



St Mary Magdalene C of E School
with
Christ Church C of E Primary School

Koinonia Federation Behaviour Documents

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Our Federation Vision

Our vision for behaviour is that we can enable all of our students to reach their full potential academically, emotionally and spiritually. We want to ensure that they are fully prepared as they move through each phase of their life.

In order for Koinonia Federation to fulfil this vision, this suite of documents explains our ethos and approach for promoting positive behaviours and relationships for all our students from Nursery through to the 6th form.

“Do unto others, as you would have them do unto you.”
Luke 6:31

In the Koinonia Federation we strive for excellence and high standards through:



A Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.

Introduction

The Koinonia Federation has adopted a positive behaviour support approach built upon consistency and fairness. The underlying principle to this approach is that students should be enabled to make positive choices for themselves to do the right thing in a given situation. Our Federation firmly believes that by teaching the students through core Christian values, it will be able to equip them with the necessary skills to be happy and resilient young citizens.

If students are aware of how they have demonstrated our three key values, Family, Faith and Fellowship, they can take reward in knowing that they have contributed to the happiness of others. Our Federation upholds high standards of behaviour and an expectation that students will respond in a caring and positive way to each other in all situations. Positive behaviour involves self-regulation, respect and tolerance towards others which is modelled by all staff.

This involves staff being committed to the whole federation approach for promoting positive behaviour at all times. Setting clear and consistent boundaries, having good communication and positive attitude and manner.

Staff acknowledge the different stages of children's development and do their best to ensure that rewards and consequences used are appropriate to the behaviour and individual needs. Students are actively supported and encouraged to take responsibility for their own actions and to manage their own behaviour.

Parental support is regarded as crucial for supporting positive behaviour and this involvement is constantly sought for the benefit of all.

The role of the Pupils in the Primary Phase

Welcome to the Koinonia Federation. You are now a member of the Koinonia Federation and will be attending either Christ Church or St Mary Magdalene All Through School. You are part of an educational organisation that teaches young people from the age of 3-18 years old.

If you are reading this, then you are probably in Years 1-6.

Our Federation motto is: *"Do unto others, as you would have them do unto you"*.

This helps you to support each other and encourage a safe and supportive place for everyone to love learning.

We have six golden rules which will cover all aspects of your school life:

- Do be gentle – We do not hurt anybody
- Do be kind – We do not hurt people's feelings
- Do be honest – We do not cover up the truth
- Do work hard – We do not waste time
- Do look after property – We do not waste or damage things
- Do listen to people – We do not interrupt

We expect you to try your very best to keep all the Golden Rules. As a staff team, we want to support you to be independent and learn strategies to help you manage your feelings. There are rewards for positive behaviour and consequences for when the Golden Rules are broken.

You will see them in your classroom looking like this:



Rewards

You may be praised and rewarded for positive behaviour in a variety of ways. Here are some examples:

- Each week a pupil from each class is nominated to receive a certificate in the celebration collective worship for exemplary behaviour, demonstrating the value of the term, good work in maths and science, positive presentation
- House points – The house with the most house points at the end of term receives a special reward
- Dojos*, stamps, stickers, certificates

Consequences

If you are not following the Golden Rules, this is our consequence pathway:

EYFS CONSEQUENCE PATHWAY



The following behaviour system in Early Years is used to encourage children to make good choices and contribute to maintaining a positive attitude to learning.



All children start the day being on the 'rainbow'. Children are praised for positive behaviour and exceptionally well behaviour children are awarded with certificates such as: Special Mention and Golden Child that are presented to them during the Celebration Collective Worship every Friday.



The class teacher to place a child's name on 'First warning' if an unwanted behaviour occurs. The class teacher to place the child's name on the cloud and speak to them about the behaviour expectations. As soon as positive behaviour occurs the class teacher to place the child's name back on 'the rainbow'.



If the unwanted behaviour continues the child is asked to spend 10 minutes in Reflection Area in class. This approach is to calm the child and encourage reflection on behaviour expectations. The class teacher to explain to the child the reasons for having time out. The class teacher to reassure the child and offer positive reinforcements about behaviour expectations.



