ASPIRATIONS

Oak Hill Academy
West London
an Aspirations Academy

Behaviour Policy

Promoting Positive Behaviour

September 2026

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Behaviour Policy One-Page Overview

Rewards	Sanctions
Aspirations Points - Aspirations Points should be logged on the Class Dojo management system (please share classes with TAs and SLT) - Points are awarded to children for displaying behaviours linked to the 3 Guiding Principles: Self-Worth, Engagement and Purpose - 1-3 points can be awarded at any time, these are added to the system by either the teacher or the pupil (teachers should allocate time daily / weekly for children to add) - Aspirations Points should never be taken away - The child with the highest earned that half term will receive a reward (and can take a friend) - Aspirations Awards will be reset each half term so counting can start again **Gotcha Awards** - Gotchas are awarded in addition to Aspirations Points by Lunchtime Staff - Children identified as displaying good behaviour in the playground at lunchtime can be awarded a Gotcha - These will be collected in the Gotcha box and a winner will be chosen and awarded half-termly **Class Rewards** - Teachers can decide to award table points or raffles etc. in their classes - These need to be awarded in addition to and not instead of Aspirations Points - Class rewards can link to Aspirations Points if a teacher chooses to (e.g. 10 table points is equal to 1 Aspiration Point etc.) - Teachers can also give out certificates/ awards to reward behaviour	**Strike System** Low level behaviour should be managed throughout the lesson using verbal or non-verbal warnings. If this does not enable the behaviour to improve, move to Strike 1. **Strike 1** Use agreed phrases, such as: 'You are now on Strike one because….; this is your final warning; this is your chance to start making a good choice… you need to….. Children should be fully aware of what this means and the possible consequences of continuing with the behaviour. **Strike 2** ● Child sent to a designated area of the classroom, (Time Out trapezium table) and ***continues their learning*** until they are ready to re-join their table (teacher to decide appropriate time). ● 5-10 minutes is spent during break-time or lunch time in order to reflect, calm down, discuss alternative choices going forward and speak with staff etc. This should be completed in the child's classroom unless the teacher is on duty and then they can be monitored by another adult. ● During this time, the child completes a reflection on a **Reflection form**. ● The staff member who gave the Strike 2 needs to fill in the Incident log (on the back of the strike sheet). ● Reflection form/ Incident log to be given to BLM to be put on Arbor **by the end of the same day.** Once the incident is recorded on Arbor, the reflection sheet/ incident log is to be given back to the class teacher and put in the class behaviour file. ● If, when a child re-joins their table, the behaviour does not improve, move to Strike 3. ● If a child has received 3 or more strike 2s within the period of 1 week, their parent needs to be invited in for a meeting with the class teacher to discuss the child's recent behaviour and next steps moving forward. **Strike 3** ● Child taken to Team Leader (or Assistant Team Leader) by the class teacher or Teaching Assistant for the remainder of the lesson. The child needs to leave the classroom when they receive a Strike 3. ● Removal of rewards / playtime. Child to miss the following break and lunchtime. ● Child completes a Strike 3 reflection form during break time or lunchtime. ● If behaviour improves, return to class (still on Strike 3 until the end of the day). If behaviour improves after either break or lunch has been missed, the child can earn back up to 15 minutes of the following break or lunch. ● The staff member who gave the Strike 3 needs to fill in the Incident log (on the back of the strike sheet). ● Reflection form/ Incident log to be given to BLM to be put on Arbor **by the end of the same day.** Once the incident is recorded on Arbor, the reflection sheet/ incident log is to be given back to the class teacher and put in the class behaviour file. ● If a child has received a strike 3, their parent must be phoned the same day by the class teacher and a strike 3 letter must be emailed to the parent via the Office by the next day. ● If children get 2 Strike 3s, parents will be invited in for a meeting. If the negative behaviour continues, parents should be met regularly. **Strike 4** ● *Strike 4 is for incidents beyond a Strike 3 which require SLT support/ advice/ intervention.* ● Child escorted to SLT / SLT sent for ● Child to be removed from class and taken to SLT ● SLT to decide upon appropriate consequence e.g. spend rest of lesson out of class / removal of break/ lunch times / internal isolation / fixed term suspension ● Child returned to class, as appropriate ● Child to complete a Strike 4 reflection sheet ● If a child has received a Strike 4, their parent **must** be phoned the same day by the class teacher and a Strike 4 letter **must** be emailed to the parent via the Office by the next day. Parents attend a meeting with CT, TL/ SLT, if necessary. ● The staff member who gave the Strike 4 needs to fill in the Incident log (on the back of the strike sheet). ● Reflection form/ Incident log to be given to the BLM to be put on Arbor **by the end of the same day.** Once the incident is recorded on Arbor, the reflection sheet/ incident log is to be given back to the class teacher and put in the class behaviour file.

Behaviour Policy

Principle:

We believe that teaching children in a way which promotes high self-esteem, helps promote good behaviour. The teacher has the right to teach; children have the right to learn.

Introduction:

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.

A school's capacity to secure improvement and maximise its potential is dependent on providing an environment in which every member…

- … feels physically and emotionally safe and secure
- …. consistently demonstrates mutual understanding and respect
- … shows appreciation for the contributions of others
- … takes care of their physical surroundings
- … learns together to achieve meaningful outcomes
- … openly shares and communicates ideas, troubles, issues and suggestions
- … shows confidence and self-reliance
- …accepts personal responsibility and accountability for their attitudes and behaviour; and supports others during times of difficulty.

Aims:

- For all children to know and work within the Aspirations Academy Trust's Three Guiding Principles and the Eight Conditions.
- For all staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in behaviour and attitude to learning.
- For staff to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and inclusive curriculum which is both interesting and relevant to learning in the 21st Century.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide attractive learning environments and high quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child's physical, emotional and mental wellbeing.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

The central objective for our approach to behaviour management at Oak Hill Academy is the promotion of positive behaviour among **all** members of the school community.

