



**St. Augustine's Catholic Primary School
Hoddesdon**



**Behaviour Policy including Exclusion
Statement**

September 2023

MISSION STATEMENT

We come to school to live and learn happily together by loving ourselves and each other as Jesus taught us.

Our vision:

We aim to provide our children with an education that prepares them for the responsibilities and opportunities that arise throughout life in the 21st Century.

Our active partnership between Home, Parish and the wider community continues to grow with each playing a role in the continual development of our School.

We strive to provide a curriculum that reflects on learning and teaching practice to create a stimulating educational environment that caters for individual needs.

We aim for every person that comes into our school to be touched by our compassionate ethos where the gospel values are seen to be at work.

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body in September 2023

It is due for review in September 2024.

At St. Augustine's we believe that in order to grow educationally, socially, emotionally and spiritually, children need to be in an environment in which they feel safe and where there are concerned adults who will set firm boundaries, while providing support for their behaviour.

We appreciate that children entering our school have been exposed to a variety of behavioural expectations based on differences in home values, attitudes and parenting skills.

Everyone in our school community has the right to feel safe, respected and valued so as to enjoy their learning and to achieve their potential. This policy provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

'I will treat others as I would wish to be treated, with kindness and respect for the uniqueness of each person'

The aims of our positive behaviour policy are:

- to develop a moral framework, based on Catholic teaching, within which initiative, responsibility and sound relationships can flourish
- To encourage and recognise resilience and effort in both work and behaviour
- To ensure that, when behavioural problems do arise, all staff have the necessary knowledge and support to provide a consistent, systematic and purposeful approach that will lead to a positive outcome

Code of Behaviour

Our code of behaviour is based upon living out our mission statement on a daily basis. In order to achieve this we believe that everyone has rights and responsibilities and that we have rules and routines to develop and support these.

Rights and Responsibilities

Everyone has **the right to:**

- Be treated with dignity and respect as a child of God
- Feel safe in school - both physically and mentally
- Learn to the best of their ability - in a positive working climate, free from distracting behaviour

Responsibilities:

Pupils:

- Have a responsibility to live out our mission statement
- Are expected to follow our school rules, without exception
- Are responsible for their own actions

All staff:

- Have a responsibility to live out our mission statement
- Are responsible for the behaviour of our pupils during the school day
- Will act as good positive role models for our pupils and be seen to be fair in word and in deed
- Need to reinforce the positive actions of our pupils
- Only criticise the actions and behaviour of the child, not the child as a person

Parents:

- Have a responsibility to live out our Mission statement
- Are expected to show consistency with the school and support the school in the discipline of their child
- Are expected to keep us informed of behaviour difficulties they may be experiencing at home
- Are expected to keep us informed of any kind of trauma which may affect their child's performance at school e.g. death in the family
- Should only criticise the actions and behaviour of the child, not the child as a person

Our Home School Agreement re-enforces the rights and responsibilities of all members. The school, parents/carers and pupils are asked to sign the agreement.

The whole school has been trained in the use of Hertfordshire Steps. This is the local authority's preferred approach to supporting positive behaviour management in schools and settings and is consistent with both Hertfordshire County Council's overall emotional wellbeing and behaviour strategy and the model behaviour policy that the local authority offers to schools. It is a therapeutic approach designed to embed an approach to behaviour management that prioritises emotional wellbeing and is based on the following principles:

- Emphasis on teaching of internal discipline rather than imposing external discipline and on care and control and not punishment
- Enables staff to focus on the causes of an individual's child's declining emotional wellbeing rather than the presenting behaviours
- Shared focus on inclusion of all children and young people within their educational setting
- Shared commitment to diversion and de-escalation
- Shared reparation, reflection and restoration

Rules:

Our School Golden Rule is:

“Treat others as you would like to be treated”

The following are our agreed rules which are used as a framework to encourage positive behaviour in school.

Rules indoors		Rules outdoors
We speak kindly and respectfully to each other. We use good manners.	Talking	We speak kindly and respectfully to each other. We use good manners.
We work quietly and helpfully together. We take turns.	Learning	We co-operate with others. We share the playground.
We walk quietly in our school and put things away carefully.	Movement	We take care when we are moving about or playing outside. We look after equipment.
We are kind to each other. We consider each other's feelings.	Friendship	We are kind to each other. We play friendly games.
We try to solve problems in a fair manner. If that is hard, we ask an adult for help.	Problem Solving	We talk to each other and try to work problems out. If we need help, we ask an adult.
We choose not to hurt people. We use equipment safely.	Safety	We play safe games. We play in safe areas of the playground.

