

BEHAVIOUR, DISCIPLINE, SANCTIONS AND REWARDS POLICY

Codsall Middle School

Codsall Middle School



a school to be proud of

**Behaviour, Discipline, Sanction
and Rewards Policy**

October 2021

These aims may be achieved within Codsall Middle School by developing and implementing a positive code of conduct which is relevant and practicable.

The implementation of this code is crucially dependent upon the partnership between pupils, parents/carers and staff.

Staff set a good example at all times and take responsibility for the observation of the code, supporting others to do the same.

The code of conduct will necessitate that children adhere to a clearly defined set of school rules which will be regularly discussed and re-enforced in class and in assemblies.

Good behaviour, a positive attitude towards people, work, time and property, should never be taken for granted but should always be praised and rewarded.

Bad behaviour or the breaking of school rules should always be corrected and appropriate action taken to prevent recurrence. However, discipline and sanctions must never be over-used and must strictly follow the policy adopted at Codsall Middle School. Corporal punishment, in any form, cannot be used.

The partnership between home and school is of prime importance if the school's code of conduct is to succeed. Lines of communication between home and school must be open if problems of behaviour are to be corrected.

Parents and, if necessary, The Educational Psychologist and other agencies such as Behaviour Support/CAMHS, must be involved at an early stage if persistent behavioural problems occur.

It is recognised that home circumstances can have a dramatic effect on a child's behaviour at school; for this reason it is vital that the school is aware of any changes relating to the child.

Providing there is a consistency between staff in the implementation of the school code of behaviour, discipline problems should be rare but, where there are problems, it is vital that a common approach is adopted.

Assertive Discipline and Restorative Practice

Assertive discipline provides pupils with a clear set of expectations in relation to classroom behaviour that is based on choices. Our aim is for all pupils to remain in the classroom where possible. Restorative practice and relationship repair is prioritised to secure positive outcomes for all. If an undesirable behaviour, for example bullying, verbal language, inappropriate behaviour towards peers or staff, lack of work, persistent lack of homework etc., is displayed then the following process should be followed:

1. Warning will be given to the pupil.
2. Pupil will be asked to move to a different seat within class.
3. Pupil may be asked to leave the classroom – for a short period of time to allow a private conversation with teacher.
4. The 'on call' system may be used in support of relationship repair.
5. A pupil may be sent to work in a colleague's class.

6. A pupil may be sent to work with Pastoral Support Assistant in the inclusion room.
7. Ask to re-do work until satisfactory.
8. Behaviour will be recorded on the individual pupil's records on Go4Schools.
9. Where appropriate parents will be notified.
10. Codsall Community payback maybe necessary if deemed suitable by Leader of Achievement.

The circumstances associated with poor behaviour should always be investigated thoroughly and fairly and only when there is no doubt that a child has shown non-conformance to the behaviour code and only when all other options have been pursued, should sanctions be applied or further action taken.

All incidents of poor behaviour must be recorded by the teacher as part of their record keeping. Serious incidents should be recorded on the Go4Schools system following the Incident Recording System (see below).

Pupils' accounts should be written on an Incident Form available from Pastoral Support Assistant's room. All records must be dated and initialled; only by doing this, can patterns of persistent poor behaviour be identified. Such evidence will certainly be required when talking to parents or in the referral of a child to the Education Psychologist or other outside agencies.

Restorative Solution Based Approach

We will operate a RSA to all behaviours in school, with the priority of the child returning back to the classroom if appropriate. Staff are encouraged to "repair" the harm and relationship so that the child has the opportunity to learn from the incident.

Restorative conversations will be held between all parties concerned to ensure a positive outcome and valuable learning opportunity.

