



Stormont School

9a BEHAVIOUR POLICY

(including positive reinforcement, rewards and sanctions)

EYFS – YEAR 6

**Last reviewed Autumn 2023
Next review due Autumn 2025
Published by Deputy Head**

**The policy will be published on the website for current and prospective parents,
governors, staff and volunteers.**

BEHAVIOUR POLICY

INTRODUCTION

This policy has regard for the Equality Act (2010), for Working Together to Safeguard Children and KCSIE (September 2023), and should be read in conjunction with the school's anti-bullying and child protection (safeguarding) policies.

Non-statutory advice Behaviour and Discipline in Schools (2016) is also a useful source of guidance.

Related Documents

Safeguarding and Child Protection Policy

Anti-Bullying Policy

Exclusions Policy

Equal Opportunities

Special Educational Needs and Disability Policy

The following quotations from the National Curriculum Council document on “**Spiritual and Moral Development**” have been considered when planning our Behaviour Policy.

“Children need to be introduced from an early age to concepts of right and wrong so that moral behaviour becomes an instinctive habit. As they get older, pupils should come to an understanding of why rules are important, and should act upon them from conviction, rather than simply from fear of getting into trouble. Older pupils are more likely to feel a commitment to abiding by the values of the school if those values are openly and explicitly discussed with them.”

“Values are inherent in teaching. Teachers are by the nature of their profession ‘moral agents’ who imply values by the way they address pupils and each other, the way they dress, the language they use and the effort they put into their work.”

“Children are more likely to behave responsibly if they are given responsibility. But this can only be really effective in a community which gives that responsibility within a framework of clearly stated boundaries of acceptable behaviour and where teachers respond firmly and promptly to those pupils who exceed those boundaries.”

THE AIMS

The aims of our system of rewards and sanctions at Stormont School is to:

- To teach, through the school curriculum, values and attitudes as well as knowledge and skills.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour
- The school is aware of its duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils.
- To encourage the children to take increasing responsibility for themselves and their behaviour and for the well-being and happiness of others.
- To develop self-discipline in pupils;
- To create the conditions for an orderly community, in which effective learning can take place and in which there is mutual respect between all members;
- To create a happy, safe and stimulating environment;
- To enable pupils to develop the social and emotional skills needed to grow in confidence, show consideration for others and value diversity
- To promote good behaviour, promote kindness and prevent bullying.

At Stormont the aims mentioned are best achieved in the framework of a calm, happy atmosphere, in which pupils are able to give of their best and are encouraged towards good attitudes through rewards, praise and setting an example to others.

GOLDEN RULES

The whole school follows a set of Golden Rules, referred to in posters around the school, in lessons and in assemblies. They are:

Always follow instructions straight away

Be polite at all times and show good manners

Care for everyone and everything

Do your best and join in

When children are spoken to about their behaviour, given sanctions or parents spoken to regarding poor behaviour, the golden rules are the starting point for that conversation.

THE STORMONT SCHOOL VALUES

- **Respect**
- **Empathy**
- **Determination**
- **Independence**
- **Reflection**
- **Kindness**
- **Growth**
- **Teamwork**
- **Curiosity**

Staff and pupils are encouraged to apply these mind-sets, together with the Golden Rules to a variety of situations in order to create a successful learning environment.

This approach helps promote positive behaviour and will be stressed to the girls in assemblies, form time, and in lessons.

The Form Tutor is the front-line member of staff who has responsibility for the pastoral care of pupils. In lessons the teacher teaching is responsible and must sort out immediate problems the girls may have, with regard to the school day and always inform the Form Teacher. In addition, there are some extended form times and dedicated weekly PSHEE lessons which can be used for this as well.

Parents should contact the teacher or form teacher in the first instance regarding routine matters and any concerns they may have.

In Pre-Prep (Reception-Year 2) pastoral care is overseen and managed by the Head of Pre-Prep. In Prep (Years 3-6) the Deputy Head. The school has high expectations and standards and drives the child centred ethos at Stormont School. It applies to all pupils in school, on educational visits and when representing the school. We expect pupils, staff, parents and governors to work together to achieve the highest standards of behaviour.

