



We Care, We Aspire, We Belong

Milverton Community Primary and Pre-School

Managing Relationships & Behaviour Policy

Last reviewed: May 2023

Next review date: May 2025

Statement of Intent

Milverton Community Primary and Pre-School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. Our school aims to provide a positive, nurturing environment in which we can all work happily together. Everyone is encouraged to take responsibility for their actions.

We believe that everyone in our school has:

- The right to learn/teach
- The right to be respected
- The right to feel safe

We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis is on recognising and celebrating effort and success, so that all pupils feel valued. We teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We take a robust approach to dealing with any bullying by adults or pupils, with any such incidents dealt with promptly and rigorously. Our school values of 'We care. We aspire. We belong' are promoted through our expectations of behaviour, but also in the way staff deal with any behaviour that falls short of these expectations.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour. The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised, graduated response, whilst still maintaining acceptable behaviour boundaries.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will maintain a safe and calm environment in which positive relationships, mental health and wellbeing are promoted and pupils are taught to be resilient. Our school will promote resilience using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health, led by the school's Pastoral Lead, often in conjunction with the school's SENCO (Special Educational Needs Co-ordinator).

Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where our school values are applied fairly to decisions, policy and practice.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils once a year.
- Reporting to the governing board on the implementation of this policy.

The Pastoral Lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy.
- How staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH (Social, Emotional and Mental Health) difficulties.
- Working with the SENCO in devising strategies to support behaviour management in line with children's SEMH needs.

The SENCO is responsible for:

- Collaborating with the governing board, Headteacher and the Pastoral Lead, as part of the SLT, to determine the strategic development of behaviour and related policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and related policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leader.
- As authorised by the Headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting the ethos of the school by helping their child to understand the need for good behaviour choices
- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Engaging constructively with the school to resolve any differences of opinion that occur

Managing Relationships & Behaviour

The school's approach to behaviour is based on an understanding of a child's development and responding to behaviour in a proportionate way. We understand that all behaviour is a means of

communication and aim to view all incidents of poor behaviour, whether isolated or repeating, in a child-centred and holistic way. We take into account the mental health of the pupil and understanding the reasons that result in such behaviour. Positive teacher-pupil relationships are key to combatting unacceptable behaviour. Our school focuses heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils, and their behavioural patterns, and create a strong foundation from which positive behavioural choices can take place. There is always a strong focus on consistency, de-escalation and helping children to understand and manage their behaviour.

Our school:

- Offers a welcoming atmosphere throughout
- Values children equally, seeking the best for them
- Delivers a holistic, inclusive education, including skills, knowledge and understanding
- Positively promotes British values.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Whole School Expectations

The whole ethos of our school is positive. Positive behaviour is taught to all pupils as part of the PSHRE curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement is used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The PSHRE curriculum focuses on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school. Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the School Code, listed in Appendix A.

All pupils in EYFS, KS1 and KS2 are expected to follow the school rules which can be summarised in this way:

We follow the School Code at all times.

We do not leave the premises without permission.

We work within the 'class contract' we negotiated at the start of the school year.

We move quietly inside the school.

Class contracts are created through discussion with the children, and owned by the class. There is a focus on positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

Definitions

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, and/or persistently disrupts learning, and/or damages the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, race, religion or belief, sex, and sexual orientation
- Harassment – sustained behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Malicious spitting
- Bullying – the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Behaviour that requires the immediate intervention of a staff member
- Extreme rudeness
- Persistent refusal to complete class work /homework despite assistance

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness (but not persistent rudeness)
- Lack of correct equipment (e.g PE kit, after repeated warnings)
- Incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of an electronic device without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour” or a “gross incident”, depending on the severity, impact or persistence of the behaviour.

Managing behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately.

Records may be kept on Bromcom (and My Concern if the incident is of concern under our Child Protection Policy) of all reported incidents to help identify pupils whose behaviour may indicate patterns or, for example potential mental health problems.