Sanctions

In the short term and only when absolutely necessary, may the following sanctions be applied for disruptive behaviour in class (no particular order):

1. A child may be sent, with work, to another class.
2. A child may be required to go to the Pastoral Support Assistant's room for the remainder of a lesson, to complete class work set by the teacher, if the on call system has been used and behaviour has not improved.
3. A child may have certain privileges withdrawn, for example, attendance at an after-school club, removal from school trips, etc.,
4. Lunchtime or after school detention undertaken by individual class teacher (24 hours' notice will be given for detention after school; the period of detention may vary depending on the reason for detention).
5. Immediate "Extended Learning Day" implemented. Parents are notified by text that their child will be staying in a whole school detention until 4.15pm to catch up on missed work.
6. A period of time spent in the Inclusion Room.
7. Codsall Community payback.

For unacceptable behaviour outside of lessons many of the sanctions may be applied with the addition of removal of the privilege to go outside at break/lunch or to go on the playing fields. Pupils may spend their break/lunch supervised by Senior staff. In rare cases, it may be deemed necessary to require that a pupil go home for lunch, returning for afternoon lessons.

Persistent problems must be notified, in writing, to parents. Persistent anti-social or dangerous behaviour cannot be tolerated and, in these circumstances, referral may be made to the Educational Psychologist/Behaviour Support. A Pastoral Support Plan or Common Assessment Framework meeting may be implemented. Internal Inclusion, Fixed term or Permanent exclusion from the school may be considered for specific cases.

Rewards

It is essential that a parallel system of rewards exists to complement the list of sanctions. Errant children will often respond to a rewards system. The needs of the well-behaved child should not be neglected – all children like praise and rewards for good work or good behaviour.

Possible rewards are:

1. Verbal praise
2. Comments in Pupil planner
3. Merits/stamps/3's
4. Headteacher to give a 'Headteacher's Certificate of Recognition' for good work or behaviour
5. Text messages to parents
6. ½ termly text re behaviour scores

For a Sanctions/Rewards policy to be successful, it must be consistently and fairly applied.

Behaviour Monitoring – Recording via the Class Register

At CMS we use a behaviour point system to promote learners who strive to be considerate, ambitious and proud. In addition to the scoring system teachers provide other incentives to perform well in lessons such as merits and class merits.

How it works:

- The present mark (/) has to be taken on Go4Schools at the start of every lesson. If a child is not present but has been present, they are given **mark N** until you have seen the child yourself.
- Pupils' behaviour is recorded using Go4Schools using the arrow icon.
- Pupils' behaviour can be block filled by clicking on the student tab and selecting the reason for the 2, for example.
- If a child has exceeded their teachers expectations and demonstrated qualities of an effective CMS learner, they can be awarded with a 3 for the appropriate quality shown. Conversely, if a child has displayed off-task behaviour then a 1 should be awarded and an appropriate sanction issued.
- Behaviours are categorised for ease of recognition and consistently. The following statements are used in support of identifying behaviours within our school environment:
 - Not being considerate
 - Not taking responsibility for learning
- If behaviour assessed as not meeting these expectations, pupils are issued a 1 or for more persistent disruption to learning a 0 must be issued.

- If on call has been used, teachers must issue the most appropriate number to reflect the behaviour.
- When recording behaviour incidents on Go4 schools, staff must ensure they complete school and home notes.
- It is the classroom teacher's responsibility to implement a sanction if awarding a 1 or 0. The form tutor will only track and reinforce support for the classroom teacher.
- If behaviour forms a pattern or is persistent, teachers will seek support via form tutor, line manager, subject lead or leader of achievement.
- For pupils with specific SEND needs modified behaviour targets might be set. These targets will be agreed with pupil, parent, SENCo, and LOA. In these incidences teachers will be sent the targets and should only use S3, S1 or S0 on GO4 recording log.

Behaviour Management – On call system

In the event that a teacher may need additional assistance in their lesson we have an 'on-call' system in place. This system is designed to allow teachers to notify an additional member of staff to enter their lesson and supervise the class, whilst they aim to resolve any issues that may occur.