Class Rules

These are discussed and agreed at the start of the Autumn Term by the class teacher and pupils in their care. They are based upon our school rules and reviewed as necessary. Children then sign their agreed class rules which are then displayed within the classroom and referred to regularly.

When a pupil needs to leave the classroom, he/she must ask for permission from the class teacher or learning assistant. Children are not permitted to leave the classroom unless they have an out of class permit. Any adult will question a child/ren who is not wearing an out of class permit if they are seen walking around the school at any time without an adult present with them.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. In order to support our children in making correct choices in their behaviour we reward them in a number of ways. There is an established classroom system where good behaviour is recognised and rewarded. Teachers and school adults will use a range of approaches which are appropriate for the children and their behaviour, in maintaining a positive approach. The established classroom behaviour system will endeavour to **'catch a child being good.'** The children's good behaviour and work will be rewarded in a number of ways, for example:

- ☺ Certificates
- ☺ Positive visual signs
- ☺ Verbal praise
- ☺ Stickers
- ☺ House points
- ☺ Raising of peg on peg system
- ☺ Refer child to another class or the Key Stage Leader for further praise.
- ☺ Star of the Week and certificates awarded in assemblies (in class for Nursery)
- ☺ Note to parents
- ☺ Golden time
- ☺ Individual responsibilities such as Register Monitor, Lunchtime Monitor etc.
- ☺ Wider celebration of good work within the whole school community.
- ☺ Weekly Celebration Assemblies: Birthdays, Star of the Week; Supersonic Star, and any school based achievements such as competitions; charity work; certificates etc.
- ☺ Times Table Rockstars.
- ☺ Letters of commendation and praise to parents
- ☺ Exceptional behaviour /work/etc. postcard from Headteacher
- ☺ Individual sticker charts/busy books
- ☺ Weekly celebration cushion linked to the Star of the Week – Nursery Class
- ☺ Happy face chair and Barnaby Bear – Reception Class

We teach our rules and consolidate responsibilities through the routines that we put in place. In this way children develop self-discipline and become independent learners. Routines are explained, modelled and constantly rehearsed, reinforced and encouraged – both in class and around school by all staff. (See extensive list in appendices)

Times Table Rockstars initiative:

As part of Times Tables Rockstars initiative, children have the chance to work together as a whole class to achieve rewards for their collective actions; these focus on participation and achievement.

Lunchtime Routines:

Nursery 30 hour children eat their own pack lunch from home. Manners are taught throughout the session by the two adults assisting with lunchtime. Reception are brought first to the dining hall at 11.45am with their teacher and classroom assistant. Midday assistants are there to help them line up in their food colour groups, carry their tray and cut their food. Years 1 and 2 are called from their classroom into the dining hall as soon as the cooks are ready for the next class. Children who bring in their own packed lunch from home go straight into the hall and are not required to line up.

Years 3 to 6 go to lunch at 12.15pm on a rota basis so the same class is not last to lunch every time. The three classes waiting to be called to lunch will be outside on the playground. The line needs to be flowing so the children do have time to eat their dinner. The year groups outside will be called to line up when it is their turn and stand by the Reception garden fence in silence. They are led to the dinner line by the MSA when the cook is ready for the next class. All children have to put their hands up if they want a drink, help with food or more water. They must ask politely with manners to leave. They also have to ask before they are allowed to turn their tray from their main meal to their dessert. If they have not eaten enough of their main meal they are encouraged to try eating at least half their dinner. Once children have left the dining room they go back out to play, usually through the main school hall.

Children with home packed lunch put their lunchboxes back on the trolley which are left in their classrooms. Children who require more time to finish can move to the outside lunch tables.

When the bell rings at 12.45pm for Reception and KS1, the whole school stands still, while KS1 are told to tuck their shirts in and walk silently to line up outside their classes. The same happens for KS2 – Years 3-6 at 1.15pm. The teacher/LSAs come out at the two minute bell before the end of lunch time.

The midday assistants encourage all children to play happily, to get on with fellow pupils ensuring safe play. The children have to ask to go to the toilet or if they want a drink of water. If they have to go inside the building, they ask for a permit to leave the playground. If children misbehave they have time out on the bench to chat with a MSA about what they have done. If children have helped others, shared playthings or played nicely they are rewarded with house points where possible. First aid is dealt with outside using our first aid bags. If the incident is more serious, they will be taken to the First Aid Room. Telephone calls are made for all head injuries, to ensure that all MSA's are on the playground. All incidents are recorded by MSA's or another adult on duty on CPOMs.

Other rewards to include:

Lunchtime stickers for eating food and behaving appropriately.

