

GORDON'S SCHOOL

BEHAVIOUR POLICY

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The core principle that guides everything we do is **Putting Students First**.

Section 1: The School's approach to discipline

This Policy is intended to cover the use of rewards and sanctions to engender high levels of discipline in all aspects of students' lives. It should be read in conjunction with the following policies;

- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Drugs Policy
- Safe Use of Technology Policy

In accordance with statutory regulation which requires a statement to this effect, the School confirms that corporal punishment is not used.

This Policy is to be understood in conjunction with the School Rules as set out in the Day & Residential Boarding handbook.

A. Aim

The aim of all discipline is self-discipline.

Specific outcomes for the School to develop and sustain self-discipline within the community include:

- A safe environment for students to live and learn;
- an orderly, calm and purposeful atmosphere;
- high standards and expectations;
- the promotion of good behaviour;
- good relationships based on respect for other people and property and on courtesy, integrity, diligence, enthusiasm and resilience.

B. Roles and Means

The following guidance found in the Day & Residential Boarding handbook underpins the expectations of behaviour;

i. We strive for every Gordon's student to...

1. Be courteous: show politeness and think of others before themselves
2. Have integrity: be honest, keep their promises and do the right things, whether or not anyone is watching
3. Be diligent: always work to the best possible standard, taking care in even smallest details
4. Be enthusiastic: approach everything with a positive attitude and enjoy what they do
5. Be resilient: keep going, even when it is difficult. Recover when things go wrong.

ii. The Parents:

One of the reasons that many parents choose Gordon's School for their children is because they want them to grow up in an atmosphere conducive to learning where high standards of behaviour are expected and prevail. Should measures to apply disciplinary sanctions have to be taken in respect of a student, it is vital that the parents of that child support the School in its actions so that the message received by the student is consistent between school and home.

Where there is no such, or inadequate, support from parents, not only can this give unsettling and confusing mixed messages to the child and reduce the chances of improvement, but it could also jeopardise the validity of the Home Agreement parents have signed with the School.

iii. The School

The School's approach to discipline should:

1. be constructive and purposeful;
2. be clearly defined and understood within a graduated framework;
3. be reflective rather than punitive whenever possible;
4. balance freedom and responsibility;
5. be part of, not in conflict with, pastoral care;
6. be supported by, and reflected in, the expectations upheld day to day by the School;
7. be practised by all students, not just by a few individuals;
8. involve parents whenever necessary;
9. be systematic and consistent, but also flexible;
10. combine sensitively both rewards and sanctions;
11. be fair and, where possible, help students and parents to appreciate the fairness.

C. Discipline Procedures

The purpose of both rewards and sanctions is to promote a high level of discipline and behaviour. A graduated structure of formal rewards and sanctions to complement less formal measures is necessary (see Appendix 1). The purpose of a reward is to recognise worthy achievement or effort, to motivate and encourage. The purpose of a sanction is to correct, to deter or, on occasion, to protect. The imposition of a sanction should never be an act of retribution.

D. Principles of Application

It is important, in order that discipline is fair and meaningful, for there to be systematic and consistent use of rewards and sanctions throughout the School. It is equally important, however, for the same reasons that there is sufficient flexibility in the application of disciplinary procedures to allow differing circumstances, such as disabilities and particular learning needs, to be taken into account in individual cases. A balance needs to be struck between the need for consistency on the one hand and for flexibility on the other.

A direct equation cannot automatically be made between a given offence and a particular sanction, although there needs to be a generally accepted view of the kind of misbehaviour that is likely to result in a certain type of sanction.

It should be understood that, as one of the main purposes of any sanction is to correct behaviour, students are expected to learn from their mistakes (and from any sanctions imposed), and not to repeat them. Persistent misbehaviour, even of a kind that may, initially, and as a one-off, be relatively low level, can quickly become serious, if only as a mark of disobedience, and a student can in consequence quickly escalate through the graduated sanctions. There will be occasions therefore when a given misdemeanour in one instance can lead to a particular sanction, and ostensibly the same misdemeanour in another instance can lead to a more severe sanction.

