



## Behaviour Management Policy

2024-2025

### 1 Introduction and Values

- 1.1 At Barnard Grove Primary School our philosophy is to promote exceptional behaviour, through the embedding of consistent routines. Visible consistencies and children receiving praise and recognition underpin this (**The Barnard Grove Way**).
- 1.2 All children are treated fairly and the Behaviour Policy is applied consistently, taking into account the child's age, any special needs and/or disabilities they have, or any religious requirements affecting them.
- 1.3 All stakeholders will be made aware of this policy and it will be available to read on the school's website.
- 1.4 Positive behaviours and attitudes are centered around our school's Behaviour Curriculum – **Barnard's Brilliant Basics**. We encourage and recognise positive behaviour first – *first attention to best conduct*.
- 1.5 Each individual's positive behaviour choices will be recognised and celebrated through the use of recognition tokens (Ready – Blue; Respectful – Red; Safe – Green; and Kind – Yellow).
- 1.6 Further recognition of children going 'over and above' will be shared through Marvellous Me communications, weekly certificates and a half-termly afternoon tea with the Senior Leadership Team (SLT).
- 1.7 All staff promote The Barnard Grove Way by adhering to the agreed visible consistencies, which include:
- Meet and Greet – all staff welcome each child into the school building and classrooms
  - End and Send – all staff will endeavour to end the day in a positive way (in preparation for the next day)
  - Use of the recognition tokens to celebrate the school's expectations being met
  - We use calm voices when addressing children, talking only about positive behaviour in their presence
  - Adults will listen to our children and not make judgements
  - Teaching and modelling the behaviours we want to see

### 2 School Aims (High Expectations)

- 2.1 Our high expectations are based on the premise that children at Barnard Grove Primary School are:
- ready;
  - respectful;
  - safe;
  - and kind.
- 2.2 Every member of the school community should feel safe, valued and respected. This policy is designed to enable everyone to work together in a supportive way.



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### 3 The Role of Class Teachers

3.1 It is the responsibility of the Class Teacher to:

- ensure that children follow agreed school rules/expectations at all times;
- treat children fairly, with respect and understanding, taking every opportunity for a 'fresh start';
- ensure all other adults working within the classroom follow the Behaviour Policy and associated systems/procedures;
- speak to the school's SENDCO should they think that a child's poor behaviour choices could be linked to an academic, social or emotional need;
- discuss any behaviour issues, informally in the first instance, with the child's parents/carers (to be added onto CPOMS).

### 4 The Role of the Headteacher

4.1 It is the responsibility of the Headteacher to:

- implement the school's Behaviour Policy consistently throughout school;
- ensure the school's policies and procedures are shared with prospective new parents/carers/children during induction discussions;
- report to the Local Academy Committee (LAC) on the effectiveness of the policy;
- support staff in the implementing of the policy, setting the standards of behaviour;
- keep all records of reported serious incidents, using CPOMS.

4.2 Should, in the unlikely event of unacceptable behaviour negatively impacting on the education and/or wellbeing of others, the Headteacher has the authority to exclude a child from school.

4.3 In the absence of the Headteacher, the Deputy Headteacher would assume delegated responsibility.



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### 5 The Role of the Assistant Headteacher and Social Inclusion Manager

5.1 It is the responsibility of the Assistant Headteacher and Social Inclusion Manager to:

- support staff by providing advice and guidance regarding children's behaviour;
- monitor the attendance of 'vulnerable' children;
- provide support for parents/carers by liaising with outside agencies or signposting to relevant agencies;
- ensure children with Social, Emotional and Mental Health (SEMH) needs are supported.

### 6 The Role of Parents and Carers

6.1 It is the responsibility of parents/carers to:

- work with the school to ensure children receive consistent messages about the behaviour choices they make;
- familiarise themselves with the contents of the Behaviour Policy, as well as any updates;
- support their child's learning.

6.2 Should parents/carers have concerns about their child, they should initially raise the issue with the Class Teacher, followed by the Phase Leader, then the Senior Leadership Team (SLT).