Dealing with Poor Behaviour

In our school, all adults help children keep to the rules by creating conditions for them to demonstrate positive behaviour through routines and rewards. Praise always outweighs reprimand. However, sanctions may need to be applied to help a child return to positive behaviour. Class teachers & LSAs will be informed of misbehaviour when children are not under their supervision, verbally or through CPOMs.

As a Christian Community, it is important for us to present the children with the knowledge and understanding that transgressions should be punished but will also be forgiven if there is remorse and a willingness to put matters right. The notion of reconciliation is a key part of our philosophy and our aim should include an intention to ensure that children seek reconciliation and have an awareness of what they have done wrong, why it is considered wrong and what they need to do in the future.

What they have done wrong - asking the child what rule they had broken

Why it is considered wrong - how the actions affected the rights of others

What they need to do in the future - what they can do to fix things

For the vast majority of our pupils, a quiet word, re-stating of the class/school rules or a look is enough for them to re-address any minor behavioural issue. If the behaviour continues, then the following positive behaviour steps are taken as shown in the table below. All actions should take into account the de-escalation strategies which are part of the '**Step On**' portion of the Hertfordshire Steps training.

Positive Behavioural Steps (Inside)

**All notes & forms to be scanned into CPOMS within hours.*

Step 1 Reminder and class rule stated

Step 2 Reminder and class rule restated – name on the board or moved on the traffic light system or moving of their peg.

Step 3 Time out to consider their own behaviour. Two/five minutes missed from playtime or lunchtime

Step 4 If behaviour continues, sent to Buddy Class to complete a Restorative Justice form completed with an adult

Step 5 Parents/Carers contacted by Key Stage Leader/Senior Teacher if two Restorative Justice forms are completed in one week. Record of Parent/Carer meeting used.

These steps are bypassed in certain circumstances when more serious misdemeanours occur such as bullying, racism or sexual violence or harassment.

Step 6 Sent to Deputy Headteacher or member of the Leadership Team for half hour of lunchtime and reprimand. Parents informed by member of the Leadership Team. Work missed will have to be caught up during this time. Record of Parent/Carer meeting used. Restorative Justice form.

Step 7 Sent to Deputy / Headteacher for internal exclusion and reprimand. Parents informed by Deputy / Headteacher or a member of the Senior Leadership Team. Work missed will have to be caught up during this time. Loss of Golden Time (EYFS/KS1). Deputy / Headteacher keeps child until parents arrive at the end of the day. Record of Parent/Carer meeting used. Restorative Justice form.

Sanctions could include loss of Golden Time (EYFS/KS1), missing break times, completion of the Restorative Justice form and acts of community service to the school.

The start of each new day brings a clean slate for all children unless sanctions have to be carried out.

More Serious Misdemeanours

These will go straight to **Step 6 or 7**. The following are examples of such behaviours, but are not an exhaustive list.

Step 6 misdemeanours: biting, swearing, spitting, hitting, kicking etc.

Step 7 misdemeanours: bullying, fighting, stealing, abusive behaviour towards an adult, racism or sexual violence or harassment etc.

If the incident is **extreme**, then they will go to Step 7 and be sent to the Deputy / Headteacher.

If a child is on Step 6 or 7 more than once in any term, then they will go on a daily report for two weeks and parents will have to meet weekly with the class teacher to review their progress.

If at the end of the two week period or at any point in that term the child continues to choose to break the school rules, the school will set up a behavioural Educational Care Plan for them with the help of the class teacher and SENCO, as well as possibly seeking outside advice from the local authority.

Positive Behavioural Steps (Outside)

Teachers must check CPOMS before the children return from lunch time.

Step 1 Incident is investigated for minor incidents, the rule is stated and the incident is written onto CPOMS.

Step 2 If the incident is more serious, time out is given to consider their behaviour: 5-10 minutes and then the incident is entered onto CPOMS.

Step 3 Serious incidents (see Steps 6 and 7 from the Inside steps) will be sent inside to the Leadership Team member of staff on duty. Parents will be informed and the Restorative Justice form completed with the SLT member of staff. Incident will be entered onto CPOMS.

Buddy Class System:

Nursery - Reception

Year 1- Year 2

Year 3 -Year 4

Year 5 - Year 6

Suspension

At St. Augustine's we expect all members of the community to follow our mission statement.

When a pupil presents with behaviours that breach the school's behaviour policy and go against our mission statement and if allowing the pupil to remain in school would seriously harm the education/welfare of the pupil or others in the school, the Headteacher may wish to exclude the pupil for a fixed period or permanently, either with an internal or an external suspension.

Pupils whose behaviour is at Step 7 are at risk of suspension, even for a first time offence.