That a misdemeanour in one set of circumstances might fairly lead to one course of action while ostensibly the same misdemeanour in another set of circumstances might fairly lead to a different course

of action can be a point which both students and parents at times struggle to see as equitable. This difficulty can be made worse by the fact that the School, bound by confidentiality, is unlikely to be able to explain to a student or parent querying the justice of measures taken in their regard either what, or even that, action has been taken in respect of another student who they believe also might have offended and who they therefore believe should be treated in a given way.

The latter difficulty notwithstanding, the best way to ensure both consistency and flexibility is for staff to liaise, as necessary, with relevant parties and for parents to contact the appropriate member of staff at the appropriate stage/level.

E. Informal Rewards and Sanctions

These are frequently used as a natural and integrated part of a teacher's interaction with students: words of encouragement, smiles of approval and other approbatory demonstrations go hand in hand with the authoritative stance, the stern look, the cautionary gesture, the 'quiet word' and the firm rebuke.

A particularly effective way of recognising a student's good performance or conduct is not only for the teacher concerned to congratulate the student personally but also to mention this to a relevant member of staff (Head of House, Tutor, Head of Department, etc.) who can then also congratulate the student. This creates a positive climate in which students feel their efforts are known and appreciated. Verbal and written feedback and praise are given for good work and examples of students' work is displayed in classrooms and around the School.

Such referral and feedback also work well as a semi-formal sanction in the case of poor effort or conduct, whereby students realise that 'being unsatisfactory' is noticed and taken seriously by more than just the teacher initially concerned.

Section 2: Rewards

A. Classroom Behaviour Management Protocol

Rewards protocols are posted in classrooms, in the Student Handbook and in teachers' planners. These must be adhered to as much as possible. Students respond well to consistency and transparency.

B. Honours Programme:

The Gordon's Honours Programme seeks to promote and capture good character and moral virtues, rewarding service and personal leadership through the voluntary involvement of students in going the extra mile, giving more than is expected in a diverse range of activities in and outside the school. Full details can be found on the school website.

In Key Stage 5, the Honours Programme awards are achieved through service and participation hours accumulated.

C. Monitoring and Auditing Rewards

Rewards are recorded in SharePoint and monitored by the Deputy Head (Pastoral) each term. These are then included in the Pastoral Report for auditing by the Governors' Curriculum and Pastoral Committee each term.

Section 3: Sanctions

A member of staff who applies a disciplinary action should record this in SIMS. The guidelines in this policy are to assist staff to decide on appropriate sanctions. It is not necessary to go through all the stages of the Behaviour Management Protocols nor is it necessary to proceed to the next one. The Indicative Table of Sanctions below give some examples of when a particular sanction could be used but staff should exercise their professional judgement when making these decisions.

If staff are unsure of what the appropriate course of action should be, they should contact the relevant Head of House, Assistant Head (Pastoral) or Deputy Head (Pastoral) for advice.

The following sanctions are specifically prohibited

- Corporal punishment
- Class detentions
- Deprivation of food or drink
- The imposition of fines

If a serious incident occurs, either in the classroom or around school, students should be sent directly to Deputy Head (Pastoral). Full details should be recorded as soon as possible after the event on SIMS and referred to the Deputy Head (Pastoral) and Assistant Head (Pastoral).

A. Classroom Behaviour Management Protocol

Sanctions protocols are posted in classrooms, In the Student Handbook and in teachers' planners. These must be adhered to as much as possible. Students respond well to consistency and transparency.

B. Responding to incidents

The following serves to guide staff and students on what constitutes low, mid and high-level offences, to be read with the caveats above in Section 3. The list is not definitive and the Deputy Head (Pastoral) will have the final say on what constitutes low, mid and high-level offences, and what the response should be.

These sanctions will be applied for any infringements that take place whilst a student is under the School's Duty of Care, on the way to and from school, and at any time outside of normal school hours if the incident impacts on the School or any persons connected with the School in any way.

C. SIMS Behaviour Log

The Behaviour Log on SIMS should be used in the following circumstances where indicated.

Staff completing the log entry should include all the information required by the drop-down menus, and all relevant, factual information about the incident. This should not include subjective views, opinion or emotion.

The log must be referred to the Assistant Head (Pastoral) when it can't be resolved immediately by the member of staff dealing with the incident, who will assess the incident and then either deal directly with it, or refer on to an appropriate person, for example Head of Department, Head of House, Deputy Head or Head Teacher.

Once a response has been decided and all parties informed, the log entry must be categorised as "Resolved".