If the unwanted behaviour continues the child is asked to spend 10 minutes in adjacent class. When the child comes back to class the class teacher to remind the child and give an example of previous positive behaviour that is expected from the child.



If the unwanted behaviour persists the child is escorted to Senior Leadership Team. The class teacher documents the unwanted behaviour on CPOMS and alerts the SLT about the incidents. The class teacher to speak to parents about the details of the unwanted behaviour and the steps that have been taken to reinforce positive behaviour.

PRIMARY CONSEQUENCE PATHWAY



Consequence Pathway

Before Playtime



If you are not following the Golden Rules...

- You will be given a verbal warning (VW1)



verbal warning

If you continue to break a Golden Rule...

- You will miss 10 minutes of playtime (P10)



10 minutes

If you continue to break a Golden Rule...

- You will talk to the Leadership Team.
A consequence may be issued.



leadership team

After Playtime - Before Lunchtime



If you are not following the Golden Rules...

- You will be given your 1st or 2nd verbal warning (VW1/2)



verbal warning

If you continue to break a Golden Rule...

- You will miss 10 minutes of lunchtime (L10)



10 minutes

If you continue to break a Golden Rule...

- You will talk to the Leadership Team.
A consequence may be issued.



leadership team

After Lunchtime



If you are not following the Golden Rules...

- You will be given your 1st, 2nd or 3rd verbal warning (VW1/2/3)



verbal warning

If you continue to break a Golden Rule...

- You will have 10 minutes time out in another class (TO10)



10 minutes

If you continue to break a Golden Rule...

- You will talk to the Leadership Team.
A consequence may be issued.



leadership team

Other expectations to keep you safe:

- You are expected to walk around the school calmly and sensibly.
- When you are moving around the building including the stairs, we expect you to keep to the left in single file.
- You are only allowed in classrooms, group rooms and storage areas when you are supervised by an adult unless you are over 10 years of age and have permission from an adult.

The Role of Parents and Carers of Primary Pupils

Your role in our schools is really important.

We would like to work in partnership with you to encourage the children to do the best that they can. We believe that when parents, carers and staff communicate well with each other and work together, then the children thrive in a happy and positive learning environment.

Our Federation motto and our Golden Rules are there to encourage everyone – children, parents/carers and staff - to work together for the benefit of everyone in our Federation community.

We ask that all parents and carers abide by the Home School Agreement that is given to families when they start in our Federation. If you need to see it again, you can find it on our website.

If you are worried or concerned for your child, please contact your class teacher or the Home School Link Worker first. If you are still concerned then a member of the Senior Leadership Team will be happy to talk to you about any issues that you are still worried about.

If we have any concerns about your child's behaviour, we will contact you as soon as we can in order for you to know what has happened and what we have done to resolve the issue.

In order for your child to be supported, we would value your suggestions of any further help your child might need and we would like you to encourage your child to make good choices next time an incident occurs.

If behaviour has become a serious concern, dangerous or worrying, we may ask you to attend the school and meet with the teacher and a member of SLT.

We hope that all parents and carers will support their child's learning by cooperating with the school.

The Role of the Primary Phase Staff Teaching Team

Our aim is to create a purposeful and harmonious working atmosphere within the Federation. Your role as a staff member is vital to this. Our behaviour vision and systems are built upon our Federation motto "Do unto others, as you would have them do unto you". In our primary phase we use the Golden Rules to form a framework for the positive behaviours we are developing in our pupils. It is expected that staff will use the Golden Rules when discussing a pupil's behaviour, whether it be positive or for an area of improvement. Teachers are able to decide on their own reward system for their class. We believe this is important so that rewards can be designed to best fit the culture and needs of a specific class.

In class:

Teachers will have their own reward system for their class which must be applied consistently and link with the golden rules and behaviour pathway. This must be displayed at the front of the class and be clear to the pupils. Rewards cannot be taken away from pupils once they have been issued. All staff working within their own class should use the same reward system.