Our purpose is…

- … to develop an awareness of the difference between appropriate and inappropriate behaviour
- … to promote high expectations of, and maintain levels of good behaviour
- … to provide a consistent approach in rewarding good behaviour and in responding to unacceptable behaviour
- … to ensure that behaviour does not inhibit learning or impede potential
- … to understand the importance of accepting responsibility for actions and behaviour
- … to take care of the school's physical surroundings and personal property
- … to make responsible and reasoned decisions and judgments

Managing and Promoting Positive Behaviour:

Expectations of all staff and members of the OHAWL community:

- Display positive approaches to behaviour - praise and reward good, and sanction inappropriate behaviour **fairly**
- Display a **consistent** approach towards the management of pupil behaviour throughout the school
- Develop a close partnership with parents, carers and any relevant outside agencies which promotes open dialogue and a shared and **consistent** approach in developing strategies for dealing with behaviour issues
- **Consistently** model respectful and appropriate interactions and avoid any inappropriate strategies that may have a negative impact e.g. demeaning or humiliating a pupil, use of sarcasm or shouting
- Understand and demonstrate full responsibility with regard to duty of care and safeguarding regulations
- Communicate with the BLM, SLT and/or the SLMT when and where support is necessary
- Allow opportunities for pupils to discuss, reflect on and take responsibility for their actions and behaviour through counselling and mediation
- Demonstrate the clear, accessible and shared code of conduct which is reinforced through our home/school agreement
- Provide a safe, secure and appropriate learning environment which is designed to enhance the delivery of the curriculum and a sense of wellbeing among all members of the school community
- As a team, understand that behaviour management is a responsibility of all members of the school community

The Teacher's Role:

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, SLT and governors. Positive expectations, praise and rewards are the key to successful classroom management. Pupils need to know how to make good choices. (See 'Making good choices' section).

Children need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour. Teacher's need to recognise that effective conditions for learning (planning, pitch, pace, participation etc.) will impact positively on general classroom behaviour.

Expectations of pupils

All pupils are expected to:

- Follow the classroom and the school rules
- Show respect, tolerance and good manners at all times
- Demonstrate a positive attitude to learning and to school
- Display a positive and accepting attitude towards difference, in line with the Fundamental British Values and Protected Characteristics
- Act responsibly at all times and to admit to unacceptable behaviour when questioned
- Accept reasonable and appropriate sanctions / consequences
- Understand the need to apologise if needed and do so with good grace
- Walk quietly and calmly on the right hand side inside the school building at all times
- Share equipment and resources responsibly
- Look for the positive attributes within each other and each other's achievements

Expectations of all wider members of the school community:

Parents/Carers

- Are expected to support children and staff through validating the school's rewards and consequences system
- Are expected to attend regular parent's consultation evenings
- Are expected to encourage their children to abide by and follow the school rules for the general wellbeing and good of all

Governors

- All governors are expected to support and oversee this policy
- All governors are expected to support and be involved in consultations regarding any permanent exclusions

Our School Rules:

At Oak Hill Academy, school rules are kept to an essential minimum and are included in our home/school agreement. There are 3 simple school rules in the Code of Conduct which are expanded upon. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment. Anti-social behaviour or bullying is not condoned (refer to Oak Hill Anti-bullying strategy). It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that a reasonable proportion of the cost is paid. Any action however, will be with understanding and in keeping with that of a responsible parent.

Code of Conduct:

1. Take Care of Yourself

Never…

- …do anything silly or dangerous where you might be hurt.
  …leave school without permission.
  …talk to strangers in school unless they have a visitors' sticker.

Always …

- …tell someone if you are unhappy, being picked on or bullied.

2. Take Care of Others

Never…

- …do anything to hurt others (such as hitting/name calling).
  …distract others from working.
  …be disrespectful or rude to others.

Always …

- …be friendly and kind to staff, visitors, newcomers and other children.

3. Take Care of Our School

Never…

- …steal or deliberately damage school equipment.
  …drop litter or deface the school building.
  …give the school a bad name.

Always…

- …be proud of our school.

CLASSROOM CONTRACTS/ CLASS RULES:

The classroom CONTRACT will build on and follow the school's CODE OF CONDUCT.

At the start of every school year, each class teacher will lead the class in delivering a clear set of class rules and responsibilities as a CLASS CONTRACT. Each rule should be written as a positive statement ***(e.g. rather than 'I will not…' they should start positively- 'I will… listen to my teacher and to other children when they are speaking)*** and each child and member of staff in the class should sign to show that they agree. This contract should be displayed prominently in the classroom and be referred back to regularly.

Making Good Choices- a whole school approach:

To support the 3 school rules (**look after yourself/others/our school)** and in order to help children to recognise and understand how to make **'good choices'** the following 3 questions should be raised before, or whenever, any incident occurs:

1. **Is/was it safe?**
2. **Is/was it kind?**
3. **Is/was it necessary?**

If the answer to any or all of the questions is **no** then it would be a **bad choice**. Adults in school

must always encourage and teach children to make the **right choice** by using this simple formula and discussing alternative choices.

Zones of Regulation

The Zones of Regulation need to be used to teach children how to name and recognise different emotions, and levels of emotions, in themselves and other people.

The Blue Zone is when we (children and adults) are sad, sick, tired or bored.

The Green Zone is when we are OK, calm, happy, focused and ready to learn.

The Yellow Zone is when we are feeling excited, silly/wiggly, scared, embarrassed and experience a loss of some control.

The Red Zone is when we are angry, elated, yelling, terrified- loss of all control.

