



THE PIGGOTT SCHOOL
Charvil Primary

'Go and do Likewise' Luke 10:25-37, The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

**POLICY WITH REGARD TO BEHAVIOUR LEADERSHIP AND STATEMENT OF BEHAVIOUR
PRINCIPLES**

Date last reviewed: Spring Term 2023

Responsibility: Headteacher (Primary) and Primary Committee

Review Period: Biennially

Approved by the FGB: 20th April 2023

RATIONALE

At The Piggott School: Charvil Primary we value all God's children. We hold our Christian vision and values of Courage, Respect, Honesty, Dedication, Equality and Love at the heart of our approach to behaviour and discipline. These core Christian values and our vision, to 'Go and do likewise' are used

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to promote positive behaviour for learning, as well as supporting pupils in developing the awareness, knowledge, understanding and leadership skills necessary to contribute positively to wider society as good citizens.

We use the term 'behaviour leadership' instead of 'behaviour management' as the latter suggests that it is adults who control the behaviour of the pupils. We believe that all pupils should be provided with the right opportunities to develop leadership traits and characteristics and this is linked intrinsically with their behaviour. We seek to help pupils to focus on positive actions which have a positive effect on themselves and others. These could be in relation to societal norms or conventions, or they could be personally and morally focused.

The main aim of our behaviour approach is to support our pupils in developing an understanding of their own self-worth and self-belief as we believe that every child has the right to grow up feeling positively about themselves and understanding that every single one of them can positively affect the world they live in through their actions and 'go and do likewise'.

THIS POLICY WILL HELP THE SCHOOL TO FULFIL ITS AIMS BY:

1. Ensuring excellent standards of behaviour and attendance are valued by parents, pupils, staff and governors as essential foundations for a creative and effective learning and teaching environment
2. Providing an environment where all members of the school community can thrive and feel respected, safe and secure and where pupils are prepared for adult life and to 'go and do likewise.'
3. Fostering a spirit of co-operation which appreciates individual differences
4. Promotion of our Christian vision
5. Define what we consider to be unacceptable behaviour, including all forms of bullying and discrimination

THE OBJECTIVES OF THIS POLICY WILL BE TO ENSURE THAT:

1. Pupils are given opportunities to develop a strong sense of self-worth and a belief in themselves which enables them to demonstrate the highest standards of behaviour and respect for others.
2. Pupils are taught to have an understanding of the consequences of their actions and words on themselves, others and the learning environment.
3. Pupils understand and show through their actions, that bullying and discrimination of any kind is unacceptable and will not be tolerated. The

promotion of our Christian vision and values supports positive relationships.

4. Rewards and consequences are applied fairly and consistently in accordance with our duties under the Equality Act 2010.
5. All members of our Community adhere to and respect our Christian vision and our school values of respect, love, honesty, equality, courage and dedication.
6. To ensure we provide a safe environment in which pupils can learn in accordance with the Keeping Children Safe in Education.
7. Pupils learn that excellent attendance and punctuality are essential to their success in school and in life.

FOR THIS TO HAPPEN THE GOVERNORS UNDERTAKE:

1. To ensure that the school is a place where all individuals are encouraged to achieve, where self- discipline is promoted and excellent behaviour is the norm.
2. To expect the highest moral standards, and to not tolerate bullying, discrimination or other anti-social behaviour.
3. To monitor the effectiveness of this policy and to hold the Headteacher to account for its implementation

Building Self-Worth

Self-worth is an internal state of being that comes from self-understanding, self-love, and self-acceptance. We recognise that this is something which comes from within so we see our role as a facilitator in supporting pupils to find their self-understanding, self-love and self-acceptance. We do this by engaging pupils in challenging learning situations within a safe environment where they are free to make mistakes which support their learning and development.

Pupil Leadership

We value the skills, experience, knowledge and views of the pupils at The Piggott School: Charvil Primary. There are opportunities to take on additional responsibility by standing for election for School Council and Eco-Council on an annual basis. Year 5 pupils also have the opportunity to be elected as Vice-House-Captain. In Year 6, all pupils are given a responsibility. These include: Librarians, Prefects, House Captains and Primary School Captains. Role descriptions are given to these pupils and a full application and recruitment process is undertaken to assign these roles.