Across the schools:

At each primary campus there is a House Team system where every child is a member of a house. House points can be awarded in multiples of 5 by any member of staff for behaviours such as team work, offering to help or co-operation. The house points scores are collected every Thursday/Friday by the House/Vice Captains and the results are announced during the Friday Celebration Collective Worship. There is a reward at the end of each half term for the House with the most points.

Pupils who have completed exceptional pieces of work should be given a **Green Card** to show a member of the leadership team. Pupils will be awarded with a sticker or certificate for this. All Green Cards should be logged and a photo of the child is taken (if permitted) for the school's blog.

On a weekly basis, you will be asked to nominate a pupil in your class who has followed all the Golden Rules throughout the week and deserves a 'Golden Child Certificate'.

As well as rewarding 'Golden Children', a child from each class will be chosen as the Value Child of the week. This will be for displaying qualities relating to our Federation Value of the half term e.g., respect, kindness, cooperation. Teachers should keep a log throughout the year to ensure equality.

When behaviour doesn't meet our expectations:

Please display the consequence pathway in your classroom (See page 7). It is important to follow the process, be consistent and for it to be used to build positive relationships between staff and pupils and to support the learning environment. If you have any questions about the process and how to use it, then contact the primary Federation behaviour lead.

Incidents occurring at the end of the day:

Whilst we strive for pupils to begin each day with a fresh start, incidents which occur at the end of the day, often do not leave time for the pupil to go on a 10 minute time out, or be spoken to by SLT. If this happens then the class teacher should speak to the parent/carer at the end of the day, so pupils understand that poor behaviour at any time of the school day is unacceptable.

Recording of consequences and rewards:

In order to monitor consequences and rewards, teachers are asked to record on Satchel. This is to ensure continuity and consistency. It allows leaders to identify next steps.

CPOMs is also used to record instances of serious inappropriate behaviour in class. This information can be shared with parents/carers/behaviour support agencies, etc when necessary. Please update as and when necessary (more information given at safeguarding training).

Meeting with Parents/Carers:

When you think it would benefit the child's behaviour, you may want to meet with parents in order to explore ways to support the child.

Meetings should:

- Take place well before school i.e. 8.15am or after school when all pupils have gone i.e. 3.30 pm either in the classroom or in a meeting room. Please inform a member of SLT.
- Avoid discussions in front of other pupils when discussing a behavioural problem.
- Be calm and not confrontational. All present should speak calmly and clearly, allowing every participant the chance to speak, make their points and to question. If the meeting does become confrontational, the meeting should be stopped and re-scheduled if needed.
- Following the discussion, or during it with parents/carers understanding, a parent/carer consultation sheet should be kept of what is agreed, and course of action to be taken by the school and how it can be supported at home. A date for a further meeting may also be necessary. The Campus Leader, Primary Federation behaviour lead and other staff working with the pupils should be informed of the outcome of the meeting by attaching a copy of the Parent Consultation Sheet on CPOMs.

The role of Primary Senior Leaders

As a member of SLT, you are expected to support staff, pupils and parents with both the positive and negative aspects of behaviour. Pupils may come to you with a 'green card' for recognition of them exceeding the Golden Rules e.g., worked extremely hard to produce an outstanding piece of work.

Pupils will also be asked to see a member of SLT if they work their way through the consequence pathway.

The member of staff will investigate the incident by discussing what has taken place from the view of pupils, staff and any other parties involved. The Leadership Team will decide the consequence in consultation with other staff concerned. Staff will take into consideration any special needs of a pupil when deciding what consequences to issue. Where necessary, parents/carers should be contacted in a timely way to discuss the behaviour and the consequences.

Appendix 3 will support SLT with this process.

Behaviour at lunchtime

Lunchtime Rewards

Eating lunch together is a really important part of the school day. It is a key time to encourage independence and develop social skills, as well as to ensure everyone has a good meal.

Guardian Angels, Playleaders and Lunchtime monitors support children at lunchtime to make sure they have a safe, happy and active lunchtime.