The 'on-call' request card is kept with staff and in the event where support is needed it is given to a responsible pupil to take it to reception, who will notify the designated on-call member of staff.

This is a restorative approach designed specifically to keep students in their lessons and continue their learning. We aim to therefore use restorative language to help overcome the issue that has occurred, see cards below:

Restorative Questions

1. Talk to me about what has happened for us to be stepping outside?
2. Is now a good time to talk or would you prefer to discuss this later?
3. If you could have that moment again would you have done things differently?
4. Has anyone been affected by what has happened?
5. How do we now move forward and get successfully back into lessons?
6. Would you like to discuss this further following this lesson?
7. Do you feel this has been resolved fairly?

I have noticed that... You have had a problem starting your work this morning and you know that our focus is Responsible/Resilience/Reflective/Considerate/Ambitious/Proud

I need you to be able to join in with the group/complete the task

You are going to have to..... speak to me for two minutes at the end of the lesson

Do you remember..... last week when I sent that note home to mum/You did some outstanding peer assessment/You were really helpful/led the group/That is the pupil I need you to be today. Thanks for listening

Remember to remove your personal emotions, Avoid sarcasm, don't shout

Respite Provision

Purpose of respite:

- To ensure inclusivity for all pupils
- To allow all pupils to be able to learn

Pupils will only be placed in respite with the agreement LOA or SENCo.

No pupils to be sent to respite without permission.

If a child is placed in respite it is the classroom teachers responsibility to either provide suitable work (similar to lesson content being delivered) or deliver planned lesson via TEAMS.

No child will permanently stay in respite, and will only be a temporary intervention.

Respite supervisor will record behaviour outcomes of the lesson(s) using Go4.

Examples of when respite might be accessed:

- SEND needs which are having a significant impact on the learning of all
- School refusers
- Trauma or bereavement
- Sensitive home issues

Respite Manger: Mrs Michelle Davison

Respite Supervisor: Mrs Helen Hilton

Incident Logging System

This system operates through the school Go4Schools system. It should be used to log incidents involving poor behaviour in and out of class.

Suggested process:

1. Class Teacher to log incidents on Go4Schools and in pupil planner.
2. Involve a colleague – Teaching Community Leader/Leader of Achievement – record in pupil planner. Possible phone call to parents.
3. Involvement of Senior Leaders; Assistant Headteacher, Deputy Headteacher or Headteacher.
4. Involve outside agencies (Ed. Psych, Behaviour Support and CAMHS).

It is entirely acceptable, and often preferable, that the Leader of Achievement/Teaching Community Leader request a meeting with parents to address an issue before it gets more serious and referred to SLT.

It may be that in exceptional circumstances the process needs to be shortened.

Exclusion

It is envisaged that exclusion, fixed term or permanent, of a child from school should only happen rarely and always be seen as a last resort. However, the option of exclusion exists to cater for the extremes of persistent disruptive or dangerous behaviour that occasionally occurs.

On return from exclusion, a pupil will only be readmitted following a successful reintegration meeting between the Headteacher or Deputy Headteacher in his absence, pupil and parent(s). This meeting is an opportunity to:

- discuss the incident leading to the exclusion;
- for the pupil to reflect about his/her actions;
- establish clear expectations and obtain a commitment from the pupil concerning future positive behaviour
- obtain the support of parents/carers in managing behaviour in the future.
- for a PSP meeting to be organised so that a plan can be completed and targets set.
- Pupils to be monitored through GO4Schools. Meet with Leader of Achievement during that week.
- Possible form movement.
- Reduced timetable in some circumstances.

Review

This policy will be reviewed annually – next review October 2022.

