

St Mary & St Michael's Catholic Primary School



Relationship & Regulation Policy

By Living our Values- We Shine!

At St Mary & St Michael's we welcome all.

- ♥ We accept and celebrate uniqueness through love, care and compassion, serving all God's family.
- ♥ We respect each other and our aspirations.
- ♥ We nurture our faith and have the courage to forgive.
- ♥ We give everyone the opportunity to shine by working together in the warmth of our school community.
- ♥ We create a love for learning to allow us to achieve our dreams.

Agreed by staff: January 2025
Shared with parents: February 2025

Governors: January 2025
Review Date: January 2026

Written Statement of Principles preceding the Relationship and Regulation Policy (formally Behaviour Policy)

This statement was written and approved by the Governing Body. It will be reviewed annually, in line with the Department for Education guidance, and in line with the former school's Behaviour Policy.

This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance [Behaviour and Discipline in Schools, January 2016](#).

The purpose of this statement is to provide guidance for the Headteacher in drawing up the school's Relationship and Regulation Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the pupils in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and natural consequences and how to use them. Staff should be confident that they have the governors' support when following this guidance.

The school's Relationship and Regulation Policy is publicised to staff and families on the school website.

Principles

The Governing Body of St Mary and St Michael's Catholic Primary School has consistently high expectations of our pupil's behaviour without exception. We believe that excellent behaviour is imperative in order to ensure that all children's right to an outstanding education is respected. We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values of uniqueness, service, acceptance, care & compassion, respect & forgiveness.

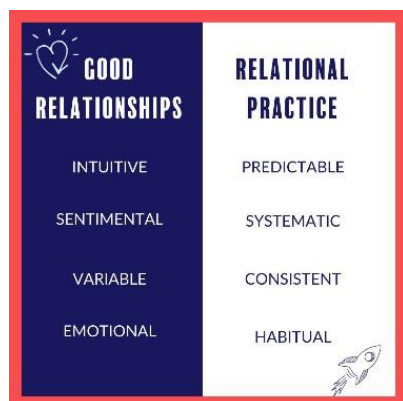
- Every pupil understands and respects that they have the right to be heard, to learn and to be safe in body and mind, to be valued and respected, and learn free from the disruption of others.
- Every pupil has the right to learn in a safe environment.
- All pupils, staff and visitors are free from any form of discrimination.
- School's Relationship and Regulation Policy is available to, and understood, by all pupils, staff and parents.
- The school's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with special educational needs and/or disabilities, and all vulnerable pupils, is set out in the policy and known to all staff.
- The exclusions policy explains that exclusions will only be used as a last resort (and taking into consideration SEND and vulnerable pupils), and outlines the processes involved in permanent and fixed-term exclusions [Government guidance](#)
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Relationships and Regulation Policy

This policy is a working document which will develop organically over time via input from pupil voice, staff voice and community engagement.

We are a Catholic school; our commitment to support parents to grow young people with Christ in the centre of their hearts is unwavering. We learn from Jesus' example of unconditional love and respect for one another; we strive to be more like Him in everything we think, do and say.

St Mary and St Michael's is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We work towards this in all aspects of school life, providing an ethos, environment and curriculum which promotes, teaches and supports emotional regulation and positive mental health of the whole school community. We understand that positive relationships are vital to this. It is acknowledged that members of the school community may have very different lived experiences and views on behaviour. However, the aim of our Relationship and Regulation Policy is to bring us all together to adhere to some basic principles and practices that reflect our school ethos. We treat all children with unconditional respect, positive kind regard and have high expectations for both adults' and children's learning and social behaviours. Our school is safe and compassionate. It prides itself on excellent relationships and a high level of care. We understand all behaviour is communication and work together to support the needs of our young people and their families.



We are proud to report that all our staff have taken part in 'trauma informed practice' training with further influence to develop this policy coming from Paul Dix's work, 'When the adults change, everything changes' <https://whentheadultschange.com/> and support from our local behaviour hub (Stepping Stones).