Our Golden rules are very important and embedded within our school ethos during lunchtime. Lunchtime stickers are given out by lunchtime staff to acknowledge and reinforce positive behaviour from the children and reward them for these efforts.

The classes who show excellent behaviours are named on during Friday Celebration Collective Worship and awarded their certificates.

1. Pupils who do not follow the Golden Rules will be sent to stand at a designated area for 'time out' for an appropriate amount of time.
2. Refusal to follow instructions, will result in the Senior Midday Meal Supervisor (SMMS) being called to speak to them and make decisions about consequences. If the child continues to behave in an inappropriate way, then they will miss their lunchtime and spend a period of time in detention. When detentions for lunchtime behaviours are given, the SMMS or Leadership Team will decide on how many days detention a pupil should have. See Appendix 2 for detention guidelines. All detentions will be recorded on **Satchel**.
3. A member of the leadership will contact parents/carers, if a very serious behaviour is displayed. If a child receives three detentions in a term or six detentions throughout the course of a school year a member of the leadership team will contact parents to discuss this.

See APPENDIX 2: DETENTION GUIDELINES

Children who require additional support to follow the Golden Rules

We understand that some children may find it more difficult to follow the Golden Rules. There may be occasions in which children require an adapted approach to support the development of motivation and good learning behaviour. This will be implemented in consultation with the team working with the child which may include the child's class teacher, the Head of School, the Behaviour Lead, the SENCO and/or Inclusion Leader and parents/carers.

Any adaptations for particular children will be communicated, as necessary, to the whole staff team to ensure that a consistent approach is in place. We know that consistency is a key factor in supporting children to show good learning behaviours.

Where appropriate, and in accordance with the school's SEND Information Report, external agencies will be involved to advise on the development of individualised approaches and to monitor a child's progress.

Our schools operate on the basis that any child with social, emotional or mental health needs are recognised and supported by the entire staff. Whole staff training on social, emotional and mental health needs is regularly implemented, with recent training from CAMHS, the school's link Educational Psychologist and Dr Margot Sutherland. A number of staff are specifically trained to support social emotional and mental health needs including a member of staff who has completed training with the Educational Psychology Team to become an Emotional Literacy Support Assistant. Class teachers, in particular, are provided with support and practical assistance in addressing the needs of individuals and developing outcomes for children in their Personalised Learning Plans.

We recognise that all children will have unique responses to different situations; and that some children will need additional support to help them to manage times of stress, change and dysregulation. Some children have a consistent programme of daily or weekly interventions to support their ability to learn and to follow the Golden Rules in a busy school environment. Other children have strategies, interventions and advice which are activated and used when necessary.

Interventions and strategies which are utilised regularly in school to support social, emotional and mental health needs include individual traffic light behaviour plans, individual and whole class reward systems, emotion work, movement breaks, heavy work activities, sensory circuits, visual timetables, social stories, comic strip conversations, safe spaces and time out cards/areas.

It can often be difficult for children to recognise and understand their own behaviour and behavioural responses. Class teachers, support staff and SLT build strong relationships with pupils so that they are able to recognise when a child is struggling and intervene as necessary.

We appreciate that positive relationships and good communication are key in supporting children to be able to regulate themselves and their behaviour. We take time

to understand which strategies and communication approaches work most effectively for each child.

We strive to be proactive rather than reactive to any behavioural response. We always seek to use positive interventions as early as possible in order to de-escalate any behaviour and help children return to their learning.

Exclusions and Suspensions

In the Koinonia Federation we do our utmost to avoid any type of exclusion or suspension. However, for some inappropriate behaviour this may be deemed the appropriate consequence. All types of exclusions and suspensions must be made in consultation with members of the leadership team. All exclusions and suspensions must be recorded on CPOMs.

