



# William Ransom Primary School

## **Behaviour Policy 2024-25**

**Adopted by Governing Body: Autumn 2024**

**Next review: Autumn 2026**

### **Mission Statement:**

At William Ransom, we are committed to providing our children with a safe and nurturing environment that will enable all children to reach their potential, academically, socially, physically and emotionally.

Our vision is that every child becomes a confident, self-motivated, resilient and independent learner with a life-long zest for learning

# William Ransom Behaviour Policy 2024

## Our Vision and the Aims of this Policy

At William Ransom we aim to create a positive, safe and secure environment where everyone is treated with dignity and respect so that all members of the school community can excel and enjoy school life to the full. We encourage pupils to be responsible for their own behaviour and treat each other and all members of staff with respect at all times. We aim to build positive relationships with children and their families. We all believe that everyone in school is important and should be valued. We expect each individual to respect one another, their families, culture and beliefs. Our children aspire to be good citizens and demonstrate a strong moral purpose through a values-led school ethos. Our school values of respect (honesty & co-operation), effort (resilience & responsibility), kindness (empathy & acceptance), along with the United Nations Convention on the Rights of the Child (UNCRC) Articles are at the heart of all school planning, policies and vision as a Rights Respecting School.

Children take responsibility for their own behaviour, learning from mistakes whilst developing a sense of moral purpose which supports them in making good decisions throughout their lives. The UNCRC articles which inform this policy are:

**Article 2:** Non-Discrimination – The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

**Article 12:** Respect the Views of the Child – Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

**Article 15:** Freedom of Association – Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop others from enjoying their rights.

**Article 29:** Goals of Education - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

**Article 31:** Leisure, play and culture – Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

**Article 34:** Sexual exploitation - Governments must protect children from all forms of sexual abuse and exploitation.

## Aims and Objectives

- To have a whole school approach to behaviour and its management, where all staff are united in their values and beliefs.
- To have a whole school behaviour policy that reflects the educational needs of our pupils and promotes equity for all.
- To cultivate a culture of 'zero-tolerance' whilst ensuring support is in place when incidents do occur to support all children
- To ensure that everyone who enters the school feels respected and valued during the time that they spend here.
- To have a real emphasis on the promotion of positive behaviour so that we create a safe and healthy environment where our children feel valued, respected and cared for.
- To establish a clear and consistent set of high expectations that everyone knows and understands as acceptable or unacceptable behaviour.
- To encourage parents to share the responsibility of the school as a positive and responsible community.
- To ensure that equal opportunities are considered in all aspects of policy procedure.

## What we expect of staff, parents and children

### We want our school to be a place where:

- We value and respect each other.
- We care for others.
- We are honest and can be trusted.
- We are polite and considerate.
- There is a calm working environment in which thought and effort are put into work.
- Everyone is treated with dignity and respect.

### School will then be a place where we can:

- Learn to work together.
- Enjoy achievements.
- Find new friends.
- Feel safe and share ideas and problems.

### To promote Positive behaviour, adults will:

- Match work to pupils' abilities.
- Treat people and property with respect.
- Think carefully about what they say and how it makes other people feel.
- Celebrate positive learning and attitudes with whole class reward jars and leaves.
- Respond to negative behaviour in a fair manner.

### To promote Positive behaviour, children will:

- Work **collaboratively** with adults and pupils.
- Demonstrate the school values of **Respect, Effort and Kindness** throughout the school day.
- **Communicate** their ideas, knowledge and feelings confidently.
- Be **resourceful**, using ideas, equipment and actions to support and enhance their learning.
- Working with, and for, all members of the school **community**.
- Striving to work to the best of their ability to recognise and achieve **possibilities**.
- Be rewarded for positive behaviour for learning through whole class reward jars and leaves.

## Learning Behaviours We Want to See in Classrooms at William Ransom

### Emotional:

- Names emotions and expresses them with increasingly accurate vocabulary
- Manages impulses of personal behaviour
- Shows pride in successes

### Social:

- Focuses on learning in class and can articulate this
- Attentive to directions, listening to the teacher
- Shows empathy and appreciates diversity

### Cognitive:

- Organises time and space for own learning
- Sets goals and monitors own progress
- Talks purposefully with peers, valuing other opinions

## How Positive Behaviour is encouraged:

We aim to create a culture of respect with every member of our school community. We believe that positive behaviour is promoted through the organisation of the classroom and school, so that everyone understands what is expected of them. When problems arise, they are dealt with in a consistent and fair manner, whilst respecting different needs and backgrounds.