The aim has been to embed the language of the Zones of Regulation across all parts of school life. Our school environment reflects this. All children are taught about the Zones of Regulation and are encouraged to use it during the school day to help them to regulate their emotions more independently.

Language we use with the children (Emotional Coaching):

-Let's look at the size of the problem. It is a medium problem at the moment, why don't we talk about it before the problem turns into a big problem?

-What happened? What zone were you in when the incident happened?

-What were you thinking or feeling when it happened?

-How do you feel now?

-Who has been affected by what happened?

-What needs to happen to put it right?

-What might you do differently next time?

-What zone are you in now? Do you feel like you need more time to reflect?

When a 'bad choice' is made, the member of staff dealing with the situation must use their professional judgment and follow the schools recording processes and refer to either the Class Teacher, Year Team Leader or if more serious consult with the Behaviour Learning Mentor (BLM), or a member of the Senior Leadership Team.

These basic rules and pointers, should be displayed in all classrooms and corridors and regularly verbalised by all members of the OHAWL community:

Our Listening Code
When I am asked for my attention I:
Stop what I am doing
Empty hands/stop fiddling
Look at the person speaking
Keep quiet and still
Listen to and follow instructions

Our Line-up Code
When I am asked to line up I:
Line up in register order
Check my uniform is smart
Leave a person space
Keep my hands and my feet to myself
Keep quiet and still
Listen to instructions

Behaviour Guidelines & Procedures:

- A 'no shouting' approach is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice ***(i.e. in order to re-establish control in class, be heard on the playground etc.)***

- No child should ever be 'sent to the Principal' / SLT as a sanction, as there is no guarantee that the child will arrive or that the Principal will be available. If, in exceptional circumstances, a child needs to be removed from class (Strike 4), send for the **Behaviour Learning Mentor (BLM)**. If unavailable, the Associate Principal, Senior Assistant Principal, Assistant Principal or other most senior staff member available should be called upon.

- Should any physical intervention be required, it is vital that any such intervention be reported to and recorded by the BLM.

- If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The Associate Principal should be informed immediately and lessons returned to normal as quickly as possible. In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the Associate Principal or appropriate staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

- If the child leaves the site, and is out of eye sight, parents should be informed immediately and the police need to called by dialling 999. Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Movement in and around School

- Everyone should walk on the **right hand side** of the school corridors and stairs to avoid congestion and accidents. All movement in and around school should be purposeful and children should not be moving around school during lesson times unless absolutely necessary. Staff should see that all children are suitably supervised when moving around the school and should be walking whole classes and groups to and from their desired destinations.

- Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated.

- Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses. Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as ***'There you are, you can walk sensibly. Well done!'*** and so on.

- If observed running with a total disregard for other people or displayed work, a strike may be issued, however, continue with positive reinforcement techniques (i.e ***'please walk'***, rather than ***'don't run'***) and ensure that the child understands why this is an inappropriate way to move around the school and fixes any damage/ goes back and walks as per the school expectations. If the child still does not walk sensibly, a strike 2 may be issued and the Class Teacher should be informed.

- Children observed behaving appropriately, politely and considerately, i.e. holding doors,

lining up quietly etc. should be thanked and can be praised or rewarded with an Aspiration point linked to the observed behaviour (e.g. Belonging- showing that they are acting as a member of the Oak Hill family would be expected to behave)

Behaviour Guidelines & Rewards

This policy is built on positive behaviour management techniques and it is **very** important that praise and reward should have great emphasis. Children will achieve more, be more motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards Overview:

- Favourable comments can and should be entered on pieces of work
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Certificates for a variety of academic and non-academic achievements
- Acknowledgement in weekly emails to parents
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to SLT/ Team Leaders for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Play Leaders, Monitors, School's Parliament etc…
- **Above all, praise and encouragement in and out of lessons should be used as much as possible**

General:

- **Aspirations points via the Class Dojo system**
- Sharing examples of good work and behaviour choices across classes and year groups
- Verbal and written praise (comments in books, notes home (My teacher wants to tell you…, informing others/parents/carers of successes)
- Stickers and stamps given

Assembly Awards:

- Attendance: Results are announced weekly in assembly and the class with the highest attendance in each year group receives an additional playtime.
- Principal Awards: 2 children recommended by class teachers rewarded each half term
- Star of the week: 1 child from each class
- Reader of the week: 1 child from each class
- Writer of the week: 1 child from each class
- Mathematician of the week: 1 child from each class
- Excellence in Presentation: 1 child from each class
- PE Star of the Week: 1 child from each class
- Topic Star of the Week (e.g. Scientist/Historian/Geographer of the Week): 1 child per class.

Houses:

- The school is split into 4 houses (Griffin- Yellow, Phoenix- Red, Dragon- Green, Unicorn- Blue)
- There will be whole school competitions throughout the year where children will work within their Houses and earn points towards a prize.

Whole School Reward System: 'Aspiration Points'

As well as the rewards listed above, the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'Aspiration Points'.

As part of our Aspirations ethos, our children work within a curriculum which promotes the Three Guiding Principles:

- Self-Worth
- Engagement
- Purpose

When children show that they are working within these principles, they will be awarded an Aspiration Point. This will be recorded on each child's Class Dojo profile publically to celebrate their efforts. Within year groups, the children with the highest cumulative total of points each half term will be rewarded with 10 minutes extra play.

Once an Aspiration Point has been awarded, it cannot be taken away.

Aspiration Points are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

An 'Aspiration Point' can be awarded by any staff member (SMSAs use the 'Gotcha' ticket reward system) to any child at any time.