Trauma results from an event, series of events, or set of circumstances that is experienced by an individual as harmful or life threatening. While unique to the individual, generally the experience

of trauma can cause lasting adverse effects, limiting the ability to function and achieve mental, physical, social, emotional or spiritual well-being.

<https://www.gov.uk/government/publications/working-definition-of-trauma-informedpractice/working-definition-of-trauma-informed-practice>

Children who have experienced traumatic events in their past can have more emotional and mental health needs, as well as more behavioural difficulties than most children. Early life trauma impacts on their brain development. Understanding how this [trauma impacts the development of the brain](#) allows us to understand the resulting behaviours.

Stability, security and a [good relationship can help children and young people](#) to develop and mature emotionally and can repair some of the damage that has been done as well as be an integral part of the healing process. <https://www.ac-education.co.uk/courses/understandingtrauma-impact-young-people/>

We acknowledge that our children's life experiences differ from one another but collectively, the global pandemic has been a shared traumatic event for everyone.

At our school, children must feel **SAFE, SEEN, SOOTHED** and **SECURE** (the 4 S's of attachment).

We uphold these 4 S's through a consistent and persistent approach to the development of all our relationships:

- **Being fair is not about everyone getting the same (equality)** but about everyone getting what they need (equity).
- All behaviour is a form of communication.
- **Taking a non-judgemental, curious and empathic attitude towards behaviour.** We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive a behaviour, rather than the behaviour itself. A child with difficulties needs to be regarded as vulnerable rather than troublesome and we all have a duty to explore this vulnerability and provide appropriate support.
- **Putting relationships first** by promoting strong relationships between staff, pupils, parents/carers and the wider community which are built on connection, inclusion, respect and value for all.
- **Maintaining clear boundaries and expectations** around behaviour. In order for children to feel secure, their environments need to be high in nurture and structure with predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately within the context of a safe and caring school environment. Natural consequences and rewards can follow certain behaviours. These consequences may be necessary and are outlined further in this document.
- **Encouraging parental involvement is crucial** when addressing and planning support for a child's social, emotional or mental health needs.
- It is everyone's responsibility to respond to and provide for the emotional well-being of a child.

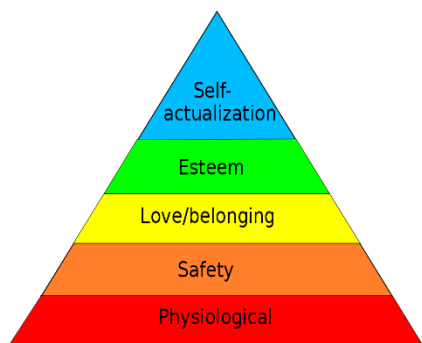
Our children feel **SAFE** – physically and emotionally

Our children feel **SEEN** - Rewards at discretion of class teacher

Our children feel **SECURE**- We pursue equity and remove barriers to achievement

Our children feel **SOOTHED** – Staff use Emotion Coaching, we name our emotions, we talk about them and staff model this explicit method of teaching

Please note: Our priority is the Key Principals (4S's). Because there are so many ways to meet them and we are discovering and sharing new ways all the time, this policy will not stipulate specific ways in which they must be met.



Regulation & Self-regulation

Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. At our school, we believe that in securing the basic needs for pupils and making them feel safe allows them to achieve and fulfil their potential.

<https://www.theeducationpeople.org/blog/exploring-pedagogy-introducing-abraham-maslow/>

<https://www.theeducationpeople.org/blog/exploring-pedagogy->

Self-regulation involves children's developing ability to regulate their emotions, thoughts and behaviour to enable them to act in positive ways toward a goal. Self-regulation grows out of coregulation, where adults and children work together toward a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance. The foundations of emotional and cognitive self-regulation in the early years are integrally tied together, and both are necessary for behavioural self-regulation.