### 7 The Role of the Local Academy Committee

7.1 It is the responsibility of the Local Academy Committee to:

- consider and approve the Behaviour Policy on an annual basis;
- notify the Headteacher if any particular measures need adding, amending or omitting throughout the year;
- ensure the policy is administered fairly and consistently.



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### 8 Guidance

- 8.1 **Expectations Tracking Sheets** are used **each day** and collected by the Headteacher at the end of each week. These are returned to the Class Teacher, to be filed for future reference, with any children consistently making poor behaviour choices spoken to about making positive choices in the future.
- 8.2 The school's stepped approach to poor behaviour choices is referred to in **Appendix 1 – Behaviour Steps**. This is to deter children from breaking the rules, thus maintaining a safe, happy and positive environment.
- 8.3 Teaching Assistants, employed to provide individual pupil support, must go with the child, should they be sent on a time out.
- 8.4 Severe clause instances will be recorded on CPOMS. Any specific alterations to these procedures, which are tailored to individual pupils (e.g. reduced consequences for a period of time), will be specifically referred to in an individualised **Behaviour Support Plan**, enabling staff covering classes to easily and consistently follow the set procedures. Any such systems should not hinder teaching or learning.
- 8.5 Details of behaviour incidents of a 'severe' nature, or any incidents brought to the school's attention by parents/carers or 'other' people (e.g. local residents, police etc.) must be recorded using CPOMS, with relevant members of staff alerted.



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### 9 Consequences of Poor Behaviour Choices (Stepped Boundaries)

9.1 We endeavour to speak to children individually about negative behaviour choices when they arise, referring to the last time they made good choices – *Reprimand in Private*.

9.2 When a child does not follow our rules, even after non-verbal cues and reminders, it is important to give a (private) verbal reminder, followed by the adult leaving the child enough time to reflect upon their behaviour.

Examples of 'drive-bys' are:

- "I've noticed that....."
- Rule reminder (linked to 2.1, above)
- "If you continue ....., you'll have to ....."
- Reminder of previously seen positive actions

9.3 After a reminder has been issued, the following actions must be recorded on the tracking sheet ([refer to Expectations Tracking Sheet](#)):

- Warning - to be recorded on the Expectations Tracking Sheet
- In Early Years only – Time Out within the classroom
- 10 minutes Time Out in another classroom - (recorded with reasons leading up)
- 30 minutes Time Out with the Deputy Headteacher or Assistant Headteacher
- If children are persistently having behavioural difficulties, then a member of the SLT will inform parents/carers

9.4 Severe Clause - There are some behaviours which will result in a severe clause being invoked when we will move straight to other consequences which may include contact with parents.

9.5 Any 'severe-clause' behaviours must be recorded on CPOMS. Staff to be informed are the Key Holders, Class Teacher, Phase Leaders, Mr. Weatherill and any Teaching Assistants working directly with a child.



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### 10 Reflection/Restoration

10.1 As part of The Barnard Grove Way, children who have exhibited behaviour which requires significant intervention (step 4 or above) will have a structured, restorative conversation with the adult involved. The purpose of this is to restore the positive relationship, ensuring the child is ready to continue learning as soon as possible. Restorative questions are:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected and how?
5. What do we need to put things right?

10.2 We seek to adopt the view that every day is a fresh day. This reinforces the notion that children always have the time to reflect upon their actions.

### 11 Suspension and Permanent Exclusions

11.1 Very rarely and very reluctantly, a decision might be made to exclude a child from school. To support any necessary decision-making, the following national guidance is used – **Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement: September 2023.**

11.2 Only the Headteacher (or the Deputy Headteacher in their absence) can exclude a child from school.

11.3 A child can be excluded for one or more fixed periods of exclusion, up to 45 days in one academic year.

11.4 All documentation is signed by the school and parents/carers on the first day of exclusion.

11.5 Before a child returns to class, a meeting takes place with appropriate school staff, the child and parents/carers.

11.6 In extreme and exceptional circumstances, the Headteacher may recommend to the LAC and the Trust that a child be excluded permanently.