Internal Exclusions

Pupils who display unacceptable behaviour which is deemed serious may be given an internal exclusion. This can be issued by any member of SLT in consultation with the Campus Lead and Behaviour Lead. An internal exclusion form will be filled and stored on CPOMs. The pupil will be excluded from class for a set amount of time and will not be allowed in the playground. They will be set work by the class teacher and will be supervised by a senior teacher. Depending on the severity of the behaviour the time spent out of class will vary from half a day to a full week. Parents/carers will always be informed when this sanction has been issued to a pupil.

Federation Exclusions

Pupils who display unacceptable behaviour which is deemed serious may be given a federation exclusion. This can be recommended as the appropriate consequence by any member of SLT but can only be authorised by the Campus Lead in consultation with the Behaviour Lead. In these instances, pupils will be expected to go to one of the other campuses for a set number of days. They will be set work by the class teacher and will be supervised by a senior teacher. Depending on the severity of the behaviour the time spent at another campus will vary from a day to a full week. Parents/carers will always be informed when this sanction has been issued to a pupil. Parents/carers are responsible for ensuring their child arrives at the designated campus at the appropriate time and is picked up at the end of the day.

Suspensions and Permanent Exclusions

These measures are only used in extreme circumstances of unacceptable behaviour and can only be imposed by Executive Co-headteachers or the Principal, or the Head of School in consultation with other senior staff. Consultation with staff concerned will always take place, when possible and appropriate, prior to any suspension.

A member of the leadership team will complete the necessary procedure regarding documentation for any suspensions. Teaching staff must set work for the pupil to complete at home, during the suspension period. The amount set should reflect the length of time the pupil will not be in school. The Executive Co-headteachers or Campus Leader will arrange for its collection by the parent/carer. Teachers should keep a record of the work set and ensure it is returned completed when/if the child returns to school.

Repeated instances of inappropriate behaviour could lead to an internal lunchtime or breaktime exclusion or suspension at the discretion of the Federation Co-headteachers or Campus Leader.

Permanent exclusion may be given for extreme/serious one-off incidents OR after a series of suspensions. These can only be issued by the Executive Co-Headteachers.

Reintegration

Following a period of exclusion or suspension, a member of the leadership team will meet with the parent/carer and the pupil. This meeting will be to discuss the processes that will be put in place to ensure the pupil has a successful reintegration back into school. During the meeting, there will be an opportunity for the parent to make comments and for the child to say what they will do to ensure there is not a repeat of the behaviour(s) that resulted in the exclusion or suspension. Targets will be set which will be monitored by the leadership team. **A reintegration meeting must take place before the pupil will be permitted to return to their class after a suspension.**

Equality and Diversity

We are an inclusive Federation that believes in equality and valuing all individuals. We expect that our behaviour would mirror our belief that we are all God's children and all people are made in the image of God.

As a Federation, we have worked hard on our Equality and Diversity policies and work closely as a team to promote diversity and educate adults, young people and children about how to treat each other in ways that we would want to be treated. (See Page 2 for more details)

We have a clear zero tolerance policy towards bullying and abusive or discriminatory behaviour and in line with the Equality Act 2010 and the Church of England's guidance Valuing All God's Children (2019) our Federation will not tolerate any discrimination towards pupils because of their sex, race, disability, religion, belief, sexual orientation, gender identity.

It is important that any such behaviour is tackled immediately and by all staff. Prejudice-related incidents are treated very seriously. We will investigate, record and report all incidents, including those that are reported to be unintentional. We are also encouraging staff and pupils to 'challenge, report and support.' This means educating about the issues and the correct way of responding to incidents, the appropriate way of reporting it and then accessing good support for the victim and appropriate learning opportunities for those involved.

Throughout the school year and through the curriculum we encourage all students to learn and discuss issues around equality and diversity. We encourage celebration of cultures and identities. We also encourage students to talk to staff about any questions or concerns that they have. We enable relationships of trust and openness in order to promote an environment to learn together.

Should anyone have any concerns, we suggest that they contact the school straight away and share them with us. Our response will be to investigate, challenge, record and support as appropriate for those involved and for the nature of the incident discovered.

