Cowley St Laurence CE Primary School Behaviour Policy

Date Ratified: for approval February 2023
Review Date: February 2025

Approval

Signed by Chair of Local Governing Body	
Date of Approval/Adoption	February 2023
Date of Review	February 2025

Notes on Document

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This policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review in order to reflect changes in legislation, statutory guidance, or best practice (where appropriate).

To enable continuous improvement, all readers are encouraged to notify the author of errors, omissions and any other form of feedback.

Contents

1 Introduction and Aims

"For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29:11

At the heart of our vision are our core values of Hope, Love, Trust, Forgiveness and Faith. We want everyone to feel welcome, safe and included in our school and aim that all pupils, families, staff and the wider community will be part of the family of Cowley St Laurence and through great discovery will flourish together as part of God's world.

At Cowley St Laurence, it is our aim to provide every child with an outstanding education. For us to fulfil this we firmly believe it is essential to create and promote a culture of excellent behaviour, self-discipline and respect for others. We recognise that every child has a right to learn in a safe setting, where they feel nurtured and cared for; therefore, we will strive to provide schools that are safe and stimulating for the children in our care. With that in mind we have introduced this policy, with set procedures to create a calm, secure and happy environment for all.

This policy will help to promote the smooth running of our schools whereby the standard of behaviour is high, and the expectations of the staff, pupils and parents are fulfilled as far as possible. It will enhance the children's education by providing them with further opportunities to develop their self-discipline and take pride in their conduct. We expect parents to support us in this aim.

For this policy to be successful, we require the commitment and consistency of practice of all staff and parents to ensure that learners know the standards expected of them. All employees of the Trust are expected to develop a positive approach to discipline which will help to maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. Learners should be treated fairly and consistently and all should uphold the core values of the Trust.

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

2 Legislation and statutory requirements
This policy is based on legislation and advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- 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:
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy;
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

3 Definitions

Good Behaviour is defined as:
- Following the school rules
- Being polite and courteous always
- Demonstrating a good attitude to learning
- Showing respect for school property and the school environment
- Completing work to the best of their abilities
- Behaving safely at break times and not doing anything to intentionally hurt or upset others
- Respecting the right of other pupils to learn and the teachers' duty to teach

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
- Being unkind to others

Serious misbehaviour is defined as:
- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault or harassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. This includes:
  - Knives or weapons
  - Stolen items
  - Tobacco
  - 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: • 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
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At schools within Frays Academy Trust, we do not tolerate bullying of any kind and take a firm approach to addressing any incidents that might arise. Details of our approach to preventing and addressing bullying are set out in our Anti-Bullying Policy, which is published on our school websites.

5   Roles and Responsibilities

5.1   The Board of Directors
The Board of Directors are responsible for reviewing and approving the Frays Academy Trust behaviour policy in conjunction with the Executive Headteacher/CEO and will monitor the policy's effectiveness, holding the Headteachers to account for its implementation.

5.2   The Local Governing Body of each school
Governors are responsible for reviewing and approving their school's behaviour policy (based on the Frays policy) in conjunction with the Headteacher and monitoring the policy's effectiveness, holding the Headteacher to account for its implementation.

5.3   The Headteacher
The Headteacher is responsible for reviewing and developing their school's behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour, that staff deal

effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.4   Staff

Staff are responsible for:
- Implementing the behaviour policy consistently
- Modelling positive behaviour at all times
- Adhering to the Trust's 'Behaviour Strategies' document (See Appendix 1)
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Working in partnership with parents to ensure positive behaviour from pupils
- Recording behaviour incidents

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

5.5   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
- Discuss any behavioural concerns with the class teacher promptly
- Work closely with the school at promoting positive behaviour through behaviour plans
- Attend any meetings regarding their child's behaviour

6   Pupil code of conduct

At Cowley St Laurence we endeavour to promote an ethos of good behaviour, self-discipline and respect for others. As a result, we therefore have high expectations for behaviour. We expect our pupils to:
- Behave in an orderly and self-controlled way
- Show respect and courtesy to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school in an orderly fashion
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7   Rewards and sanctions

The intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children. At Cowley St Laurence we understand that our pupils' wellbeing and happiness requires the presence of positive relationships. Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupils' relationships with peers must be built upon respect, trust, friendship and tolerance. We believe that positive and frequent praise for good and caring behaviour is a more effective way of improving standards and relationships between individuals than constant criticism. For this reason, we offer a wide range of positive rewards, which are based on a range of differentiated systems, through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

Our schools have differing reward systems. Examples of positive rewards are:
- Praise

- House points
- Certificates
- Recognition of positive achievements through newsletters
- Letters or phone calls home to parents
- Special responsibilities/privileges

The **school** may use one or more of the following sanctions in response to unacceptable behaviour:
- A verbal reprimand and a reminder of the expectations of behaviour
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Reflective conversations
- Putting a pupil 'on report' for behaviour monitoring

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that particular pupil's personal circumstances.