<https://birthto5matters.org.uk/self-regulation/>

Our school believes that teaching children to regulate their own behaviour & to pursue positive relationships is more constructive than a system of sanctions and punishments. We aim to focus on solutions rather than problems: Focusing on restoring the damage between peoples' relationships, the adults at our school apply:

Emotion coaching (encourage pupils to identify and share their feelings, facilitate "I feel ... because ..." conversations)

Reminder of rules, rights and responsibilities

Regulation station an agreed safe place (in all classrooms and work spaces around school)

Regulation with a member of staff (emotion coaching and recording of the situation)

All children are listened to; they are believed; they are supported.

Expectations within our school:

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with kindness and dignity. To achieve this, every pupil is made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils are taught that they have a duty to follow the school values, uphold the school rules and contribute to the school culture. Every pupil is explicitly taught and supported in how to do this. Our school's behaviour rules, grounded in the values of **care and compassion, respect, and forgiveness**, establish a strong foundation for a positive and inclusive learning environment. These values are explicitly taught and embedded within the school's ethos, ensuring they are consistently reinforced throughout the school community.

Rewards

In our school, we expect children to behave well. Where children are doing more than, or exactly what is expected of them, we acknowledge this with personal or public praise, dojo points, stickers, a word to their parents/carers, a thank you as they arrive or leave the classroom etc This has a positive impact on the relationship between the pupil and the adult and leads to more examples of positive behaviour being noticed.

Rewards used in class are at the discretion of the teacher and are to reinforce excellent behaviour and effort.

Whole school awards are given each Friday in a celebration assembly at the end of each term parents and families will be invited. These awards are in the form of certificates for our 'Blue Badge award' (showing our school values), 'Rising Star Award' (subject lead and a new subject chosen each week), Marvellous

Mathematician & Star Writer. We also have an 'End of Year Assembly' where certificates are presented for each year group for Values, Most improved, Attainment & Attendance.

Natural Consequences and Exclusions

In all matters involving the use of consequences – staff will emphasise that it is the behaviour which is not acceptable rather than it being the pupil as a person. Before natural consequences are applied, staff will look for the function of the behaviour and provide a system of support so that pupils can overcome their problems. This will involve discussion with the pupil to help them identify the problem and to use emotion coaching and restorative practice to help repair and restore any relational damage.

In the event of consistently inappropriate behaviour, staff will use the graduated response attached as [Appendix A](#) in this document.

Parents will always be informed of a child's difficulties where these persist. The school promotes positive relationships and will always strive to work in partnership with parents to resolve their child's problems and to provide full support to overcome their difficulties.

The school makes full use of specialist advice from outside agencies to support pupils whenever the need arises.

If natural consequences given, when used consistently, have not proven to be successful in remediating the behaviour, a fixed term or permanent exclusion can be considered (See Appendix B).

Only Mrs Archibald, or an acting Head Teacher on her behalf, can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period.

A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.

If an exclusion is triggered, then Mrs Archibald will inform the governing body and uphold the statutory legislation set out in the document below. Parents and the local authority will be informed of the action immediately.

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

Child-on-child abuse

All staff have received training (updated annually as a minimum) in this area. All staff, if this type of abuse is suspected, will:

Act immediately, to intervene between children; Reassure the child that they will be listened to, supported and kept safe; The full circumstances will be considered; The DSL will be contacted immediately and follow safeguarding procedures; The alleged perpetrator will be supported and have their voice listened to in a safe, non-judgemental environment.

Recording and Reporting Behaviours

All incidents of negative behaviour, if deemed repetitive, significant or have affected another child/staff will be recorded on our safeguarding software, CPOMS. All staff must record the incident by the end of the day before they leave site and let the headteacher know of the incident including significant information. Keeping a chronology is useful in supporting staff to identify patterns in negative behaviours which can be addressed.

Following a sanction, strategies are considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- enquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- enquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or SEND co.

