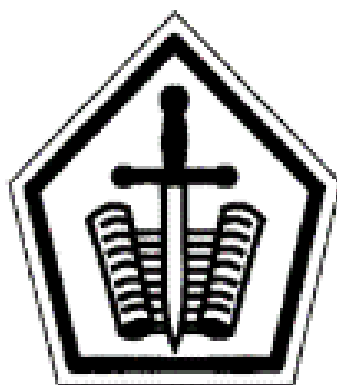


St Paul's Catholic Nursery and Primary School



Behaviour policy and statement of behaviour principles

Date approved by Governors: 27.6.2023

Review date: June 2024

Date approved by Governors: September 2024

Reviewed and approved by Governors: 2.12.2026

Signature 

Date2.12.2026...

Head Teacher

Signature 

Date2.12.2026...

Chair of Governors

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1. Aims and rational

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Respect for all

- At St Paul's, we believe that every person is equally important and in order to grow educationally, socially, emotionally and spiritually children need to be in an environment in which they feel safe. We at St Paul's acknowledge our legal duty under the Equality Act 2010 and our duty in terms of safeguarding and supporting all pupils.
- This policy reflects the values, ethos and philosophy of St Paul's in relation to behaviour support. It is a working document and as such it reflects both the practices that are carried out and those to which the school is striving.
- At St Paul's, everyone has a part to play in the promotion of high standards of behaviour. We aim to create an environment in which pupils can learn and develop to their full potential. We encourage good behaviour through high expectations and mutual respect between pupils, and staff and pupils.
- At St Paul's, all staff working with our children receive training in behaviour support. This training is called "Hertfordshire Steps". The term "Steps" comes from the following inclusion statement
- "The process of taking necessary Steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life."
- This statement reflects the philosophy, policy and practice at our school. Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses a therapeutic thinking and approach to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm.
- An important aim of Hertfordshire Steps is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required. Staff are trained in level one 'Steps' training and new staff joining the school will receive this training as soon as it is available to them. We have a member of staff who are accredited Hertfordshire Steps tutors (Mrs Katie Allen) and have delivered the initial training to our staff and regular refresher workshops.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school

- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, vapes and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying policy

RACISM

As a school we will not tolerate discrimination on the grounds of race, colour, religion, nationality or ethnic origin. The children are taught to be open to the diversity of the wider world and that diversity is a positive, providing us with richness and variety that we should embrace. We make good use of a range of resources to promote the development of positive views of diverse cultures. Any overtly racist incidents are logged and reported to the LA.

Details of our school’s approach to preventing and addressing bullying are set out in our Policy for Preventing and Dealing with Racist Incidents

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy’s effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school’s statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents via CPOMS
- To give opportunities to develop interpersonal and social skills.
- To create and teach a curriculum that enables pupils to engage.
- To ensure that pupils listen, are listened to and value others.

- To help pupils to gain the ability to make choices about their behaviour.
- To agree a class code of conduct considering rewards and consequences with their class.
- To create a recognition board in the classroom where children will be recognised daily for positive behaviour attitudes.
- To help pupils to be confident about their learning, enjoy it and show enthusiasm.
- To help pupils understand their rights and responsibilities as members of a Catholic school community.
- To be a positive role model demonstrating positive behaviour towards each other and towards children.
- To reward and praise positive behaviour.
- To inform parents (or in the case of support staff inform the class teacher) about their child's welfare or behaviour and, where necessary, work alongside parents.
- To be aware of and understand their rights and responsibilities teachers/staff in a Catholic school.
- To promote restorative approaches.

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- To help celebrate all that is positive and good in school and to promote good behaviour at home.
- To set a good example for their children.
- To contact school with any concerns or worries they have regarding their child at home or in school.
- To play an active role in discussions and to work with the school to find solutions to any difficulties.
- To contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- To support the school via the points outlined in the home-school agreement

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other regardless of difference, culture, religion, race or gender.
- In class, make it possible for all pupils to learn
- Move quietly around the school

- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Be aware of and understand their rights and responsibilities as members of the Catholic school community.
- Be aware of their own emotions and actions and take responsibility for these.
- Give positive contributors to the school, parish, local and international community.
- To support and forgive each other when things go wrong and be open to the idea of reconciliation.
- Report behaviour that concerns, hurts or worries them to an adult.
- To accept the times when things go wrong or they make mistakes and be able to move on.

Each year pupils make a class charter which they all sign and agree with. This is reviewed termly.

7. Rewards and sanctions

7.1 Rewards and sanctions

Promoting Positive Behaviour

All pupils, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles through;

- Teaching right from wrong, honesty and respect for others.
- Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour.
- Praising positive behaviour.
- Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour.
- Being good role models.
- Using scripts, repetition and structure.
- Using consistent, clear and agreed boundaries.
- Forgiveness based on Catholic teaching

Praise, Reward and Celebration

Pupils should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise. This can be done through:

- Praise from adults and peers
- Awarding house points. (House points are collected from each class and certificates celebrated and shared during our whole school Friday Awards assembly).