THE ROLE OF THE STAFF

All members of staff communicate the school expectations, routines, values and standards both explicitly through teaching the behaviour curriculum in every interaction with pupils. All staff have a shared responsibility for confidently promoting positive behaviour and are expected to treat children fairly, equally and with respect dealing with any behaviour concerns in a prompt, predictable and consistent way that does not discriminate against any child.

The staff lead by example, treating children courteously and expecting the children to behave courteously in return.

- We make requests rather than issuing orders.
- We try to keep a sense of proportion when addressing any poor behaviour, e.g., an action that hurts or endangers another person, or animal, is more serious than one that does not.
- In our dealings with pupils, we are consistent and always seek to hear their point of view.
- We do not give vent to personal anger but focus on establishing facts and addressing behaviour.
- We condemn poor behaviour and seek to get pupils to take responsibility for their behaviour and move forward to become the 'good citizens' we genuinely believe they can be.
- We take the time and trouble to investigate incidents thoroughly and to get the facts straight, as far as possible. This is important and allows us to share information about incidents with one another and with a child's parents.
- We keep a written record of incidents, their investigation and the outcome and continue to monitor issues of concern. Initial records are kept on CPOMS, and their Form Tutor will be included in this entry.
- Consistent standards of behaviour are discussed in regular staff meetings when expectations are shared and discussed e.g., lining up and moving through the school quietly, opening doors for others
- All staff are made aware of the importance of challenging all inappropriate language and behaviour between pupils and that child-on-child sexual violence and sexual harassment offline or online is never acceptable.

STAFF/ PUPIL RELATIONSHIPS

The attitude of all the staff is of great importance. It is they who determine the environment in which good staff/pupil relationships can develop. They are expected to set the right example to pupils in matters of dress, punctuality and commitment. They should consider themselves responsible at all times for the behaviour of pupils within sight or sound of them. Equally, there is an expectation that pupils show the staff respect.

It is important to consider possible reasons for misbehaviour:

- boredom,
- lack of understanding,
- lack of progress,
- breakdown of relationships in school,
- personal problems outside school.

At Stormont we recognise the above-mentioned reasons for poor behaviour and so provide a curriculum that is inspiring and motivating, both inside and outside of the classroom. Strong links have been developed with families in our school, our pastoral support and pupils are taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the required standard of behaviour. If any reasonable adjustments for an individual child are deemed necessary, this is explored on an individual basis and discussed and agreed with parents and our Head of Learning Support during either the initial drawing up of a pupil plan, the annual review or as and when incidents of misbehaviour occur. Stormont clearly and explicitly forbids the expression, whether spoken or written, of discrimination on the grounds of racial, religious, cultural, sexual/sexist, homophobic, special educational needs and disability. In the case of bullying, please refer to the School's Anti-Bullying Policy.

The staff aim to:

- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty and courtesy

- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contribution of all.

HOW WE PROMOTE POSITIVE BEHAVIOUR?

We achieve this in the following way:

- The Golden Rules are clearly and consistently displayed.
- The Golden Rules are clearly explained and the expectation for each rule is shared with pupils and staff.
- The Golden Rules are used as a framework for staff to challenge poor pupil behaviour.
- Staff use consistent and clear language when acknowledging positive behaviour and addressing misbehaviour.
- Pupils are given support and time to reflect on their poor behaviour using the Golden Rules framework.
- The Golden Rules are referred to with pupils in form time to ensure they are understood and upheld e.g., assemblies, form time and daily registration time.
- The Golden Rules are discussed in PSHEE and Circle Time as a valuable way of reinforcing expectations for positive behaviour.
 - All staff have high expectations for the Golden Rules to be implemented and expect considerate attitudes in lessons, sensible movement about the school and safe behaviour in the playgrounds. When selecting topics in lessons care is taken to choose subject material which lends itself to discussion of moral choices framed in the context of the school Rules framework.
- Whole form punishments are avoided, as specific behaviour is discussed and addressed with individuals.