After an initial incident of serious unacceptable behaviour, the following steps are implemented:

- The pupil is sent to the Headteacher immediately or, in their absence, the most senior member of staff (AHT, SENCo, etc).
- The senior staff member investigates the incident and decides whether it constitutes serious unacceptable behaviour.
- If the senior staff member deems the incident to be serious unacceptable behaviour, they will record the incident on Bromcom, and it will therefore be recorded on the pupil's permanent record.
- Where deemed necessary, the pupil will be moved to isolation – the senior staff member will determine the length of the period the pupil will spend out of the class, and whether the Duty Room will be an appropriate sanction, either on the same or following day.
- Where deemed necessary, the pastoral lead will inform the pupil's parents and invite them to discuss the incident.

Following repeated or gross incidents of unacceptable behaviour, the following sanctions are implemented:

- The Headteacher will consider whether the pupil should be suspended for a fixed term, in line with the school's Exclusion Policy, and will determine the length of the suspension. Permanent exclusion is always a last resort but remains an option when all other pathways have been exhausted.
- Although unacceptable behaviour does not necessarily mean a pupil has SEN (special educational needs), a review will be carried out at this stage to determine whether there are any contextual factors to be taken into account e.g. undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where SEN is not identified, but the Headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Physical intervention

In line with the school's Physical Intervention Policy, members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the Headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Senior Staff may decide to remove pupils from the classroom for a limited period.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Suitable to learn and refocus
- Supervised by members of staff

The school will only remove pupils from the classroom where absolutely necessary, for a session/sessions in a day, and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Headteacher will request that the pupil's class teachers set them appropriate work to complete.

Prevention strategies and sanctions for unacceptable behaviour

Language of choice: Children are encouraged to discuss their behaviour in terms of choices they make and possible outcomes of each choice. This approach is embedded in the whole school philosophy and ethos. It is based upon children taking responsibility for their own behaviour and accepting the consequences.

We aim to minimise unacceptable behaviour by the way we deal with incidents. Recommended reactions to unsociable or disruptive behaviour can be found in Appendix D.

When things go wrong we aim to reject the behaviour not the child. Where poor behaviour is being observed by a class team, we will aim to understand what this behaviour is communicating and may use an ABC log (antecedent, behaviour, consequences) to better understand triggers or possible reasons for poor or unhelpful behaviours. This can help staff to be proactive in supporting children to prevent further incidents of unacceptable behaviours.

Tier of interventions

In many cases, a graduation of intervention strategies, starting with de-escalation, will be appropriate to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. Systems are in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of interventions to address misbehaviour will include, but are not limited to, the following:

- Support strategies to help children learn and understand how to manage their emotions and behaviour
- Positive Strategies Plan
- Frequently engaging with parents, including home visits where necessary
- Short-term behaviour report cards
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment (such an early help assessment (EHA)) that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Sanctions

The sanctions below may be applied as appropriate and with a graduated approach:

- *Reprimand*
- *Putting right of any wrongdoing*
- *Completion of work and additional tasks*
- *Verbal or written apology to an injured party*
- *Loss of classroom privileges*
- *Time out from play (first break time offence)*
- *'Time-out' with SENCO, HT, AHTs*
- *Loss of break times (morning/afternoon play or Duty Room – see below)*
- *HT discussion with child (on-going)*
- *Establishment of a 'behaviour log' by class teacher/SENCO*
- *HT discussion with class teacher/SENCO and parents, sharing of 'behaviour log'*
- *Establishment of home 'behaviour log'*
- *Design of a 'Behaviour Plan' for child which is shared with parents and relevant staff*
- *'On Report' – pupil reports to HT at the start of lunch break and after school every day (see below)*
- *Exclusion from clubs/Toasties*
- *Formal involvement of parents with HT*
- *Exclusion from school visits/camps etc*

- *Formal exclusion from school (fixed term and permanent)*

The Duty Room

Any child who breaks our school code repeatedly or seriously can be put in the Duty Room. This is a form of lunchtime detention. Parental consent is not required for detentions and, therefore, the school can issue this detention as a sanction without first notifying the parents of the pupil, including for same-day detentions. The Duty Room is the classroom of a teacher who is on duty, according to the rota. Before this happens the class teacher will normally choose to give the child two warnings. This may be a verbal or non-verbal signal. For example, this may take the form of a yellow card. Due to their age, children in classes R and 1, however, may spend some of their playtime with the class teacher (or AHTs for repeated offences) on the same day to discuss the issue instead of being sent to the more formal duty room.