11.7 If a child is excluded, the parents/carers, Local Authority (LA), LAC and Trust are informed immediately, stating the reason(s) for the exclusion.

11.8 Parents/carers are informed that they can appeal against the decision to exclude their child.

11.9 Rather than exclusion, the Headteacher may decide that the child could benefit from a period of time in another setting. Should this be the case, the length of time will be set by the Headteacher and appropriate work will be set by the Class Teacher.



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### 12 Drug and Alcohol Related Incidents

12.1 No child is permitted to bring drugs, legal or illegal, into school. If medication is required during the school day, parents/carers should complete the necessary paperwork, for permissions about administration, at the school office.

12.2 The school takes the misuse of any harmful substance very seriously, with parents/carers and/or the police and/or social care being notified immediately if a child brings such substances into school.

12.3 If a child deliberately brings illegal substances into school, and is found to be distributing to other children, the police will be notified and they will be permanently excluded.

12.4 If a child arrives at school **who appears to be** under the influence of alcohol or other substances, their parent/carer will be contacted immediately; if it is confirmed that the child is under the influence of alcohol or other substances, social care will be contacted immediately.

### 13. Screening, Searching and Confiscating Items

13.1 The DfE guidance – **Behaviour in Schools: September 2022** – enables a member of staff to confiscate, retain or dispose of a child's property, so long as it is reasonable in the circumstances.

13.2 School staff have the power, without consent, to search for prohibited items, including:

- knives and weapons
- alcohol
- legal/illegal drugs
- stolen items
- tobacco/vapes and associated products
- fireworks
- pornographic images
- any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules

13.3 Weapons, knives, illegal drugs and extreme pornography must always be handed over to the police. Otherwise, it is up to the SLT to decide if and when a confiscated item can be returned.



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### 14 Special Educational Needs and/or Disabilities

14.1 The Equality Act (2010) states that schools must not discriminate against a pupil, child or young person. The duties cover not just teaching and learning but also lunchtimes, clubs and activities, school trips and, in effect, the whole life of the school.

14.2 With regards to behaviour, attention will be paid as to whether the concerning behaviour is related to a special educational need or disability.

14.3 Each case will be judged on its own merits and this policy may be adapted as seen fit, in discussion with the pupil, parents/carers, school staff and any stakeholders working with relevant outside agencies.

### 15 Positive Handling

15.1 It is recognised that there may be occasions when an individual child's behaviour has deteriorated to the point where they are not only posing a danger to themselves but also to others. Even though all aspects of the school's behaviour policy may have been strictly adhered to and carried out, there could be times when the situation has become untenable. On these infrequent occasions, it may be necessary to use positive handling techniques in order for the situation to be calmed and resolved and to ensure the safety of the child, their peers and staff members.

15.2 Any use of positive handling will:

- employ force that is reasonable, proportionate and necessary in the circumstances;
- be used for the shortest period of time possible;
- be sanctioned for shortest period of time possible.

15.3 Depending on the age of the child, and the degree of physical intervention deemed necessary, the type of contact between staff member and child will vary and will take the form of a hold which has been approved for use in such circumstances.

15.4 In the event of a situation deteriorating to the extent that physical intervention is required, the member(s) of staff involved initially should normally seek the assistance of another member of staff. It is also important that staff members have a witness that no excessive physical intervention techniques have been employed and that due consideration is given to the safety of children and staff during the duration of the incident.

15.5 Used correctly, positive handling techniques are designed to protect both child and staff member, but staff who have a physical ailment or disability should automatically seek help from another member of staff before attempting to apply the learned techniques. This also applies to female members of staff at any stage during a pregnancy.





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15.6 Staff members should also take care when using physical intervention by ensuring that their hands are free from any implements which may cause injury to the child. Any jewellery or wrist watches likely to scratch or cause injury to the child or staff member during an incident where physical intervention has been deemed necessary, should also be removed, where possible.