When awarding the Aspiration Point, the member of staff should reinforce the good behaviour and state/ask which of the three Principles it falls under e.g. ***'You can have a Self-Worth Aspirations point for supporting your friend'/ 'I would like to give you an Aspirations point for helping your friend, what do you think it should be for?'***

Behaviour Guidelines & Sanctions

Sanctions:

In the use of sanctions, pupils learn from experience to expect fair and consistently applied 'consequences' which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances (see the 'Vulnerable Children' section of this policy).

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses to behaviour choices.
- Teach children to take responsibility for their behaviour choices.
- Provide every opportunity for children to correct their own behaviour choices, make sensible choices and prevent further sanctions being applied.
- Minimise disruption to others, especially teaching and learning time.
- Allow early involvement of parents, line managers, SENDCo and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand ***why*** what they have done is not acceptable. It is imperative to separate the child from their choice: express your displeasure with the **action/behaviour** and never the **child** i.e *'That was a silly thing to do because…'* and not *'You are a silly boy'*.
All adults must carefully use appropriate language when dealing with children who need to be sanctioned.

Staff should approach sanctioning in the following way:

a. Class teachers should deal with all incidents primarily during break or lunchtime follow up with parents after school, face to face or on the phone if necessary and then follow procedures as set out in this policy
b. If the child is angry/ not ready to talk, give them cool down time on the Time Out table in the classroom- there is no point in trying to reason/discuss when the child is not ready/willing/able to.
c. Remind the child of the 3 simple steps in our **Code of Conduct (Look after… ourselves/ others/ the school)** and ask them how their behaviour choice has impacted upon these rules.
d. Ask the child the **3 simple choices questions (was is safe/kind/necessary?)**
e. Use language such as 'acceptable' and 'unacceptable' **behaviour choices.**
f. **Label the behaviour choice and not the child**, explain this clearly to the child that it is not them personally that you are querying but it is their actions/attitude and behaviours they have displayed, ask the child if they are sure about the differences of the two and help them understand this.
g. Put the responsibility of the choice back on to the child to try to help them see the consequences of their actions- it is important to remember that there is always more than one side however, each child must understand the **impact of their own behaviour choices** in the situation.
h. In class a 4 point strike system should be used by the person in charge of teaching the class.
i. Strikes are removed at the end of each day to enable a new start and approach to behaviour the following day.
j. Do not allow children to argue with you /lead you into a heated or long debate and if needed, remind them who is the adult and who is the child.

k. A firm voice and considered use of volume can be effective however, avoid shouting at the child and always displaying respect. Sanctioning a child is much more effective when an adult is calm, very firm and insistent- shouting gives the message that you are not in control of the situation.
l. If a situation proves too challenging to deal with at a class teacher level, seek the support of the Team Leader, BLM or member of SLT available.

SANCTIONS PROCEDURE

Children should be familiar with our procedures and **know what will happen next** if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to.

Behaviour Logs:

If a child is continuously getting warnings or strike 1s and displaying persistent disruptive behaviour or low level disruption then a behaviour log needs to be set up for this child (ren). This is an ongoing document that will be handed over to the next academic year. On the same day, it is vital that the log is filled in giving as much information as possible on the situation. It is important that we build up evidence for the purpose of parent meetings or in the event of further action being required or taken.

Behaviour Contracts

At Oak Hill, we understand that all children can make bad choices whether it be on the playground, in the classroom or at home. We endeavour to ensure that every child that leaves our school has been equipped with the ability to understand how to make the best choices for themselves. Where appropriate, we use the approach of a Behaviour Contract to ensure that children are aware of what they need to do in order to fulfil their potential for their futures. A Behaviour Contract ensures that any child can be given the support and guidance to make the right choices via a target and faces system (see example below).

If a child is put onto a Behaviour Contract, the Team Leader, SLT and the BLM need to be informed and this must be logged on the Behaviour Contract SLT log by a member of SLT The parent(s) of the child put on a Behaviour Contract should also be informed via a phone call home from the Class Teacher to explain the purpose of the Behaviour Contract and the expectations of the child in order to come off of the contract after 2 weeks.
The reason for the child being put on the Behaviour Contract must be made clear to the parent and how this process is designed to help the child to improve their own behaviour choices before anything becomes too serious. Parents must understand that this is a positive way of helping their child (not a negative chastisement!) and that their child's behaviour choices will be monitored and rewarded/sanctioned accordingly. The class teacher and Team Leader will meet with the parent of the child at the end of each week in which their child is on a behaviour contract. During this meeting, the teacher, Team Leader and parents will discuss and reflect upon the week, review the targets, discuss provision and clarify if the contract is continuing for another week. If the child still hasn't met their targets consistently by the end of the two weeks, the SLT behaviour lead will decide upon next steps.

Behaviour Contracts provide a simple, yet effective way of monitoring behaviour for individuals who need additional support with making the right choices. It is a manageable, clear and consistent way for all teaching staff to ensure that they are aware of the

expectations of the individual child. All teaching staff are expected to fill in the Behaviour Contract consistently (using the face system and numbering any targets not met during the session).

All children will have the same overarching main target (to achieve all smiley faces) and in order to achieve this, with their teacher, they will set themselves achievable success criteria– ideally no more than four and in line with our school's Code of Conduct: look after ourselves/ others/ the school.

If a Behaviour Contract needs to be amended from the master copy in the Behaviour Policy file (staff shared drive) to reflect break and lunchtime targets, it is up to the teacher in charge to do so. Teachers can adapt the contract to just reflect weekly playtime/lunchtime report if this would be more suitable for the individual child.

Whilst a child is on a behaviour contract, they cannot be chosen to represent the school in any competitions or events until they have officially been taken off a behaviour contract.

