



LEARNING CHANGES LIVES

Behaviour Policy

Approved by the
Local Governing Body
January 2023

Next review
January 2024

Quest Primary Behaviour Policy

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally. [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Purpose:

At Quest Primary School, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people. The policy is the result of consultation with pupils, parents, governors and staff and reflects current and developing practice within the school. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility

Aims:

To create a culture of exceptionally good behaviour: for learning, for community, for life.

- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To minimise the attention given to a learner who is seeking negative attention for poor conduct.
- To help learners take control over their behaviour and be responsible for the impact of their choices.
- To build a community which values kindness, care, good humour, good temper, boundaries and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Quest Primary school has three simple behaviour rules: **'Be Ready, Be Respectful and Be Safe'**, generated through discussions with staff, pupils and parents and which are applicable to a wide variety of situations. These behaviour rules are explicitly taught and modelled by all members of our school community. Our school values of **excellence, responsibility and aspiration** also support us to reflect on and strive for a positive behaviour culture across the school in pursuit of our motto, **'Learning Changes Lives.'**

However, we also understand that for some children, including those with SEND, following our behaviour expectations may be beyond their current developmental level. In these cases, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour. The SENCo will also be involved in supporting these children.

Adult behaviours create children's responses and behaviours. It is the everyday habits of adults that provoke a change in pupils' behaviour.

All Adults are Required to:

1. Model consistent calm staff behaviour
2. Teach learning behaviours

3. Give first attention to best conduct
4. Script difficult conversations
5. Invest in personal, restorative follow up

Roles and Responsibilities

All adults will:

- Promote our school rules of **being ready, being respectful** and **being safe**.
- Model positive behaviours and build relationships
- Plan learning that engages, challenges and meet the needs of all pupils
- Ensure praise outweighs anything negative
- Be calm and give “take up time” when going through the steps. Prevent before sanctions.
- Follow-up every time, retain ownership and engage in reflective dialogue with pupils
- All adults need to be a visible presence around the school.
- Share good practice with one another.
- Never ignore or walk past pupils who are not being respectful, responsible or safe.
- Staff encourage use of ‘positive notes,’ and ‘positive phone calls’ and ‘over and above’ – can include Class DoJo.
- Staff support one another in returning pupils to learning by sitting in on reparation meetings and supporting staff in conversations with pupils
- Senior leaders and link governors will review provision should there be pupils who fall beyond the range of written policies.

The Head of School is responsible for:

- Reviewing this behaviour policy.
- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff are responsible for:

- Implementing the behaviour policy consistently,
- Modelling positive behaviour,
- Providing a personalised approach to the specific behavioural needs of particular pupils,
- Keeping records of behaviour, including recording serious incidents on CPOMS,
- Providing a challenging, interesting and relevant curriculum,
- Providing and maintaining an organised, inviting and calm learning environment that encourages positive learning behaviours,
- To treat all children fairly and with respect.

Parents are expected to:

- To support the school in the implementation of this policy,
- Inform the school of any changes in circumstances that may affect their child’s behaviour,

- Discuss any behavioural concerns with the class teacher promptly,
- To be aware and support the school rules and expectations,
- To foster good relationships with the school.

Pupil Responsibilities

- To work to the best of their ability and allow others to do the same
- To treat others with respect
- To take care of property and the environment around the school
- To follow instructions of school staff

The governing board is responsible for monitoring this behaviour policy’s effectiveness and holding the Head of School to account for its implementation.

Managing Behaviour in Classrooms

Classroom/Teaching Space

Engagement with learning is always the primary aim. For most pupils, a gentle reminder to stay on target with their learning is all that is needed. Although there are occasions when it is necessary, every minute a pupil is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All pupils must be given ‘take up time’ in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Take-Up time is the minute or so immediately following an adult speaking with or issuing an instruction to a child. Children should be given this time as an opportunity to consider their next actions and to make positive choices.

