a reminder in corridor/community regarding their behaviours (such as removing jacket, appropriate level of communication, general correction of behaviour). <b>A failure to follow a reasonable request after stage 1 is an</b>	

	<b>immediate stage 3 detention</b>
	Pupils are given a reasonable opportunity to refocus their behaviour within 180 seconds. There may be times where staff members remove pupils to avoid escalation further if a pupil is distressed or unable to regulate. In these specific circumstances, to support pupils, they will be relocated to a position to receive support.

	Stage 3:	Example Behaviours	Action Scripted behavioural language
<b>Stage 3</b>	<b>In Class</b>	<ul style="list-style-type: none"> <li>Repetition of any stage 2 offence</li> <li>Rudeness to staff such as tutting, kissing teeth or arguing</li> <li>Refusal to follow instructions</li> <li>Intentionally sitting in the wrong seat in a classroom</li> <li>Inappropriate language e.g. audible swearing</li> <li>Serious disruption in lesson or at student meeting– e.g. throwing paper, intentionally disruptive noise</li> <li>Provoking another student/situation</li> <li>Repeated failure to bring appropriate equipment</li> </ul>	Detention set  <b>Name plus 2 ticks on board</b>
	<b>Corridor/ Community</b>	Not following a reasonable request at stage earlier stage  Refusing to hand over a prohibited item  Swearing	<b>Detention set</b>  <b>Confiscation of item</b>
	<b>BEHAVIOURS THAT ARE AN IMMEDIATE STAGE 3 (Detention)</b>		
<ul style="list-style-type: none"> <li>Repetition of any stage 2 offence</li> <li>Refusal to follow instructions</li> <li>Swearing</li> </ul>			

	Stage 4&5:	Example Behaviours	Action Scripted behavioural language
<b>Stage 4&amp;5 (On Call and Exclusions)</b>	<b>In Class</b>	<ul style="list-style-type: none"> <li>• Bullying or harassment</li> <li>• Defiance</li> <li>• Swearing (directed and targeted)</li> <li>• Fighting</li> <li>• Truancy</li> <li>• Repeated on calls (3 in a half term)</li> <li>• Stealing</li> <li>• Discriminatory behaviour</li> <li>• Vandalism/Graffiti</li> <li>• Banned Items</li> <li>• Serious breach</li> <li>• Repeat of High-level Behaviours</li> </ul>	<p><b>Pupil removed to On Call room (S01)</b></p> <p>Once a pupil is sent on call and collected by an on call staff member/ SLT patrol, the issue is investigated:</p> <p><b>Possible sanctions/ combination of sanctions:</b></p>
	<b>Corridor/ Community</b>	<ul style="list-style-type: none"> <li>• Repeat of High-level Behaviours</li> <li>• Serious breach</li> <li>• Persistent refusal to conform to the school's expectations</li> <li>• Zero tolerance related to discriminatory behaviour</li> </ul>	<p><b>-Time in inclusion room</b></p> <p><b>-Internal Exclusion</b></p> <p><b>-Fixed Term Exclusion</b></p> <p><b>-Restorative meeting</b></p> <p><b>Statement taken</b></p>
	<p><b>BEHAVIOURS THAT ARE AN IMMEDIATE STAGE 4 (On Call)</b></p> <p>Fighting</p> <p>Extreme defiance (Aggressive behaviour towards/ Swearing at a teacher)</p> <p>Repeated refusal to follow instructions at stage 1-3</p>		