

ST PETER'S RC PRIMARY SCHOOL

BEHAVIOUR POLICY 2024-25

The pupils, staff and governors of St. Peter's Catholic Primary School believe that everyone has the right to learn and work in a safe, positive and calm environment.

This policy sets out the expectations, rewards and sanctions of the school's behaviour systems. It should be read in conjunction with the 'Anti-Bullying' and 'Safeguarding and Child Protection' policies.

CATHOLIC VIRTUES

The school's Catholic Virtues form the foundation for our behaviour system:

Faith

- Everyone should be free to develop and explore their own faith. They should always be respectful and tolerant of other people's faith and beliefs.
- All pupils should be respectful of the Catholic ethos of the school, including during worship.

Hope

- Success should be celebrated and good behaviour rewarded.
- Pupils and staff should expect high standards of behaviour and attitudes from all.

Charity

- The school is a community where everyone has value. We should 'reach out' to help those in need.
- Jesus told us to love one another and our words and actions need to reflect that mission.

Prudence - Seeing the truth in a situation and knowing what needs to be done

- Pupils should act thoughtfully, mindful of the impact their actions can have on others.
- School staff will model and teach appropriate behaviour, helping pupils to know how to behave appropriately and what to do when they find this difficult.

Temperance - Making good choices in our behaviour

- Pupils will understand the importance of good behaviour and their role in setting a positive culture in the school.
- Staff and pupils will have a clear understanding of the rewards and consequences of their actions

Fortitude - Keeping going, even when things are challenging

- Pupils who find it difficult to manage their behaviour, including those with SEND, receive support from the school.
- Children are rewarded for good behaviour, and where appropriate, can see their behaviour improve.

Justice

- Pupils understand that every child deserves to learn in a safe, positive and calm environment. They know that their behaviour must not negatively affect this environment.
- Rewards and sanctions should be applied consistently and fairly

Responsibility for Behaviour

Staff Responsibility: Behaviour Management is the responsibility of all staff at St Peter's. We understand the importance of applying rules and rewards consistently and fairly and of our role in modelling the behaviour and attitudes that we expect from pupils.

We understand that positive relationships are essential in effective behaviour management. Both staff and pupils have a role in fostering positive relationships.

All staff would be expected to intervene in behavioural incidents and all staff would be expected to support children should a report of bullying be made to them.

Behavioural and safeguarding incidents are logged on CPOMS and all staff are expected to record incidents in this way.

Role of the Headteacher: It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher- and SLT manage records of all reported serious incidents of misbehaviour including bullying and racism via CPOMS. Trends are identified and pro-active support and information shared when necessary.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child. In these circumstances, the Chair of Governors would be notified. Please see our exclusions policy.

The Role of the Class Teacher: It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. They would also follow up and action incidents reported to them by other staff following break and lunchtime.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding - and expect the same from the pupils in their class.

The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from a senior colleague, then the Senior Teacher and if necessary the Headteacher.

The Role of Support Staff: Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children.

They should intervene to maintain good behaviour in the school and inform class teachers of any inappropriate behaviour.

The Role of pupils: Pupils should do their best to follow the behaviour policy and the rules of the school (see below). In following the Catholic Virtue of Justice, it's important that pupils have an ongoing voice in the behaviour strategy of the school. The school council were consulted during the drafting of this policy and had an impact on the rules, rewards and sanctions. If any pupil raises concerns about the way this policy, or the school rules, are implemented, then that concern should be listened to and action considered.

The Role of Parents and Carers: In sending their children to this school, parents and carers are expected to support us in implementing this behaviour policy.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school.

Parents and carers have a vitally important role in keeping their children safe online and ensuring that online bullying and harassment does not happen.

Where parents and carers have concerns about their child's behaviour, or the behaviour of other children towards their child, then it is very important to inform the school, normally via the class teacher, so that we can work together to address the issue.

The role of Governors: Governors review the behaviour policy.

Governors are responsible for monitoring standards of behaviour across the school and satisfying themselves that the policy is being implemented correctly. The safeguarding governor will be aware of general trends and frequency of particular behaviours such as bullying, to help hold the school to account.