OAK HILL ACADEMY BEHAVIOUR CONTRACT – TEAM LEADER/ SLT*Review* ***DAILY & WEEKLY***

A.Child, this contract has been developed to help you to make ***good choices****. A photocopy of this must be taken home at the end of each week.* ☺ 😐 ☹ *symbols will be used to track your behaviour choices in lessons and any* 😐 *or* ☹ *faces must have the target number that you have not achieved, written by the teacher in charge and will result in missed break/ lunch time. This contract will be reviewed daily. You are responsible for keeping this report safe and showing your parents every week.*

Name: A.Child **Start date:**/**/** **Week: 1**

Main Target: To achieve ALL smiley faces () for my behaviour choices

SC: How will I achieve my target?

I will stay in my seat and not wander around the classroom. ***(I will focus fully in lessons on what I should be doing/learning)***

I will **respect** the adult in charge and follow instructions. ***(I will not shout out in lessons and do as I am told straight away)***

I will put in my best effort in all lessons. ***(I will have a positive attitude towards my learning and***

LESSON	Monday	Tuesday	Wednesday	Thursday	Friday

1	☺	☺	2 & 3	2	☺
	B	**R**	**E**	**A**	**K**
2	☺	☺	☺	☺	2
3	☺	3	☺	1, 2 & 3	☺
	L	**U**	**N**	**C**	**H**
4	☺	☺	☺	2	☺
5	2	2	☺	☺	3
S L T					

CONSEQUENCES: ALL BEHAVIOUR CHOICES NEED TO BE GOOD (SMILEY FACE EARNED) TO EARN PLAYTIMES, LUNCHTIMES & ANY REWARDS- IF THERE ARE ANY 😐 OR ☹, I WILL LOSE SOME OF THESE PRIVILAGES.

Signed _____ _____ _____

Teacher *Parent(s)* *Child*

Behaviour Targets:

- Should provide limited (maximum of four) unambiguous and, above all, **achievable** targets for the child's behaviour e.g.
  "To stay on task at all times" is not a realistic target for the best behaved child let alone a vulnerable child. If clear targets cannot be identified - monitor and seek advice from the SENDCo
- Should provide clear consequences for breaking the agreement e.g. missing break times, suspension

If in doubt, consult a senior teacher.
Daily feedback on progress should be given and targets reviewed fortnightly either:

- to make targets more difficult as behaviour improves,
- to set new areas to tackle or
- to remove completely from report.

Behaviour Policy Steps for Sanctions

If unacceptable behaviour occurs:

Strike System

Low level behaviour should be managed throughout the lesson using verbal or non-verbal warnings. If this does not enable the behaviour to improve, move to Strike 1.

Strike 1

Use agreed phrases, such as: 'You are now on Strike one because….; this is your final warning; this is your chance to start making a good choice… you need to…..
Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

Strike 2

- Child sent to designated area of classroom, (Time Out trapezium table) and continues their learning until they are ready to re-join their table (teacher to decide appropriate time).
- 5-10 minutes is spent during break-time or lunch time in order to reflect, calm down, discuss alternative choices going forward and speak with staff etc. This should be completed in the child's classroom unless the teacher is on duty and then they can be monitored by another adult.
- During this time, the child completes a reflection on a Reflection form.
- The staff member who gave the Strike 2 needs to fill in the Incident log (on the back of the strike sheet).
- Reflection form/ Incident log to be given to BLM to be put on Arbor by the end of the same day. Once the incident is recorded on Arbor, the reflection sheet/ incident log is to be given back to the class teacher and put in the class behaviour file.
- If, when a child re-joins their table, the behaviour does not improve, move to Strike 3.
- If a child has received 3 or more strike 2s within the period of 1 week, their parent needs to be invited in for a meeting with the class teacher to discuss the child's recent behaviour and next steps moving forward.

Strike 3

- Child taken to Team Leader (or Assistant Team Leader) by the class teacher or Teaching Assistant for the remainder of the lesson. The child needs to leave the classroom when they receive a Strike 3.
- Removal of rewards / playtime. Child to miss the following break and lunchtime.
- Child completes a Strike 3 reflection form during break time or lunchtime.
- If behaviour improves, return to class (still on Strike 3 until the end of the day). If behaviour improves after either break or lunch has been missed, the child can earn back up to 15 minutes of the following break or lunch.
- The staff member who gave the Strike 3 needs to fill in the Incident log (on the back of the strike sheet).
- Reflection form/ Incident log to be given to BLM to be put on Arbor by the end of the same day. Once the incident is recorded on Arbor, the reflection sheet/ incident log is to be given back to the class teacher and put in the class behaviour file.
- If a child has received a Strike 3, their parent must be phoned the same day by the class teacher and a Strike 3 letter must be emailed to the parent via the Office by the next day.
- If children get 2 Strike 3s, parents will be invited in for a meeting. If the negative behaviour continues, parents should be met regularly.

Strike 4

- *Strike 4 is for incidents beyond a Strike 3 which require SLT support/ advice/ intervention.*
- Child escorted to SLT / SLT sent for
- Child to be removed from class and taken to SLT
- SLT to decide upon appropriate consequence e.g. spend rest of lesson out of class / removal of break/ lunch times / internal isolation /fixed term suspension
- Child returned to class, as appropriate
- Child to complete a Strike 4 reflection sheet
- If a child has received a Strike 4, their parent **must** be phoned the same day by the class teacher and a Strike 4 letter **must** be emailed to the parent via the Office by the next day. Parents attend a meeting with CT, TL/ SLT, if necessary.
- The staff member who gave the Strike 4 needs to fill in the Incident log (on the back of the strike sheet).
- Reflection form/ Incident log to be given to the BLM to be put on Arbor **by the end of the same day.** Once the incident is recorded on Arbor, the reflection sheet/ incident log is to be given back to the class teacher and put in the class behaviour file.