See the "Behaviour Strategies" guidance in Appendix 1 for examples of how sanctions are used as part of the wider behaviour strategy, in ensuring high standards of behaviour are maintained.

7.1 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved offsite. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:
- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

7.2 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our Child Protection Policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

For Further information, please see the 'Dealing with Allegations of Abuse against Teachers and Other Staff' Policy.

8   Behaviour management

8.1   Classroom management

At Cowley St Laurence we expect our lessons to be of a high quality. This means that teaching should be inspiring and capture the attention and enthusiasm of the pupils in the classroom. Teaching should

be at an appropriate pace where time is used to be best effect and pupils are accelerated forward as soon as they have grasped a skill or concept. The Teaching and Learning Policy sets out clear expectations for how the learning needs of all pupils should be differentiated in the class and we ensure that support is put in place for those children who might need it.

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
- Teach values such as respect, citizenship, tolerance and kindness
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Using positive reinforcement
  - Helping children gain confidence in their own ability and motivating them to improve their performance.
  - Encouraging children to take pride in their achievements, sharing their ideas and skills with others.
  - 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

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 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
- 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

For further information, please see the Physical Intervention Policy.

8.3 Confiscation
Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils and parents will be informed. We will also confiscate any other 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 latest guidance "Searching, screening and confiscation: Advice for Schools" (DfE, January 2018). Any pupil found to bring any kind of weapon onto the school site, may also be referred to the Police or Social Care.

8.4   Pupil support

At Cowley St Laurence, we pride ourselves on our inclusive approach to education and endeavour to ensure all children feel nurtured, well supported and cared for. We recognise our 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 also understand that negative behaviour can, at times be due to children going through a challenging time, for example during a bereavement or separation. In these instances, the school will do what they can provide children and families with a package of support, via our Inclusion Team.

The school's Special Educational Needs and Disability Co-Ordinator (SENDCO) 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, family support worker, 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. Each of our schools has a strong inclusion team to ensure support is made available to meet emotional and behavioural needs. We will work with closely with parents to create a behaviour plan and review it on a regular basis.

9   Responding to misbehaviour from pupils with SEND

9.1   Recognising the impact of SEND on behaviour

We recognise 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.

Our approaches to anticipating and removing triggers of misbehaviour 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 has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 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?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

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.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

Our special educational needs co-ordinator (SENCO) 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.

9.4 Pupils with an education, health and 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.

10 Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings to ensure all new staff have a good understanding of the needs of their new class. 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11 Suspension and permanent exclusion

Our schools can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher or Deputy (advised by the Executive Headteacher/CEO) and only as a last resort. Please refer to our policy for more information.

12   Safeguarding

We recognise 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 which can be found on our schools' websites.

13   Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development for both teaching and non-teaching staff.

14   Monitoring arrangements

Frays Academy Trust Behaviour policy will be reviewed by the Board of Directors every two years. At that point each school will review their school's policy.

15   Links with other policies

This Behaviour policy is linked to the following policies:
- Suspension and Permanent Exclusion policy
- Safeguarding policy
- Anti-Bullying Policy
- Teaching and Learning Policy
- Special Educational Needs and Disability Policy
- Supporting Pupils with Medical Conditions Policy
- Physical Intervention Policy
- Dealing with Allegations of Abuse against Teachers and Other Staff Policy

Appendix 1 – Behaviour Strategies

Level One				
Behaviour Evidence	**Action**	**How should the behaviour be recorded?**	**Who should be involved?**	**Consequences**
• Minor misdemeanour by child/ren who are acting out of character e.g. • Playtime incident • Falling out with friends • Accident and/or minor injury as a result of a rough game • Conflict during football & games • Fake allegations • 'Cheeky or disrespectful responses' • Swearing • Name calling • Kicking	• Take the incident seriously. • Listen to both sides. • Seek 'witness' statement. • Talk through how they could have managed the incident. • Ensure apologies are exchanged. • Inform the class teacher. • 'Time out' for five minutes to consider their actions and gain some personal space.	• Record incident through school's behaviour logging system	• The children • Witnesses • Playground supervisors • Class Teacher • Support Staff	• Apologise • Incident dealt with and children return to play. • If the same children are involved in similar incidents, then go to level two. • Required to wear plimsolls if kicking **MOVE TO LEVEL TWO IF THIS BEHAVIOUR IS REPEATED** **INFORM CLASS TEACHER**