## Whole School Rewards System

Reward systems are a consistent and continuous process across school by all members of staff who work with our children. Our endeavour is that the most important reward that our children can receive is intrinsic: that our children will be challenged by our rich and inclusive curriculum so that they can strive to be the best they can be. We support this with our extrinsic reward system to build all of our children's self-esteem and create a positive climate for learning through whole class marble jar reward systems. These work by children being rewarded with a marble for the class marble pot for making positive behavioural choices, aligned to either supporting other children's rights, the school values (respect, effort, kindness), or the school motto (work and respect). Each class marble pot should have an achievable target line that when reached means a class reward is drawn out for the whole class to take part in. Class rewards should be decided on at class level, in the first week of each year to ensure children know what the school-wide system is, and to motivate. These should be based on child suggestions.

## Certificates and Trophies:

Leaves presented for positive actions in respect of the school values (Respect, Effort, Kindness) or the school motto (work and respect)

Achievers assembly takes place each Friday to celebrate the success of an individual in each class. This should be to recognise any aspect of academic success.

## House Cups:

Every child is placed in a house when they begin at the school (siblings are placed together). The house system is there to promote collaboration and support amongst peers and continue to promote community. There are 4 houses: Saturn, Mars, Neptune, Jupiter. Each house will have a house captain from Year 6 and a vice captain from Year 5 that will have responsibility for their houses.

2024 – House Cups will be presented for the House pancake race, the House football tournament, the House netball tournament and Sports Day. Separate House Cups will then be presented for each event with the winning House keeping their coloured ribbon on the cup for a whole year.

This will then be reviewed and potentially extended in 2025-26

## Strategies for Promoting Positive Behaviour at William Ransom:

- Ensuring that as a school we celebrate diversity and support our children to learn about each other to foster an environment of respect.
- A trauma informed approach is used across school to support children to successfully access the classroom.
- Support is offered to pupils at risk of displaying negative behaviours to ensure they have the correct support to prevent these.
- Praise, encouragement and smiles to reinforce positive behaviours is constantly reinforced.
- Class charters should be created and agreed during the first week of term and owned by the whole class.
- An organised learning environment where everything is clearly labelled and there are resources for every lesson which will enable our children to be independent and responsible learners.
- Special jobs or responsibilities.
- Sharing our learning with children across school, other teachers, members of SLT and parents and carers.

## Consequences

Consequences for poor choices in behaviour and learning are intended to be clear and staged.

For EYFS, Yr one and our children with special educational needs (where appropriate):

- Adults take children through a series of steps which encourage children to reflect on their behaviour and feelings in order to develop children's self-awareness and model self-regulation strategies.
- Adults also model and suggest alternative actions and ways to build and repair relationships.
- Over the course of the academic year children are encouraged to complete these steps independently.

Below are examples of a resource that is used to help our younger learners, those with SEN needs, EAL learners and as good, inclusive practice.

|                               |                                    |               |              |                      |
|-------------------------------|------------------------------------|---------------|--------------|----------------------|
| broke something               | scribbled on something             | hurt an adult | hurt a child | being unkind         |
| took off my clothes           | <h1>?</h1> <h2>What happened?</h2> |               |              | not being respectful |
| using bad language            |                                    |               |              | being disruptive     |
| not listening to instructions | threw something                    | ran off       | tore up work | something different  |

|                                  |                     |                     |                    |                     |
|----------------------------------|---------------------|---------------------|--------------------|---------------------|
| move away                        | ask for a break     | go to my calm space | ask for help       | get a fiddle toy.   |
| talk to someone about how I feel | Next time I will... |                     |                    | count to 10         |
| play with someone else           |                     |                     |                    | be respectful       |
| make good choices                | take deep breaths   | listen carefully    | remember the rules | something different |

