

Behaviour, Sanction & Rewards Policy

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School:	All
Issue:	3.8
Owner:	<i>The Executive Headteacher</i>
Approved by:	<i>The Executive Board</i>
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2. Issue and Revision History

Issue	Description	Author	Effective Date
1.0	Initial Release	T. Warner	01/08/09
1.1	Annual Review	J. Payne	04/08/10
1.2	Annual Review	J. Payne	08/08/11
1.3	Annual Review	J. Payne	30/08/12
2.0	Annual Review Revised document structure removing 'Reference Documents', added 'Summary' section, added 'Document Release', added 'Next Review Date', updated 'Scope', updated 'Definitions and Acronyms'	T. Warner / J. Payne	26/08/13
2.1	Annual Review	T. Warner	02/09/14
2.2	Annual Review Added Physical intervention	D Payne	29/09/16
2.3	Annual Review	D. Payne	29/09/17
2.4	Annual Review	D. Payne	05/08/19
2.5	Adaptations required due to Covid-19 including update to Appendix A with social distancing measures for use on site. Addition of 24hr service level for behaviour meetings (see 8.6, 8.7, 8.8)	J. Payne	21/04/20
3.0	Annual Review Rewrite in line with ISS and OfSTED standards. All sections.	Scott Thornton	15/10/2021
3.1	5 Purpose - updated with protected characteristics 9.4 Equality and Diversity - new section	O. Howell	07/02/2022
3.2	Updated annual training for staff. - TT Education and iHasco included. Reward Scheme template added to Progress Tracker Appendix D updates	Scott Thornton	01/09/2022

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	- Bronze, Silver and Gold rewards. - Pop-up activity room - REACH Reward Displays and Tracker		
3.3	- 8.9.1 Change to collection of phones - CLM replaced with relevant recording tracker - Take out reference to COVID - Rewrite mobile phones section - 9.3.2 Take out sanctions register - 9.3.3 Changes to behaviour meetings - Individual support plan to replace action plan - 8.1 update Behaviour in Schools updated Oct 2022 Advice for headteachers and school staff KCSIE 2023	J.Payne	04/07/23
3.4	Removal of term Discipline and replaced with Sanction	O. Howell	07/09/23
3.5	Change of reference from 'Permanent Exclusion' to 'Placement Withdrawal' 9.3.2 & 9.3.2.1	J. Payne	26/02/24
3.6	6. Scope - policy list updated 7. Definitions and Acronyms updated 8.9.3 Reference to 1-9 Search Policy removed 9.3.2 Placement Withdrawal updated with minutes recorded and distributed to stakeholders by HOS	J. Payne	26/08/24
3.7	Summary updated 8.5 taken out training on use of cool down room Reference to 3 strike rule removed 9.3.1 added use of behaviour tracker 9.3.2 re-written 9.3.3 Behaviour meetings re-written	J. Payne	24/05/25
3.8	Annual Review in line with KCSIE '25	J. Payne	26/08/25

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	Update throughout - Progress Tracker replaced with MIS 8.5 Update with Behaviour training and resources 8.9.3 Search and Seize updated to include list of prohibited items and recording of search and seize 9.3.2 Sanctions list expanded 9.3.2.1 Appealing a Placement Withdrawal - Updated to allow parents/carers attendance at appeal 10 Updated metrics		

3. Summary

Educ8 expects all learners to uphold standards of respectful and considerate behaviour, guided by a clearly defined Code of Behaviour introduced during induction (see [Appendix 'A'](#)). This includes understanding the consequences of both low and high-level disruption. The use of mobile phones is restricted to designated times or with tutor permission. Staff are empowered to take proportionate action, including searching for and seizing harmful or disruptive items, and using safe physical intervention where necessary to protect the learner, others, or the environment.

Positive behaviour is encouraged (see [Appendix 'B'](#)) and celebrated through the REACH Reward Scheme, which recognises learners for being Ready, Engaged, Active, Creative, and Heroic. Rewards are tiered and visible within school environments, and families are kept informed of progress. The scheme aims to reinforce a purposeful and respectful learning culture across all Educ8 schools.

In cases of negative behaviour, incidents are formally recorded and categorised. Tutors respond to low-level disruption with appropriate dialogue and sanctions; repeated or serious issues are escalated to High Level Disruption and trigger formal behaviour meetings. Sanctions include suspension or, in severe cases, permanent exclusion—referred to as Placement Withdrawal—with learners and families given the right to appeal.