The School recognises that Residential Boarders are at risk of discrimination when exhibiting certain behaviours outside of normal school hours. As with safeguarding, behaviour needs to be regarded as contextualised, and therefore the sanctions for offences outside of school hours need to have reasonable adjustments applied to the sanction as the following indicative table of responses demonstrates.

Important to note: the following indicative table is for guidance only and serves to manage expectations. The **Principles of Application** in **Section 1D** above need to be read in conjunction with this table.

For clarification, School Hours are between 7.45am and 7.30pm Monday to Friday and between 8.00am and 12.00pm (or at the end of the Saturday morning activity, whichever is the later) on a Saturday. All other times are regarded as Residential Boarding hours.

Indicative Table of Sanctions - DAY

Low-level Offences	Sanction (School hours)	SIMS
Top button undone Pushing in a queue Talking on way into Chapel or Assembly	Verbal Reprimand	X
Uniform infringements/wearing makeup Failure to bring correct equipment to lesson Late to lesson Failing to sign in/out biometrically when leaving school site	Verbal Reprimand	X
Repeated instances of behaviour listed above Failure to adhere to House rules Chewing gum (which is banned) Incidents of anti-social behaviour	Community Pay-back, or School Detention, or House Gating Card, or Supervised Private Study for 6 th Form	Y
Unacceptable hair (cut/colour)	Refer to Assistant Head (Pastoral) for Y7-11 Students House Gating at break times and	Y

	No school representation in sport or trips off-site Sixth Form Students Verbal Reprimand or Community Payback if repeat offence	
Low-level disruption (talking, disrupting teacher or students)	See Classroom Sanctions Protocol	Y
Failure to complete prep	Lunchtime detention	Y
Insufficient work completed in lesson	Referral to HoD	X
Mid-level Offences	Action	SIMS
Reaching Level 5 of the Behaviour Management Protocol (See Appendix 1)	Send to School Office for the remainder of the period, and Automatic 1-day Internal Exclusion the following day	Y
Continued instances of unacceptable behaviour	Report Card issued by HoH	Y
Leaving site without permission Poor behaviour in House/prep	House Gating Card	Y
Unkind words, text, images or behaviour directed at or about another student (this refers to single incidents, and not repeated incidents over time)	Refer to Assistant Head (Pastoral) for School Detention, or Fixed-Term Internal Exclusion	Y
Failure to attend detention	Automatic 1 day Internal Exclusion the following day	Y
High-level Offences	Action	SIMS
Continued unacceptable behaviour in class, or	Refer to Assistant Head (Pastoral) for School Detention, or	Y

Poor behaviour around school not rectified above	Fixed-Term Internal Exclusion, or Removal from specific lessons for a period of time, or Refer to Head for Fixed-Term External Exclusion	
Refusal – refusing to follow a reasonable request or instruction from a member of staff. This would include refusing to hand over an electronic device.	Refer to Assistant Head (Pastoral) for Fixed-Term Internal Exclusion Refer to Head for Fixed-Term External Exclusion	Y
Bullying, including verbal, physical, emotional and cyber-bullying (this refers to repeated offences over time)	Refer to Assistant Head (Pastoral) for Fixed-Term Internal Exclusion, or Refer to Head for Fixed-Term External Exclusion, or Permanent Exclusion	Y
Rudeness – verbal, gesticulated or written (including use of digital text or images) displays of rudeness, unkindness or inappropriate behaviour directed at or about a member of staff	Refer to Assistant Head (Pastoral) for Fixed-Term Internal Exclusion, or Refer to Head for Fixed-Term External Exclusion, or Permanent Exclusion	Y
Truancy	Refer to Assistant Head (Pastoral) for School Detention, or Sports Detention, or Fixed-Term Internal Exclusion	Y
Aggression – physical or verbal aggression towards a member of staff or other student Aggression – physical aggression directed towards property, whether or not this results in damage to the property	Refer to Head for Fixed-Term External Exclusion, or Permanent Exclusion	Y
Sending of indecent, offensive, or inappropriate text, images or other	Refer to Assistant Head (Pastoral) for Confiscation of device, or	Y