Supporting Behaviour Outside of the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Head Teachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable'.

Bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school will be dealt with in line with this policy. Parents and outside agents, as appropriate, will be informed.

Subject to this policy, a teacher or member of staff may discipline for any misbehaviour when a child is:

- Taking part in any school-organised or school-related activity or travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school.

The teacher may also investigate and act upon information found regarding at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

Criminal Law

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

If school staff feel that an offence may have been committed, they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Head Teacher.

Bullying

Bullying is persistent behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

At St Mary & St Michael's Catholic Primary School it is recognised that bullying is a reality in society but strives, by example and support, to eradicate it in all its forms within the school. It is intended that pupils will see in the relationships between adults and pupils, and between adults and other adults, examples of mutual respect, and that all members of the community will be able to work together in an environment free from any form of aggression. We link this policy closely with our Anti-Bullying Policy where the matter can be explored in more detail.

Searching, screening and Confiscation

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. Safe items will be returned to the child at home time, parents informed and a request that the item does not return to school will be clearly made.

2. Power to search without consent for 'prohibited items' including:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - 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 which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

Schools are able to identify additional items in their school rules which may be searched for without consent. Force CANNOT be used to search for these items.

Reasonable force (using no more force than needed) may be used when all other verbal requests have been ignored and staff feel it is the only option left to remove 'prohibited items' (see section on Reasonable Force).

Guidance on specific behaviour issues

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, schools follow the general safeguarding principles set out in [Keeping children safe in education \(KCSIE\)](#)

Our school is clear that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. We will always challenge all inappropriate language and behaviour between pupils. The DSL (Mrs Luena Archibald) will take responsibility for making referrals to the appropriate agency.

Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Our school is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment are addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where our school suspects a pupil of criminal behaviour online the action described below is taken:

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. We will communicate with families and, if appropriate sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the school culture.

Pupil and School Support Systems

St Mary and St Michael's Catholic Primary School prides itself on being a place of love, nurture, warmth and kindness; it is within these values that we establish pastoral support for children and staff.

Weekly staff meetings begin with a pastoral section and discussion of the pupils' well-being, with the opportunity to share good practice, seek solutions and supervise colleagues is presented. All staff receive access to regular CPD which includes relationships training.

Daily meet and greets are in place for children who need support to be settled into school; this may include time with a familiar support staff or our SENDCo.

CANW (Child Action North West) and play therapy have been used to support a range of social and emotional barriers for children, we continue to liaise closely with this support.

Where additional support is required, the school is now a fully signed up member of the DG2 network for inclusion and works alongside local schools which are fully supported by Stepping Stones short stay school.

For any family who feel dissatisfied with the application of this policy to a situation, we would first encourage you to talk to the class teacher. If the issue remains unresolved then please speak to the Head Teacher. For escalation beyond this please refer to our complaints policy which is on the school website.

TAF meetings will take place and be hosted by Mrs Luena Archibald (Head) or Miss Helen Lavelle (SENDCo) if the need arises.

Use of reasonable force

If absolutely necessary, the Head teacher and school staff have legal power to use reasonable force.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder, it will never be used as a punishment.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
 - prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
 - restrain a pupil at risk of harming themselves through physical outbursts.
- In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Our guidance comes from the Department for Education and can be read in more detail here:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Graduated Response to Supporting Behaviour at St Mary & St Michael's