For serious incidents, Strike 2, 3 or 4 can be given straight away, as appropriate.

For a regular offender:

- Discussion with Team Leader / Principal/ BSA/ SENDCo: consider the need for further intervention
- Initiate closer monitoring i.e. Behaviour Contract, frequency/session monitoring etc.

- Parents informed by letter that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Access to extra-curricular / enrichment activities dependant on progress.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

Internal Suspension (Internal Isolation)

Parents/carers will be informed by telephone, email or in person.

- The pupil will be supervised throughout the day.
- The pupil may have limited contact with their class or peers where appropriate.
- Meaningful educational work will be provided.
- Access to playtimes, enrichment activities and extra-curricular activities may be restricted during the period of internal suspension.
- Reintegration arrangements will be implemented before the pupil returns to their usual class.

Off-Site Direction (OSD)

Oak Hill Academy may direct a student to attend educational provision off-site under Section 29A of the Education Act 2002 to improve their behaviour. This is a time-bound, temporary intervention where the academy retains ultimate safeguarding and attendance responsibility. The Principal will send a formal written notice to the parents or carers, and the local authority if the student has an Education, Health and Care Plan, at **least two clear days before** the placement begins. **Parental consent is not required** for an OSD to be issued or implemented, however, Oak Hill Academy will seek and consider the views of parents or carers before making a final decision and will ensure that they are provided with the required information about the placement.

Formal reviews will take place at relevant intervals in accordance with statutory regulations to evaluate the student's progress against targets. These review meetings must include the Principal, the parents or carers, and a representative nominated by the board of Aspirations Academies Trust who is not the Principal. If the student has an Education, Health and Care Plan, the local authority will also be invited to attend. Legal parental consent is not required for an off-site direction to be issued, although Oak Hill Academy will always seek and consider the views of parents or carers before making a final decision.

Suspension

A suspension is a formal exclusion from school for a fixed period of time. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year.

- Parents/carers will be informed without delay and provided with written notification explaining the reasons for the suspension.
- The Local Authority and governing board will be informed in accordance with statutory requirements.
- Parents/carers have the right to make representations to the governing board.
- Appropriate work will be provided during the suspension period.
- Where appropriate, a reintegration meeting will be held before or at the beginning of the pupil's return to school.
- A reintegration strategy may be implemented to support the pupil's successful return to school and reduce the likelihood of further incidents.

Managed Moves

A Managed Move is a permanent transfer to another mainstream school used when the academy and the family agree that a fresh start is in the student's best interest. This strategy is explored to help prevent a suspension or permanent exclusion, but it cannot be used as a sanction and must be completely voluntary. A Managed Move can only proceed with the full, explicit written consent of all parties involved, including the parents or carers, Oak Hill Academy, and the host school. If consent is withheld, the process terminates immediately and the student remains at the academy with an updated internal support plan.

Permanent Exclusion

Parents/carers, the Chair of Governors and the Local Authority will be informed without delay.

The governing board will meet to consider all representations and reports relating to the permanent exclusion. Parents/carers and, where appropriate, the pupil may attend the meeting and make representations.

The governing board will either:

- Direct the reinstatement of the pupil; or
- Uphold the permanent exclusion.

Parents/carers will be informed of their right to request an Independent Review Panel.

- Where a pupil is reinstated, the school will implement an appropriate reintegration strategy and support plan to facilitate a successful return to education.

- If the permanent exclusion is upheld and all relevant review processes have been completed, the pupil's name will be removed from the school roll in accordance with statutory requirements.

- Only the Principal, or acting Principal, can suspend or permanently exclude a pupil and this may only be on disciplinary grounds.

A permanent exclusion will only be considered:

In response to a serious breach or persistent breaches of the school's behaviour policy; and Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Permanent exclusion is a last resort. Serious incidents will always be considered on an individual basis and all relevant circumstances will be fully investigated before a decision is made.

The school is committed to following all statutory suspension and permanent exclusion procedures to ensure that decisions are lawful, reasonable, fair and proportionate.

In exceptional circumstances, a permanent exclusion may be considered for a first or one-off offence. Examples may include, but are not limited to:

- Serious actual or threatened violence against another pupil or member of staff.
- Sexual abuse or sexual assault.
- Supplying, possessing or using an illegal drug.
- Serious deliberate damage to school property.
- Possession, use or threat of use of an offensive weapon.

- Any incident that places pupils or staff at significant risk of harm.
- Any serious incident that breaches criminal law.
- Persistent and severe bullying.
- Racist, discriminatory or hate-motivated abuse.
- Serious verbal or physical abuse.
- Persistent disruption to the education of others.
- A serious assault resulting in injury.

Before deciding whether to suspend or permanently exclude a pupil, the Principal will:

- Consider all relevant facts and evidence, including the incident(s) leading to the decision.
- Apply the civil standard of proof ("on the balance of probabilities").
- Allow the pupil an opportunity to provide their version of events where appropriate.
- Consider any contributing factors, including safeguarding concerns, mental health needs, bereavement, bullying, exploitation or other vulnerabilities.
- Consider whether the pupil has Special Educational Needs and/or Disabilities (SEND).
- Consider whether the pupil's SEND or disability may have contributed to the behaviour.
- Consider whether reasonable adjustments and appropriate support have been implemented.
- Consider whether the pupil is a looked after child or previously looked after child.
- Consider the school's duties under the Equality Act 2010 and the Children and Families Act 2014.

All decisions will be made on a case-by-case basis, taking into account the individual circumstances of the pupil and the safety and welfare of the wider school community.

Pupils with SEND and Additional Needs

The school recognises that some pupils may experience difficulties with emotional regulation, communication, social understanding or self-management due to SEND, disability, mental health needs or other vulnerabilities.