Reintegration meetings are held following any suspension to support successful returns. The policy promotes restorative approaches, equality, and inclusion, with all behaviour management decisions mindful of SEND needs and wider safeguarding considerations. Staff, parents, and learners all play a collaborative role in fostering a safe and supportive educational environment.

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4. Document Release

This document has been reviewed in accordance with the Educ8 Quality System and the requirements of this policy/procedure. Staff have been made aware of its issue, including any updates/amendments to its contents and where necessary appropriate training has been provided to those staff.

Where policies are available for download online, the previous version is removed and this new version replaces it.

The release of this document is indicated by the effective date.

5. Purpose

The purpose of the policy is to provide all staff with structured and appropriate procedures for handling behaviour enabling teaching to be safe and enjoyable for all that take part.

Our main aims are to provide a simple, practical code-of-behaviour for staff, learners and parent/carers which:

- recognises behavioural norms
- positively reinforces behavioural norms
- promotes self esteem and self control
- teaches appropriate behaviour through positive interventions
- contains a Reward Scheme
- is inclusive and embrace differences
- has clear structures in place for dealing with different levels of behaviour
- Is inclusive and caters for all regardless of individuals age, gender, race, religion, sexual orientation and/ or disability

6. Scope

This policy applies to all Educ8 staff and volunteers including senior managers and the Executive Board.

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This policy sets out the overarching principles that guide the local site procedures. It informs the actions to be taken regarding children, young people, staff and stakeholders from Educ8 schools.

The following policies should be read in conjunction with this policy:

- [2-6 Anti-Bullying Policy](#)
- [2-1 Attendance Policy \(including Children Absent in Education\)](#)
- [2 Safeguarding & Child Protection](#)
- [2-4 Offensive Weapons](#)
- [18 Drugs and Alcohol Policy](#)

7. Definitions and Acronyms

Delivery Staff	Staff employed by Educ8 to provide instruction and tutoring services
MIS	Management Information System used for attendance and progress monitoring
DSP	Designated Senior Person(s) for Child Protection
Learners	All students, participants and users of Educ8 learning programmes. Generally these are under 18 years of age.
School	Educ8 Alternative Education Site registered with OfSTED as an independent school.
Head of School (HOS)	Educ8 Staff member with management and leadership responsibility for an Educ8 Alternative Education School
Executive Board	Directors/Senior staff with Governance responsibilities for the school(s)
SLT	Senior Leadership Team

8. Policy

8.1 Introduction

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Educ8 is committed to the creation of teaching, learning and care environments where learning, along with social and personal needs of learners, are adequately addressed.

We aim to empower children to achieve in an atmosphere of safety and mutual respect. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour, and to encourage others to do the same.

By removing barriers to learning that have been entrenched in former educational settings we work to support transfers back to mainstream school, further education or the world of work.

This Policy fulfils the requirements of:

- The Education (Independent School Standards) Regulations 2014
- Children and Families Act, 2014
- SEN Code of Practice as Jan 2015 (updated 2020)
- Behaviour and sanction in schools, Dfe 2016 (updated 2020)
- BILD Code of Practice for minimising the use of restrictive physical interventions: planning, developing
- and delivering training, 2014 (4th Edition)
- Reducing the Need for Restraint and Restrictive Intervention (HM Gov. June 2019)
- Positive environments where children can Flourish (Ofsted March 2019)
- [Behaviour in Schools](#) (updated Oct 2022) Advice for headteachers and school staff
- KCSIE (Updated 2025)

8.2 Core Values

Our core values set out the way our school meets our aims as set out in section 5:

- Diversity
- Opportunity for all

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- Positive
- Personalised
- Inspirational
- Engaging
- Special

8.3 Code of Behaviour

We expect learners to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of each school. The Educ8 Code of Behaviour is in place which contains the fundamental principles we promote (see [Appendix 'A'](#)).

The Code of Behaviour will be displayed clearly within each school and will be present within each learner's induction booklet.

8.4 Involvement of Staff

It is critically important that Educ8 staff build strong relationships, develop high levels of personal resilience and have high expectations where the quality of learning behaviours are concerned.

Staff should never ignore or attempt to excuse poor behaviour. Rather, they should attempt to understand its communicative intent.

We aim to ensure that learners have clear boundaries reflected in a behaviour expectation framework that is underpinned by a clear system of rewards, sanctions and individual support.

