

### Nugent House School Sanctions "at a glance"

This map outlines the key stages in place for positively managing, monitoring and improving behaviour. It assigns actions to staff, aids clarity and consistency of approach and supports effective communication both within school and to parents, carers and external agencies.

#### TRANSITION INTO LEARNING – Students move into learning spaces

##### Immediate Action from all staff

- Clear expectations
- Purposeful movement
- Positive framing – Reward good choices

#### CORE LEARNING – Students in learning spaces and engaged

##### Engaged with learning – The Six Ps

- Pace – Model and ensure a sharp start
- Purpose – Make learning the focus
- Positive relationships – Every interaction is a fresh start
- Personalised – Utilise agreed behaviour and learning strategies
- Planned– Opportunities to succeed alongside stretch and challenge
- Praise focused – Identify and reward success

##### Immediate Action

De-escalation techniques for classroom staff:

- Verbal and/or visual advice/support
- Planned positive distraction
- Tactical Ignoring
- Use of space
- Changes to the environment

#### LEARNING ELSEWHERE (LE) – Student removed from lesson to alternative supervised workspace for duration of the session only

##### LE may be triggered for a student when...

- The six Ps are no longer effective
- De-escalation techniques have not re-set behaviour
- There is repeated refusal re-set
- There is refusal to engage
- There is deliberate use of foul language

##### Immediate Action

- Classroom staff/corridor Learning mentor (LM) to escort learner to LE
- Classroom staff ensure learner has work to complete
- Classroom staff to Log Sanction ASAP

##### Follow Up

LM to ensure restorative action is in place. Repeated LE may trigger tutor report. Tutor to support positive reset on subsequent day.

#### INTERNAL EXCLUSION (IE) – Student removed from lesson to inclusion room for a pre-agreed duration

##### IE may be planned for a student when...

- A high number of LE sanctions have occurred
- Cumulative behaviour concerns have been tracked by the LM

##### IE may be responsive for a student when...

- **RED LINE BEHAVIOUR HAS OCCURRED: Verbal or Physical aggression to others, External truancy**

Only SLT can action a planned or responsive IE

##### Immediate Action

- LM is aware of and has logged planned or responsive sanction and ensures learner attends as well as "checking in" during the sanction and assisting with reflection if appropriate
- IE staff ensure learner is provided with work packs and reflective tasks and supports with completion

##### Follow Up

LM to ensure restorative action is in place. IE will trigger SLT report. Tutor to support positive reset on subsequent day.

#### ACE Provision – Student spends a fixed period of between 1 and 5 days in the ACE building

##### ACE may be planned for a student when...

- A high number of IE sanctions have occurred and/or IE has not been completed successfully
- Cumulative behaviour concerns have been tracked by the LM

##### ACE may be responsive for a student when...

- **RED LINE BEHAVIOUR HAS OCCURRED: Physical assault (first incident)**

Only SLT can action planned or responsive ACE

##### Immediate Action

- LM is aware of and has logged sanction
- ACE staff ensure learner is provided with appropriate alternative curriculum including academic, therapeutic and restorative input. ACE progress is logged daily.

##### Follow Up

ACE staff to ensure restorative action is in place and a reintegration plan is formulated and executed. ACE will trigger Headteacher report during reintegration.

#### Fixed Term Exclusion (FTE) of between 1 and 10 days

The Headteacher may enforce this sanction for red line behaviour including (but not limited to) serious physical assault, drug or weapon based incidents. This sanction operates under statutory guidance.