- Showing good work to other classes, teachers, Assistant Head, Deputy Head Teacher or Head Teacher.

A Therapeutic Approach

At St Paul's we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs.

Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child's behaviour not just suppress the behaviour. The Hertfordshire Steps 'Roots and Fruits' exercise supports staff in identifying the underlying influences on behaviour. This exercise helps adults to list a child's positive and negative experiences in life that may have led to their negative feelings and behaviour.

Consequences and Sanctions

At St Paul's adults have the responsibility to use consequences, which have a relation to the behaviour and as a result help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation.

When a child is not demonstrating positive behaviour, staff will follow the below approach using the stages of behaviour in appendix 4

If two behaviour reflection sheets are complete in 1 week, parents to be contacted by Phase Leader and invited to a meeting with the class teacher to discuss behaviour, strategies etc. (Meeting logged on CPOMS)

If behaviour persists, meeting arranged between behaviour Lead, class teacher and parent to discuss behaviour, reflect on previous strategies and next steps-including possible engagement with outside agencies such as DSPL4*. Meeting logged on CPOMS.

**DSPL4 offers support to local schools, early years settings, colleges and services to provide quality provision that meets the needs of children and young people with SEN and disabilities and progress socially, emotionally and academically.*

30 second script – to be displayed in all classes

30 second script

- I noticed you are...
- It was the rule about that you broke.
- You have chosen to.....
- Do you remember last week when you....
- *That is who I need to see today...*
- Thank you for listening.
- (Then give the child 'take up' time)

Challenging behaviour (Crisis)

When faced with Challenging Behaviour Some behaviours exhibited can be more challenging. We use the Hertfordshire Steps response to harmful behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- Positive phrasing e.g - "Stand next to me" - "Put the toy on the table" - "Walk beside me"
- Limited choice e.g - "Put the pen on the table or in the box" - "When we are inside, lego or drawing" - Talk to me here or in the library"
- Disempowering the behaviour e.g - "You can listen from there" - "Come and find me when you come back" - Come down in your own time"
- Use of a De-Escalation Script e.g - Use the person's name – "David"
- Acknowledge their right to their feelings – "I can see something is wrong" Tell them why you are there – "I am here to help" Offer help – "Talk to me and I will listen" Offer a "get-out" (positive phrasing) – "Come with me and....."

The De-Escalation Script will be displayed in each classroom

De-escalation script
<ul style="list-style-type: none">• Child's name• I can see something has happened• I am here to help• Talk and I will listen• Come with me and.....

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include those within the stages of behaviour in appendix 4:

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children’s social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children’s social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

The Restorative Approach - reflect, repair and restore (after a crisis)

When using restorative approaches the focus is on dialogue and negotiation moving towards repair, apology and reparation. This works in harmony with our Catholic ethos where we understand that none of us is

perfect, all of us make mistakes and all of us deserve to be forgiven. Because of restorative approaches, the needs of those affected are addressed and the child is held accountable by being given the opportunity to put things right.

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to;

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement and restorative approach
 - In KS2 use the strike system to record reminders of behaviour. If a child gets 3 strikes in a session, then they may have to work in another classroom.
 - In KS1/EYFS use a visual reminder system of rewards and behaviour

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of any physical intervening must:

- **Always be used as a last resort**

- Be applied using the Hertfordshire Steps Training Guidance as noted below
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

Should there be a situation when physical intervention may be necessary, staff are trained by Hertfordshire Steps trainers in how to safely use physical intervention. Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others.

Situations may include;

- To comfort a student in distress, appropriate to their age and understanding.
- To gently guide and direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the student, other persons or significant damage to property.

8.3 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator and mental health and well-being lead will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour, including Hertfordshire's Therapeutic Thinking and Steps training, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Anti-bullying policy
- Policy for Preventing and Dealing with Racist Incidents

Appendix 1: written statement of behaviour principles

Our mission statement:

Our school is a place of learning

A place of love

‘Let the children to come to Me, and do not hinder them, for the kingdom of God belongs to them.’ Luke 18:16

Behaviour principles:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions procedure explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils’ home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Behaviour reflection sheet

Name	Class	Date
What happened?	What was I thinking at the time?	What were others thinking at the time?
Who has been affected by my behaviour and how?	How can I repair relationships?	
	What have I learnt so I will respond differently next time?	
Teacher's Comments and Signature	Pupil Signature	