LIAISON WITH PARENTS

A good relationship between parents and school is essential. Parents should feel welcome at the school. They may have access to the staff at the end of the day (by appointment if more than a brief word is needed) and they are encouraged to communicate with staff via phone/email. Parents are encouraged to share concerns about home circumstances or medical matters which may affect their child's work or behaviour in school.

Stormont is host to several external clubs and activity providers both during term time and in holidays. Parents should communicate any concerns about behaviour during a club/activity to the organiser/leader in the first instance. We are unable to apply our school Behaviour Policy to any incident that occurs during external clubs and activities that take place away from Stormont and have no association to the school although it is always helpful for parents to communicate with Form Tutors if there has been an incident that may affect pupils' relationships and well-being in school.

REWARDS

HOUSE POINTS

Each pupil is a member of one of three Houses (St Andrew's, St George's and St Patrick's) and any points gained by an individual pupil go towards the total number for their house. The scheme runs throughout the school and points may be given by any member of staff. The total number of points per house is added up and the numbers given to the Head in time to announce at the weekly Celebration Assembly. A House flag is raised outside school by the House Captains each week. The House with the most points at the end of the academic year is awarded the House Points Cup.

House Points are awarded for good behaviour, helpfulness, consideration, courtesy or for a positive attitude to work. Once they have been awarded, they are not taken away, neither can children lose a house point.

PRAISE ON A POST CARD

Every member of staff is able to send home a praise on a postcard. These handwritten Stormont postcards are an opportunity for staff to celebrate an achievement or to acknowledge a pupil who has really stood out for a positive contribution more deserving than a house point. These postcards are written without the knowledge of the pupil and sent to the home address.

HEADTEACHER'S AWARD

Head Teacher awards are given to pupils who have gone over and above with their work, made excellent progress with a target or to acknowledge a sustained change in behaviour or work ethic. Pupils who receive this award are invited to the Head's office on a nominated day at break time to share the work or discuss the award with the Head. A record is made on Engage and an instant notification is sent to the parents alerting them to the award. Pupils also receive a certificate to take home.

HEADTEACHER'S BISCUITS AT BREAK

At the beginning of each week, a value is shared in assembly. Staff promote this value through their daily interaction with the girls both around the school and in lessons. Staff review the previous week and nominate girls from each year group. These girls receive an invitation to share some biscuits and squash in the Dyson Library at breaktime, in recognition of their effort for the value of the previous week. A record is made on Engage and an instant notification is sent to the parents alerting them to the award.

WHOLE CLASS REWARDS

Form Teachers have their own class reward system with a benchmark total for the children to aim for (such as beads in a jar). The girls work collaboratively to contribute to this reward system which is aimed at encouraging good classroom work ethic and positive peer interaction. Once the agreed total has been reached, the teacher arranges for a whole class reward in recognition of the class effort.

CELEBRATION ASSEMBLY

Friday assemblies are dedicated to celebrating the girls' effort, attainment, progress or attitude both in and out of school. Each week alternates between Pre-Prep and Prep. This assembly is led by either the Head, the Deputy Head or the Head of Pre-Prep. All staff are encouraged to nominate pupils to celebrate so that the whole school can acknowledge the pupil's achievement. The pupil is invited up to the front of the assembly and receives a sticker. A log is kept and periodically reviewed by the Deputy Head and Head of Pre-Prep to encourage variety both in pupils and in the reasons being celebrated. A record is made on Engage and an instant notification is sent to the parents alerting them to the award. For Pre-Prep they have the additional reward of the 'Sweetie Book' when children are sent to the Head of Pre-Prep to write their name in this book and are awarded a certificate in Pre-Prep assembly.

KINDNESS AND FRIENDSHIP CUPS

Two 'Kindness and Friendship' cups are awarded every term to Pre-Prep pupils and Prep. The awards are given by the Headteacher in the end of term assembly, after consultation with the staff.