15.7 The following list consists of holds which have been approved for use during physical intervention situations, and two holds which are approved if the staff member needs to extricate him/herself from a hold placed on them by a pupil:

- The friendly hold
- The single elbow hold
- The double elbow hold
- The outside elbow hold

15.8 After any incident which has necessitated the use of physical intervention techniques, a record must be made as soon as is practicable. For this purpose, the staff involved will need to write a brief account of the incident and record on CPOMS. The details should include:

- the events which led up to the incident;
- the appropriate measures taken prior to the incident;
- the name of any adult witness or staff member who assisted at the time of the incident.

15.9 Those children who are most likely to require some form of physical intervention (or positive handling) will already have a behaviour plan/risk assessment in place. In the plan, all adults who work with these individual children are named and their role is clearly stated. A number of possible scenarios are detailed and possible courses of action. These plans are shared with parents/carers to allow them the opportunity to ask any questions relating to positive handling and their child's behaviour.

15.10 In all cases where it is necessary for adults to remove children from a potentially dangerous situation by physical means, it must be remembered that the child concerned is still owed a duty of care and that the least physical intervention is still the most desirable course of action. The adults concerned in the physical act of removing a child to a place of safety also owe themselves a duty of care to ensure that they too are not placed in a position of harm by their actions.

15.11 Team-Teach training will be revisited and 'refresher' training will be provided in line with the programme requirements. Further information regarding this programme can found via the website: <http://www.team-teach.co.uk/>



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### 16 Leaving the Classroom, Building or Site

16.1 We recognise the fact that a small minority of children will make the wrong choices and may leave the classroom, building or even the school site when frustrated or when in crisis. The procedure is therefore as follows:

- Remain calm.
- Never leave an unsupervised group or class to pursue an absconding child: use a sensible child to alert someone to help if no other adults are around.
- If the child leaves the building but stays on school grounds, monitor from inside and if there is a risk of injury or damage to property, physically intervene (in accordance with Team Teach training).
- Never start running after a child: this may result in a chase situation.
- Try to talk to the child if the situation allows, as often talking can help them to calm down.
- If the child is not at risk of physical harm, then monitor from afar if they are unresponsive to talking.
- If the child leaves the school site and cannot be located, alert a member of the SLT who will either contact parents/carers or the Police by dialling 101. They will assist in the search.
- Log all details afterwards on CPOMS.

16.2 Children displaying this type of behaviour will be subject to a Behaviour & Positive Handling Plan/bespoke risk assessment which is shared with all staff working closely with the child and with parents/carers.

### 17 Anti-Bullying

17.1 Bullying is action taken by one or more children with the deliberate intentions of hurting another child, either physically or emotionally. It is systematic and conscious anti-social behaviour that can affect everyone. **This type of behaviour is unacceptable and is not tolerated at Barnard Grove Primary School – all incidents will be taken seriously.**

17.2 Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, - it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.

17.3 The nature of bullying can be:

- Physical – e.g. hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person



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- Attacking property – e.g. damaging, stealing or hiding someone’s possessions
- Verbal – e.g. name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- Psychological – e.g. deliberately excluding or ignoring people
- Cyber – e.g. using text, email, gaming or other social media to write or say hurtful things about someone

17.4 There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally, before considering the action or punishment to be undertaken.

17.5 Bullying can be based on any of the following things and is often motivated by prejudice against particular groups:

- Race (racist bullying)
- Religion or belief (racist bullying)
- Culture or class (racist bullying)
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people

17.6 Bullying might be motivated by actual differences between children, or perceived differences. The term prejudice-based and discriminatory bullying refers to a range of hurtful behaviour, physical or emotional or both and online, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

17.7 Early signs that a child is being bullied could be:

- The child becoming withdrawn
- A deterioration in the child’s work



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- Erratic attendance or spurious illness
- Persistently arriving late at school
- General unhappiness or anxiety
- The child wanting to remain with adults
- Physical symptoms could include headaches, stomach aches, fainting, fits, vomiting or hyperventilation
- Victims can become depressed and this can continue into their adult lives. They can want to take their own lives.