<u>Behaviour types</u>	<u>Actions and support</u>
<i>Positively praise and reward (publicly) good behaviour that happens in the classroom and playground throughout each and every day.</i>	
<u>Low level behaviours</u> <ul style="list-style-type: none"> ✦ Chatting in lessons ✦ Distracting self or others ✦ Calling out/interrupting lessons ✦ Walking around the classroom without permission ✦ Not listening to the teachers ✦ Making silly noises/outbursts ✦ Mildly aggravating other children (This list is not exhaustive but highlights low level, low frequency behaviours which need gentle reminders) 	<u>Phase one</u> <ul style="list-style-type: none"> ✦ Use of eye contact to attract the child's attention (without pausing teaching or talking) ✦ Prompt the child with their name to bring them back into the learning ✦ Gentle touch of the shoulder ✦ Quiet verbal prompt from any adult in the room with encouraging words
<u>Mid-level behaviours</u> <ul style="list-style-type: none"> ✦ All of the above with increased frequency plus: ✦ Refusing to complete work ✦ Deliberately causing disruption ✦ Rudeness to others ✦ Minor challenge to authority ✦ Swearing ✦ Intentionally touching, poking, prodding, tripping up other children ✦ Damaging small goods and resources ✦ Running away from a member of staff ✦ Saying unkind words to others 	<u>Phase two (address privately if possible)</u> <ul style="list-style-type: none"> ✦ Verbal request to behave well ✦ Reminder of the classroom rules ✦ A warning that five minutes playtime will be missed ✦ Miss five minutes playtime/ complete work during playtime with a member of staff (for safeguarding purposes, the child will go to a partner classroom or stand outside with the staff on duty – not standing by the wall or outside a classroom/Head's office) ✦ Written response/reflection (age appropriate) ✦ Time with nurture adult/class teacher/support (if appropriate) ✦ Restorative discussion with all parties
<ul style="list-style-type: none"> ✦ Swearing at another person ✦ Racist/homophobic language used ✦ Stealing ✦ Bullying (persistent unkindness) 	<u>Phase three (no response to phase 2 support)</u> <ul style="list-style-type: none"> ✦ Time with an adult to restore relationship ✦ A warning that all of morning break will be missed ✦ Miss all morning breaktime ✦ Ask to leave the class/removed by another adult without physical contact ✦ 15 minutes in the partner class ✦ Complete work in another classroom for one session or remaining part of session if the child has calmed <p>Heron's pupil go to Owls Owls' pupil go to Herons Robins' pupil go to Herons</p>

	<p>Wrens' pupil to go into the nest/library area with a member of staff</p> <ul style="list-style-type: none"> ✦ Parents to be contacted that day through dojo using set template ✦ Behaviour chart (response from phase 3) to be used for one week (<i>completed by class teacher and shared with parents</i>)
<p><u>Serious behaviours</u></p> <ul style="list-style-type: none"> ✦ Hurting another child with intent—either in person or virtually ✦ Hurting another member of staff with intent (see Appendix B) ✦ Damaging goods and the environment ✦ Fighting ✦ Using items as weapons ✦ Serious challenge to authority ✦ Verbal abuse (swearing aggressively at a person) ✦ Stealing 	<p><u>Phase four</u></p> <ul style="list-style-type: none"> ✦ Immediate removal from classroom/playground and taken to the quiet room ✦ 3 playtimes missed (hurting other pupil) ✦ Refusal to move – call SLT or other staff by using ID badge (send child) ✦ Parents to be contacted that day through dojo using set template ✦ Parents to be contacted by Headteacher/SLT with regards to chn using items as weapons. ✦ Behaviour chart for two weeks and weekly meeting with parents, class teacher and Headteacher.
<p>If a child's behaviour escalates within the serious behaviour category, then refer to Appendix B for support with exclusion application. All incidents must be reported on CPOMS if a phase three or above. These incidents must be reported before leaving school site and if it has been physical it needs to be reported to headteacher with all the significant details.</p>	

Graduated Response to Serious Behaviours at St Mary & St Michael's

At St Mary & St Michael's we believe that everyone should feel safe at school, including pupils and staff. There are some behaviours, which we feel need to be treated more formally, with internal and external fixed term or permanent exclusions being used. Our school values—Respect, Care and Compassion, and Forgiveness—guide our approach to behaviour management. When all staff consistently apply this policy using trauma-informed practices and strategies recommended by internal and external agencies, it fosters a culture where children also demonstrate these values towards staff. While serious behaviours (as outlined below) may require a different approach, every incident should be handled with sensitivity, considering the child's individual needs, such as SEND or trauma-related behaviours. All decisions with regards to internal or external exclusions can only be made by the headteacher or acting headteacher.