A common language is used across our schools, providing consistent responses where behaviour is unreasonable.

Restorative justice and informal mediation approaches are adopted to enable learners to repair and maintain any relationships that they have damaged.

8.5 Staff Training

Staff will participate in annual refresher training around intervention and de-escalation as well as develop better practice within team meetings.

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Staff are also trained on the REACH Reward Scheme (see Appendix 'B').

Educ8 uses both internal and external sources to deliver this training.

8.6 Involvement of Parents/Carers

Parents/carers who accept a place for their child at Educ8 undertake to uphold our policies and regulations, including this policy.

We expect parents/carers to:

- notify us of any absences or lateness
- notify us of any factors that may affect the behaviour of their child
- Support their child by attending regular reviews, open days and other meetings
- Be aware of and support us in implementing this policy

8.7 Involvement of Learners

Learners as part of their induction will discuss the code of behaviour and sign their induction section, agreeing to its rules. This will include a discussion around behaviour and the consequences of both low level and high level disruption.

Learners know what kind of atmosphere they prefer in our settings and what they expect of a 'good teacher or carer'. Our experience has shown that over a range of ages learners produce a very similar list of characteristics that they look for in adults who work with them. Learners want adults to:

- treat them as a person
- help them learn and feel confident
- make the day a pleasant one
- be just and fair
- have a sense of humour

and not to:

- get upset or angry in the face of misbehaviour

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Although they want this for themselves, they also want it for other learners because it makes the learning situation more comfortable. It is evident that learners prefer to learn in a relaxed yet purposeful atmosphere and where the adults are safely in control; where they can progress their learning with success and be acknowledged as 'people who matter'. We believe that where learners feel they are valued they respect adults and accept their authority. Similarly, we recognise the implicit need for young people to develop the skills that make positive relationships with adults possible.

Our experience shows that the ethos of and respect for our provision are enhanced by listening to our learners and by encouraging constructive suggestions from them, for example via You Said, We Did and reviews and suggestions.

8.8 Supporting our Learners

Our staff teams provide pastoral and academic interventions that are underpinned by positive relationships and the careful management of anger or frustration in a safe setting. Structured "Time Out" spaces are available to allow learners to articulate concerns whilst simultaneously giving staff the opportunity to 're-set' boundaries. Where possible it is always our aim to put children back into their classes where we know our personalised curriculum pathways give them the greatest chance of success.

8.9 Preventative Measures

Inappropriate behaviour is more likely to occur when children lack a sense of purpose and/or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to provision. It is preferable to prevent unwanted behaviour from occurring as dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for everyone involved.

This principle is relevant to all aspects of our behavioural work, both academic and social. Measures can and should be employed to prevent potentially damaging situations from arising.

8.9.1 Learner Mobile Phones

At our school learners will hand in mobile phones and receive them back for the lunch-time period after which they are handed back in again.

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8.9.2 Safe Touch

Educ8 has a policy of 'Safe Touch' where children present a danger to the building, themselves or other members of staff or to the community. We will not hesitate to safely control children who refuse to meet Educ8 expectations.

Where this is required it will be documented as a Safeguarding Incident.

8.9.3 Search and seize

All teaching staff can search and seize any item they consider harmful or detrimental to behaviour at the provision.

Learners MUST be wanded.

Prohibited items that can be searched for as as follows:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:³
- tobacco and cigarette papers;⁴
- fireworks; and
- pornographic images.

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- To commit an offence, or

To cause personal injury to, or damage to property of; any person (including the pupil).

- An article specified above
- Tobacco and cigarette papers
- Fireworks; and
- Pornographic images.

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Recording Search and Seize

All search and Seize's conducted by staff or police should be recorded on the school safeguarding system covering the following:

- The date, time and location of the search;
- Which pupil was searched;
- Who conducted the search and any other adults or pupils present;
- What was being searched for;
- The reason for searching;
- What items, if any, were found;
- What follow-up action was taken as a consequence of the search.

9. Procedure

9.1 Staff Guidelines

Timely and clear communication between staff and families supports the management of good behaviour and promotes good behaviour.

Routine attendance at briefings and meetings allows the staff team to make expert use of the information management system to record and analyse behaviour. Informal conversations during provision are also critical. Without the timely sharing of information, detailing personal events outside of school for example, staff members are forced to react to behaviour that might otherwise be prevented or prepared for.