Level Two				
Behaviour Evidence	**Action**	**How should the behaviour be recorded?**	**Who should be involved?**	**Consequences**
• Children who repeat misdemeanours e.g., children who are repeatedly unkind to the other children either physically or emotionally through name calling, isolating, not letting the child join in with games/play • Fake allegations • Disrespectful responses • Repeated swearing • Repeated name calling • Disruption in class • E-Safety - inappropriate use of technology	• Take the child seriously. • Ask all the children to write down or draw what they think is happening. • Ask witnesses to write down/provide verbally their version of events.	• Dated details of the incident must be recorded through the school's behaviour logging system • Witness statements to be kept as evidence. • Contact parents to let them know that this is the 2nd incident, let them know how you are managing it and how you will keep them informed. • Agreements made with parents must be recorded within the school's behaviour logging system even if agreement is made over the telephone.	• Class teacher • Playgrounds supervisor/s • Key Stage Manager • ICT / E-Safety Leader • Inclusion Team	• Children may have to miss part of their play time (length of time determined by the age and developmental stage of the child) • Walk around at playtime with the teacher/supervisor on duty • Agree a strategy with the child/ren where they can report back on playtime/lunchtime behaviour • Ensure apologies are exchanged • Make sure the child is identified to colleagues and playtime behaviour is monitored • Hold regular meetings with the child/ren even if things seem 'fine' • Child/ren to be designated a seat in the class (as appropriate) **MOVE TO LEVEL THREE IF THIS BEHAVIOUR IS REPEATED INFORM CLASS TEACHER**

Level Three				
Behaviour Evidence	**Action**	**How should the behaviour be recorded?**	**Who should be involved?**	**Consequences**
• Persistent misbehaviour • Persistent name calling • Disrespect to staff • A general racist remark • A general sexist remark • Mild tampering with school equipment • Minor vandalism (e.g., graffiti that can be removed, pulling plants out, breaking school property) • A single incident of sexually problematic behaviour, with no overt victimisation (See Hackett Continuum – amber level) • Aggressive physical behaviour, e.g., pushing, kicking or shoving • Persistent disruption in class where the child's behaviour disrupts other children's' learning • Absconding from Classroom – 1st time • E-Safety - second incident of inappropriate use of technology • Deliberate sabotage of pupils' work.	• Take the child seriously. • Ask all the children to write down or draw what they think is happening. • Ask witnesses to write down/provide verbally their version of events. • Discuss with the children how they should have managed their behaviour. • Agree daily targets so that the child is very clear about them and about expected behaviour. • In the case of sexually problematic behaviour, children should be referred to the consent curriculum and taught about personal boundaries and respectful behaviour.	• Dated details of the incident must be recorded through the school's behaviour logging system. • Any, written statements to be kept. • Agreements with parents must be recorded through the school's behaviour logging system even if an agreement is made over the telephone. • Notes of any interviews regarding the incident. • All incidents of sexually problematic behaviour to be recorded using the school's safeguarding reporting system and referred immediately to the DSL for further investigation.	• Class Teacher • Parents • Another Senior Member of staff • SENDCO/Inclusion Team • Key Stage Manager kept informed • ICT / E-Safety Leader • DSL Involved (If safeguarding concerns)	• Child misses part of 3 lunchtimes (length of time determined by the age and developmental stage of the child). • All parents of pupils concerned contacted • Children report to senior staff on a daily basis. This helps to ensure that there is regular feedback between the child and the school regarding their behaviour • Agree what the next step will be if child persists • SENCO to provide behaviour monitoring checks and to review against the Code of Practice • An Individual Learning Plan or Behaviour Support Plan may be created **MOVE TO LEVEL FOUR IF THIS BEHAVIOUR IS REPEATED** **INFORM CLASS TEACHER**