APPENDIX 1: Supporting Students to the follow Golden Rules



Supporting students to follow the Golden Rules

REMEMBER a child's behaviour is communication:

FIRST- check in with the student- Are they hungry? Has something upset them? Are they tired?

NEXT-THINK- why are they struggling to follow the rules?

Too much energy/over-stimulated.

Struggling with the learning and trying to avoid it.

For attention of adults and/or peers.

Difficult home situations.

Doesn't understand how to behave/ significant needs

Not sure?

THINK- when did the student last move?

- Movement breaks.
- Sensory Circuits.
- Heavy work activities.
- Fiddle toy/ writing on a whiteboard whilst you talk.
- Classroom job- that allows for movement eg, giving out books.

THINK- is your communication of the learning clear to them?

- Break down your instructions- give one instruction at a time.
- Suitable differentiation.
- Use support staff next to them during input.
- Checklists to help them to break down a task/ remind them of what they need to do.
- Give them a daily job to help boost self esteem.
- "Success a day" book to help them to remember that they can achieve.
- Reward chart- they receive a reward for completing suitable learning tasks.

THINK- do you need to react to the behaviour that they are showing?

- Tactical ignoring if the behaviour is not affecting your teaching/ their classmates.
- Positive reminders of the behaviour that you want.
- Are they challenged enough by the work?
- Minimise language- use visual reminders/ proximity to child instead.
- Have a consistent approach to behaviour management which is used by all staff.
- Reward chart with specific targets.

THINK- how can you support the child rather than school being another difficult place for them?

- Check in with them at a set time each day.
- Have a 'diary' that they can write in if something has upset them.
- Clear and kind expectations for their behaviour- "I care about you and want you to do well which is why I need you to follow these rules."
- Consistency in how all adults work with/ react to the child.

THINK- have you followed the recommendations given for that child?

- Whole class visual timetable being used.
- Individual Now and Next Board.
- Social stories to explain unwanted behaviours.
- Comic strip conversations to help a child to understand.
- Clear and uncluttered workstation.
- Time in a quieter, calmer environment.
- Clear, suitable behaviour systems- rewards and consequences.

COMPLETE-the Koinonia Federation ABC behaviour tracker each time they don't follow the Golden Rules.

- This will pick up any patterns that are happening and help to understand the behaviour.

Some children may be misbehaving for a number of reasons and need a variety of these things in place to support them.

21 DAYS- the time taken for behaviour to start to change- anything new needs to be in place consistently for at least 3 weeks before it can be determined whether it does or doesn't work.

APPENDIX 2: DETENTION GUIDELINES

As a reminder, below are the guidelines for playtime and lunchtime detention. If you have any queries, please do not hesitate to speak to the Leadership Team.

Lunchtime detention is for pupils who have behaved unacceptably at lunchtime, breaktime or before school. If a child is doing the wrong thing at lunchtimes, they will be taken to the Senior Midday Meals Supervisor who will then decide if the child needs to go into detention.

If a child is sent in from lunch or given a detention at the end of lunch, the teacher in charge of detention for the day or the Senior MMS must give the appropriate number of detentions.

If a child is sent in from play or before school for their inappropriate behaviour, the senior teacher in charge will decide the consequences. All detentions must be recorded on satchel including all the dates when children should be in detention.

Depending on the extent and seriousness of the inappropriate behaviour a rough guide to consequences is:

INAPPROPRIATE BEHAVIOUR EXAMPLES	NUMBER OF DETENTIONS
Dispute with other pupils	At least 1
Major argument with peers	At least 2
Rude to staff	At least 1, more if continuous
Repeatedly not refusing to do as asked	At least 1, more in refusing over a longer period of time
Breaking equipment	3-5 depending on damage/intent of damage (charge also made to parents)
Throwing stones out of playground	At least 3
Disruption in dinner hall	That day to calm down and if continued more
Losing temper	That day to calm down and if continued, more
Hitting or kicking someone	At least 2
A fight, stopped without adults	At least 3
A fight stopped only with adult request/intervention	At least 5 (If exclusion or suspension not needed)
Repeatedly entering the building	At least 1

Please note, those with SEND difficulties will need special consideration when giving consequences.