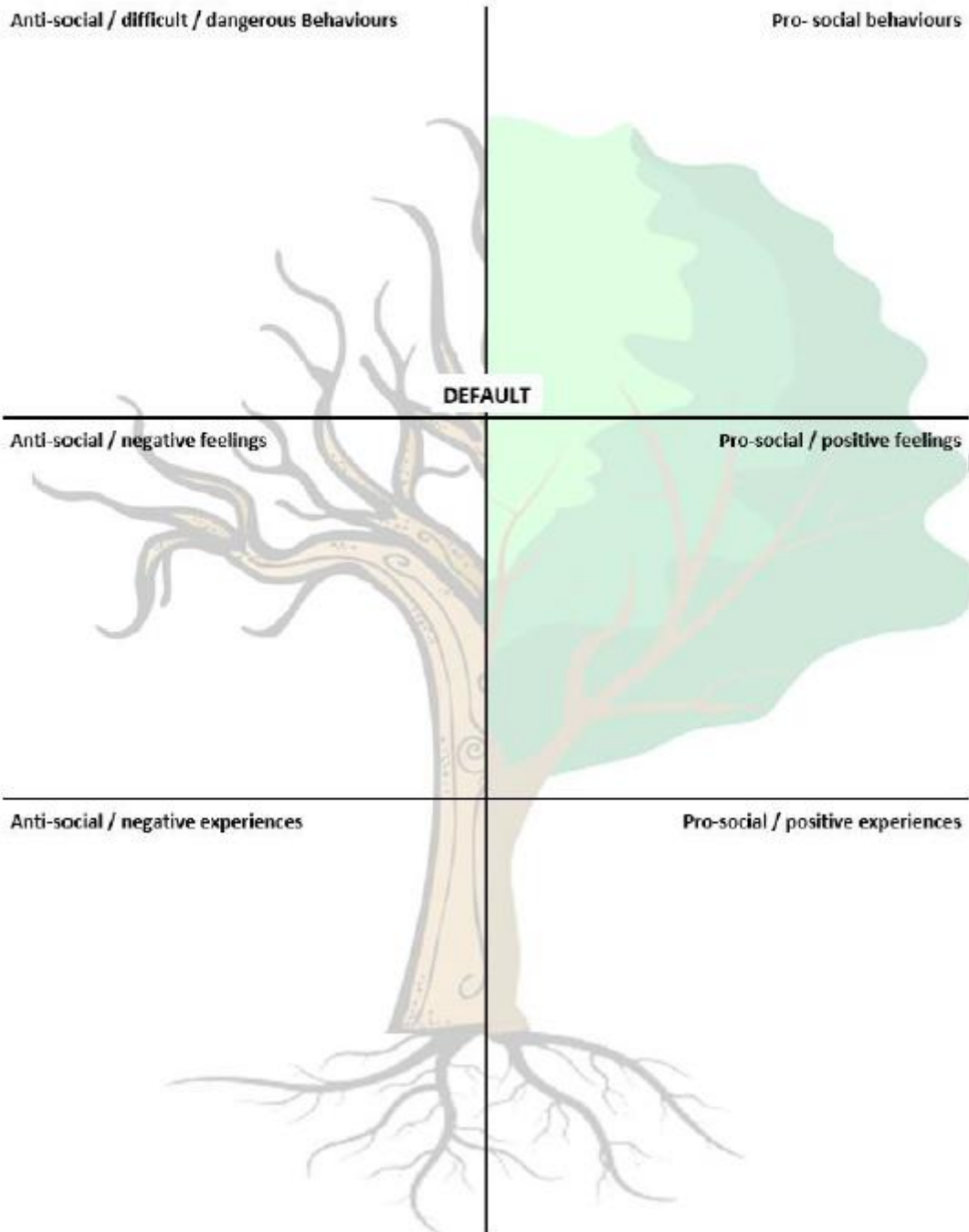
Behaviour Reflection Sheet

Name	Class	Date
What happened? What did I do?		Who did I hurt or upset?
How can I make things right now and for next time?		
Teachers comments & signature		