Go 4 Schools Crib Sheet Attendance and Behaviour

- Log into GO4 schools
- To do am / pm register click on 'registration group' find the register that you want to take and click on the attendance icon - take register and save

Codsall Middle School

Registration Groups

Click on a registration group to view its details:

Name	Initials	Action
Caws, Anita	AC	Explore behaviour
Cox, Emma	EC	Explore behaviour
Cuthbert, Nicola	NC	Explore behaviour
Davies, Laura	LD	Explore behaviour
De Wit, Mark	DW	Explore behaviour
Deas, Rob	RD	Explore behaviour
Degavre, Holly	HD	Explore behaviour
Denne, Rebecca	DR	Explore behaviour
Denne, Rebecca	MK	Explore behaviour
Evans, Curtis	CE	Explore behaviour
Felton, Natalie	NF	Explore behaviour
Griffiths, Philippa	PG	Explore behaviour
Hampton, Theresa	TH	Explore behaviour
Holloway, Louise	LH	Explore behaviour
Kidd, Melanie	DR	Explore behaviour
Kidd, Melanie	MK	Explore behaviour
Macrae, Malcolm	MM	Explore behaviour
Morris, Rebecca	RM	Explore behaviour
Smith, Beverley	BS	Explore behaviour
Taffs, Laura	LT	Explore behaviour
Tatton, Alex	AT	Explore behaviour
Watson, Emma	EW	Explore behaviour

Attendance: RD

26 Jun 2018 - 26 Jun 2018

Name (26)	AM	1	2	3	PM	4	5
Almond, Alex	/	-	-	-	-	-	-
Bonsler, Ethan	/	-	-	-	-	-	-
Butler, Sam	G	G	G	G	G	G	G
Collins, Daniel	/	-	-	-	-	-	-
Cook, Job	/	-	-	-	-	-	-
Darlington, Olivia	/	-	-	-	-	-	-
Davis, Jolyon	/	-	-	-	-	-	-
Dubberley, Millie	/	-	-	-	-	-	-
Graham, Samuel	/	-	-	-	-	-	-
Hammond, Daniel	/	-	-	-	-	-	-
Hunter, Isabelle	/	-	-	-	-	-	-
James, Cameron	/	-	-	-	-	-	-
Jarvis, Oliver	/	-	-	-	-	-	-
Johnson, Luke	/	-	-	-	-	-	-
Jones, Lauren	/	-	-	-	-	-	-
Lag, Tyler	/	-	-	-	-	-	-
Mapunder, Ashleigh	/	-	-	-	-	-	-
Miller, Hollie	/	-	-	-	-	-	-
Morgan, Josh	/	-	-	-	-	-	-
Nahal, Jatin	/	-	-	-	-	-	-
Poulton, Emily	/	-	-	-	-	-	-

- Click on your name (left hand side of the page)

Teachers

Mrs Deas

Today's timetable

Th	09:00	10:00	10:00	11:00	11:15	12:15	13:10	14:10	14:10	15:10
							Geography 5CE/Ge 14	Geography 7C/Ge 14		

Targets and grades

View full timetable

- Register
- Homework
- Behaviour
- To take your register click on the first icon use / to take register
- Then at the end of the lesson you can click on the behaviour icon

Record group behaviour

Return to what you were doing, view my active events

This page allows you to quickly record the behaviour for a group.

Details

When:

Subject/group:

Room:

School notes:

Home notes:

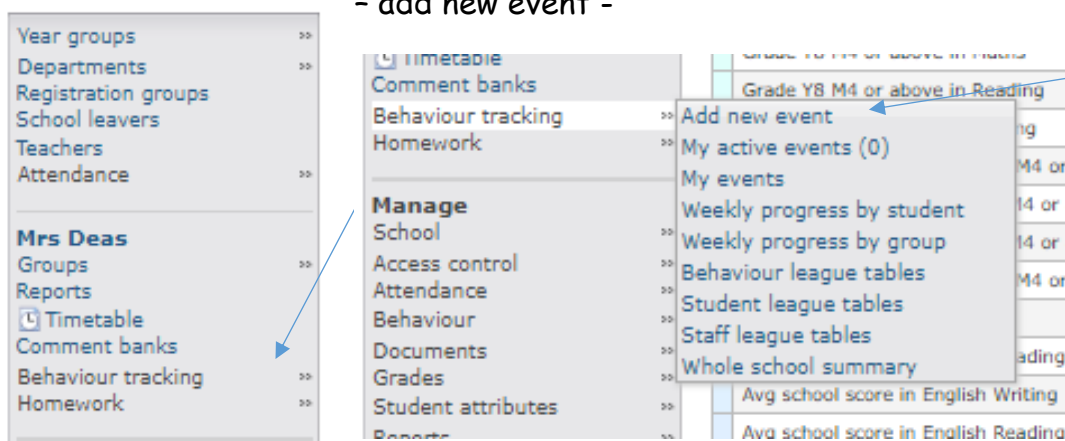
Remember: Home notes are visible to parents/guardians and students.

Choose types of event...

	3 Commitment to learning	3 Excellent piece of work	3 Excellent practical participation	2 Expected behaviour	2 Expected behaviour NO Homework	1 Inappropriate behaviour	1 Lacking Effort/Focus	1 no equip/kit/ingred's	1 Not enough work	1 Preventing learning	1 No Homework - effected learning	0 Sent out of lesson
Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bennett, Bethany	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brooker, Samuel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clark, Alice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craig, Oliver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Farr, Charlie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faulkner, Emily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harford, Mary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hasell, Ben	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hobbs-Moore, Wesley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hutchinson, Mia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- This student box allows you to flood fill - just click on it-
- To record other behaviour types you will need to select the 2 comment and click on which ever option you now require -THIS WILL NOW MEAN NO NOTES REQUIRED
- However if you give a ZERO you will need to complete a behaviour log
- If you wish to make a whole class comment about excellent effort etc. then this can be done in the top box School notes

- To add a behaviour event - again use the left hand side tool bar - behaviour tracking - add new event -



New behaviour event

Return to what you were doing, view my active events
This page allows you to add, edit or close a behaviour event.

Type: * Choose ...
When: * 21/06/2018
Subject/group: Choose...
Room/location:

Students involved* Please add at least one student. Add students...

Staff members involved , st remove Add staff member...

Share with other staff Add staff member...

- Click on behaviour type

- Click on to select subject

- Click on to select student or students

- Click on to add in extra staff

- Click on to add

Immediate actions (0 of 0 mandatory actions completed)

Follow up actions (0 of 0 completed)

School notes

Home notes

Remember: Home notes are visible to parents/guardians and students.

Save Cancel

in incident report

- Once complete Save

- You can also access this from your mark book page by clicking on either group behaviour or behaviour type

Year 6 Geography DO NOT USE, 6MK/Ge

Home > Year 6 > Year 6 Geography DO NOT USE > Markbook for 6MK/Ge

Open subject explorer, new subject explorer^{BETA}, behaviour charts^{BETA}, edit mark book, explore behaviour, record group behaviour, record behaviour, upload marks, group attendance, students' photos, view homework overview, set homework

There are no mark sheets for this subject yet. This subject is **hidden** from parents and students.

View marksheet:  Additional Homework



Logged in as: st My home School home

New behaviour event

[Return to what you were doing](#), [view my active events](#)

This page allows you to add, edit or close a behaviour event.

Type:*	0 Sent out of lesson		
When:*	21/06/2018	My timetable...	
Subject/group:	Year 6, Geography DO NOT USE, 6MK/Ge	Change...	Clear
Room/location:			

Students involved*

Please add at least one student.

[Add students...](#)

Staff members involved




, st	remove
<input type="text"/>	

[Add staff member...](#)

Share with other staff

[Add staff member...](#)

Immediate actions (0 of 0 mandatory actions completed)

Complete (Optional)		, st: Conversation with teacher
Complete (Optional)		, st: Note in planner
Complete (Optional)		, st: Lunch time detention given

Follow up actions (0 of 0 completed)

You need to click on the boxes that you have

actioned

If you need to do another teachers registration at the end of the day.