## From year 2 – 6

- Verbal warnings are clear and specify the behaviour that is disrupting learning. This will allow the child to recognise that their choice of behaviour needs amending.
- **A Yellow Reflection:** If the behaviour continues, the child will complete a yellow reflection in their classroom for up to 10 minutes (see appendix).
- **An Amber Reflection:** If the child has returned to their learning and the behaviour continues, a time out in their partner class is given. They will complete an amber reflection and return to class after 10 minutes (see appendix).
- **A Red Reflection:** If after each of the previous steps has been completed and the child's behaviour continues to be unacceptable, they will be asked to complete a red reflection. A red reflection will mean that the child will need to be brought to the SLT office. The children must bring their yellow and red reflections so these can be discussed with the child (see appendix 5). For instances of child on child abuse, children will complete a red reflection with a member of SLT immediately.

We use a system of reflections so all children are able to communicate their views on an incident and use this time to calm down after an incident. If a child is unable to write their reflection, they may be asked to draw or given a scribe.

All Red Reflections must be recorded on Class Charts, our school behaviour system. Class teacher and a member of SLT will then need to arrange to meet parents to explain the incident and consequences given.

- Children can, in extreme circumstances, advance straight to a Red Reflection. At this point, a member of SLT must be involved (extreme behaviour includes fighting, swearing, serious defiance or severe disrespect to adults). There will be a meeting with a parent to discuss this behaviour.
- When a child has more than 3 Red Reflections in a half term then a meeting will be arranged with a parent or carer with a member of SLT and the class teacher to discuss their child's behaviour.
- If behaviour continues, a report card agreement will be drawn up as a way of monitoring a child with different issues which may impact on their behaviour and self-esteem. This is to increase verbal

contact daily between the child and an adult about their learning. Targets will be created at a meeting with a member of senior leadership (SLT), the class teacher, parents and the child and will be monitored every day by SLT. Consequence steps will be agreed in a report card meeting with parents, carers and SLT.

Possible further sanctions could include:

- Restorative justice e.g. litter picking or helping around school where the incident relates to school property being mistreated.
- Restorative Conversations, which are supervised at break times and lunch times for no longer than ten minutes.
- Internal suspension.
- Fixed term external suspension.
- Permanent exclusions.

After all incidents, we ensure that restoration has been carried out between those involved, this may be through:

- The restorative strategies detailed above.
- A session with a staff member repairing relationships or developing under-developed social skills.
- A session, or series of sessions, with the school ELSA.
- A session, or series of sessions with our Mental Health Support Team member.

### **Reasons for Exclusion**

- Serious breach of the school's rules or policies.
- Risk of significant harm to the education or welfare of the child or others in the school.
- Once other strategies/ sanctions have been used, or in the event of more serious incidents (see below), the school may be left with no alternative but to exclude a student. Exclusions may take the form of internal or external exclusion.

### **Internal Suspension**

Internal suspension is a planned strategy in response to an incident, where a child has:

- Demonstrated significant defiance towards an adult.
- Reached Stage 4 of the Behaviour Policy ladder.
- Been verbally or physically aggressive towards adults of pupils.
- Continually disrupted the learning of others.
- Child on child abuse: physical, sexual or prejudiced or discriminatory e.g. racism, homophobia, sexism.

The aim is to avoid a formal suspension with the intention that the consequences of violent behaviour and disruption are managed confidently and consistently within the school setting.

Internal suspensions remove a pupil from their usual timetabled lessons and place them apart from their peers. The internal suspension will include focused time on restorative strategies and approaches to support the specific child in future choices and in future scenarios. Parents will be informed of the sanction and a letter will be sent.

### **Fixed Term External Suspension**

A fixed term suspension is put into place for serious breaches of the school rules and behaviour policy. In such cases, the Headteacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. Parents will be informed as soon as possible and the decision will be confirmed in writing. Work will be provided for the child to do at home.

All students returning from a fixed term suspension are required to attend a reintegration meeting, accompanied by a parent/carer. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between the student, parent and school. If the headteacher is off-site, the deputy headteacher will step in and complete the investigation and decide on next steps. They will have the authority to exclude in these instances.

## Permanent Exclusion

A permanent exclusion is a very serious decision and the Headteacher will consult with the Deputy Headteacher and the Governing Body before enforcing it.