MANAGING BEHAVIOUR

Where the behaviour of a pupil is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response to the behaviour. An effective way to communicate this is at the weekly school staff meetings. The key professional in this communication process is the class teacher or form teacher, who has the initial responsibility for the child's welfare. (Please see Appendix D for Stages)

Early warning of concerns should be communicated to a form tutor, so that strategies can be discussed and agreed before more formal steps are required. The following outline a range of strategies in use in school to promote desirable behaviour:

- changes in classroom organisation, seating, etc;
- using additional classroom resources and equipment;
- setting small and achievable targets;
- short periods of supervised time for personal reflection;
- use of certificates for positive qualities;
- acclaiming good behaviour when it is seen in class;
- involving parents at an early stage to make an action plan together;
- referral to CAMHS and/or educational psychology services;
- referral for family support and/or therapy to help the pupil and family better understand and manage behaviour; and
- behaviour log – monitoring patterns of behaviour and effective strategies to support individuals.

Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. The boundaries for what are considered to be acceptable behaviour at Stormont are made clear in the **Golden Rules**, by Class Teachers and other members of staff, in PSHEE lessons and in Assemblies. As a School, we stress the positive approach of encouragement and praise, but even in a well-ordered environment such as ours, it may be necessary for sanctions to be applied from time to time. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

Incidents of behaviour relating to child-on-child bullying, sexual violence and sexual harassment are handled sensitively by the Headteacher, DSL and *DDSLs* with reference to the DfE's revised Keeping Children Safe in Education 2023 statutory guidance. Online incidents (including bullying, sharing nude or semi-nude images and sexual harassment), will be dealt with as a disciplinary matter, as well as invoking the schools Safeguarding Policy and procedures and it may result in referrals to the police and Local Authority Designated Officer (LADO).

Special Educational Needs and Behavioural Problems

Children identified as having special educational needs with regard to behaviour should be given support and, where appropriate, should have internal interventions put in place or be provided with support in accessing help from external agencies (educational psychologists, etc.). Internal interventions are classified into three key groups, as follows:

- Interventions to directly target behaviour, such as class teacher interventions to get children to look at how they have behaved and what other choices they could have made.
- Interventions to tackle practical causes of poor behaviour.
- Interventions which seek out deeper causes, such as counselling.

PHYSICAL RESTRAINT

Any use of physical restraint must be by reasonable and non-injurious means; it may only be used when immediately necessary and for the minimum time necessary to prevent injury to self or others or very serious damage to property, and always recorded in writing. Physical restraint should be used only as a last resort only in situations where injury to a pupil, staff or others is highly likely or where substantial damage to property appears inevitable. Any restraint should be measured and controlled, for a limited duration and minimum required to avoid the above. Any physical restraint action taken by staff or others in position of responsibility within the school must be reported **immediately** to the SLT, the parents must be informed the same day and a written incident report completed (copies to Class teachers) within 24 hours.

It is not realistic to suggest teachers should never touch pupils; they, and other staff in the school, have the right to use reasonable force to control or restrain pupils in certain circumstances, for example:

- To prevent a pupil from committing a criminal offence
- To prevent a pupil from injuring themselves or others
- To prevent a pupil from damaging property, including their own
- To prevent a pupil from behaving in a way which is prejudicial to the good discipline and order of the school, whether in the classroom or elsewhere where the member of staff has lawful care of a pupil

Although there is no legal definition of what constitutes “reasonable force” the degree of force must be in proportion to the incident and the minimum to achieve the desired results. It should not, therefore, be used to prevent a trivial misdemeanour.

Examples of situations where “reasonable force” might be justified include:

- Violent behaviour by a pupil, such as fighting or attacking a member of staff or another pupil
- Acts of vandalism
- Behaviour by a pupil, such as rough play, the misuse of objects or running in corridors, which is likely to cause personal injury or damage property
- Refusal by a disruptive pupil to leave the classroom.