In the case of a fixed or permanent exclusion, the governors would be notified. Please see the Exclusion Policy.

Positive Handling: In certain circumstances, it may be necessary for staff to physically intervene in order to keep themselves or pupils safe, or to protect property. In such circumstances, staff will employ the minimum amount of force required to achieve this aim. Parents / carers will always be informed when positive handling has been necessary. All incidents involving positive handling will be recorded on CPOMS.

Positive handling will never be used as a punishment.

The school will follow Department for Education (DFE) guidance on the use of force:

What is reasonable force?

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| <ol style="list-style-type: none">1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.3. 'Reasonable in the circumstances' means using no more force than is needed.4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. |
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Who can use reasonable force? • All members of school staff have a legal power to use reasonable force • This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
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When can reasonable force be used? • Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. • In a school, force is used for two main purposes – to control pupils or to restrain them. • The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances
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Safeguarding: St. Peter's RC school is committed to promoting and safeguarding the welfare of children. For information on safeguarding, please see the school's Safeguarding and Child Protection policy, available on our website.

Bullying: All pupils have the right to be safe and protected from harm, including bullying and harassment of all kinds.

At St. Peter's RC Primary school, we believe bullying is best defined as:

Behaviour by an individual or group, usually repeated over time, either intentionally or unintentionally hurting another individual or group, physically, socially or emotionally.

There can be many different types of bullying, but these can include:

- Physical - hurting another pupil/pupils or taking/damaging their property without their consent
- Verbal - name calling, insulting, making offensive remarks
- Cyber-bullying -the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we pay particular attention to:

- Racial harassment and racist bullying
- Sexual bullying & sexting
- The use of homophobic or transphobic language
- Bullying of children who have special educational needs or disabilities

No form of bullying is acceptable and all reports of bullying will always be investigated, recorded and actioned.

Through our Catholic Values and Virtues programme, PSHE and Relationship Education lessons, assemblies and class discussions (such as 'circle times') staff aim to create a culture where bullying is not acceptable and children are secure in what to do if they are the victim of, or witness to, bullying.

Responding to incidents of bullying:

- All staff should feel confident in supporting children who raise concerns about bullying
- Children will always be listened to and be reassured that telling a trusted adult is the right thing to do
- Adults will seek to understand the problem and give children the chance to explain how they feel and what they would like to happen to resolve the issue
- In the first instance the class teacher, or if necessary, a member of SLT (or the Headteacher) will investigate all reports of bullying
- The alleged perpetrator will be spoken with by staff and have the opportunity to explain their views on the situation
- Parents/ carers of all children involved will be notified by staff

- Following incidents where bullying is established, the school will implement sanctions from the behaviour policy as appropriate. Support will be given to the child raising the concern. This support will continue as appropriate. The perpetrator will also receive support to understand the consequences of their actions and the expectations of the school
- All incidents will be logged using the school CPOMS system

Child on Child Abuse:

In light of the 2021 update to Keeping Children Safe in Education (KCSIE) and the updated KCSIE 2022, the school has reviewed its procedures regarding Child on Child Abuse. The school has a zero tolerance approach to Child on Child abuse.

The details of how we will manage peer on peer abuse are contained in our Safeguarding and Child Protection Policy, available on the school website.

Our principles are:

- The school will create a culture where we recognise that ‘it could happen here’ when it comes to child on child sexual abuse
- The school will ensure that all staff are vigilant and take action immediately when they identify that Child on Child Abuse has taken place
- Victims of Child on Child abuse will be listened to and supported
- Child on Child Abuse will never be passed off as ‘banter’
- All instances of Child on Child Abuse will be recorded on CPOMS and reported verbally to the DSL / DDSL when urgent

For full details on the steps the school will take, please see our Anti-bullying Policy, available on the school website.