Duty room sessions run between 12.00pm and 1.15pm, depending on the school session timings for the child's class. The on-duty member of staff who takes the child to their classroom will discuss their behaviour and provide reflection time, which will often include writing an apology to the person affected by their negative behaviour. Staff who use this sanction will inform the child clearly that they will be in the duty room, and the reason why. A record is kept of the behaviour. Parents are informed that their child has attended the Duty Room and why.

A child's persistent misbehaviour and appearance in the Duty Room alerts the HT to the problem and after three entries in any half term the parents of the child will be called for a meeting and may lead to the child being put 'On Report'.

'On Report' (see On Report Policy)

A child is only put On Report after extensive work has been done with that child over a long period of time to improve behaviour and choices. The Headteacher informs parents when a child is put 'On Report' and discusses the background to and causes of the behaviour.

Being 'On Report' means that the child reports to the Headteacher at the end of the morning and afternoon sessions every day. The Headteacher discusses with the child work done during each session and examines with them any complaints of inattention or disruption. Other staff contribute to monitoring the child's behaviour around the school. The child misses playtimes, completes work or extra homework as necessary. The Headteacher/SENCO may conduct classroom observations of the child.

The child remains 'On Report' for a given period of time; however, they may stay 'On Report' until class teachers, Headteacher, support staff, parents and the child feel that there is a permanent change in behaviour, or until another strategy is used to make a positive change. The Headteacher shares all developments regularly with parents.

This policy should be read in conjunction with the following associated policies:

- **The Exclusion Policy**
- **The Physical Intervention Policy**
- **Governors Behaviour Principles**
- **Special Educational Needs and Disabilities (SEND) Policy**
- **The On-Report Policy**
- **Physical Intervention Policy**
- **Complaints Procedures Policy**
- **Child Protection and Safeguarding Policy**

Appendix A

The School Code

We Care:

- We are always polite and well mannered.
- We do not bully or hurt each other.

We Aspire:

- We try to be aware of, and support, others' needs.
- We know when to listen and when to talk.

We Belong:

- We do not swear; we use kind and encouraging language.
- We are eco-friendly: we look after nature.

Appendix B

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them 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. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Our school also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used in these cases:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances

- Energy drinks
- Mobile devices that are capable of taking pictures or connecting to the internet

All members of staff can use their power to search without consent for any of the items listed above. Staff will confiscate banned items and will only return them to the child's parent or carer at a pre-arranged time. If a crime has been committed or it is reasonable to suspect that there is intent to commit a crime, the police may be contacted.

Appendix C

Behaviour outside of school premises

Pupils at the school must represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to the physical or mental wellbeing of another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with this policy.

Appendix D – The ABC Model and Logging Behaviours

What does ABC stand for in challenging behaviour?

When discussing difficult behaviour, the individual letters of ABC stand for Antecedents (or Action), Behaviour and Consequence:

- Antecedents (or Action): what action or event occurred before a behaviour of interest took place. This might be hunger, tiredness or particular triggers.
- Behaviour: a description of the behaviour itself, which includes what happened, what was said, for how long and how intense.
- Consequence: what took place following the behaviour. For example, whether the child withdrew from an activity, experienced sensory stimulation, or whether someone reacted to the behaviour.

The information that is recorded in the Antecedent Behaviour Consequence model can help us to work out patterns of behaviour. It can therefore be used to develop more effective management of that behaviour.

What is an ABC Behaviour Chart?

An ABC behaviour chart is an observation tool that helps to understand the causes of behaviour which may present as challenging, by recording what happened before, during and after the behaviour. It helps teachers, parents and carers to track the behaviours of children and pupils.

Try to be specific when you are recording behaviour in an ABC chart. The behaviour is the action that a child takes in response to something.

Behaviour can often be categorised within one of these 4 functions:

1. Sensory
2. Escape
3. Attention
4. Tangible

You can use these functions to help you record the behaviour you observe.

For example, a child that exhibits disruptive behaviour because it rewards them with a toy or food is displaying behaviour with a 'tangible' function because it results in access to a specific thing.