Members of staff should exercise great caution in the use of force and always try to use other means to resolve the situation. This is particularly important where the enforcement of good order is the motive and there is no risk to person or property. Staff should not act in any way that might cause pain or injury e.g. by striking, holding a pupil around the neck or pulling hair or ears in any way. As always, any physical contact with a child that could in any way be construed as being indecent or in a private area is inappropriate in any situation. See Appendix A for further guidance.

A record of all such incidents will be kept and will include:

- The names of pupils involved, any witnesses, together with where and when the incident took place
- The reason why the use of force was necessary
- A description of the incident, including the steps taken to calm the situation before force was deemed to be necessary and the nature of the force used
- The pupil’s response
- The outcome of the incident
- Details of any injury suffered by any of the parties or damage to property.

CORPORAL PUNISHMENT

Stormont adheres to the policy that corporal punishment, both its use and the threat of it, is prohibited at all times whether or not within the school premises. Physical contact, or the threat of it, which is deliberately intended to punish a pupil or to cause pain or humiliation is never acceptable.

MAJOR BREACHES OF DISCIPLINE

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, racial or discriminatory comments or behaviour, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare, and it is the responsibility of the Head, who will deal with it severely, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded.

N.B. A very serious problem may result in the normal procedure being circumvented and a child being temporarily suspended immediately.

Pupils making malicious accusations against staff

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate consequence, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Please also refer to the current version of the “Stormont Terms and Conditions” which is part of the Parent contract as well as the Stages of Behaviour in Appendix D.

RECORDING AND DOCUMENTATION

A record of discipline is kept and is monitored by the form teacher, Head of Pre-Prep and Deputy Head. Records are held on CPOMS and Engage, CPOMS for behaviour before level 4 and Engage thereafter. At the end of each term, the behaviour marks are reviewed by the Deputy Head and patterns of behaviour are monitored. These reviews are presented to Governors at the Education Committee meeting each term. Behaviour marks are recorded on the school’s management system CPOMS, by the member of SLT dealing with the incident. If the child gets three behaviour marks in a term, the Headteacher will hold a meeting with the child and subsequently their parents and they will receive a sanction card, this information is stored on Engage. Records are kept of serious incidents in the Child-on-Child Abuse record log, including racial, sexist or harassment incidents and Anti-Bullying log on Teams.

REASONABLE FORCE

There is no legal definition of 'reasonable force'. So, it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case.

There are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore, physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.
- the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.
- Whether it is reasonable to use force, and the degree of force that could reasonably be employed, might also depend on the age, understanding, and sex of the pupil.

Practical considerations

Before intervening physically, a teacher should, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. The teacher should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and teachers should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the pupil.

Sometimes a teacher should not intervene in an incident without help (unless it is an emergency). For example, when dealing with an older pupil, or a physically large pupil, or more than one pupil, or if the teacher believes he or she may be at risk of injury. In those circumstances the teacher should remove other pupils who might be at risk, and summon assistance from a colleague or colleagues, or where necessary phone the Police. The teacher should inform the pupil(s) that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to defuse the situation orally and try to prevent the incident from escalating.

Application of Force

Physical intervention can take several forms. It might involve staff:

- physically interposing between pupils;
- blocking a pupil's path;
- holding;
- pushing;
- pulling;
- leading a pupil by the hand or arm;
- shepherding a pupil away by placing a hand in the centre of the back; or, (in extreme circumstances) using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example, to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.

In other circumstances staff should not act in a way that might reasonably be expected to cause injury, for example by:

- holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe;
- slapping, punching or kicking a pupil;
- twisting or forcing limbs against a joint;
- tripping up a pupil;
- holding or pulling a pupil by the hair or ear;
- holding a pupil face down on the ground.

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

Where the risk is not so urgent the teacher should consider carefully whether, and if so when, physical intervention is right. Teachers should always try to deal with a situation through other strategies before using force. All teachers need developed strategies and techniques for dealing with difficult pupils and situations which they should use to defuse and calm a situation. Advice about this will be included in the draft guidance on pupil behaviour and discipline policies referred to in paragraph 3. In a non-urgent situation force should only be used when other methods have failed.