APPENDIX 3: INAPPROPRIATE BEHAVIOUR

Consequences for serious inappropriate behaviour will be issued by Leadership only.

INAPPROPRIATE BEHAVIOUR

We have defined inappropriate behaviours into two categories:

- Serious inappropriate behaviour
- Low level inappropriate behaviour

Low level inappropriate behaviours (not keeping the Golden Rules) could include:

- Chatting when asked to work silently or when an adult is speaking (Do listen)
- Fidgeting when being taught (Do work hard)
- Flicking throwing school equipment/objects (Do look after property)
- Inappropriate noise making
- Annoying others to get a reaction
- Not working at full capacity
- Moving around the classroom
- Calling out

These lists are not exhaustive and adults must use their discretion when deciding if a behaviour not listed above is classed as a serious or low-level inappropriate behaviour. If you are unsure, please consult with a member of your leadership team.

It is important to be mindful of a child who may have behavioural or special needs and therefore may need to use a more flexible response in light of their specific needs. These pupils may have a personalised behaviour plan.

Adults should try to pre-empt possible low-level behaviour that can then be resolved before it becomes more serious.

There are specific consequences for certain inappropriate serious behaviour, these are:
 Serious inappropriate behaviours could include:

SERIOUS INAPPROPRIATE BEHAVIOUR EXAMPLES	RESPONSE (Guidelines)
Bullying	<ul style="list-style-type: none"> • Meet those concerned individually listening to children's concerns. • Counsel both the offender and the 'victim' to help them find positive ways of dealing with their difficulties. Involving parents/carers at an early stage. • Consult anti-bullying policy • 1 day internal exclusion
Arguing back or disrespecting adults	<ul style="list-style-type: none"> • Half day internal exclusion
Threatening or aggressive behaviour	<ul style="list-style-type: none"> • 1 day internal exclusion
HBT	<ul style="list-style-type: none"> • 2 day Federation exclusion incidents dealt with by Leadership team
Swearing	<ul style="list-style-type: none"> • 1 day Internal exclusion
Racist comments or behaviour	<ul style="list-style-type: none"> • Racist incident sheet should be completed. • 2 day Federation exclusion
Fighting or intentional injury e.g punching, scratching, kicking or retaliation	<ul style="list-style-type: none"> • The on-duty adult should get the pupil to stop and split them up to different parts of the playground/classroom. • Pupils need to complete an incident sheet. • If the pupil was repeatedly asked to stop or had to be restrained the adults should write this up on CPOMs. • Depending on severity of the incident and the pupils age different consequences may be imposed. • 2 days internal exclusion
Lack of respect for other peoples' property, both that belonging to the school or an individual	<ul style="list-style-type: none"> • Parents/cares will be informed about the damage caused and pupils will be charged accordingly.

Stealing	<ul style="list-style-type: none"> Parents/carers will be contacted and be asked to meet with teacher to discuss the incident. Replacement of the object will be expected and an appropriate consequence given. 1 day internal exclusion
Offensive weapons, alcohol and drugs in school	<ul style="list-style-type: none"> Pupils will be given 3 days external suspension for possession of these items in school. Dependent on the circumstances this could be a permanent exclusion.

Recording of Serious Incidents

When defusing and dealing with an incident at lunchtime or at playtime the pupils involved, including the victims or onlookers, will be asked to complete an incident sheet. These with the actions of the adults will also be recorded on CPOMs. For class based serious incidents a note will be made on CPOMs which will be checked by the Leadership Team.

When a senior member of staff has had to speak to a parent/carer about a pupil's involvement in a serious incident the conversation will be recorded on a parent consultation sheet or CPOMs and kept in the child's main file in the office.

If a pupil has to be restrained for their own safety or the safety of others, this should be done by staff who have completed positive handling training where possible. A description of the restraint used and why must be recorded on CPOMs within 24 hours of the incident.