material by electronic means to a member of staff or other student	Fixed-Term Internal Exclusion, or Refer to Head for Fixed-Term External Exclusion, or Permanent Exclusion	
Theft	Refer to Assistant Head (Pastoral) for Fixed-Term Internal Exclusion, or Refer to Head, for Fixed-Term External Exclusion, or Permanent Exclusion	Y
Possession or use of alcohol, tobacco, or vaping materials on site	Confiscation of items, and Refer to Assistant Head (Pastoral) for Fixed-Term Internal Exclusion, or Refer to Head for Fixed-Term External Exclusion, or Permanent Exclusion	Y
Possession or use of alcohol, tobacco, or vaping materials off site	Confiscation of items, and Refer to Assistant Head (Pastoral) for Fixed-Term Internal Exclusion, or Refer to Head for Fixed-Term External Exclusion, or Permanent Exclusion	Y
Possession or use of drugs or other psychoactive substances at any time	Confiscation of items, and Refer to Head for Fixed-Term External Exclusion, or Permanent Exclusion NB The police will always be informed in such instances	Y
Possession of a knife or any implement which is deemed a risk to others or to self	Confiscation of items, and Refer to Head for Fixed-Term External Exclusion, or Permanent Exclusion NB The police will always be informed in such instances	Y

Supplying or intention to supply alcohol, tobacco or vaping materials	Confiscation of items, and Refer to Assistant Head (Pastoral) for Fixed-Term Internal Exclusion, or Refer to Head for Fixed-Term External Exclusion, or Permanent Exclusion	Y
Supplying or intention to supply drugs or other new psychoactive substances	Confiscation of items, and Refer to Head for Fixed-Term External Exclusion, or Permanent Exclusion NB The police will always be informed in such instances	Y
Inappropriate sexual behaviour or harassment	Refer to Head, for Fixed-Term Internal/ External Exclusion, or Permanent Exclusion	Y
Any illegal conduct or activity, or any behaviour deemed sufficiently serious or unacceptable by the School's SLT, including any of the above <i>in extremis</i>	Refer to Head, for Fixed-Term External Exclusion, or Permanent Exclusion	Y

Indicative Table of Sanctions - RESIDENTIAL	
Incident Type	Sanction (Residential Boarding hours)
Pushing in a queue	Verbal reprimand
Lost property or belongings not tidied away in the Boarding House	Lost property 'BIN' for student collection Escalation to community service on third time
Talking or disturbance after lights out	Verbal reprimand, Gating (Year7), Loss of phone the following evening (Senior House)
Uniform infringements/wearing makeup	Verbal reprimand, Gating (Year7) Loss of phone the following evening (Senior House)
Late roll call	House chores Or Time studying in the library
Chewing gum	Verbal reprimand, Gating (Year7) Loss of phone the following evening (Senior House) Additional house duties
Anti-social behaviour	Verbal reprimand, Gating (Year7) Loss of phone the following evening (Senior House) Additional house duties or External exclusion
Ordering take-aways on unspecified days	Verbal reprimand, Gating (Year7) Loss of phone the following evening (Senior House) Additional house duties
Play-fighting	Verbal reprimand, Gating (Year7) Loss of phone the following evening (Senior House) Additional house duties
Untidy dorms	Verbal reprimand, Gating (Year7) Loss of phone the following evening (Senior House) Additional house duties
Failure to attend meals	Verbal reprimand, Gating (Year7) Loss of phone the following evening (Senior House) Additional house duties
Failing prefect duties	Verbal reprimand, Gating (Year7) Loss of phone the following evening (Senior House) Additional house duties
Repeated instances (3+) of behaviour listed above require escalation to Medium Level	
Mid-level Offences	
Continued instances (3) of unacceptable Low Level behaviour	House Gating Card, or Loss of privileges (phone), or Additional chores or Referral to Assistant Head Pastoral for Internal or External exclusion
Leaving site without permission or signing out	Gating
Unkind words, text, images or behaviour directed at or about another student	House Gating Card, or Isolation in House or Internal or External exclusion
Misuse of IT including phones Which includes taking any IT into dorms and the use of VPN (Yrs7-11)	<ol style="list-style-type: none"> 1. 1 week ban of any non-essential IT including use of tablet in free time. 2. 3 week ban of any non-essential IT including use of tablet in free time. 3. ½ term ban of any non-essential IT including use of tablet in free time. 4. 1 term ban of any non-essential IT including use of tablet in free time or