	Steps	Actions
1	Reminder	<p>A reminder of the three simple rules – be ready, be respectful, be safe – privately delivered wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.</p> <p><u>Example script:</u> <i>Remember our rules about being ready, respectful and safe please. You need to stop...(calling out, talking, answering back)</i></p>
2	Caution	<p>A clear verbal caution, delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.</p> <p><u>Example script:</u> <i>You have chosen to carry on... (calling out/talking/answering back). If you continue you will have to... (see me at break/complete the work at home/go to another classroom.)</i> <i>Think carefully about your next step.</i></p>

3	Last Chance	<p>Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second script.</p> <p><u>30 second Script:</u> <i>I noticed you are ... (having trouble getting started/wandering around the classroom/calling out)</i> <i>It was our rule about (not getting out of your seat without asking/ putting your hand up to answer a question) that you broke</i> <i>You have chosen to (have to finish your work at break time/move to the back of the class)</i> <i>Remember last week when you (remembered to put your hand up every time/ sat still each lesson)</i> <i>That (child's name) is who I need to see today...thank you.</i></p> <p>Give take up time. It is important not to respond to any secondary behaviours at this time but note them to be discussed later on.</p>
4	Time Out	<p>Time out might be a short time outside the room, on the thinking spot etc. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.</p>
5	Repair/ Restoration	<p>This might be a quick chat at breaktime or a more formal meeting.</p> <p>Key questions should be, 'Who else has been affected?' and 'What can we do to make things right?'</p> <p><u>Not every incident needs to be resolved with a restorative conversation</u>, but they are needed when trust is broken, or behaviour has gone under and below minimum standards.</p> <p>Any behaviours from level 3 upwards in the Behaviour and Actions Chart will require a restorative conversation.</p>

Behaviour and Actions Chart

To ensure consistency across the school for all stakeholders, we use a **Behaviour and Actions Chart** which details a clear and graduated approach to ensuring that any sanctions are appropriate and fair based on the level of poor behaviour displayed. This guidance is always used with discretion and can be adapted by the Head of School/SLT, if deemed appropriate. These are displayed in all classrooms and all staff and children are aware of the approach. The chart can be found in appendix 1 at the end of this policy.

Recognition of Positive Behaviour

It is important that children learn that choosing to behave in a safe and respectful way is a life skill that will not always be outwardly rewarded. Staff will however, always seek to recognise good

behaviour within a classroom before drawing attention to negative behaviour. In addition, positive behaviour may also be recognised and celebrated in the following ways:

- As part of our weekly celebration assembly (Behaviour Star, Merits, Values Certificate)
- Through the class 'Recognition Board'.
- Through a message home to parents/in-class certificate
- House points
- Stickers - awarded for good behaviour or good work.
- Wall of Wonder – exceptional work displayed here by Head of School
- Positions of responsibility being awarded.
- Celebrate learning behaviours

Recognition Boards

All classrooms have a Recognition Board, and these replace existing behaviour charts. A recognition board routinely advertises the social or learning behaviours we want children to display. At the top of the board, the class teacher writes the behaviour they want to focus on e.g. 'One voice at a time' for classes who talk over each other or 'Accurate peer feedback'. When the teacher sees children demonstrating the behaviour well, their name is written on the board. It is not intended to shower praise on the individual but to work as a collaborative strategy – we are one team, focused on one learning behaviour and moving in one direction. At the end of the session/lesson/day, the aim is for everyone to have their name on the board. Pupils who have received sanctions can be caught demonstrating positive behaviours – one does not cancel the other out.

Restorative conversations

'Punishment doesn't teach better behaviour, restorative conversations do.'

The key emphasis should be on making the child see how the impact of their behaviour is not restricted to them alone. Key questions should be, 'Who else has been affected?' and 'What can we do to make things right?'

Liaison with Parents and Other Agencies

A positive partnership with parents is crucial to supporting children to learn to manage their behaviour positively. Positive behaviour will be recognised and celebrated as everyday classroom practice. Parents and carers will always be informed at an early stage if there are any concerns around a child's behaviour.

We recognise that there are many reasons underlying a child's behaviour, such as relationship difficulties within the family unit, hunger, feeling unwell, bereavement, abuse, friendship problems, SEN, medical conditions etc. Such issues are best investigated with parental support so that the school can choose the best approach to take. We always try to work with parent support.

Parents are expected to attend a reintegration meeting following any fixed period suspension.

SEND/Vulnerable Pupils

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. We may provide a more individual approach to meet the needs of some pupils who fall within this category and as part of meeting our duties will, as far as possible, look to anticipate likely triggers of misbehaviour and put in place support to prevent these. It is important that we understand the meaning behind some pupils' behaviour in order to support their difficulties. Some of our pupils come with a range of communication and social interaction challenges. Some may have attachment difficulties and may have heightened anxiety when presented with certain situations. Typical behaviours may include:

- Meltdowns which may include shouting, screaming, hurting themselves, lashing out physically.
- Apparent rudeness or ignoring of others,
- A need to control situations,
- Inability to manage emotions,
- Language processing difficulties,
- Lack of empathy.