<u>Behaviour types</u>	<u>Actions and support</u>
<i>Positively praise and reward (publicly) good behaviour that happens in the classroom and playground throughout each and every day. Reprimand privately.</i>	
<u>Serious behaviours</u> <ul style="list-style-type: none"> ✦ Hurting a member of staff with intent – eg hitting, biting, kicking, pulling hair ✦ Other physical harm towards a pupil, with intent, which has caused serious hurt. <p>"Intent" refers to a deliberate or purposeful action. In this context, it means that the child knowingly and wilfully harms a member of staff, rather than it being accidental or impulsive.</p>	<u>Phase five</u> <ul style="list-style-type: none"> ✦ Immediate removal from classroom or remove all other children for safety ✦ One full day internal exclusion- see below (next school day- 1st incident over a half term period). ✦ Two days internal exclusion (next 2 school days- 2nd incident over a half term period) ✦ Three days internal exclusion (next 3 school days- 3rd incident over a half term period) ✦ Headteacher to speak to the parents about the incident and inform them of the internal exclusion. Work to be arranged by class teacher. ✦ Behaviour chart for two weeks and daily meeting/contact with child, parents & class teacher. Inc Headteacher for initial restorative meeting and end of both weeks. (Refer to template for letter) ✦ Fixed term external exclusion (next 2 school days- 4th incident over a half term period) with ½ day internal exclusion to return to class for lunchtime. ✦ Headteacher to speak with parents about the incident and inform parents of fixed term external exclusion. Work to be set by class teacher for days not in school (see below) and documents to be sent to parents & LCC. ✦ Behaviour chart for two weeks and daily meeting/contact with child, parents & class teacher. Inc Headteacher for return to school meeting/restorative (Refer to template for letter) and end of both weeks.

	<ul style="list-style-type: none"> ✦ School expects parents to attend all meetings and to work with school to support their child. ✦ If these behaviours are to continue, advice from SEND lead & external agencies will be considered eg EHA, FSW, IEST, behaviour hub D2
<p>All incidents must be reported on CPOMS. These incidents must be reported before leaving school site and needs to be reported to headteacher with all the significant details. This is to enable the correct information is reported to parents and if needs be LCC.</p> <p>Some serious incidents may lend themselves to a more formal fixed term external exclusion or permanent exclusion and the graduated response may not be used.</p> <p>Internal exclusions require children to work with an adult away from their peers. They will still have playtime and lunch breaks, but these will take place in a separate area, and they will have lunch separately from the other children. The work provided by the teacher should be age-appropriate and aligned with the tasks the rest of the class is completing to ensure continuity in their learning.</p> <p>Fixed term external exclusions require the children to continue their learning at home. The work provided by the teacher should be age-appropriate and aligned with the tasks the rest of the class is completing to ensure continuity in their learning. Additional work may be required, as children may complete tasks more quickly in this setting due to the absence of teacher input and peer distractions.</p>	

This policy will meet the requirements of the Children Act 1989, SEN/Disability Act 2001/2005, The Children's Act 2004, Education and Inspections Act 2006. This policy should be read in conjunction with policies on: Safeguarding and Equality Act 2010 (Inclusion and Equality Plan and Objectives).

This policy replaces the “behaviour policy” and acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with special educational needs (SEN). We recognise that some pupils will need tailored support with their relationships and regulation at different points. Personalised plans can then be created collaboratively with parents, class teachers, SENCO, other school leaders and the children themselves.

This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Online Safety Policy
- SEND policy
- Acceptable use of IT Policy
- Whistleblowing Policy
- Staff Code of Conduct / Staff handbook
- Complaints Policy and procedure