	Internal or External exclusion
Out of Bounds/In another student's dorm/room	Ban from the house or Internal or External exclusion or fixed term exclusion from boarding.
High-level Offences	
Continued incidents (5) of poor Low level behaviour in house or around school not rectified above	Isolation in House, or Fixed-Period Exclusion from Boarding
Refusal	Isolation in House, or Fixed-Term External Exclusion from boarding
Bullying	Internal / External Exclusion from Boarding and/or school or Permanent Exclusion
Rudeness – verbal, gesticulated or written (including use of digital text or images) displays of rudeness, unkindness or inappropriate behaviour directed at or about a member of staff	Internal / External Exclusion from Boarding and/or school or Permanent Exclusion
Aggression – physical or verbal aggression towards a member of staff, a student, or property	Internal / External Exclusion from Boarding and/or school or Permanent Exclusion
Misuse of ICT	Internal / External Exclusion from Boarding and/or school or Permanent Exclusion
Theft	Isolation in House or Internal / External Exclusion from Boarding and/or school or Permanent Exclusion
Possession or use of alcohol, tobacco, or vaping materials on site	Internal / External Exclusion from Boarding and/or school or Permanent Exclusion
Possession or use of alcohol, tobacco, or vaping materials off site	Internal / External Exclusion from Boarding and/or school or Permanent Exclusion
Possession or use of drugs or other psychoactive substances	Fixed-Term External Exclusion, or Permanent Exclusion
Possession of a knife or any implement which is deemed a risk to others or to self	Internal / External Exclusion from Boarding and/or school or Permanent Exclusion
Supplying or intention to supply alcohol, tobacco or vaping materials	Internal / External Exclusion from Boarding and/or school or Permanent Exclusion
Supplying or intention to supply drugs or other new psychoactive substances	Fixed-Term External Exclusion or Permanent Exclusion
Any illegal conduct or activity, or any behaviour deemed sufficiently serious or unacceptable by the School's SLT, including any of the above in extremis	Internal / External Exclusion from Boarding and/or school or Permanent Exclusion

D. Detentions

Students may be given a detention for not handing in prep at the correct time to be served that same day for periods 1 and 2, or the following day for Periods 3 to 6, at lunchtime. Failure to attend the detention without providing a valid reason **in advance** will require the student to attend a School Detention for each one missed.

Students serving a School Detention (for either missing a Prep Detention or for any other offence for which a detention is considered by senior staff as an appropriate sanction, will spend 60 minutes of their recreation time in an allocated space with a senior member of staff. This will normally be on a Friday between 4.45pm and 5.45pm, except prior to an Exeat or holiday when it will be on a Thursday. Silent reflection will be undertaken.

Students may be asked to attend a Community-Payback Detention on a Friday lunchtime for some anti-social offences.

Students and their parents (or Houseparents in the case of Residential Boarders) will be notified of a detention via Firefly (KS3) or email (KS4 & KS5)

Students serving a detention will go into late tea at 5.45pm.

Students must be in school uniform.

E. Gating Cards

Heads of House and Houseparents may issue a House Gating Card for pastoral misdemeanours. Students will be required to report to a member of staff at regular intervals.

F. Confiscations

Any item confiscated from a student at any time must be handed to either their Head of House or the Deputy Head (Pastoral) at the earliest opportunity. The item will be returned at an appropriate time to either the student directly or passed to their parents, unless it was illegally held in which case it will be passed to the police, or disposed of witnessed by a second member of staff.

G. Auditing & Monitoring Sanctions

i. In-house Sanctions

All in-house sanctions (which include House Gating, House Detentions, confiscations, reprimands etc) must be recorded by the Head of House. This record is then monitored and audited termly by the Deputy Head (Pastoral).

ii. School Sanctions

All school sanctions are recorded in SIMS. These are monitored by the Deputy Head (Pastoral) and audited by the Governors' Curriculum and Pastoral Committee termly via the Pastoral Report.

H. Communication

Other than for verbal reprimands, communication to other staff and parents is through Firefly, SIMS, emails home and letters home.

While a written record is always necessary in all of these circumstances, there may also be telephone and face-to-face conversations when deemed necessary and when appropriate.

I. Prefects and Students

No students are permitted to issue sanctions in any circumstances.