Level Four				
Behaviour Evidence	**Action**	**How should the behaviour be recorded?**	**Who should be involved?**	**Consequences**
• Stealing • Continued disrespect/abuse towards staff • Violent and/or physical violence e.g., that leads to the intended injury of another child • Damaging other children's possessions • Leading a group in continued emotional torment towards another child which constitutes as bullying (see Anti Bullying Policy and Peer-on-Peer abuse section in the Child Protection Policy) • Direct Racist remarks • Direct Sexist remark • Repeated incident of sexually problematic behaviour, with no overt victimisation (See Hackett Continuum – amber level) • A single incident of sexually harmful behaviour, with victimisation (See Hackett Continuum – red, abusive level) • Bullying • Serious Vandalism (e.g., breaking windows, damage to staff cars/property, deliberate flooding of toilet areas) • Absconding from classroom – second time • E-Safety – repeated misuse of technology.	• Take the child seriously. • Ask all the children to write down or draw what they think is happening. • Ask witnesses to write down/provide verbally their version of events. • Discuss with the children how they should have managed their behaviour. • Call parents into school for a meeting with the Headteacher. • Formal written warning sent to parents explaining next step could be suspension. • In the case of sexual harassment, the Designated Safeguarding Lead will deal with the incident in-line with Child Protection Procedures (See Child Protection Policy). This may result in a referral to Children's Social Care.	• Dated details of the incident must be recorded Through the school's behaviour logging system. • Any written statements to be kept. • Agreements with parents must be recorded through the school's behaviour logging system, even if an agreement is made over the telephone. • Notes of any interviews regarding the incident. • All incidents of sexually harmful behaviour to be recorded using the school's safeguarding reporting system and referred immediately to the Designated Safeguarding Lead	• Class Teacher • Parents • Headteacher • Learning Mentor (as appropriate) • SENDCO • Key Stage Manager kept informed • ICT / E-Safety Leader • Designated Safeguarding Lead (as appropriate) • Seek further advice from the Frays Inclusion Strategy Manager, if necessary	• Child misses 5 full lunchtimes (if appropriate to the child's age and developmental stage) N.B. Child should still be given a movement break outside • All parents of pupils concerned contacted • Meeting held with parents and their children • Children report to the Headteacher on a daily basis • Inform the family that the next step will be suspension • SENDCO to write a Behaviour Support Plan in partnership with the Headteacher and parents. **MOVE TO LEVEL FIVE IF THIS BEHAVIOUR IS REPEATED** **INFORM CLASS TEACHER**

Level Five				
Behaviour Evidence	**Action**	**How should the behaviour be recorded?**	**Who should be involved?**	**Consequences**

• Persistent stealing
• Continued disrespect/abuse towards staff
• Physical violence that causes injury or harm to children or members of staff
• Persistent bullying
• Persistent vandalism
• Persistent sexist or racist remarks
• Persistent incidents of sexually problematic behaviour, with no overt victimisation (See Hackett Continuum – amber level)
• A repeated incident of sexually harmful behaviour, with victimisation (See Hackett Continuum – red, abusive level)
• A single incident of sexually violent behaviour, for example sexual assault, assault by penetration (see Hackett
• High level of vandalism
• Absconding from Classroom – more than twice
	• Take all children seriously.
	• Ask the children to record all events.
	• Ask for witness statements of the events.
	• Discussion will all children how they should have behaved.
	• In the case of sexually harmful behaviour, the Designated Safeguarding Lead will deal with the incident in-line with Child Protection Procedures (See Child Protection Policy). This may result in a referral to Children's Social Care. The police will be contacted if a criminal offence has been committed.
	• After investigating the incident/s the Headteacher should decide whether to give a fixed term seclusion or suspend/Permanently exclude a child.
	• In the case of a fixed term seclusion:
	  – Provide a letter to parents detailing the reasons for the seclusion/ and the length of seclusion
	  – Parents asked to attend initial seclusion/ meeting.
	  – Provide work covering the curriculum that the child will miss during this period, with reasonable adjustments applied, if necessary
	  – Collect work at the end of the fixed term seclusion mark and assess.
	  – Parents to attend a meeting at the end of the fixed term seclusion
	  – To review the behaviour support plan for the child and discuss any possible
		• Dated details of the incident must be recorded through the school's behaviour logging system.
		• Any written statements to be kept.
		• Agreements with parents must be recorded, through the school's behaviour logging system, even if an agreement is made over the telephone
		• Notes of any interviews regarding the incident.
		• All incidents of sexually harmful behaviour to be recorded using the school's safeguarding logging system and passed immediately to the Designated Safeguarding Lead
			• Class Teacher
			• Headteacher
			• SENCO
			• Parents
			• Designated Safeguarding Lead
			• Social Care/ Police (as appropriate)
			• Executive Headteacher/CEO
			• Frays Inclusion Strategy Manager
				• Fixed term seclusion
				• If this is a repeated lunchtime incident then a lunchtime seclusion, initially of five days, will be given
				N.B. Child should still be given a movement break outside
				• If this is a repeated classroom incident and other children's learning is affected, then a fixed term seclusion will be given of an appropriate length
				• Suspension (only if seclusion is not deemed appropriate)
				
				*** In a case of Sexually harmful behaviour, the child will be always given a suspension, rather than seclusion ***

Level Five				
Behaviour Evidence	**Action**	**How should the behaviour be recorded?**	**Who should be involved?**	**Consequences**
• Absconding from the premises to avoid sanction (need to ascertain reason e.g., social emotional, defiance etc. before setting sanction) • E-Safety – Use of chats / forums in an illegal way, child at risk - child protection issues.	unidentified needs that may be causing the behaviour. – Assign a trusted adult to provide pastoral support for the child • In the case of suspension/permanent exclusion, the Headteacher should follow procedures outlined in the 'Suspensions and Permanent Exclusions Policy'.			