Bullying and behaviour incidents that happen outside the school premises:

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable

<p>The school will follow DFE guidance ‘Behaviour in Schools 2022’</p> <p>Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:</p> <p>When taking part in any school-organised or school-related activity;</p> <ul style="list-style-type: none"> ● When travelling to or from school; ● When wearing school uniform; ● When in some other way identifiable as a pupil at the school; ● That could have repercussions for the orderly running of the school; ● That poses a threat to another pupil; or ● That could adversely affect the reputation of the school. Behaviour incidents online: ● Negative interactions online can damage the school’s culture and can lead to school feeling like an unsafe place
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- The same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect and dignity
- Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour

Parents / carers are responsible for the behaviour of their children while they are at home, but the school will act (including the implementation of sanctions, up to and including permanent exclusion) where behaviour off-site, or online, negatively impacts the wellbeing or welfare of pupils. Where a criminal offence has been carried out, the school will report this offence to the Police and support them with appropriate inquiries.

Mobile phones and other electronic equipment:

Mobile phones should only be brought to school in exceptional circumstances e.g. for children walking home alone, and always with the knowledge and consent of parents / carers. Mobile phones should not routinely be brought into school by pupils.

On entry into class, mobile phones should be switched off and given to the class teacher, who will store them in the school office area. No mobile phones are permitted to be left in children's bags. Children should not have access to their phone during the day and it will be returned to them as they leave.

Children must not bring their mobile phone on a school trip. It should be stored in school, as above.

Searching for and confiscating pupil property:

The school prohibits certain items and pupils must not bring them onto the school site:

Knives and weapons

- Illegal drugs
- Stolen items
- Alcohol
- Equipment for smoking or vaping
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to property of; any person (including the pupil).
- Fireworks
- Pornographic material
- Other items which may be detrimental to the safety of pupils or staff, or the safe and calm running of the school

- Mobile phones are not permitted to be in a pupil's possession during the school day. As such, the school may legitimately search for and confiscate a mobile phone or similar electronic device.

The school will follow DFE guidance, 'Searching, Screening and Confiscation - Advice for schools, 2022'

- Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.
- Headteachers and staff they authorise have a statutory power to search a pupil, or their possessions, where they have reasonable grounds to suspect that the pupil may have a prohibited item listed above.
- A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.
- The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves
- An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting: poses a risk to staff or pupils; is prohibited, or identified in the school rules for which a search can be made; or is evidence in relation to an offence.
- Staff may examine any data or files on an electronic device they have confiscated...as a result of a search

The school will always seek the consent of a pupil before a search takes place. However, if the Headteacher, or nominated member of staff, has reason to believe that the pupil is in possession of any of the items listed above, the search can take place without their permission. The Headteacher has nominated all school teaching staff with the authority to conduct searches in accordance with the DFE guidance. The Headteacher would always be notified of a search, normally before the search takes place.

Wherever possible, pupils, or their parents / carers, will be present for a search of a pupil's possessions, such as a bag or jacket. This may not be the case where the Headteacher, or nominated member of staff, has reason to believe that a pupil is at risk of imminent harm (including the pupil whose possessions are being searched).

Parents/carers will always be notified if their child has been subject to a search. A search will always be recorded on CPOMS.

School trips, residentials and lunchtimes:

The same rules and expectations apply during lunchtimes and off-site visits. Volunteers and staff of the location being visited, may be authorised by the Headteacher to apply agreed specific aspects of the behaviour policy to St. Peter's pupils.

Pupils trespassing on the school site:

Entering the school site when the school is closed is dangerous. The school has full CCTV coverage. If we believe that one of our pupils has trespassed on the school site, then we have the right to refer this matter to the police and share the CCTV footage with them. Any criminal behaviour, including criminal damage caused by our pupils, would also be shared with the police.

Behaviour Rules:

We have adopted a clear, simple behaviour system which we have designed so that all pupils can understand our expectations. We have sought to structure our behaviour system in a similar way to secondary schools in the area, to help children in upper KS2 with their transition.

Teachers are able to adapt the rules to suit the age of the children in their class, but ensuring they maintain a unified, school-wide, behaviour approach.

Ready, respectful, safe:

Our behaviour rules can be summarised as 'Ready, respectful, safe.' These are some examples of what they would look like in practice.