These behaviours can be frustrating and distressing but it is important that we see them in the context of our pupils' special educational needs. The school's Special Educational Needs and Disability Co-ordinator 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. Parents will always be consulted, advised of this involvement and outcomes will be shared.

Managing Serious Misbehaviour

Where a pupil's behaviour becomes more serious (e.g. aggressive towards other pupils or staff, swearing, fighting etc) or is an on-going concern, the class teacher will refer to the Senior Leadership Team and/or SENCo, who may refer to the Family & Pupil Support Worker or Quest Academy Pastoral Director.

Actions may include:

- Meeting with parents/carers to discuss support and strategies.
- Pupil being placed on a **Positive Behaviour Plan** or **Report**.
- Referral to Pupil and Family Support Worker (which may lead to further referrals to outside agencies as required)
- **Fixed-term** or **permanent exclusion**, in the most serious cases.

Positive Behaviour Plan (PBP) – up to 3 targets set and agreed between the child (if age-appropriate), a member of the SLT and the parent/carer. Regular monitoring, a time limit set and rewards agreed.

Purpose: In order to engage parents and pupils in taking responsibility for pupil behaviour and finding ways together, to ensure a positive outcome.

Who: It is for those pupils who we see a pattern of regular and unacceptable behaviour emerging.

What: A maximum of three targets are agreed between the teacher and the pupil.

Process: Rewards, sanctions and an agreed length of monitoring time are set by the teacher and pupil. Teacher and parents monitor weekly for agreed time, 3 – 6 weeks.

Report - with parental involvement, a contact book between Home and School instigated for a fixed period. Behaviours causing concern would be significant and include repeated disruption in class (including regular low-level disruption), physical or verbal violence towards peers or adults, and other very inappropriate behaviours.

Purpose: To engage parents and pupils in taking responsibility for pupil behaviour and finding ways together, to ensure a positive outcome.

Who: It is for those pupils who have not been successful with a PBP or where behaviour has deteriorated very quickly and seriously. For those who are at risk of being excluded.

What: A two-week report record will be put in place that records behaviour on a session-by-session basis. One target is set and agreed between the child, and the class teacher. The parent/carer is informed. This is signed by parents daily.

Process: The pupil must get their report card/book signed by the teacher at the end of each lesson, then counter signed by a member of the SLT daily. Parents should sign the report daily. A member of SLT and the teacher discuss the pupil's progress at the end of each week. SLT will meet/speak to the parent/s at the end of the process to give a progress report/outcome.

Exclusions

There are fixed term suspensions and permanent exclusions. The Head of School will follow the procedure set out in the statutory guidance, which is designed to ensure fairness and consistency. This can be found at [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

When a pupil is suspended or excluded, the parent or carer will be notified immediately and this will be followed up with official paperwork. This will state the dates of the exclusion, the reason for the exclusion, the parents' right to make representations about the exclusion, the person whom the parent should contact if they want to make such representations, the school days the parent is required to make sure the child is not in school, the arrangement for the pupil to continue his/her education (including the setting of work), the parent's responsibility for ensuring the work is completed and returned to school and the arrangements to meet the parents and pupil for a reintegration meeting to school.

All exclusion cases will be treated in confidence. The Head of School must report all exclusions to the Governing Body detailing gender, ethnicity and the reason for the exclusion but will not divulge names.

Reasons for Exclusion may include but are not limited to:

- Physical assault against a pupil/staff member: fighting, violence, wounding, obstruction, jostling,
- Verbal abuse/threatening behaviour against a pupil: threatened violence, aggressive behaviour, swearing, homophobic abuse harassment, verbal intimidation,
- Bullying: verbal, physical, homophobic bullying, racist bullying,
- Racist abuse: racist taunting and harassment, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti,

- Sexual misconduct: sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti,
- Drug and alcohol related incidents: possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse, substance abuse,
- Damage: damage to school or personal property belonging to any member of the school community: vandalism, arson, and graffiti,
- Theft: stealing school property, stealing personal property (pupil or adult), on a school outing,
- Persistent disruptive behaviour: challenging behaviour, disobedience, persistent violation of school rules,
- Other: incidents which are not covered by the categories above but this category should be used sparingly,
- Possession of an offensive weapon

Exclusion Process

- Whenever a pupil is excluded from school, the parent/carer is notified immediately, usually by phone and will be given documentation recording the incident and the exclusion within 24 hours
- Work is set by the school for the pupil to complete
- Within one school day of a permanent exclusion or an exclusion of longer than five days duration in any one term, the local authority and governing body are informed
- A re-integration meeting (parents and child) is held when the pupil returns to school
- The school follows the LA guidance on exclusion

Behaviour outside of School Premises

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school. We expect pupils to act as positive ambassadors for our school and to be considerate members of the local community. Non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, will be investigated by a member of the Senior Leadership Team and sanctions issued following investigation, including suspension and exclusion.