That consideration is particularly appropriate in situations where the aim is to maintain good order and discipline, and there is no direct risk to people or property. As the key issue is establishing good order, any action which could exacerbate the situation needs to be avoided. The possible consequences of intervening physically, including the risk of increasing the disruption or actually provoking an attack, need to be carefully evaluated.

The age and level of understanding of the pupil is also very relevant in those circumstances. Physical intervention to enforce compliance with staff instructions is likely to be increasingly inappropriate with older pupils. It should never be used as a substitute for good behavioural management.

Behaviour Incident Sheet -Prep**Name of pupil:****Date:****Name of staff:****Time:****Account of incident** *(to be filled in by member of staff):***What I did wrong:****What I should have done:****What I can do to put it right:****What have I learnt from this?**

Name of Pupil:	Date:	Place:
Name of Staff:	Time:	

What did I do?	What rule did I break?	What should I have done?

Comment (member of staff)
Signed-----

SCHOOL SANCTIONS GUIDANCE

This guidance aims to ensure general consistency when applying sanctions however staff should use their professional judgement to decide on appropriate sanctions on a case-by-case basis.

Stage 1- Verbal Intervention	
For low level disruption and a minor infringement of the Golden Rules.	
Typical Behaviours	Typical Behaviours Running in the corridor, talking at inappropriate times, not following instructions, fighting over toys, talking in assembly
Possible Actions	Possible actions <ul style="list-style-type: none"> • Remind the pupils what they should be doing. Talk to them about what good behaviour is, referring to the school rules • Pupil asked to give a verbal apology where needed • Support the pupil not to repeat the inappropriate behaviour • Warn them of the action that will be taken if the behaviour continues (i.e., Stage 2)
Managed by	Managed by: The staff member witnessing behaviour
Inform	Form Teacher if becoming more consistent Write in playtime books if during break Consider letting other staff who do playground duty know (if relevant) so that pupils can be supported, and the behaviour monitored.
Monitoring	The Form Teacher will monitor and take action at Stage 2 level if repeated occurrences of verbal interventions are reported to them by staff members.

Stage 2- Verbal Intervention and Time Out to Think	
For repeated occurrences of low-level poor behaviour outlined in Stage 1, mistreating equipment, being disruptive, not getting on with work, first time name calling, one off lying, one off physical contact accidental or age typical	
Typical Behaviours	Name calling, exclusion of others- first time, dangerous play, persistent talking, ignoring instructions, misuse of equipment, poor effort or attitude.
Possible Actions	Temporary time away from the situation: - Sitting to one side in the playground for 5 minutes - Sitting to one side in the classroom for 5 minutes
Managed by	The class teacher
Inform	Teacher teaching pupil to call parents and then note it on CPOMS Inform Head of Pre-Prep and Deputy Head by notification on CPOMS
Monitoring	The Form Teacher will monitor and take action at Stage 3 level if repeated occurrences of verbal interventions and 'time outs' are needed.

Stage 3- Behaviour Mark and Reflection Time	
For more than one acts of unkindness, disruption, disrespect outlined in Stage 2 or incidents of a more serious nature which breach the Golden Rules.	
Typical Behaviours	Acts of disobedience, rudeness, lack of respect, inconsiderate behaviour and deliberate unkindness or antagonising of others, damage to equipment or property, inappropriate behaviour which causes physical harm to others, refusal to work and answering back,
Possible Actions	Pupil to attend reflective time with the Head of Pre-Prep/ Deputy Head to talk about the repeated misbehaviour and its effect. Discuss ways of solving the problem. Head of Pre-Prep/ Deputy Head will meet the pupil for a daily catch up for 1-2 weeks. Children to complete behaviour sheet with Head of Pre-Prep and Deputy Head and these are stored on CPOMs. (Appendix B and C)
Managed by	The Form Teacher and Head of Pre-Prep/ Deputy Head
Inform	<ul style="list-style-type: none"> • Parents will be informed and invited to discuss issues with the class teacher and/or the Head of Pre-Prep/ Deputy Head. They will be invited to work with the

	school to solve the problem. Information should be shared with all staff at a Briefing or by email if more urgent. • Record on CPOMS (Include Headteacher)
Monitoring	Form tutor, Head of Pre-Prep/ Deputy Head. Headteacher to follow up with parents if further action is deemed necessary.