A permanent exclusion can be used after at least three temporary exclusions have failed to have an effect. However, in certain circumstances, the Headteacher may decide to impose a permanent exclusion for a serious one-off incident.

As with temporary suspension, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies such as:

- Serious violence against another pupil or a member of staff.
- Significant, sustained and targeted abuse of another child or adult.
- Possession or use of an illegal drug on school premises.
- Possession of a knife, or equally significant weapon, on school premises.
- Instances of child on child abuse that are ongoing or serious.

Parents will be informed immediately in writing. Parents will also be informed of their right to appeal.

*Please see Exclusion Policy for further information.*

## Safeguarding

An suspension will not be enforced if doing so may put the safety of the child at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for suspension, the school may consider an internal suspension until the end of the day, implementing the original suspension decision from the time the child is collected from school or, in more severe circumstances, the school will contact Social Services and/or the police to safely take the pupil off site.

## Investigation

If there is an incident in school, this will be investigated thoroughly by the senior leadership team and all children involved will be given an opportunity to give their account. Children may be placed separately in another classroom or in one of the senior leadership team's offices whilst an investigation is carried out. No blame will be placed on any of the children until the incident has been fully investigated. If the incident happens at the end of the day, school may decide to inform parents that the incident will be investigated the following day.

## Playground Behaviour

- To provide continuity from the classroom for the children, we continue to use a yellow, amber and red reflection system in the playground.
- The playground is set up into zones where there are different activities taking place. Adults are assigned to these activities.
- If our playground rules are not being followed by a child, playground rules then sanctions will be given in the playground. Children are treated with dignity at William Ransom at all times.
  - **Step One:** Child is called over to discuss the behaviour choices that they are making, to understand why they are doing this and to remind them of the choices that they should be making.
  - **Step Two:** If the behaviour continues, the child will be asked to leave the activity and play at another activity.
  - **Step Three:** If behaviour continues, a member of SLT will be called for to remove the child from the playground where they will complete a red reflection.

There are circumstances in the playground where children will be asked to go straight to a member of SLT. See appendix.

## Mallicieous Allegations Against Members of Staff

If an allegation is made by a pupil against a member of staff and is proved to be unfounded or malicious, the LADO may decide to refer the child to Children and Families' Services for assessment as a child in need.

Malicious allegations made by pupils may also be dealt with under our behaviour policies if this is more appropriate. Malicious allegations may warrant a suspension depending on the severity.

### **Screening, Searching and Confiscation**

It is the responsibility of the pupils who have mobile phones to hand them in to the school office before the buzzer goes for the beginning of the school day. **Children's mobile phones are not permitted to be anywhere other than in the school office at William Ransom.**

Certain items are prohibited from site. List of banned items:

- Gaming equipment
- Jewellery or personal adornments that do not fit with the uniform code e.g. bracelets, chains, earrings that are not studs
- Football or any kind of trading cards
- Sweets and gum
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, e-cigarettes and vapes
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property

School has a duty to report illegal items such as knives and pornographic images to the police. Under common law, school have the right to search pupils for any items if the pupil agrees. If staff have reasonable grounds for suspecting that the pupil is in possession of a prohibited item a search can be made.

With the pupil or parent's consent, school may search electronic devices. If staff have good reason to suspect that there is something on the device that data or a file on the device could cause harm, undermine the safe environment of the school and disrupt teaching or be used to commit an offence, they can search the device without consent.

If data is found that is likely to constitute a criminal offence, it must be handed to the police.

Where there are images or data on the phone, school staff can delete these online if the parent or child refuse to do it themselves.

### **Recording Incidents on Class Charts**

- This should be logged under the main student involved. In an incident where other children are involved, their names can be linked to the report. Then the appropriate category will need to be marked, for example, racism, defiance etc.
- Where the incident took place.
- How the incident started and developed including details of the pupil's behaviour, what was said by each of the parties, the steps taken to diffuse the situation.
- The pupil's response and outcome of the situation.
- Details of any injuries suffered by the pupil, other pupils, a member of staff or property.

### **Reporting incidents to parents and carers**

Staff at the school will apply the behaviour policy appropriately and as they see fit based on their knowledge of the pupils and the individual context.