Go into behaviour tracking on the left hand side of the screen - select behaviour league tables - then select the year group that you are registering - you then need to use the little black arrow at the right hand side of the GROUP and then select the appropriate teacher - scroll the screen to the far right and then make sure that you are looking at today's events by clicking on the Period drop down and selecting TODAY

s/BehaviourStudentLeagueTables.aspx?tutgid=1295468

Student league tables : NC

Return to what you were doing, behaviour league tables, download this data as a .csv file

Group: NC
Summarise: All events for students in the selected group
Period: 09 Jul 2018 - 15 Jul 2018
Order: live points, Overall points, Average points
View:

Students

Student	Last week		Year	House	Registration group	Positive events	Negative events	Positive points	Negative points	Overall points	Average points	In
	This month											
	Last month											
	Week/Date		Total			289	5	626	-5	621	-	
			Average			9.97	0.17	21.59	-0.17	21.41	2.11	
James, Rian	Year/Month/Term		37	8	Falcon	NC	13	0	29	0	29	2.23
Smith, Kamran	Custom Range		52	8	Falcon	NC	13	0	28	0	28	2.15
Chisholm, Finlay			19	8	Falcon	NC	12	0	27	0	27	2.25
Greybanks, Callum	M	A860219508025	8	Falcon	NC	12	0	27	0	27	2.25	

Students

Student	Sex	UPN	Year	House	Registration group	Positive events	Negative events	Positive points	Negative points	Overall points	Average points	2 Expected behaviour	3 Excellent piece of work
Total						101	0	204	0	204	-	99	2
Average						3.48	0	7.03	0	7.03	1.95	3.41	0.07
James, Rian	M	Z860237209037	8	Falcon	NC	6	0	12	0	12	2	6	
Gibney, Daire	M	N860348309007	8	Falcon	NC	5	0	11	0	11	2.2	4	1
Gilani, Mikael	M	H336301210001	8	Falcon	NC	5	0	10	0	10	2	5	
Greybanks, Callum	M	A860219508025	8	Falcon	NC	5	0	10	0	10	2	5	
Johnston, Harry	M	U860304408037	8	Falcon	NC	5	0	10	0	10	2	5	
Smith, Kamran	M	Z860304408052	8	Falcon	NC	5	0	10	0	10	2	5	
Vine, Isaac	M	V860304408057	8	Falcon	NC	5	0	10	0	10	2	5	
Whitehead, Isaac	M	C860219509008	8	Falcon	NC	5	0	10	0	10	2	5	
Manning, Jack	M	L860304408042	8	Falcon	NC	4	0	9	0	9	2.25	3	1
Chisholm, Findlay	M	U860219508019	8	Falcon	NC	4	0	8	0	8	2	4	
Khan, Amiri	M	M336302008018	8	Falcon	NC	4	0	8	0	8	2	4	
Khunkun, Jessica	F	R336211508023	8	Falcon	NC	4	0	8	0	8	2	4	
Leaver, Harry	M	F860309808011	8	Falcon	NC	4	0	8	0	8	2	4	
Moore, Charlie	M	H860219508022	8	Falcon	NC	4	0	8	0	8	2	4	
Wheaver, Benjamin	M	U860236808007	8	Falcon	NC	4	0	8	0	8	2	4	
Barrett, Caitlin	F	A860348109002	8	Falcon	NC	3	0	6	0	6	2	3	
Cunningham, Imani	F	D336204109010	8	Falcon	NC	3	0	6	0	6	2	3	
Lawrence, Aisha	F	Y336209608017	8	Falcon	NC	3	0	6	0	6	2	3	
Link, Hannah	F	E860236809007	8	Falcon	NC	3	0	6	0	6	2	3	
Price, Millie	F	D332520009048	8	Falcon	NC	3	0	6	0	6	2	3	