Stage 4- Sanction Card

For persistent acts of unkindness, disruption, disrespect outlined in Stage 2+3 or incidents of a more serious nature which breach the Golden Rules.

Typical Behaviours	Intentionally taking others' property, deliberately damaging property, lying, cheating, intentional unkindness, intentional exclusion of others, intentional physical violence or behaviour that has the potential to endanger themselves or others, repeated accidental incidents, being extremely disrespectful to staff, tarnishing the school's reputation, getting a behaviour mark 3 times during one term, racism, homophobia, discrimination
Possible Actions	<ul style="list-style-type: none"> • Child to meet with Headteacher, Headteacher to invite parents in for a meeting to discuss • Learning Support to devise a support plan for that child • Share information with staff and actions to support them
Managed by	Headteacher and Head of Learning Support
Inform	<ul style="list-style-type: none"> • Parents • Staff
Monitoring	SLT

Stage 5-Temporary exclusion

For serious incidents or repeated significantly poor behaviour which breaches of School rules. It includes repeated incidents of bullying, repeated further incidents from stages 4 whilst showing no remorse or improvement in behaviour.

Typical Behaviours	Repeated bullying, discrimination, racism
Possible Actions	<p>At the discretion of the Headteacher in consultation with the school Governor the pupil may be either</p> <ul style="list-style-type: none"> • Temporary suspended and sent home for the rest of the day to 'cool off' or • Temporary excluded for fixed period (normally at least 1 day) • In both cases in school teaching will be withdrawn and the school will not be required to provide any work for the pupil to complete whilst at home. • Head of Pre-Prep/ Deputy Head to record details of behaviour and sanctions imposed on 'Record of Sanctions Imposed for Serious Misbehaviour Log' on Teams • An agreed return to School following the temporary suspension or exclusion may include; • An individual Positive Progress Action Plan with daily update to parents • Pupil to meet with Deputy Head for a weekly meeting. • Inter-agency involvement and follow up • Counselling sessions recommended for the parents to consider. • Formal letter of apology Managed by: Agreed in consultation between Headteacher and Governors. • Parents asked to meet with Headteacher and Deputy Head/ Head of Pre-Prep • Parents formally informed by letter of the arrangements for the temporary suspension or exclusion. • Staff to be kept informed via Staff Briefings. <p>Record on Engage Monitoring Governors, Headteacher,</p>
Managed by	Headteacher and Governors
Inform	Headteacher and governors, Head of Pre-Prep, Deputy Head, DSL and relevant staff.
Monitoring	Headteacher and governors, Head of Pre-Prep, Deputy Head, DSL

Stage Stage 6 – Permanent Exclusion For major incidents of aggressive behaviour and other gross misconduct that brings the school into disrepute (on or off the premises) or that compromises the welfare or safety of another member of the school community.	
Typical Behaviours	Repeated bullying or cyber-bullying, making a deliberately false or malicious allegation against a member of staff or extreme anti-social behaviour.
Possible Actions	<ul style="list-style-type: none"> • Formal disciplinary meeting arranged between the Headteacher, Pre-Prep/ Deputy Head and parents to discuss the pupil's behaviour. • At the discretion of the Headteacher in consultation with the school Governors the pupil may be permanently excluded. • All in School teaching will be withdrawn and pupil removed from the School Roll. • Deputy Head/ Head of Pre-Prep to record details of behaviour and sanctions imposed on 'Record of Sanctions Imposed for Serious Misbehaviour' log on Teams
Managed by	Governors, Headteacher Deputy Head/ Head of Pre-Prep
Inform	<ul style="list-style-type: none"> • Form Tutor, Governors, SLT Parents formally informed by letter of the decision to permanently exclude the pupil. <ul style="list-style-type: none"> • Staff to be kept informed
Monitoring	SLT and governors