Bullying

Quest Primary School will NOT tolerate bullying and advocates a proactive, preventative approach through fostering positive friendships – kindness and respect.

The Department for Education defines bullying as a 'behaviour by an individual or group, that can be a single incident or repeated over time that intentionally hurts another individual or groups either physically or emotionally'.

Bullying is defined as: consistent, repeated and targeted action against an individual/group with a desired/premeditated outcome that physically hurts, intimidates, excludes or negatively impacts emotionally on the targeted party. *It is repeated over a period of time*

Through the curriculum, pastoral support and upholding our School Values, Quest Primary School teaches the children about friendship, citizenship and anti-bullying. We acknowledge the

requirement of children to understand the importance of both physical and digital citizenship and recognise anti-social behaviour/bullying can occur in both.

Children are actively encouraged and taught to verbalise when they find behaviours inappropriate and should:

1: Say ‘Stop – I don’t like that/that is unkind to me’.

2: Put up their hand to gesture a stopping sign and move away from the situation. (Blocking in the digital world).

3: Find an adult to tell/discuss what has happened.

We also teach the children the definition of bullying as - ‘**STOP**’ – it happens **Several Times On Purpose**).

When bullying is identified, this is immediately elevated to SLT. The child/group/person who has suffered the negative effects of this behaviour is supported. Management of bullying aligns to level 4 in the Behaviour and Actions Chart. Children and families should be aware that, depending on the severity of harm caused/incident, it may be appropriate for the Head of School to consult with the Child Protection Team and/or the Police. Pastoral support is also offered to the ‘bully’ to establish reasons for the anti-social behaviours exhibited. Quest Primary will endeavour to support and re-educate the child/children concerned in order to reduce the risk of this behaviour becoming an accepted social behaviour by the ‘bully’. Each incident of reported bullying is individually evaluated and will be action-planned accordingly with the involvement of the Head of School and Chair of Governors (CoG) as appropriate.

Bullying can include:

Type of Bullying	Definition
Physical	Physical bullying including hitting, kicking, taking or hiding belongings including money.
Verbal	Verbal bullying including name calling, teasing, insulting, writing unkind notes, sending abusive messages via text, email or social network.
Emotional	Emotional bullying including being deliberately unfriendly, excluding, tormenting, spreading rumours, photographing, giving looks.
Cyber/online	Cyber/online bullying is a method of bullying rather than a type. It includes bullying via text message, instant-messenger services and social network sites, email and images or videos posted on the Internet or spread via mobile phones. Technology can be used to bully for any reasons including race, religion, sexuality and disability.
Related to Race, Religion or Culture	Bullying related to race, religion or culture – recent political and social issues appear to be a factor in bullying and harassment.
Related to SEND	Bullying related to Special Educational Needs and Disabilities (SEND).
Related to Gender and Gender Identity	Bullying related to gender and gender identity. This often takes the form of harassment of a sexual nature.
Related to Sexual Orientation	Bullying related to sexual orientation. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risk not associated with other forms of bullying.
Related to Home Circumstances	Bullying because a child is fostered, adopted or a carer – evidence suggests that pupils who are fostered, adopted or are carers face a higher risk of being bullied.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

USE OF REASONABLE FORCE

We follow agreed procedures at Quest Primary School – see our Safe Touch Policy, which incorporates the guidance from [DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts. remove disruptive children from the classroom or area where they have refused to follow an instruction to do so

Incidents of physical restraint must:

- Always be used as a last resort,
- Be applied using the minimum amount of force and for the minimum amount of time possible, using recommended holds and referring to our Safe Touch Policy,
- Be used in a way that maintains the safety and dignity of all concerned,
- Never be used as a form of punishment,
- Be reported to parents and recorded on CPOMs.

Searching, Screening and Confiscation

Searching and screening pupils is conducted in line with the [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully.

Training

- Our staff are provided with training on managing behaviour as part of their induction process, including being asked to read the Behaviour Policy.
- Behaviour management will also form part of Continuing Professional Development.
- Staff are given opportunities to discuss effective practice and raise any issues or concerns they have about behaviour of a pupil in school.
- Identified staff are fully trained in Positive Handling techniques and this is renewed where necessary.
- Staff are supported by the Quest Primary SLT, SENCo, Pupil and Family Support Worker and the Pastoral Director (from Quest Academy) to manage more serious and persistent pupil behaviour.