Section 4: External Exclusions

A Introduction

- i. In accordance with the Education Act 2011, any decision taken to exclude a student either permanently or for a fixed period must be lawful, reasonable and fair, and on disciplinary grounds only.
- ii. Only the Headteacher can externally exclude a student. Parents must be notified prior to a decision being made and the student must be seen by the Headteacher in person before the exclusion can take place.
- iii. Upon the student's return, the student and a parent will meet with the Deputy Head (Pastoral) for a re-integration meeting before the student is allowed back to lessons, although this is no longer a statutory requirement.

B Fixed-period and Permanent Exclusions from School

- i. A student may be excluded for one or more fixed periods up to a maximum of 45 days in a single year.
- ii. Once a fixed period of exclusion has been decided, the period cannot be extended. In the event that further evidence comes to light to alter the severity of the incident, a new fixed-period exclusion or permanent exclusion can be issued.
- iii. A student may be excluded either permanently or for a fixed period for any behaviour reasonably deemed serious enough, including, though not exclusively, any of the example offences in Section 3.
- iv. A decision to exclude a pupil permanently should only be taken in accordance with the DfE guidance 'Behaviour and Discipline in Schools (2011)':
 - a. in response to a serious breach or persistent breaches of the school's behaviour policy; and
 - b. where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- v. Where behaviour outside of school is a concern, the School may still consider this grounds for an external exclusion in accordance with the DfE guidance 'Behaviour and Discipline in Schools (2011)'.
- vi. Any decision to exclude will be based on the balance of probabilities as a standard proof whereby the Headteacher is satisfied, on the evidence available, that the occurrence of the event was more likely than not.
- vii. Any decision to exclude a student may be taken irrespective of any external agency investigation, including any criminal investigation or court proceedings, pending or otherwise. Failure to prove whether or not a crime has been committed is not grounds to rescind a decision to exclude.
- viii. The School will ensure as far as possible that students are given the opportunity to present their case if they wish to do so before the decision to exclude is made.
- ix. The School will consider any contributing factors such as bullying, bereavement, mental health issues, disabilities, special educational needs or other academic needs.

C Fixed-period and Permanent Exclusions from Boarding

- i. A student may be excluded from boarding permanently or for a fixed-period following an assessment of the student's suitability to board.
- ii. A student may be excluded from boarding permanently or for a fixed-period in response to behaviour offences at the discretion of the Head. See separate Suitability for Boarding Policy.
- iii. If a student is excluded from boarding, either for a fixed-period or permanently, this does not constitute an exclusion from the School.

D Duty to Inform

- i. Parents will be notified in writing of any decision to exclude, providing the following information;
 - a. The reasons for the exclusion.
 - b. The period of a fixed period exclusion, or the fact that it is permanent.
 - c. The parent's right to make representations about the exclusion to the Governing Body and the process for this.
- ii. Where the student is of compulsory school age, the School will confirm to the parents that for the first 5 days (or until the start of alternative provision, whichever is the sooner) of an exclusion, the student must not be present in public places.
- iii. Where cumulative exclusions in any one year amount to more than 5 days, the School must arrange suitable alternative provision. The School will provide the name, address and start date of this provision. In the case of a permanent exclusion, the Local Authority will arrange this provision.
- iv. The School will inform the Chair of Governors of any decision to exclude a student.

This Policy is reviewed annually and the School's SLT reserves the right to make changes for clarification and ease of application purposes where necessary.

**Ms H Carruthers
Deputy Head (Pastoral)**

September 2023

Appendix 1: Behaviour Management Protocol

Behaviour		Reward	Behaviour		Sanction
Most commendations / Top 25% effort grade	5	Certificate / Letter home (Head)	High-level offence	5	External Exclusion
Top 10 commendations per year Y7-11	4	Letter home (DHC)	Cont. poor <u>behaviour</u> OR single major <u>misdemeanour</u>	4	Immediate referral to the School Office and Internal Exclusion
Consistently good contribution and effort	3	Postcard / email home (Dept.)	Further poor <u>behaviour</u> OR unacceptable <u>behaviour</u>	3	Detention
Very good effort or work	2	Commendation	Repeated poor <u>behaviour</u>	2	Bad comment & <u>option</u> to take 5 minutes
Good effort or work	1	Verbal Praise	Low-level poor <u>behaviour</u> e.g. talking over others	1	Verbal warning
Level			Level		