Appendix 3

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



Appendix 4 – stages of behaviour including exclusions

Consequences:	Examples:
<p>STAGE 1 <i>Strategies developed within the classroom. Examples of things to say or do may include:</i></p> <ul style="list-style-type: none"> • Praise positive behaviour from other learning • Review what is causing this learner to behave in this way, put actions in place and differentiate to lessen this pupil's anxiety or anger. • A look or a verbal warning (e.g. changing position in the classroom to be nearer the child to re-gain their attention) • A reminder of appropriate behaviour, delivered privately • Repeat reminders if reasonable • Caution: a clear verbal caution delivered privately, making the student aware of their behaviour and clearly outlining the consequences if they continue • If behaviour does not improve and if appropriate, the 30 second script may be used. 	<ul style="list-style-type: none"> • Calling out inappropriately • Silly noises • Not listening • Talking in class whilst the teacher is talking • Shouting in the dining hall at lunchtime • Not lining up and walking quietly to class from break time. <p><i>(Show awareness of age appropriate behaviour)</i></p>
<p>STAGE 2 <i>Examples of possible things to say or do may include:</i></p> <ul style="list-style-type: none"> • Use the strategies from previous stage • Make links with school behaviour expectations • Use the 30 second script as appropriate • If behaviour persists, child is sent to parallel class to complete a given task with the behaviour reflection sheet. A copy is sent home and a copy uploaded on CPOMS (incident logged on CPOMS) • Opportunity to resolve with another child • Conversation to explain, repair and resolve 	<ul style="list-style-type: none"> • Persistently distracting others • Behaving inappropriately during meditation • Being unkind to other children • Name calling • Excluding others • Repeated ignoring adults' instructions • Being wasteful with resources
<p>STAGE 3 <i>Examples of things to say or do may include:</i></p> <ul style="list-style-type: none"> • Use the strategies from previous stage • If behaviour continues, child will be sent to see a member of the SLT. A discussion between the child and the member of the SLT will consider any roots to the behaviour and reminders of positive behaviour choices. (incident logged on CPOMS) • Class teacher contacts parents/carers at the end of the school day • Short period of playtime is missed and child is supervised in class by teacher or TA. • Restorative Behaviour: child and adult discuss behaviour, 	<ul style="list-style-type: none"> • Swearing • Answering back to any adult • Throwing food • Unsafe or risky behaviour • Low level physical misbehaviour(e.g. pushing, shoving, nudging) • Persistently not telling the truth

<p>consequences and how to make reparation.</p> <ul style="list-style-type: none"> • De-escalation script if appropriate • Protective consequences- removal of freedom to manage harm (eg: increased staff ratio, limited access to outside space, escorted in social situations, differentiated teaching space) • Educational consequences- learning, rehearsing or teaching so freedom can be returned (eg: completing task, assisting with repairs, research, conversation and exploration) • Behaviour recorded and monitored on CPOMS 	
<p>STAGE 4</p> <p><i>Examples of things to say or do may include:</i></p> <ul style="list-style-type: none"> • Headteacher or Deputy Headteacher to deal with the incident alongside the class teacher and child. • Parents invited to school to discuss behaviour with a member of the SLT. The child may be put on report and have to report to the HT throughout the day. • Restorative Behaviour: child and adult discuss behaviour, consequences and how to make reparation. • Child to fill in behaviour resolution form with adult if appropriate. <i>(Age and ability considered)</i> • Short period of playtime may be missed • Protective consequences • Educational consequences • Behaviour recorded and monitored on CPOMS. • Risk assessment (RRP) • Internal exclusion (noted on CPOMS) • Exclusion (see further guidance below) <p>The Headteacher has the right to take immediate action in the case of any serious incident.</p>	<ul style="list-style-type: none"> • Repeated behaviour from above stages • Unsafe behaviour with malicious intent • Violent behaviour (eg: punch in the face with intent to injure) • Abusive swearing at a person • Sexual violence or harassment • Fighting • Stealing • Graffiti and vandalism • Deliberate damage to property • Intimidation • Bullying behaviour

FIXED TERM EXCLUSION AND PERMANENT EXCLUSIONS

Serious incidents may result in a fixed term or permanent exclusions. These decisions are not made lightly and are informed by Local Authority and DfE guidance, “Suspensions from maintained schools, academies and pupil referral units in England”, including,

“For all permanent exclusions, the governing body must consider, within 15 school days of being told about the exclusion, whether the excluded pupil should be reinstated. This is the same for fixed-period suspension where the pupil will miss more than 15 days in one term... or a national curriculum test”

Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion Pg. 58

Parents are informed of the decision and reasons for the exclusion. A reintegration meeting is held with the parents and child on their return to school.

In exceptional circumstances it may become necessary for a child to be permanently excluded from the school; staff in school will do all that they can to avoid this situation arising.

Only the Headteacher has the power to suspend a pupil from school. The deputy may suspend in the absence of the Headteacher or on the Headteacher's behalf. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in one school year. The Headteacher may also suspend a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspend into a permanent suspension, if the circumstances warrant this.

There will be times when an action warrants an immediate lunchtime, fixed term or permanent suspensions.

For example:

- Persistent poor behaviour that disrupts teaching and learning
- A serious case of bullying
- Persistent bullying- including on-line bullying
- Inappropriate on-line behaviour
- Where the safety of any members of staff is put at risk
- Where the safety of other children is put at risk
- Where the safety of the individual themselves is at risk
- Serious fighting that causes injury to another
- Racist abuse or intimidation

In the event of a child being seriously violent to another child or adult, a risk assessment will be drawn up which identifies if fixed term exclusion is necessary for health and safety reasons. After a fixed term exclusion, a child will attend a restorative meeting with parents to welcome the child back to school and to establish appropriate protective and educational consequences that need to be put into place.