Ready: ● I am ready to learn ● I have all the equipment I need and keep it in good order ● I arrive on time and come off the playground promptly ● I attend to the teacher ● I wear the correct school uniform

Respectful: ● I am polite and kind ● I am polite while online ● I listen well in class ● I do not distract others and am aware of the impact my behaviour can have on others ● I listen well in assembly and liturgies ● I am careful with school property and equipment

Safe: ● I follow the instructions of all members of staff ● I move around the school calmly and safely ● I only go to the places I have permission to go to ● I play appropriately on the playground ● I only access websites and visit places online that I have permission to see ● I do not hurt pupils or staff, or behave in a way in which pupils or staff might be hurt

Rewards: The school wants to recognise and reward behaviour that is in line with our values and expectations. Teachers will look for opportunities to speak to children to identify, share and reinforce positive behaviour. These conversations can be instructional, as well as celebratory. Teachers will try and explain which part of a pupil's attitude or behaviour is of particular note.

Class Dojo: Every class uses Dojo points to reward effort, attitude and behaviour. Class teachers can edit and adapt the behaviours that will be rewarded, although each class has Catholic Virtues and 'Ready, Respectful, Safe' available for points. Parents/carers have access to their child's account and can see when points have been awarded and what the points have been awarded for.

Teachers and other staff such as the PSA, or Headteacher, can message parents/carers via Dojo, or telephone, to share success or examples of good behaviour.

Dojo 'cash-ins':

The Class Dojo system keeps a total of individual pupil, group or class points.

After 40 individual points, a pupil can 'cash-in' their points for a reward. Rewards might include: a prize from the prize box, choice of where to sit for the day, the chance to use a Chromebook at lunchtime, extra play with friends, choice of where to line up for the day, etc.

After 1000 class points, a class can 'cash-in' and vote to choose a whole class reward. Rewards might include a lesson of their choice, an extra football session, a film afternoon, Chromebook session, extra time outside, etc.

Star of the Week: Every week, a pupil is chosen for each class who has demonstrated especially good effort, attitude or behaviour, or excelled academically. These pupils receive a certificate during the celebration assembly on a Friday.

Star of the Term: With the support of the teacher, the Headteacher will choose one child from each class who has been awarded 'Star of the week' to be awarded 'Star of the term.' This pupil will receive a certificate and reward from the Headteacher in a celebration assembly at the end of each half-term.

Play Leader Award: With the support of MTAs, each play leader will choose a pupil every week, who has demonstrated the school's values on the playground. These children receive a certificate during the celebration assembly on a Friday.

Attendance: The class with the highest attendance is announced each week and those children are allowed to look after the 'Attendance Cup' for the week. Attendance figures are shared with parents.

Y6 Leavers' Assembly: During the leavers' assembly for Year 6 pupils. Pupils may be chosen for awards for success in particular curriculum areas.

Virtue Award: Monday liturgy will identify a 'Virtue of the Week,' based on the Gospel reading from that Sunday. On Thursday, there will be a liturgy which identifies a significant person whose life is an example of that virtue. On Friday, one pupil from each class is celebrated who has shown that particular virtue during the week.

Sanctions: Where a pupil/pupils' behaviour falls below the level expected by the school, and set out in this policy, staff will take action to resolve this. In some cases it may be necessary to apply a sanction as a consequence of a pupil's behaviour. Sanctions will always be applied consistently and fairly, in line with the Catholic virtue of Justice.

Restorative Conversation: Where a pupil needs support with their behaviour, a teacher, or other member of staff, will discuss this with them. They will explain to the pupil where their behaviour has not met the agreed standard and what they need to do to improve.

In most cases, a restorative conversation such as this will support children to correct and improve their behaviour and resolve the issue.

Warning: Where a child continues to break a rule(s), they will receive a clear warning. This may take the form of a verbal warning and/or a 'tick' on the board against their name, a visual card, the movement of their name on a peg or marker, etc. This will depend on the age and development of the child. When doing this, staff will never humiliate or seek to embarrass a pupil, but it may not always be possible to administer this privately. Staff will normally give children the opportunity to discuss the matter privately after a lesson, or during a quiet moment.