The Headteacher will use and follow the school and Academy's Suspension Policy.

Communication with Parents/Carers

At St. Augustine's we give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

The Class Teacher is the principal adult expected to deal with day to day behaviour. Where behaviour is causing concern parents will be informed at an early stage by the class teacher and given an opportunity to discuss the situation.

If the child has reached Step 7, then the Headteacher or member of the Leadership Team will contact the parents to explain which rules were broken and the consequences of the child's actions.

Role of Parents/Carers

Parents and carers have a vital role in promoting good behaviour in school and therefore effective home/school liaison is very important. Parents and carers should keep the teacher/LSA informed of behaviour difficulties they may be experiencing at home and of any trauma which may affect their child. If it appears that a child's behaviour needs to be monitored on a regular basis, a home/school contact book may be started.

Any exceptional worries about a child can be discussed with the Special Educational Needs Co-Ordinator (SENCo) who may at times require the advice of outside agencies. Therefore, teachers/LSAs need to document evidence of behavioural issues carefully so that it can be collected when required. Outside agencies may include: HABs; Educational Psychologist; Behaviour Support Service; Speech Therapist, Social Services; School Nurse.

Conclusion

We are proud of our pupils in our school as they are well-behaved and respond positively to praise and rewards. If children know that good behaviour and good manners are universally expected of them and that anything less will meet with disapproval, then the result will be to promote widespread good behaviour and good manners.

School Rules:

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We walk quietly in our school and put things away carefully.	Movement	We take care when we are moving about or playing outside. We look after equipment.
We are kind to each other. We consider each other’s feelings.	Friendship	We are kind to each other. We play friendly games.
We try to solve problems in a fair manner. If that is hard, we ask an adult for help.	Problem Solving	We talk to each other and try to work problems out. If we need help, we ask an adult.
We choose not to hurt people. We use equipment safely.	Safety	We play safe games. We play in safe areas of the playground.

Class Rules are discussed and agreed at the start of the Autumn Term between the class teacher, LSA and pupils. They are based upon our school rules and reviewed as necessary.

Examples of Class Rewards and Sanctions

<p>Foundation Stage:-Rewards</p> <p>Supersonic Stars – special time in Sunshine room</p> <p>Star of the day/week</p> <p>Star of the day/week cushion</p> <p>Stickers- House points- 4 houses</p> <p>Celebration Certificates (Friday Assembly)</p> <p>Individual sticker charts/Busy books</p> <p>Happy face chair</p> <p>Sent to the Headteacher for good work</p>	<p>KS1:- Rewards</p> <p>Supersonic Stars (as above)</p> <p>Children work towards Star of the Week</p> <p>Good /Special Behaviour letter sent home</p> <p>Celebration certificates (aim for each child to receive 1 of each type per term)</p> <p>Letter sent home for “achieve something worthy of a special mention”.</p> <p>Positive stickers and verbal praise</p> <p>Refer the child to another class or the KS leader for further praise</p> <p>Sent to the Headteacher for good work</p> <p>Table groups and counters</p> <p>Times table rockstars (sticker rewards)</p> <p>House Points given for good behaviour: good manners: good work; politeness; special kindness; keeping the positive behaviour school rules; effort etc.</p> <p>Religious Education board</p> <p>Achievement board</p> <p>Writing board</p> <p>Maths board</p> <p>Verbal praise and comments in books</p> <p>Newsletter recognition for Star of the week</p> <p>Peg raise on peg system</p>
<p>KS2:- Rewards</p> <p>Supersonic Stars ticket</p> <p>House Points given for good behaviour: good manners: good work; politeness; special kindness; keeping the positive behaviour school rules; effort etc.</p> <p>Letter sent home for “achieve something worthy of a special mention”</p> <p>Times Table Rockstars chart</p> <p>Star of the week</p> <p>Positive stickers and verbal praise</p> <p>Religious Education board</p> <p>Achievement board</p> <p>Writing board</p> <p>Maths board</p> <p>Refer the child to another class or the KS leader for further praise.</p> <p>Verbal praise or comments in books</p> <p>Newsletter recognition for Star of the week</p> <p>Peg raise on peg system</p> <p>Supersonic Rockstars</p> <p>Sent to the Headteacher for good work</p>	<p>Sanctions</p> <p>2/5/15 minutes of playtime lost / Time out in Playground/ Sad chair (time out chair) - Nursery</p> <p>Missing a break time</p> <p>Two Restorative Justice Forms = meet Parent (Record on CPOMs)</p> <p>Letter sent home for unacceptable behaviour</p> <p>Positive behaviour steps reinforced.</p> <p>Break time with the DHT – Restorative justice form</p> <p>Sanctions could include acts of community service to the school.</p>

APPENDIX 3

Pupil's Name

Class:

St. Augustine's Catholic School

Date:.....