Engagement Strategies

We recognise the importance of pupil engagement at all times in order to create a learning environment where pupils can be inquisitive, creative and focused. According to Marzano, Pickering and Hefflebower (2011) a good model of engagement has four main strands;

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1. Emotions - how do I feel?
2. Interest - am I interested?
3. Perceived importance - is this important?
4. Perceptions of efficacy - can I do this?

Teaching staff use this engagement model by ensuring that pupils emotional needs are met, the content of lessons is interesting, important and relevant and that pupils are motivated and have the skills, as described by Carol Dweck (2012) as a 'growth' rather than 'fixed' mindset, to solve problems and challenges which they are faced with.

Standards of behaviour and responsibilities

In order to support pupils in developing the skills, knowledge and understanding necessary to contribute positively to wider society, we have a set of responsibilities and learning behaviours linked to our school values to nurture, enable and promote good citizenship from all pupils now and in the future.

School Value	Our responsibilities	Linked learning behaviours
Courage	We take risks and challenge ourselves in our learning We stand up for what is right	Risk-taking Resilience Creativity Goal-orientated Open-minded Cooperation Listening
Respect	We take care of everyone and everything We value the feelings of other people	Understanding consequence Listening Resilience Empathy Cooperation Imitation
Honesty	We always tell the truth We own up to our mistakes and we learn from them	Communication Knowing strengths Reflective

		Self-awareness Cooperation Listening
Dedication	We work hard at all times and persevere when faced with challenges We are inquisitive and seek to find answers and solutions	Problem-solving Productivity Solution-focused Resilience Listening Inspiring Motivating Tenacity Goal-orientated Proactive Cooperation Imitation
Equality	We treat everyone how we would like to be treated We celebrate our differences	Fairness Empathy Listening Open-minded Cooperation Imitation
Love	We help others We are always kind	Reflective Inspiring Listening Motivating Empathy Cooperation Imitation

We recognise that children develop at different speeds and that behaviour leadership is a staged process. We use the progression model, seen in Appendix 2, to identify pupils' acquisition and development of these values, responsibilities and learning behaviours.

Involvement of parents

Parents and carers, where possible, are asked to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the child's class teacher promptly
- Take part in any pastoral work following misbehaviour
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Involvement of pupils

The pupils will be involved in reviewing the school's procedures to reinforce self-discipline and positive work and behaviour patterns. This is done at the start of each year. Discussion in classes will inform the deliberations of the School Council. In particular the school will ensure that the needs of pupils with SEND and other minority groups are properly taken into account, and their participation in the consultation process is assured.

Equalities

All rewards and consequences will be applied fairly and consistently and in accordance with the school's equalities policy and the Equalities Act 2010. In order to achieve a positive working environment for all, pupils are encouraged to exercise self-discipline and abide by the Pupils' Responsibilities. This appears in the table above and is part of the agreement signed by parents in the Piggott School Admission Agreement.

Rewards

The Pupils' Responsibilities list is supported by a system of rewards to reinforce excellent behaviour and regular, punctual attendance. Rewards are much more effective than consequences in motivating pupils. A wide range of rewards are used at The Piggott School: Charvil Primary to establish a climate where praise and encouragement far outweigh consequences.

The reward system includes:

Use of house points leading to certificates at 50, 100, 200, 300, 400 and 500 house points at milestones from 100 upwards.

Use of courtesy cards linked to the house system, to reward pupils who show kindness, courtesy and respect in their actions within or outside of their classroom.

Head Teacher certificates awarded weekly for work or behaviour reflecting the school's Christian vision and/or values.

Praise and encouragement in lessons.

Praise and encouragement at lunchtimes, breaktimes or whenever the pupils are moving about the school.

Supportive and encouraging written comments, stickers or stamps in exercise books.

Charity notice board, recognising whole school efforts.

Celebration of success in assemblies and Newsletters.

Pupils who show good manners in the lunch hall may be rewarded by sitting on the top table on a Friday lunchtime.

Class rewards.