We believe that it is not always possible to respond to behaviour in the same way for every child but it is useful to have a guiding framework of responses to positive and negative behaviour. This ensures that all learners can be certain that every behaviour, positive or negative, will be met with an appropriate and consistent response.

9.2 Positive Behaviour

Positive behaviour is promoted, praised and rewarded. Responses to positive behaviour can be seen in [Appendix 'B'](#).

9.2.1 R.E.A.C.H Reward Scheme

The reward scheme is embedded throughout the day using a score system. Points are earned through a number of criteria including:

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- Ready
- Engaged
- Active
- Creative
- Heroic

Scores are recorded using the MIS. Learners that achieve a weekly average score above 3.8 are awarded 'Ambassador' status which qualifies them to access various awards and privileges.

Learners that achieve an average of 3.8 across a half term period are awarded with enhanced awards.

The REACH Reward scheme is promoted within our schools and publicised to parents and carers.

Further details can be found in [Appendix 'D'](#)

9.3 Negative Behaviour

Where a Learner does not comply with the code of behaviour, or disrupts a lesson, the tutor will begin to use 'formal disruption' which will be recorded on Relevant recording tracker.

Where a tutor feels unable to resolve an incident they should refer to their Head of School. Tutors may need Learners to provide a written statement which can be referred to if required.

Responses to negative behaviour can be seen in [Appendix 'C'](#).

9.3.1 Classifying negative behaviour

See [Appendix 'E'](#) for further guidance on classifying negative behaviour.

Low Level Disruption

1. This will be recorded in the MIS.
2. This will involve 1-to-1 dialogue between learner and tutor. It will aim to 'nip in the bud' disruptive behaviour.
3. A sanction may be applied.
4. Continuous/multiple instances of low level disruption will be upgraded to High Level Disruption.

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High Level Disruption

1. This will be recorded in the MIS and an Incident Report completed (ensure that all those present during an incident are listed).
2. A formal behaviour meeting (see 9.3.3) will be arranged including referrer and parents/carers.
3. A sanction should be applied which could include suspension or a recommendation for permanent exclusion.

9.3.2 Sanctions

Sanctions will take into account the needs of SEND and any other extenuating circumstances/evidence that may be relevant e.g. recent bereavement

It is vital that sanctions are applied consistently and fairly.

Low Level Sanctions

A number of sanctions could be applied in response to low level disruption. These should be applied by the Tutor and should demonstrate a fair and consistent response:

- Downgrading lesson score for REACH Rewards
- Contacting parents/carers
- Upgrade from low level to high level disruption

High Level Sanctions

Again these are to be applied by the Tutor and should remain consistent throughout:

- Contacting host school
- Letter to parents/carers
- Recommendation to Suspend
- Recommendation of Permanent Exclusion

Suspension (short term exclusion)

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- When it is necessary for a suspension to be imposed this will be authorised and implemented by the Head of School using [T0088QT Short Term Exclusion Template](#).
- A suspension must not exceed 3 learning days and must not be issued more than 1 week after the incident took place.
- Work should be set during the period of suspension.

Placement Withdrawal

- If all attempts to rectify poor behaviour are exhausted with still no positive outcome then our final consequence is removal from our provision on a permanent basis.
- To request a permanent exclusion the learner will have been involved in a serious incident that has endangered staff or other learners.
- Where the HOS decides to request a permanent exclusion, they should first speak to the Executive Head and get authorisation to call a SLT Panel meeting. The HOS will present evidence of the learners behaviour and the actions taken to support that learner. They will then vote on whether to accept the HOS proposal. The HOS must then produce minutes of that meeting and present it to the Executive Head. If accepted the HOS will then send the permanent exclusion letter to the referrer and parent.
- **Both the referrer and parents/carers will be informed of this process.**
- Minutes will be recorded and distributed to stakeholders. This will be the responsibility of the HOS
- A letter detailing the outcome will be provided to the referrer and parents/carers (use [T0087QT Placement Withdrawal Template](#)). The letter will include the opportunity to appeal within 5 days of the date of the letter.

9.3.2.1 Appealing a Placement Withdrawal

- An appeal should be made in writing, addressed to Jevon Payne, Executive Headteacher, within 5 working days of

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receiving the outcome letter indicating the reasons for appeal.

- The appeal will be heard by a panel of 3 Executive Board members that have had no involvement in the case.
- An appeal hearing and decision will be reached within 7 working days of receipt of appeal.
- The decision made by the Executive Board panel will be final.