Amber Card: If, following a clear warning, a pupil continues with the standard of behaviour, which is below expectations, or for specific incidents of behaviour (see below), they will be given an 'amber

card.' An 'Amber card' might be given for: • Swearing directed towards a pupil, or swearing in temper • Reckless behaviour or rough play - where a pupil is unintentionally hurt • Leaving the class without permission • Persistent 'Low-level' defiant behaviour or disrespect • Persistent distracting of other children in class, making distracting noises, calling out, affecting the learning of other pupils, etc. • Minor breaking of the school rules about banned items • Minor breaking of the rules about safe online behaviour when in school • Similar behaviour at the member of staff's discretion Being awarded an 'Amber Card' will also carry a sanction such as: • The removal of a Dojo point • Time out of class (either with a member of the support staff, or in another class, as appropriate) • Loss of some break / lunchtime • Staying in to complete or improve work An incident involving an 'Amber Card' would be recorded on CPOMS and parents/carers would normally be notified by the class teacher.

Red Card: If a pupil continues with the behaviour following an amber card, they will receive a 'Red card.' A 'Red card' might also be given for single incidents of a more serious nature (see below). It might not always be possible to give a warning before a 'Red card' is given. An 'Red card' might be given for: • Aggressive physical violence towards a child • Swearing or threatening language directed towards a member of staff • Persistently defiant behaviour, especially behaviour which is unsafe • Significant breaking of the school rules about banned items • Major breaking of the rules about safe online behaviour when in school • Theft • Bullying • Use of racist, homophobic, transphobic or similar language • Similar behaviour at the member of staff's discretion Incidents involving a 'Red Card' will always be recorded on CPOMS and parents/carers will always be informed.

Next steps: If a pupil receives 3 'Red Cards' over a half term period, then a meeting would be held between the school and family. We would agree measures, which would be put in place to support the pupil, and reduce the frequency of behaviour incidents. These measures might include: • A behaviour chart or record • Regular updates between home and school • Regular time off the playground • Loss of privileges such as football, use of Chromebooks, access to after-school activities, etc. • Regular time out of lessons for 1:1 support • Similar measures agreed with the Headteacher

Exclusions: Should behaviour not improve, or in the case of very serious breaches of the school rules, then the Headteacher may issue an exclusion. For full details on exclusions, please refer to Plymouth CAST's Exclusions policy, available on the school website.

Incidents that may cause an exclusion include:

- Aggressive physical violence or significant threats of violence towards a member of staff
- Aggressive physical violence towards a child, causing injury or requiring treatment
- Major incidents of defiance, such as running away / leaving the site, or behaviour which puts themselves, or other pupils at risk, such as climbing on the building
- Major breaches of the school rules regarding banned items, such as bringing in drugs or a weapon
- Major breaches of the rules about safe use of the internet while in school, such as attempting to

(or successfully) accessing or distributing online pornography, or using school equipment to bully, or threaten other pupils or staff • Significant damage to the school site, building or equipment • Smoking or drinking alcohol on the school premises • Similar behaviour at the Headteacher's discretion The school may exclude a child as a result of behaviour which happens away from the school premises, or online. (See page 6). The pupil's parents, the Chair of Governors, the local authority and the Trust School Improvement Team, will always be notified of any exclusions. Exclusions will always be recorded on CPOMS and SIMS.

Internal exclusions: A child may receive a fixed term internal exclusion of half or full days. During this period they will work in a quiet space and will not be in class for lessons. They will not go out for break or lunch with other pupils, but will be supervised to have time outside. A period of internal exclusion will normally follow an external exclusion. The period of time for the internal excursion will normally be equal to the period of time for the external exclusion. For example, a 2 day external exclusion, would result in a 2 day internal exclusion, on return to school. This is to support the pupil with their return to school and to the class and to ensure they are ready to reintegrate back to class. Work will be provided during internal exclusions to ensure that children are not disadvantaged.