Behaviour Learning Conversations and Consequences

The behaviour leadership approach recognises that behaviour needs to be learned and will not necessarily just be acquired from the family home or previous settings. The school therefore sees itself as an integral part of the socialisation process for the young people who pass through. Children will only understand that some behaviours are wrong once they have been told. Some children will learn this more quickly and others will need reminders,

particularly depending upon the external factors present at the time. When a child does something which they know is wrong, effective consequences will be used to rectify these behaviours.

Consistency is essential and all staff are encouraged to use reprimands sparingly and fairly.

Behaviour learning conversations are used at all levels of our staged process outlined in Appendix 1. A behaviour learning conversation is used in the same way a learning conversation takes place in the classroom - to identify the mistake and help the child to understand the consequences that it had.

With more serious actions such as rudeness, violence, damage, theft, abuse or bullying, immediate consequences (as outlined in Appendix 1) will be given alongside the behaviour learning conversation.

When working with pupils it is important to:

- Label the behaviour not the child
- Avoid escalating consequences quickly
- Allow take up time and accept small shifts towards carrying out your instruction
- Recognise that you don't know what the child is thinking
- Be reasonable and ask non-threatening questions to uncover the unknown
- Use a calm voice and body language
- Avoid whole group consequences

Pupils conduct outside of the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. This includes when the pupil is:

- taking part in any school organised or school related activity
- travelling to and from school
- wearing school uniform
- in some way identifiable as a pupil at the school
- It also includes misbehaviour of a pupil that:
 - (a) could have repercussions for the orderly running of the school
 - (b) poses a threat to another pupil, member of staff or member of the public

(c) could adversely affect the reputation of the school

Sanctioning a pupil will only take place on school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff.

Suspected criminal behaviour

If a pupil over the age of 10 is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

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

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:
 - a. Manage the incident internally
 - b. Refer to early help
 - c. Refer to children’s social care
 - d. Report to the police

Following any report of child-on-child sexual violence or sexual harassment offline or online, our Designated Safeguarding Lead or Deputy DSL’s will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE).

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

Mobile phones

Mobile phones are not permitted in school under the possession of pupils and this extends to any device which can connect to the internet on its own or by linking with a connected device (e.g. via Bluetooth). Any pupils who require a mobile phone in school e.g. for walking to and from school, must turn off the device and hand it in to their class teacher upon arrival to school.

Online behaviour

We expect our pupils to adhere to the same standard of behaviour online. We expect everyone to be treated with kindness and dignity and in accordance with our Christian vision and values.

Online behaviour incidents usually occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. We reserve the option to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Inappropriate online behaviour such as bullying, the use of inappropriate language and harassment, will be addressed in accordance with the same principles as offline behaviour, including following our child protection and safeguarding policy and speaking to the Designated Safeguarding Lead (or deputy) when an incident raises a safeguarding concern.

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 consider whether to sanction 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 consider whether to sanction 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 (LADO), 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 and allegations of abuse against staff procedures for more information on responding to allegations of abuse against staff or other pupils.

Stages of Referral and Consequences

Stages are set out in **Appendix 1** but the procedure can be initiated at any stage depending on the severity of the incident(s) and stages can be jumped where necessary at the discretion of the member of staff.

The use of consequences is monitored by ethnicity, gender, SEN, and disadvantage, and any pattern revealed leads to appropriate action.

Additional Behavioural Support

Pupils who need additional support with their behaviour will have access to the most relevant resources in the school to promote and support them.

These may include, but are not limited to:

- Nurture
- Mental health support e.g. art therapy
- Report cards
- Behaviour Support Plans
- Referral to other agencies e.g. mental health, Behaviour Support Team

This support will be reviewed and modified as necessary to ensure it is effective for the pupil in question.

Safeguarding

Keeping Children Safe in Education places a responsibility on all school staff to provide a safe environment in which pupils can learn.

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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, *as far as possible*, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. This may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who have severe eczema
- Training for staff in understanding conditions such as autism
- Use of a safe space where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCo) may 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.

Pupils with an Education and Health Care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Suspension/Exclusion/ Fixed Term Transfer

More serious offences, or persistent offenders for whom other sanctions have failed, will be referred to the Headteacher who may decide to suspend a pupil for a fixed period or require them to attend a neighbouring school for an agreed number of days. On these occasions parents will be informed and invited to attend a reintegration meeting.