- Where incidents are deemed, by the school, to be a serious behaviour incident, parents will be informed.



- In some cases, where necessary, low level behaviour incidents will be reported to parents and carers. It is at the school's discretion whether these incidents are reported.

### Parent/ Carer Conduct

- We expect our staff to be treated with respect by all parents and carers of the children.
- We expect parents and carers to show respect and concern for everyone in our community by:
  - Setting a good example in their own speech and behaviour towards all members of the School community
  - Working together with teachers for the benefit of all children: this includes approaching the school to discuss and resolve any issues of concern in an appropriate manner
  - Appropriately reprimanding their own children for inappropriate behaviour which could otherwise lead to conflict, aggression or upset
  - Respecting the School environment and property.
- Parents do not have the right to discuss other pupils with staff or other parents.
- Parents should not speak about other pupils in a way that could be considered derogatory.
- Parents do not have the right to ask staff about the behaviour of other pupils or be part of any conflict resolutions between pupils, for example asking for other pupils to apologise to their own child. This is the role of staff.
- Parents do not have the right to tell staff how to manage behaviour within the context of the school setting.

### The following steps will be taken when a site ban has been decided upon:

1. The adult will be warned, in writing, that s/he is banned from the premises, subject to review by a specified date. The suggested duration of a site ban is one half term.
2. They will be advised that they have a right to appeal the ban by writing to the Chair of Governors within 10 school days setting out the reason(s) for appeal.
3. Where appropriate, arrangements for pupils being delivered to and collected from the School gate will be clarified.
4. The Chair of Governors will be informed of the ban.
5. The School will keep a log of relevant incidents as evidence.
6. The ban will be reviewed at the end of the relevant period and may be extended if the school has grounds for continued concern regarding the relevant adult's conduct.
7. The relevant adult will be informed of the outcome of the review and advised whether the site ban is to be lifted or extended. There will be a right of appeal against a decision to extend the site ban, which can be exercised by writing to the Chair of Governors within 15 school days setting out the reason(s) for appeal. It is an offence under section 547 of the Education Act 1996 for any person (including parents/carers) to cause a nuisance or disturbance on school premises. The police may be called to assist the school in removing a parent but local authorities and governing bodies may also authorise the removal of a person if they have reasonable cause to believe that the person is causing a nuisance or disturbance.

**Pupils learn best when there is a positive partnership between home and School, and whilst every effort is made to work with parents and carers, this will only be possible within a context of mutual respect.**

### Related Policies:

Positive Physical Handling, Exclusion Policy, Safeguarding and Child Protection Policy, SEND Policy, Staff Code of Conduct, Whistle-Blowing Policy, Low-Level Staff Concerns Policy

# Appendix 1

Name of child:

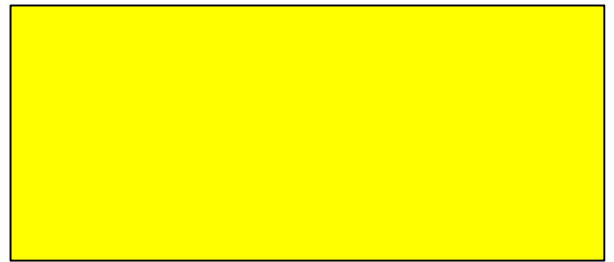
Class:

Date W/C:

## Targets

- 1.
- 2.
- 3.

|                  | Learning | Break | Learning | Lunch | Learning | Learning |
|------------------|----------|-------|----------|-------|----------|----------|
| <b>Monday</b>    |          |       |          |       |          |          |
| <b>Tuesday</b>   |          |       |          |       |          |          |
| <b>Wednesday</b> |          |       |          |       |          |          |
| <b>Thursday</b>  |          |       |          |       |          |          |
| <b>Friday</b>    |          |       |          |       |          |          |