Where appropriate, staff will:

- Use de-escalation strategies.
- Employ emotional coaching and Zones of Regulation approaches.
- Make reasonable adjustments.
- Consider individual triggers and support plans.
- Work closely with parents, carers and external professionals.
- Follow a graduated approach of assess, plan, do and review.

The school will not assume that SEND has caused a particular incident of behaviour. However, staff will carefully consider whether a pupil's needs have contributed to the behaviour and whether additional support is required.

Roles and responsibilities

The Principal informing parents, or a member of the leadership team staff acting on their behalf, will provide the following information, to the parents/carers of an suspended/excluded student:

- The reason(s) for the suspension/permanent exclusion
- The length of a suspension

● To arrange a reintegration meeting for after a suspension
● The Principal is the only member of the academy who will notify the parent(s)/carer(s) of a student by a telephone call that has been permanently excluded. This will be witnessed and minuted by another member of academy staff. If the Principal is absent from school this duty can be delegated to a member of the senior leadership team.

If the suspended student has special educational needs or is disabled, all information will be shared with the academy SENDCO. The SENDCO may then be involved in future meetings regarding this suspension. If the suspended student is in local authority care (LAC), all relevant information will be shared with the local authority and Virtual Schools. A welfare call will be made if the suspension period is longer than a single day, with the first call being made within 48 hours of the suspension period starting.

Parents/Carers and the local authority will be emailed a formal letter for any suspension that has been made, within 24 hours of the parent/carer first being notified. This information will include the following:
● The reason(s) for the suspension
● The length of a suspension or, for a permanent exclusion, the fact that it is permanent
● The date and time of the reintegration meeting following the suspension, as agreed during the telephone call
● Information about parents' right to make representations about the suspension to the regional board
● Where there is a legal requirement for a review panel to meet to consider the reinstatement of a student, and the family have a right to attend a meeting

The letter must notify parents that for the first five academy days of a suspension/exclusion, or until the start date of any alternative provision where this is earlier, parents/carers are legally required to ensure that their child is not present in a public place during academy hours without good reason. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of a suspension/exclusion:
● The start date for any provision of full-time education that has been arranged
● The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
● The address at which the provision will take place
● Any information required by the student to identify the person they should report to on the first day

The Principal (or delegated member of SLT if the Principal is absent) will immediately notify the Chair of the Regional Board and the local authority of:
● A permanent exclusion, including when a suspension is made permanent
● Suspensions which would result in the student being suspended for more than fifteen academy days in a term
● Suspensions which would result in the student missing a public examination.

For a permanent exclusion, if the student lives outside the local authority in which the academy is located, the Principal will also immediately inform the student's 'home authority' of the permanent exclusion and the reason(s) for it, without delay.

Responsibilities regarding suspensions and permanent exclusions are delegated to the Regional Board. The Chair of the Regional Board will arrange for a panel to be formed which will consist of members from a Regional Board and/or the Educational Operational Board. The panel has a duty to consider the reinstatement of a suspended student (if the suspension takes the students

beyond 15 days of suspension in the same term) or a student who has been permanently excluded. Within 14 days of receipt of a request, the Regional Board will provide the Secretary of State with information about any suspensions/exclusions within the last 12 months. For a suspension of more than five academy days, the Regional Board will arrange suitable full-time education for the student. This provision will begin no later than the sixth day of the suspension. Provision does not have to be arranged for students in the final year of compulsory education, who do not have any further public examinations to sit. For permanent exclusions, the local authority is responsible for arranging suitable full-time education to begin no later than the sixth day of the permanent exclusion.

Considering the reinstatement of a student

A panel, consisting of Regional Board and/or the Educational Operational Board members will be formed to consider the reinstatement of a suspended or excluded student. This panel will convene within 15 academy days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent.
- It is a suspension that would bring the student's total number of academy days of suspension to more than 15 in a term.
- It would result in the student missing a public examination.

Panel Decisions

The panel can:

- Decline to reinstate the student.
- Direct the reinstatement of the student, either immediately or on a particular date.

Decision-Making Process

In reaching a decision, the panel will consider whether the suspension or permanent exclusion was lawful, reasonable, and procedurally fair, and whether the Principal followed their legal duties. They will decide whether facts are true "on the balance of probabilities" (which differs from the criminal standard of "beyond reasonable doubt") and consider all presented evidence. Minutes of the meeting and a record of evidence considered will be kept. The outcome will be recorded on the student's educational record. The Chair of the Panel will notify the Principal, parents/carers, and the local authority in writing of the decision and the reasons for it without delay.

Information for Permanent Exclusions

Where an exclusion is permanent, the panel's decision must include:

- Confirmation that the exclusion is permanent.
- Notice of the parents'/carers' right to ask for the decision to be reviewed by an Independent Review Panel (IRP). This notice must include:
    - The date by which an application for an independent review must be made.
    - The name and address to whom the application should be submitted.
    - Requirements that the application set out the grounds for the review, including reference to how the student's Special Educational Needs (SEND) are relevant, where appropriate.
    - Information regarding the right to request an SEND expert to attend the review (at no cost to parents/carers), regardless of whether the student has recognised SEND. Parents/carers must specify this request in their application.
    - Confirmation that parents/carers may appoint someone to make representations (at their own expense) and bring a family representative to the review.

Discrimination Claims

If parents/carers believe the exclusion resulted from discrimination, they may make a claim under the Equality Act 2010. This claim should be lodged within 6 months of the alleged discrimination to:

- The First-tier Tribunal (Special Educational Needs and Disability) for disability discrimination.
- The county court for other forms of discrimination.

Support Following Suspension

The school is committed to supporting pupils to successfully reintegrate following a suspension.