Where a pupil fails to respond to the support given as a result of a Pastoral Support Plan, and the avenues of support have been exhausted the Headteacher has the power to decide that the pupil will be permanently excluded. The Headteacher, in response to a serious breach, or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, has the power to permanently exclude a pupil.

Sanctions procedures will not always be appropriate for all incidents, and staff should use their discretion when dealing with children they know well or who are known to have recognised behavioural difficulties.

Power to Use Reasonable Force

Teachers are allowed to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline in a classroom. Reasonable adjustments may be made, as appropriate, for SEND pupils.

Incidents of reasonable force will:

- Be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff will, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Power to search pupils and pupil possessions

School staff can search a pupil for any item if the pupil agrees.

The Headteacher and staff authorised by him have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a 'Prohibited Item.'

The school will adhere to the DfE guidance [Searching, screening and confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/671112/Searching_screening_and_confiscation.pdf)

Confiscation of Inappropriate Items

Teachers do have the legal power to confiscate items and at their discretion retain them or dispose of them. The school does not have liability for damage to or loss of any confiscated items beyond their used replacement value.

APPENDIX 1

The Department for Education now uses the term Suspension rather than Fixed Term or Fixed Period Exclusion. In line with this change, although the primary legislation has not yet been updated, throughout this document we have used the word Suspension to mean Fixed Term or Fixed Period Exclusion.

Behaviour Stages and Consequences

Determining which stage the incident of poor behaviour falls into will be decided on a case by case basis by the respective member of staff with regard to the impact on perceived fairness.

The member of staff will consider any known aggravating and/or mitigating circumstances and what respective weight to attach to each in reaching this decision. For example, the member of staff may consider the following to be aggravating factors:

- Intention of the child
- Prior behaviour record particularly behavioural incidents of the same or similar type
- Type of offensive weapon and/or the length of any blade
- The value of stolen or damaged property
- Behaviour with a racist, sexist, homophobic element or discrimination
- Extent of the injuries suffered by the victim
- Sexual assaults
- Particular vulnerability of the victim
- Deliberately misleading or lying to staff, non-cooperation or covering up the behaviour
- Class of any illegal drug or 'high'
- Amount of any drug/alcohol the pupil is in possession of, and if the drug/alcohol is likely to have been supplied to others

Members of staff may consider the following to be mitigating circumstances which could lessen any sanction:

- Previous good behaviour record
- Cooperation with school staff in relation to the incident
- Any known likely contributory factors such as a pupil's SEND, mental health, family circumstances, recent bereavement and/or as a victim of bullying

- Social care, virtual school or external agency involvement
- Intention of the child
- Any known or likely coercion
- Acting in self defence
- Provocation or victimisation

These are not definitive nor exhaustive lists. The examples of poor behaviour given in the table below are not definitive nor exhaustive lists.

Stage and consequence	Examples of Behaviour*	Possible Actions	Referral
Stage 1 Initial recognition – at the first sign of unwanted behaviour	Low level poor behaviour which does not reflect the school’s vision or values <ul style="list-style-type: none"> • Fiddling • Talking whilst teacher or other pupils are • Calling out • Out of seat within classroom without permission • Making inappropriate noises • Off task behaviour • Not caring for school property • Not fully engaging with learning • A harmful comment about another pupil • Not following or obeying instructions 	A look, comment, gesture or other non-verbal cue. Record as necessary and report to parents at staff member’s discretion	TAs Teachers
Stage 2 Verbal warning including a reminder about living the school’s	Low level poor behaviour Repeated, persistent or continued Stage 1 behaviours <ul style="list-style-type: none"> • Failure to stop following warnings outlined in stage 1 • Minor distraction • Using equipment inappropriately 	Verbal warning and a reminder that a consequence will be given if the misbehaviour continues.	TAs Teachers