**Name:**

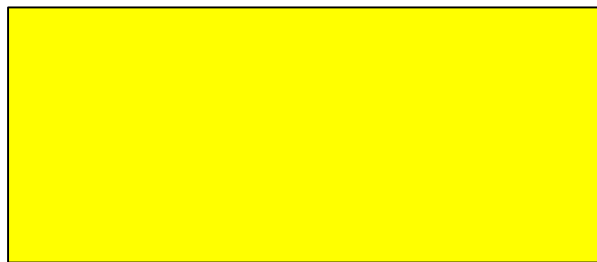
**Class:**

**Date:**

|  |  |
|--|--|
| What happened?                           |  |
| What did you do?                         |  |
| What would you do differently next time? |  |
| How can this be resolved?                |  |

**Appendix 2**

**Yellow Reflection**



**Name:**

**Class:**

**Date:**

|  |  |
|--|--|
| <p>What happened?</p> <p>Draw a picture</p>                                    |  |
| <p>Explain what happened to an adult and they will write brief notes here.</p> |  |

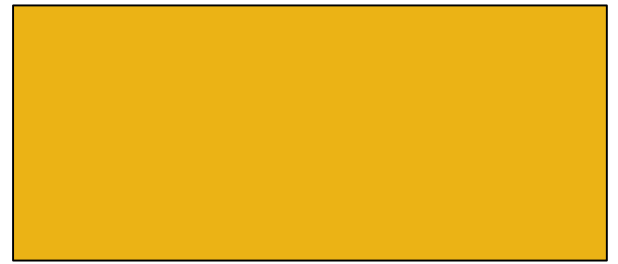
## Appendix 3

## Amber Reflection

**Name:**

**Class:**

**Date:**



|  |  |
|--|--|
| What happened?                           |  |
| What did you do?                         |  |
| What would you do differently next time? |  |
| How can this be resolved?                |  |

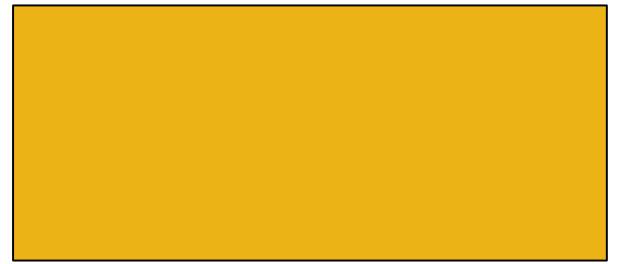
**Appendix 3**

**Amber Reflection**

**Name:**

**Class:**

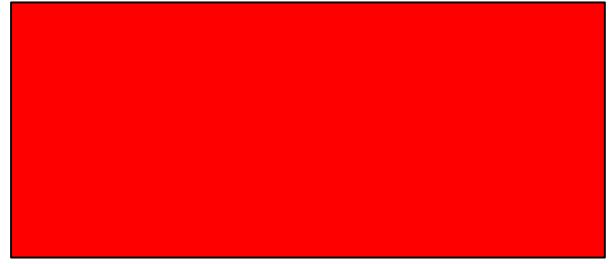
**Date:**



|  |  |
|--|--|
| <p>What happened?</p> <p>Draw a picture</p>                                    |  |
| <p>Explain what happened to an adult and they will write brief notes here.</p> |  |

**Appendix 4**

**Red Reflection**



**Name:**

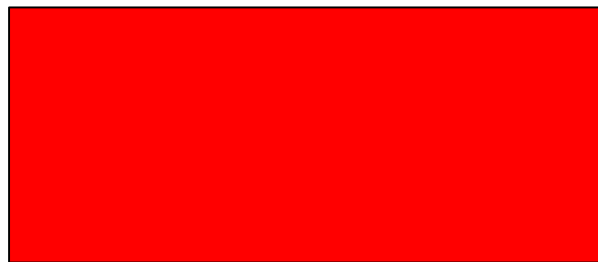
**Class:**

**Date:**

|  |  |
|--|--|
| What happened?                           |  |
| What did you do?                         |  |
| What would you do differently next time? |  |
| How can this be resolved?                |  |

**Appendix 4**

**Red Reflection**



**Name:**

**Class:**

**Date:**

|  |  |
|--|--|
| <p>What happened?</p> <p>Draw a picture</p>                                    |  |
| <p>Explain what happened to an adult and they will write brief notes here.</p> |  |



## Appendix 5

Additional strategies for supporting positive behaviour with SEND Pupils:

- Movement breaks
- Working away from the whole-class setting with an adult
- A job or task to distract or provide a break
- Fidget toys
- Sensory space
- Sensory trail through corridor
- Calm voice and demeanour
- **Time** to process, explain
- Looking for patterns, triggers
- Use of rewards chart
- Use of now and next
- Use of visuals to support understanding
- An adapted classroom environment
- Following individual learning plans/support plans
- Applying Zones of Regulation

## Guidelines for consequences at each stage

| Stage | Behaviour   | Examples of Possible Actions based on a school staffs understanding of the individual child.  |
|-------|---|---|
| 1     | Low level disruption, which includes: <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Wandering around the classroom</li> <li>• Silly noises and tapping</li> <li>• Not following instructions</li> <li>• Talking over others</li> </ul>  | Positive reinforcement of expected behaviour.<br>Verbal warning.<br>Parents are not contacted.<br>No record required on Class Charts.   |
| 2     | Low level disruption is continuous or higher level disruption, which includes: <ul style="list-style-type: none"> <li>• Refusal to work</li> <li>• Unacceptable output</li> <li>• Deliberate disruption</li> <li>• Minor damage to property</li> <li>• Repeatedly annoying other pupils</li> </ul>  | Child moved to avoid interactions with other children.<br>Restorative conversations (5-10 mins)<br>Moved to the reflection table to complete a yellow reflection.<br>Parents may be informed at the end of the day when they collect their child by email or in a phone call by teacher.<br>No record required on Class Charts.<br><br>For guidance (there will be exceptions) - Three reflection sheets in a week for the same issue, move to Amber. |
| 3     | Persistent disruption and adverse behaviour that is affecting the learning of others, which includes: <ul style="list-style-type: none"> <li>• Deliberately throwing objects with the intention of harming or breaking</li> <li>• Deliberate damage to property</li> <li>• Harmful/offensive name calling</li> <li>• Swearing</li> <li>• Deliberate rudeness or defiance of adults</li> </ul>   | If a child's behaviour continues to be unacceptable, an amber reflection will be given in class.<br>Escalation will lead to amber reflection sheet in partner class and parents informed at a convenient time after the end of the school day (not at the school gates), or via a phone call.<br>Recorded on Class Charts   |
| 4     | Serious disruption to learning, which includes: <ul style="list-style-type: none"> <li>• Intentional, malicious physical harm to other children</li> <li>• Fighting</li> <li>• Malicious throwing of large dangerous objects</li> <li>• Verbal abuse/swearing at a child or adult</li> <li>• Vandalism</li> <li>• Prejudice incident e.g. Racist incidents, Homophobic, misogynistic</li> <li>• Bullying</li> <li>• Online Incidents</li> </ul> | Pupil is sent to SLT to complete red reflection sheet. Parents are phoned/ meeting arranged with SLT and class teacher.<br>Internal Suspension.<br>Recorded on Class Charts   |
| 5     | Significant disruptive behaviour, which includes: <ul style="list-style-type: none"> <li>• Extreme danger or violence</li> <li>• Very serious challenge to authority</li> <li>• Running out of school</li> <li>• Physical abuse to staff</li> </ul>   | External Suspension with planned reintegration issued, Pupil is sent to SLT, parents are requested immediately into school for a meeting. Child does not return to class that day. Recorded on Class Charts, Local Behaviour Team and County informed   |
| 6.    | Child on Child Abuse: <ul style="list-style-type: none"> <li>• Bullying including cyberbullying, prejudice-based and discriminatory bullying</li> <li>• Physical abuse including hitting, kicking, shaking, biting, hair pulling or otherwise causing harm purposefully</li> <li>• Sexual violence</li> <li>• Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment</li> </ul>                                 | Pupil is sent to SLT<br>Parents are requested immediately into school for a meeting.<br>Child does not return to class that day.<br>Fixed term External Exclusion with reintegration when the pupil returns.<br>Recorded on Class Charts  |
| 7.    | Malicious allegations made against staff  | This will have been investigated according to our Low-level concerns and whistleblowing procedures with the support of the LADO. If the allegations are deemed to be unfounded or malicious, we will liaise with the LADO regarding next steps.   |