9.3.3 Behaviour Meetings

HOS should make a professional decision on whether a behaviour meeting is required. A behavior meeting must be organised when the view of the HOS is that there is a risk of PEX.

Meetings will be concluded in as reasonable a timeframe as possible.

Behaviour meetings should be chaired by the Head of School and an [F0043QT Learner Action Plan](#) completed that is agreed by all parties.

When a learner is placed on an [F0043QT Learner Action Plan](#) it is reviewed on a weekly basis by staff. The action plan will have targets set appropriate to the misdemeanours accrued by the Learner. It will also outline consequences if a resolution cannot be met and include an agreed review date.

9.3.4 Post-suspension Reintegration

Upon the intended return of a Learner to our school, a reintegration meeting is held in advance, involving, wherever possible, those involved in the original behaviour meeting.

The purpose of this meeting is to review, remind and communicate the agreed [F0043QT Learner Action Plan](#) to all parties in order to plan strategies and prevent recurrence. This should be recorded within the [F0043QT Learner Action Plan](#).

9.4 Equality and Diversity

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation.

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Everyone in Britain is protected and this is because the Equality Act protects people against discrimination because of the protected characteristics that we all have.

Under the Equality Act, there are nine Protected characteristics:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Marriage or civil partnership
- Sex
- Sexual orientation
- Pregnancy and maternity

Further information can be obtained by referring to Educ8's policies: [3 Equality](#) and [3-1 Diversity](#).

10. Metrics

The Executive Headteacher will be responsible for ensuring that this policy is monitored and evaluated.

Data will be collected in relation to this policy and presented to the Executive Board. This will include on a per school, per half term basis:

- No. of Low Level Incidents
- No. of High Level Incidents
- No. of Short term Exclusions
- No. of Permanent Exclusions
- No. of Learners achieving Ambassador Status

11. Quality Records

The following Quality Records shall be generated and managed in accordance with

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Doc. 10:

Required Record	Custodian
Learner Short Term Exclusion Letters	Head of School
Learner Permanent Exclusion Letters	Head of School
Completed Learner Action Plans	Head of School

12. Form(s)/Template(s)

There following form(s)/template(s) are required for this document:

T0088QT	Short Term Exclusion Template
T0087QT	Placement Withdrawal Template
F0043QT	Learner Action Plan

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APPENDIX 'A' Model Code of Behaviour

All Educ8 Learners are expected to:

- Show a high level of attendance and arrive on time
- Dress and be equipped for learning
- Follow the agreed timetable and enjoy your lessons
- Respect all equipment and facilities
- Be respectful to others
- Contribute positively at all times
- Hand in phones for safekeeping

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APPENDIX 'B' Responses to Positive Behaviour

Responses to Positive Behaviour

■ Meeting behaviour expectations

- *Verbal praise*
- *Extra-curricular activity*
- *Parents informed for consistent good behaviour*

- **Helping other children or staff**
- **Responding appropriately to requests to change behaviour**

- *Verbal praise*
- *Extra-curricular activity*
- *Parents informed for consistent good behaviour*
- *Invite on annual trip*

- **Excellent work**
- **Meeting personal targets**
- **Working as an ambassador for the provision**

- *Verbal praise*
- *Extra-curricular activity*
- *Parents informed for consistent good behaviour*
- *Learner of the Year Award nomination potential*
- *Display of work around setting and online*

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APPENDIX 'C' Responses to Negative Behaviour

Responses to Negative Behaviour

- **One off Failing to observe Educ8 behaviour expectations (Code of Conduct)**

- *low level disruption recorded on Relevant recording tracker*

- **Persistent failure to observe Educ8 behaviour expectations in a immature manner (Code of Conduct)**

- *Minor Incident*
- *Incident form completed*
- *Behaviour Meeting*
- *Actions agreed*

- **Persistent lateness**
- **Unauthorised absence from provision**
- **Smoking**
- **Vandalism**
- **Deemed to have used substances to alter mood**
- **Bullying, racism, sexism etc.**

- *Major Incident*
- *Incident form completed*
- *Letter home*
- *Possible Suspension*
- *Behaviour meeting*
- *Actions agreed*

- **Physical or verbal abuse**
- **Theft**
- **Possession / Use of an offensive weapon**
- **Selling or using Illegal substances**

- *Possible permanent exclusion*
- *Suspension*
- *If not PEX Actions agreed*

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APPENDIX 'D' REACH Reward Scheme