Christian vision & values	<ul style="list-style-type: none"> • Potential risky behavior, such as not following health and safety instructions of a lesson which interrupt learning • Rough play, or actions within play, that could harm others • Uniform transgressions 	Behaviour for Learning Conversation Record as necessary and report to parents at staff member's discretion	
Stage 3 Missed playtime(s) and/ or lunchtime(s)	<p>Mid-level poor behaviour Repeated, persistent or continued Stage 1 or 2 behaviours</p> <ul style="list-style-type: none"> • Failure to stop following warnings outlined in stages 1 and 2 • Repeated or continued disruption to the learning of other pupils. • Potentially dangerous behaviour • Verbal abuse • Physically pushing • Inappropriate use of technology • Inappropriate use of social media • Unkindness towards others such as not letting others join in games • Leaving the classroom without permission • Lack of, or inappropriately completed homework 	Behaviour Learning Conversation Lose time at break / lunch time (amount at teacher's discretion) Teacher to inform parents in the case of verbal abuse or children being intentionally hurt If patterns emerge, referral made to Key Stage Leader. Record details on SIMS	TAs Teacher Key Stage Leader Parents informed if children miss minutes three times per term Key Stage Leader monitors formal consequences.
Stage 4 Reflection time (away from usual classroom,	<p>Mid-level poor behaviour Repeated, persistent or continued Stage 1, 2 or 3 behaviours</p> <ul style="list-style-type: none"> • Failure to stop following warnings outlined in stages 1, 2 or 3 	Behaviour Learning Conversation Sent to the Key Stage Leader to complete	Teachers Key Stage Leader Behaviour to be monitored by Key Stage Leaders

<p>with teacher or Key Stage leader)</p>	<ul style="list-style-type: none"> • Serious, repeated or continued disruption to the learning of other pupils. • Serious verbal abuse • Aggressive physical behaviour • Intentionally physically hurting another pupil • Fighting • Defiance • Swearing • Being disrespectful to staff • Theft / stealing • Bullying • Vandalism or graffiti • Destruction of property • Violent conduct • Deliberately isolating another pupil • Racist remarks, actions or incidents • Sexual, sexist, homophobic or misogynistic remarks, actions or incidents • Anti-religious comments 	<p>work where necessary</p> <p>Teacher or Key Stage leader to inform parents.</p> <p>Loss of playtime(s) and/or lunchtime(s)</p> <p>Report card or individual behaviour plan (IBP) implemented as required.</p> <p>Record details on SIMS</p>	
<p>Stage 5</p> <p>Internal exclusion</p>	<p>High level poor behaviour Repeated, persistent or continued Stage 1, 2, 3 or 4 behaviours</p> <ul style="list-style-type: none"> • Failure to stop following warnings outlined in stages 1, 2, 3 or 4 • Physical assault • Possession of banned items including vapes, cigarettes, lighters or matches. • Smoking or vaping • Truancy from school 	<p>Behaviour for Learning Conversation</p> <p>Reflection tasks to be completed</p> <p>Deputy headteacher or Headteacher to contact parents</p> <p>Behaviour Support Plan implemented</p>	<p>Deputy Headteacher</p> <p>Headteacher</p> <p>External support investigated via Behaviour support team / Foundry College</p>

		Record details on SIMS	
Stage 6 Suspension (Fixed Term Exclusion) or Fixed Term Transfer to another school	<p>Very High level poor behaviour Repeated, persistent or continued Stage 1, 2, 3, 4 or 5 behaviours</p> <ul style="list-style-type: none"> • Failure to stop following warnings outlined in stages 1, 2, 3, 4 or 5 • Serious physical assault • Physical assault against an adult • Bringing a knife, offensive weapon or other weapon into school • Taking or being under the influence of drugs¹ • Any instance ,or persistent instances of poor behaviour, which represent a serious breach or persistent breaches of the school's behaviour policy. 	<p>Behaviour Support Plan reviewed</p> <p>Suspension (Fixed Term Exclusion)</p> <p>Fixed term transfer to another school</p> <p>Record details on SIMS</p> <p>Record details on suspensions log</p> <p>Headteacher to discuss with parents and child</p> <p>Reintegration meeting</p> <p>Letter to parents</p> <p>Headteacher to inform Chair of Governors</p>	<p>Headteacher</p> <p>External support e.g. Behaviour support team / Foundry College</p> <p>See DFE Exclusions guidance</p> <p>See Suspensions and Exclusions policy</p>