17.8 In order to prevent bullying, we adopt a proactive approach which includes:

- Promoting our school rules (Ready, Respectful, Safe and Kind)
- Creating a culture of openness where differences between people that could motivate bullying are discussed and explored
- Embedding a curriculum which has PSICHE as a key driver
- Ensuring vigilant supervision
- Consultation with all school stakeholders
- Having good parental communication
- Celebrating key events (such as national Anti-Bullying Week)
- Working with the wider community – e.g. NSPCC, ChildLine, the Police and other children’s services
- School assemblies

17.9 The following steps will be taken when dealing with alleged incidents of bullying:

If a pupil is being bullied, they are encouraged to not retaliate but to tell someone they trust about it such as: class teacher, a family member or friend. They could report this anonymously or call ChildLine to speak with someone in confidence on 0800 1111.

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. In dealing with such incidents, we will observe the following key points:

- We will not ignore bullying and all allegations of bullying will be investigated.
- Staff will not make premature assumptions.
- All accounts of the incidents will be listened to fairly with responses given sensitively towards children with SEND or other additional needs.



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- A clear written account of the concerns will be made.
- We will make every effort to adopt a problem-solving approach which encourages pupils to find solutions together and allow them to exert responsibilities in deciding on appropriate consequences and sanctions.
- We will follow up to check bullying has not resumed.
- We will involve parents/carers and speak to them, either with their child present or privately, when appropriate so as to inform them of the incident/s.
- Where bullying is of a racist nature, we will report this to the Local Education Authority.

17.10 If pupils do not respond to the steps detailed above, we will take formal action to stop bullying behaviour. This will include:

- A series of consequences following school procedure dependent on the situation and those children involved.
- Contact parents/carers of those concerned so that they are kept fully informed and can be actively involved.
- Exclusion - If bullying persists, exclusion procedures may be followed in line with the Suspension and Permanent Exclusion guidance. The steps involve internal exclusion, fixed term suspension or permanent exclusion. Each case will be dealt with on an individual basis.

17.11 Bullying is everyone's responsibility to address. All staff, children, parents and carers should be aware that bullying exists and share a commitment to combat it and to make the school a happier place for everyone.

17.12 We ask parents/carers to contact the school if they suspect their child is being bullied. Parents/carers of a bullied child should:

- talk to the child calmly about it and reassure the child that telling them about it was the right thing to do;
- make a note of what the child says;
- explain that the child should report any further incidents to a teacher or other member of staff straight away;
- make an appointment to see the child's teacher as soon as possible;

17.13 When, after discussion, we confirm a child has been bullying we will contact the parents/carers to discuss the issues. We will ask parents/carers to:

- talk to the child and explain that bullying is wrong and makes others unhappy;
- show the child how to join in with others without bullying;
- arrange with school to discuss how they and school together can stop the bullying;



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- talk to the child regularly about how things are going at school.

17.14 We will also contact the parents/carers of the child being bullied, with explanations of the situation and what we are doing to resolve it.

17.15 Under Sections 90 and 91 of the Education and Inspections Act 2006, a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for school to regulate pupils' behaviour in those circumstances. This may include bullying incidents anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted upon. The Headteacher should consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in the local authority of the action taken against a pupil.

### 18 Associated Documents

1. [The Barnard Grove Way](#)
2. [Behaviour Curriculum – Barnard's Brilliant Basics](#)
3. [Expectations Tracking Sheet](#)
4. Behaviour Support Plans
5. [Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement: September 2023](#)
6. [Behaviour in Schools: September 2022](#)
7. [Use of Reasonable Force in Schools: July 2013](#)

Reviewed: Tuesday 27<sup>th</sup> August 2024

Review Date: September 2025

Approved by LAC on .....



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### Appendix 1 - Behaviour Steps

The expectations for learning system is designed to give children choices. Its main purpose is to support learning whilst also tackling and dealing with low-level disruptive behaviour (*behaviour that undermines a child's own learning or that of others*). If ignored, this sort of behaviour spoils lessons and undermines the authority of the teacher.