Antecedent	Behaviours	Consequences
<p>Record the things that happened BEFORE the behaviour, such as:</p> <ul style="list-style-type: none"> • Where were they exactly? • What were they doing? • Transition • Mood • Praise • Group work • Being told 'no' • Sensory stimulation such as loud noise and bright light • Playing without guidance • Comment from another child • Lack of attention from teacher or peers • Hunger • Energy levels and time of day • Medication/illness • Disruption of routine • Family events • Specific person present 	<p>Record a detailed description of the actual BEHAVIOUR (what did it look like?)</p> <p>Provide a step by step factual description of exactly happened</p> <p>Eg he ran out of the living room, stood in the kitchen door doorway and punched his head with his right hand for approximately 1 minute.</p>	<ul style="list-style-type: none"> • Record the CONSEQUENCES of the behaviour. (what happened AFTER) • Exactly how did you respond to the behaviour? Give a step by step description. • How did the person respond to your reaction? • Was there anyone else around who responded to or showed a reaction to the behaviour? • Did the person's behaviour result them in gaining anything they did not have before eg attention from something (positive or negative): an object, food or drink, or escape from an activity or situation? • Consider: Praise, Reassurance, Time out or calm down time

Appendix E

These are the stages staff should use in managing negative behaviour. All strategies and sanctions can be used in a flexible way to suit the needs of the children involved, and with a focus on minimising disruption and securing good behaviour.

Level 1

- i) **Praise** for children sitting nearby showing good behaviour
- ii) **Non-verbal** (e.g. a shake of the head and similar to show disapproval)
- iii) **Verbal** (e.g. A reminder of the class rules or school code either in a 1:1 situation without other children being distracted or in front of the class/group dependent upon the desired outcome)
- iv) **Verbal Warning.** A clear, concise message, i.e. if you continue with 'X' behaviour then 'Y' will happen.
- v) **Time Out.** A child is asked to move from their seat to another, to sit outside the class or move to another class.

The child will be given a clear, concise explanation of the behaviour required for them to return to their original seat. The correct behaviour may be the completion of a task, following instructions successfully or a demonstration of behaviour which follows the school code/ class rules.

- vi) **Sent to senior member of staff** (e.g. SENCo, AHT or Headteacher)

The teacher may feel that the behaviour warrants the duty room sanction at this stage (pupils in Year 2 and above), under the "three strikes" rule i.e. the child has had time and opportunities to improve his/her behaviour but has not chosen to do so.

As part of the reconciliation process the child will be expected to apologise for their behaviour when their sanction is complete.

Level 2

Persistent or severe misbehaviour may lead to a child being given a Positive Behaviour Plan. This plan will be referred to when supporting the child. As part of a Positive Behaviour Plan it may be necessary for a child to work away from their class for a period of time. If this occurs it must be recorded in a behaviour log to enable staff to identify triggers or patterns in behaviour. This plan will be reviewed regularly by the class teacher/ TA and the Headteacher/SENCO. If changes are to be made then the child's parents will be consulted and informed.

Following an evaluation of the Positive Strategies plan, it may be necessary for a child to go on report (see above). If the behavioural difficulties continue to substantially and regularly interfere with the child's own learning or that of the class group, despite the individualised behaviour management programme, advice will be sought from the Educational Psychology service.

Level Three

a- Internal Exclusion

If the behaviour is either so serious or persistent that it is interfering with the learning of the class, it may necessitate internal exclusion. This is where a child will be working away from the class for a period of time: commonly this might be in the Headteacher's Office. This may occur during a school day, or it may be decided by senior staff that behaviour has been so disruptive during a day, that this sanction may be used the following day. The child will be supervised by adults throughout the day and have no contact with their peers (i.e. separate, supervised meal times and break times). The Headteacher must put a note in the child's file on Bromcom and inform parents.

The Headteacher and teacher and/or SENCO can consider any of the aforementioned sanctions again, implement others (e.g. strict monitoring, making a specific contract, etc) and keep parents informed about the ongoing situation.

b- Temporary/ Fixed Term Suspension

If the behavioural difficulties still continue to substantially and regularly interfere with the child's own learning or that of the class group, despite intervention, it may be agreed, in consultation with parents, that the child does not remain on site during the lunch period or attend after school clubs for a set length of time. It may also necessitate a fixed period of exclusion from school.

c - Permanent Exclusion

This is an extreme measure and will be taken only in cases where:

- long term misbehaviour is not responding to the strategies outlined above and the safety and learning of others is being seriously affected
- an incident of extreme seriousness has occurred

In these situations the Somerset Education Committee's policy on exclusion, which is fully endorsed by the Governors of the School, will be followed.