¹ Including natural highs and alcohol

<p>Stage 7</p> <p>Permanent Exclusion</p>	<p>Extremely High level poor behaviour Repeated, persistent or continued Stage 1, 2, 3, 4, 5 or 6 behaviours</p> <ul style="list-style-type: none"> • Failure to stop following warnings outlined in stages 1, 2, 3, 4, 5 or 6 • Serious physical assault against an adult • Bringing a knife, offensive weapon or other weapon into school with the intent to cause harm • Threatening or harmful behaviour with a knife, sharp bladed object, offensive weapon or weapon into school • An intent to supply, assistance with supply, arranging to supply, or being in possession of drugs • Any instance or persistent instances which represent a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. 	<p>Permanent exclusion</p> <p>Record details on SIMS</p> <p>Record details on exclusion log</p> <p>Headteacher to discuss with parents and child</p> <p>Letter to parents</p> <p>Headteacher to triage with executive Headteacher and Chair of Governors</p>	<p>Executive Headteacher</p> <p>Headteacher</p> <p>See DFE Exclusions guidance</p> <p>See Suspensions and Exclusions policy</p>
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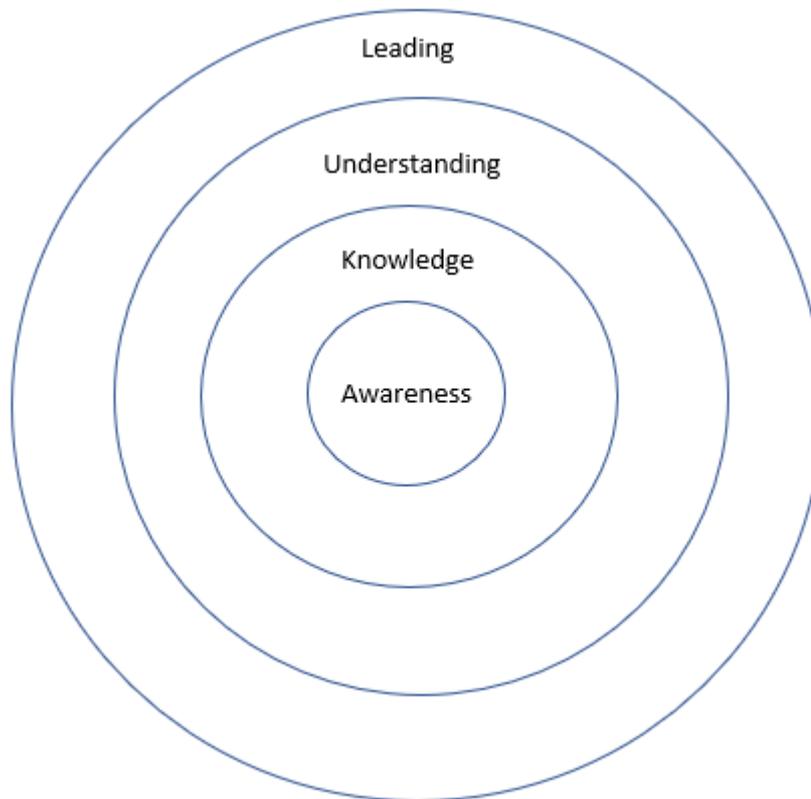
The Headteacher may send a pupil home for the day, after consultation with parents or carers, if the pupil poses a serious risk to the health and safety of other children or adults. This would not be classed as a suspension.

Whenever exclusion is considered, the school will always comply with the DFE's statutory guidance on fixed term and permanent exclusions. See Exclusions Policy and link to DFE guidance below:

<https://www.gov.uk/government/publications/school-exclusion>

Appendix 2

Behaviour Leadership: a progression model



Awareness:

I am aware of what I am doing.

Knowledge:

I know what I'm doing and how it will affect others.

Understanding:

I understand the positive and negative consequences of what I'm doing and can make choices based on this understanding.

Leading:

I can use what I understand to have a positive impact on the development of others at each of the previous stages.