The following 'steps' should be applied for any type of disruptive behaviour in the classroom that means children are not following one (or more) of the school's four behaviour expectations and could include, but not exclusively, the following behaviours:

**SAFETY** – swinging on chairs, moving in an unsafe way

**KINDNESS** – failing to share resources/equipment, saying unkind things to another child

**READINESS** – not listening to adults, talking during teacher input, distracting other children

**RESPECTFULNESS** – answering back, refusing to follow instructions

Step	Sanction	What happens?
<b>1</b>	<b>Reminder</b>	<ul style="list-style-type: none"> <li>○ Teacher/TA quietly reminds the child about the school behaviour expectations using the 'drive-by' technique to try to get them back on task.</li> </ul>
<b>2</b>	<b>Warning</b>	<ul style="list-style-type: none"> <li>○ If the child continues not to follow the behaviour expectations, a written warning is given (recorded on Expectations Sheet).</li> <li>○ Where possible, this should be done in private and the child is reminded that they can still get their behaviour back on track by making good choices from this point.</li> </ul>
<b>3</b>	<b>Time Out in another classroom</b>	<ul style="list-style-type: none"> <li>○ In Early Years only, children have a Time Out within the classroom.</li> <li>○ If the disruptive behaviour continues, the child should be sent to another agreed classroom within the same phase for a 10-minute 'Time Out'.</li> <li>○ They should take the work they are currently doing with them so no learning time is lost and the receiving teacher is not interrupted.</li> <li>○ The receiving teacher, or other adults and children in the room, should not engage with the child during this time.</li> <li>○ On returning to their classroom, the teacher again reminds them of the behaviour expectations and reiterates that they can still turn their behaviour around.</li> </ul>



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<b>4</b>	<b>Reset with SLT</b>	<ul style="list-style-type: none"> <li>○ After Steps 1-3, if the disruptive behaviour still continues, the child should then spend 30 minutes with a member of the SLT to attempt to reset their behaviour.</li> <li>○ Should members of the SLT be absent from school, staff will be notified each day as to who will undertake this delegated responsibility.</li> <li>○ During this time, the child will complete their class work.</li> <li>○ SLT will facilitate a restorative-led discussion to support the child's re-introduction to class (including the Class Teacher if appropriate).</li> </ul>
<b>5</b>	<b>Phone call home (SLT)</b>	<ul style="list-style-type: none"> <li>○ If a child's behaviour still continues to be disruptive, even after a reset, a member of the SLT will contact their parents/carers for a discussion before the following day.</li> <li>○ Parents/carers will be informed of the child's behaviours and asked to discuss the school's behaviour expectations with their child at home.</li> <li>○ If a child's behaviour continues to not meet the school's expectations, and more support is required, an Individual Behaviour Support Plan is agreed and implemented.</li> </ul>
<b>6</b>	<b>Fixed Term Suspension</b>	<ul style="list-style-type: none"> <li>○ If all interventions have failed to improve behaviour, or an individual act is deemed severe enough, a child will be issued with a fixed term suspension.</li> <li>○ Parents/carers will be contacted to collect their child from the premises immediately.</li> <li>○ The Head Teacher will set the number of days required for the suspension and complete relevant paperwork.</li> <li>○ Upon return, parents/carers must report to the Head Teacher, with their child, to set clear behaviour expectations for the future.</li> </ul>

**Additional Notes:**

If a child is consistently reaching Step 3 on the Behaviour Expectations Sheet but not reaching Step 4, it may be appropriate for a member of the SLT to have a discussion with the child about the reasons for their behaviour. Following a period of monitoring, if no improvements are observed, a member of the SLT will begin dialogue with the child's parents/carers.

*A child can be placed immediately on Step 5 or 6 for behaviours that would fall under the **severe clause**: health and safety violations, extreme violent or threatening behaviour towards others, walking away from a member of staff, refusing to hand over items which are not allowed in the school, swearing, refusing to comply with a reasonable request and other behaviours at the SLT's discretion.*