Links with other policies

As part of taking a whole-school approach to behaviour and safeguarding, it will be important that the respective policies complement one another. This Behaviour Policy is linked to the following policies:

- Child Protection policy
- Anti –Bullying policy
- Safeguarding Policy including child-on-child abuse
- Safe Touch policy, as well as
- [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101333/keeping-children-safe-in-education-2022.pdf)

APPENDIX 1

Behaviour and Action Chart

In order to support the management of poor behavioural choices, behaviours have been categorised and can therefore have their response staged. This guidance is always used with discretion and can be adapted by the Head of School/SLT, if deemed appropriate.

	Level	Behaviour	Action
Teacher and Learning Coach Managed	1	<p><u>Low level disruption e.g.</u></p> <ul style="list-style-type: none"> • Calling out/constant chatting • Interrupting/ silly noises • Ignoring instructions • Being silly/pushing in line • Throwing/flicking small objects • Wandering around the classroom • Not following any other established classroom rule 	<p>Application of the behaviour policy.</p> <p>Reminder - A reminder of the three simple rules – <i>ready, respectful, safe</i> – privately delivered wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.</p>
			<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><i>Remember our rules about being ready, respectful and safe please. You need to stop...(calling out, talking, answering back)</i></p> </div> <p>SEND: Sensory break/room in line with SEN Support Plans. Application of agreed SEN support strategies.</p>

Teacher and Learning Coach Managed	2	<p>Repeat occurrence of level 1 behaviour after Reminder and take up time OR:</p> <ul style="list-style-type: none"> • Refusing to work • Answering back/walking away • Purposeful disruption of teaching & learning • Rude/ inappropriate responses • Rude/threatening gestures • Taunting/teasing/winding up • Name-calling/cussing • Breaking equipment through silliness • Rough play <p>Incident should be recorded on CPOMS.</p>	<p>Caution - A clear verbal caution, delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.</p> <p><i>You have chosen to carry on... (calling out/talking/answering back). If you continue you will have to... (see me at break/complete the work at home/go to another classroom.) Think carefully about your next step.</i></p> <p>then</p> <p>Last Chance - Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second script.</p> <p><i>I noticed you are ... (having trouble getting started/wandering around the classroom/calling out). It was our rule about (not getting out of your seat without asking/ putting your hand up to answer a question) that you broke. You have chosen to (have to finish your work at break time/move to the back of the class). Remember last week when you (remembered to put your hand up every time/ sat still each lesson). That (child's name) is who I need to see today...thank you.</i></p> <p>Give take up time.</p> <p>It is important not to respond to any secondary behaviours at this time but note them to be discussed later on.</p> <p>Parents contacted by class teacher to discuss/inform of behaviour.</p> <p>Repair - This might be a quick chat at breaktime or a more formal meeting.</p> <p>SEND: Sensory break/room in line with SEN Support Plans. Application of agreed SEN support strategies.</p>
	Teacher and SLT Managed	3	<p>Continued repetition of any of the above after Caution and Last Chance, with take up time OR:</p> <ul style="list-style-type: none"> • Intentional physical violence towards others • Intimidating others • Purposeful damage to property • Leaving the classroom without permission • Swearing at someone (physical or verbal gestures) • Racist/homophobic name-calling • Sexualised behaviour (not age-appropriate) <p>Incident should be recorded on CPOMS.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Involvement of Head of School in Management Mandatory</p>	<p style="text-align: center;">4</p>	<p>Continued repetition of any of the above, following Time Out OR:</p> <ul style="list-style-type: none"> • Fighting/biting/serious harm to others • Throwing dangerous objects • Serious damage of property • Threatening physical violence • Stealing • Bullying • Extremely violent behaviour • Serious physical abuse to children • Verbal/physical abuse to staff • Leaving school premises • Persistent refusal to follow the school rules and expectations despite fixed term exclusions <p>Incident should be recorded on CPOMS.</p>	<p>Sent to Head of School/ SLT. This may result in:</p> <ul style="list-style-type: none"> • Loss of privileges – as above. • Positive Behaviour Plan implemented • Pupil placed On Report • Isolation and/or • fixed term exclusion <p>Repair - a more formal meeting.</p> <p>SEND: Use of a De-escalation plan; Referral to Fair Access Panel and/or contact with LA SEN Caseworker if necessary.</p> <p>In the most serious cases Permanent Exclusion could follow.</p>
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