Support may include:

- Reintegration meetings.
- Behaviour Support Plans.
- Behaviour Contracts.
- Home-school communication books.
- Mentoring or pastoral support.
- Daily check-ins with a trusted adult.
- Target setting and review meetings.
- Multi-agency involvement where appropriate.
- Additional SEND assessment or support.

Regular communication between home and school is essential in supporting positive outcomes and reducing the likelihood of future suspensions or exclusions.

Behaviour Policy Advisory notes

GOOD PRACTICE
The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:
- Create an interesting, stimulating and attractive classroom environment.
- Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
- Make sure the children know what they are doing and that their work is matched to their ability.
- Be aware of what is going on around you.
- Do not be static.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:
- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour

- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child
- Use zones of regulation to discuss the child's feelings and choices

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self-esteem. Or, we can give them a positive experience which will build their self- esteem.

Never:-

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you

CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear word

Appendix 1: Lunch time behaviour

BREAK & LUNCH BEHAVIOUR APPENDIX

- Zero tolerance for play-fighting/fighting/rudeness.

- SMSA on duty at the time out gazebo will monitor times of children in gazebo.
- TAs from each year group will come out 10 mins before the end of lunch (if they have not been covering) so support with the end of lunch
- Teachers will come out 2 minutes before the end of lunch
- The bell rings 3 minutes before the end of lunch so that equipment can be tidied away and chn line up
- The write up of the incident is a record of the event, not a behaviour consequence. The behaviour choice still needs dealing with.
- If a child re-offends in the same lunchtime, this moves on to the next strike and needs to be written up/dealt with accordingly as they have not changed their actions
- If a child refuses to go to the gazebo, please get Jane or Julie to escort them there ASAP. If they refuse/run off/leave the gazebo, this escalates immediately to a strike 3 and the child is to be taken inside to the teacher/team leader

Examples of things that can be dealt with with an apology (organised by the SMSA- Not written up)

- a small friendship issue
- snatching/stealing equipment once
- a non-swearing name call ('stupid', 'idiot')
- playing the running/it game *INSERT NAME HERE* touch (and the child does not like it)
- using equipment unsafely / incorrectly (throwing hoops/ throwing skipping ropes/ swinging on the gazebo)
- overzealous football tackling

Examples of 10 minute time-out in the gazebo (Strike 1- Not written up)

- 'play-fighting'' or takedown/pulling over (both children in agreement that it was playing)
- persistent overzealous football tackling (child will be sent out the smooga at this point - they can return after their 10 mins)
- continually pulling uniforms/snatching ties (game)

Examples of 10 minute time-out in the gazebo (Strike 2- Written up)
Chn will do a reflection sheet with their teacher the next break time and then go out after.

- continually snatching/stealing equipment
- persistent name calling
- swearing (generally)
- homophobic/transphobic/sexualised language ('your mum is a…', 'gay', 'slag')
- persistently using equipment unsafely

Examples of child taken inside to the class teacher/Team Leader via Lead SMSA/ BLM (taken off the playground by Lead SMSAor BLM) (Strike 3- Written up):
Chn will do a reflection sheet with their teacher the next break time & miss the remainder of break/lunch.
- punched or kicked another child once (cause deliberate harm)
- pushed/pulled a child to the floor (not a 'game')
- organising /threatening to organise another child to be physical with someone ('I'm going to get *** to beat you up.')
-With intent to hurt/cause deliberate harm: Intimidating/threatening/ chasing (trying to 'get' another child) but stopping when asked
- swearing (at someone- staff or child)

SLT and BLM sent for/ children brought to SLT: (Strike 4- written up):
- fight
- multiple kicks/slaps/punches to another child with intent to hurt/cause deliberate harm: Intimidating/threatening/ chasing (trying to 'get' another child) & not stopping when asked
- inappropriate items on school property (e.g vape/ mobile phone)

Appendix 2: Class behaviours

CLASS BEHAVIOUR APPENDIX

Examples of behaviours which can be dealt with with non verbal cues/teaching and learning techniques

- snatching equipment once
- shouting out once
- not following a simple instruction (but then following it when prompted)
- walking around the room without asking
- chatting to peers/turning round talking once (but stopping when prompted)
- fiddling with equipment (but stopping when prompted)

Examples of a Strike 1
(Not written up unless a child has a running Google Log/is on a behaviour contract)

- not following a simple instruction, even when prompted.
- a non-swearing name call ('stupid', 'idiot')
- shouting out multiple times
- using equipment unsafely / incorrectly
- getting up and walking around multiple times without asking permission
- continually chatting to peers/turning round talking
- continually fiddling with equipment

Examples of Strike 2

- If any of the above behaviour does not stop after the child is given the Strike 1, it would move to a Strike 2.
- walking out of the classroom without permission
- swearing (generally)
- homophobic/transphobic/sexualised language ('your mum is a…', 'gay', 'slag')
- persistently using equipment unsafely
- damaging school property
- A child leaving the classroom without permission

Examples of Strike 3

- If any of the above behaviour does not stop after the child is given the Strike 2, it would move to a Strike 3.
- punched or kicked another child once (cause deliberate harm)
- pushed/pulled a child to the floor (not a 'game')
- organising /threatening to organise another child to be physical with someone ('I'm going to get *** to beat you up.')
- with intent to hurt/cause deliberate harm: Intimidating/threatening/ chasing (trying to 'get' another child) but stopping when asked
- swearing (at someone- staff or child)
- verbal abuse

Examples of Strike 4

- A child running out of school
- fighting
- multiple kicks/slaps/punches to another child
- with intent to hurt/cause deliberate harm: Intimidating/threatening/ chasing (trying to 'get' another child) & not stopping when asked
- Bullying
- inappropriate items on school property (e.g vape/ mobile phone)