REACH CRITERIA	REACH POINTS
DIDN'T ACHIEVE REACH → Absent without reason → Refused to attend the session → Refused to work	0
READY → I am sat quietly and ready to learn → I arrived on time for my lesson → I am focussed and motivated	1
ENGAGED → I am asking for help when I need it → I am letting others learn → I am listening to instructions	2
ACTIVE → I am making progress in my lesson → I am asking questions relevant to the lesson → I am involved in discussions related to my learning	3
CREATIVE → I am solving problems → I am helping others to learn → I am producing high quality work	4
HEROIC → I am asking probing questions → I am completing extension work → I am teaching others	5

Additional content can be found by viewing:

[REACH Reward Scheme Slideshow](#)

Bronze, Silver and Gold Ambassador Rewards:

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Bronze	x 3 per HT
Silver	x 4 per HT
Gold	x 5 per HT

All Bronze, Silver and Gold Ambassadors will get access to the Reward Room / Free Period.

Additionally they will receive:

- Bronze lucky dip and choice of lunchtime activity
- Silver vocational gift and choice of lunchtime activity
- Gold voucher of their choice and choice of lunchtime activity

Lunchtime activity pop up room may include activities such as:

- Use of TV/Netflix
- Xbox, Playstation or other games console
- Use of the speaker for music (controlled by a member of staff)
- Sports activity such as football, pool or table tennis
- Use of the school gym (school specific)

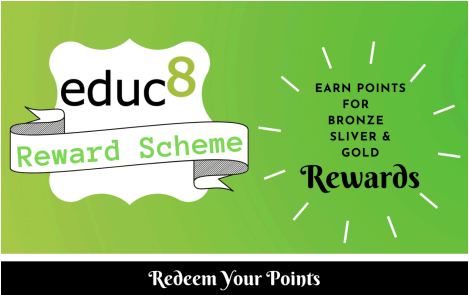
These are a minimum. If a certain school has more room, they may wish to buy a small pool table/table tennis table etc.

Reward Board

Every school should have a reward board on display. It should be displayed in a prominent location within the school, preferably the common room or social area.

The reward display should have the Reach Criteria along with the number of weeks within the Half Term. Once learners gain ambassador status, they will create their own name/picture cards and place them on the week in which they became an ambassador.

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Redeem Your Points

2 x 3.8 points	3 x 3.8 points	4 x 3.8 points
 Bronze	 Silver	 Gold
REWARDS	REWARDS	REWARDS
• Lucky Dip • Choice of lunchtime activity	• Vocational Gift • Choice of lunchtime activity	• Gift Voucher worth £10 or more • Choice of lunchtime activity

A tracking sheet for the 'educ8 Reach for the Rewards' scheme. It has a header with 'educ8' and 'Reach for the Rewards'. Below the header is a table with columns for 'Name', 'Week 1', 'Week 2', 'Week 3', 'Week 4', 'Week 5', 'Week 6', 'Week 7', and 'Week 8'. The table has 20 rows for tracking progress.

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APPENDIX 'E' Guidance on Classifying Negative Behaviour

Low Level Disruption

Low-level disruption refers to relatively small but persistent distractions that many Tutors will come across. Learners talking when the Tutor is, refusing to work with a partner, prodding another etc. These are distractions that can get in the way of learning, particularly during tutor-led instruction. It may be tempting to ignore low-level disruption, but it can reduce both the amount and quality of thought that Learners give to their work.

Typical events considered as low level disruption include:

- Talking to each other (not about the work)
- texting or looking at mobile phones
- rocking on chair or getting up from seat
- putting on make-up
- messing about with friends – for example play-fighting
- dropping pens and equipment on the floor
- throwing paper planes
- not focusing on the task set
- just sitting there doing nothing
- rolling eyes at teachers or other impolite gestures or behaviours
- turning up late
- Disturbing others
- Calling out
- Not having the correct equipment
- Purposely making noise to gain attention
- Answering back or questioning instructions
- Swinging on chairs

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High Level Disruption

Typical incidents to be classified as high level disruption are:

- Continuous Low Level Disruption
- Verbal or physical abuse of staff
- Bullying – physical, verbal, emotional
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability and others
- Carrying/Using an offensive weapon
- Use or sale of alcohol or other mood-changing drugs
- Deliberate damage or theft of property
- Smoking in or around the building
- Refusing to leave the premises when asked
- Gambling

This list is not exhaustive.