Fixed term external exclusions: It may be necessary to issue a fixed-term exclusion. During this period a pupil would not be permitted on the school site, or to be present in a public place. The school will provide suitable work for them to complete at home. There can be a maximum of 45 days of fixed-term exclusions issued per year for an individual pupil. Only the Headteacher has the authority to exclude a pupil for a fixed term. Parents/carers will always be informed in writing of the Headteacher's decision to exclude. This letter will explain the rights of parents/carers to make representations to the school's governing body. Although the governing body cannot reinstate a pupil, for a fixed term exclusion of less than 5 days, their findings can be recorded on the pupil's file. Governors will always be made aware when a pupil receives a fixed term exclusion. Full details are available in Plymouth CAST's Exclusions policy, available on the school website.

Permanent Exclusions: For serious breaches of the school rules, it may be necessary to issue a permanent exclusion. In this case, a pupil would not be permitted to return to the school. The school would need to demonstrate that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Only the Headteacher has the authority to exclude a pupil permanently. Parents/carers will always be informed in writing of the Headteacher's decision to exclude. All permanent exclusions (and fixed term exclusions totalling more than 15 days) will be reviewed by a panel of governors. The review panel may direct reinstatement for any pupils excluded for a fixed-term period of more than five days or pupils who would miss a public exam, or pupils who have been permanently excluded.

SEND and Exclusions: Where an excluded pupil has Special Educational Needs (SEN) or is on the SEN register, it must be demonstrated that the academy has regard for the SEN Code of Practice and has provided extensive means of support to help meet the pupil's needs. Where a pupil with an EHC Plan is at risk of permanent exclusion or has been issued with a number of fixed term exclusions, the school should contact the Local Authority to request an interim review to assess the suitability of provision for pupil.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Any intervention strategies should be discussed with and involve the pupil's parents.

Where a pupil is becoming vulnerable to exclusion, provision must be reviewed, and where necessary revised, and parents/carers, the school's Education Standards Manager, the Trust's SEND lead officer, outside agencies and the Local Authority involved as soon as possible.

If a Looked After Child is issued with a fixed term exclusion or is at risk of permanent exclusion, the pupil's social worker should be contacted as soon as possible.

Lunchtime Behaviour: Pupils are expected to meet high standards of behaviour whilst on the playground. They are expected to act in a way which does not put themselves or others at risk. They must follow the rules and instructions of the adults supervising them. Failure to follow these rules would result in a child receiving a warning. If the behaviour continued, then they would be given a 'time-out.' This would be a period of 5-10 minutes, where they would remain under the supervision of lunchtime staff, but would be off the playground, e.g. stood with an adult, sat on a bench, stood up by the school doors. Once this 'time-out' is complete, they could return to the playground. If a member of lunchtime staff needed to issue a 'time-out' this would always be communicated to the teacher at the end of the lunchtime.

It may not always be possible to give a warning before issuing a 'time-out.'

For serious or repeated breaches of the rules, a member of lunchtime staff will call for the Duty Teacher. In that case, the child would come off the playground and be supervised by the Duty Teacher for the rest of that session.

As a consequence, the pupil would then miss the following day's lunchtime and would be supervised inside by that day's Duty Teacher. They would be permitted to complete work or take part in calming activities such as reading or drawing, but would not be permitted to use a Chromebook.

Parents/carers will always be notified if a child needs to miss a lunchtime. This would always be recorded on CPOMS.

SEND: For a very small number of pupils, the school's behaviour, rewards and sanctions system may not be sufficient to support them with their behavioural needs. Some pupils may find understanding the expectations of the school difficult and may need additional support.

In some cases, a pupil may benefit from an individual behaviour plan. This would have specific targets to support them in understanding what they need to do. IBPs will always be discussed with the pupil and parents/carers, to seek their views. These plans will be reviewed regularly and parents/carers will be kept informed of progress.

The school will proactively engage with support from outside agencies such as educational psychologists and MAST (Multi-Agency Support Team) to ensure all our pupils are receiving the support they need.

For full details on how we support children with SEND, please refer to the school's SEND policy, available on our website.

Date reviewed and adopted: 06.02.25

Date of next review: Spring term 2027

Headteacher: Mrs Esther Archer