Dear Parent/Carer

I am pleased to tell you that _____ has achieved something worthy of special mention today.

Your child

I thought that you would be pleased to hear this.

Yours sincerely

"

Dear

I have received your letter regarding my child's achievement.

Signed:

Child's name:

Date:

INCIDENT CARD 2

(For use by Midday Supervisory Assistants when there is not a clear account of the incident)

Name Date

Class MSA

WHAT HAS HAPPENED?



WHAT HAVE I/YOU DONE WRONG?



WHAT SHOULD I/YOU DO NEXT TIME?



HOW HAS/CAN THIS BEEN SOLVED?



Please write notes and solution on the back, and ensure all parties sign. Thank you.

APPENDIX 5

Strategies for managing children who behave badly:

- Deal with the situation calmly.
- Spend time with child, in private if possible, to try to understand the reasons for the behaviour.
- Reason with the child and reinforce the fact that it is the behaviour and not the child that you do not accept.
- Always tell the child what will happen if the unacceptable behaviour is repeated and always carry it out.
- Recognise that some behaviour may be attention seeking and choose to ignore or distract the child in order to avoid negative reinforcement.
- When appropriate, discuss the problem behaviour with a colleague who has taught the child before.
- For serious or persistent unacceptable behaviour report to the class teacher or follow the Positive Behavioural Steps.
- Use of CPOMs to report the matter.
- When necessary, ask to see parents for support, liaison and sharing of concern.
- Ask a colleague to talk to the child if you cannot get to the bottom of the problem. Sometimes the child may relate better to another member of staff.
- Devise a report card/star chart, giving the child small, achievable targets in any given time. This may be shared with parents and Key Stage Leaders, as appropriate.
- After a warning, withdraw responsibility and/or rewards.
- Seek help from SENCO.

APPENDIX 6

Child's Name:.....

Class:

St. Augustine's Catholic Primary School

Date:.....

Dear

I must inform you that today has received their second Restorative Justice form this week for unacceptable conduct within school.

Please can you make an appointment to have a chat with me.

I am available

Thank you for your support. To show that you have received this letter, please return the attached tear-off slip.

Yours sincerely,

.....

I have received your letter and will contact the school to arrange an appointment.

Signed:

Child's name:

Class:

APPENDIX 7

(For use by Class Teacher or the adult supervising the class)

Child's Name:.....

Class:

St. Augustine's Catholic Primary School

Date:.....

Dear

I must inform you that today was involved in unacceptable behaviour at school. This took place (place and time). Please read their restorative justice pupil reflection sheet, including my comments and their explanation of what their behaviour entailed.

Example of what happened As it was at the end of lunch, the situation has therefore had to be dealt with duringafter lunch and the lesson was missed, therefore the work is being sent home to be completed tonight and returned tomorrow in order that vital learning and gaps are not accrued.

Please would you discuss this matter with your child and help him/her to reach an acceptable standard of behaviour.

Thank you for your co-operation. To show that you have received this letter, please may you complete and return the section below:

Yours sincerely,

.....

I have received a letter regarding unacceptable behaviour on (date)

What we spoke about together:

What actions we have agreed will be put into place as a consequence:

Parent signature: Date:

Child's name: Class:

APPENDIX 8

Record of Parent / Carer Meeting

Name of Child: Present:	Date:	Class:
Reason for meeting:		
Decisions / actions agreed:		
Signed (member of staff):		
Signed (parent/carer):		

APPENDIX 9

Restorative Justice Pupil Reflection Sheet

Name:	Class:	Date:
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What I Did	What I was thinking at the time	What I have thought about since
Who has been affected by my behaviour (and how)	How do I feel now after reflection?	What am I going to do to fix things?
Teacher Comments & Signature		Pupil Signature:

APPENDIX 10

2 Week Daily Report

Name: _____ Class: _____ Teacher: _____

Week 1	Week beginning:
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Week 2	Week beginning:
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Further Notes:

<u>Positive Behavioural Steps (Inside)</u>	<u>Positive Behavioural Steps (Outside)</u>
<p>Step 1 Reminder and class rule stated</p> <p>Step 2 Reminder and class rule restated – name on the board or moved to <u>traffic light system</u></p> <p>Step 3 Time out to consider their own behaviour. Two/five minutes missed from playtime or lunchtime</p> <p>Step 4 If behaviour continues, sent to Buddy Class to complete a Restorative Justice form completed with an adult</p> <p>Step 5 Parents/Carers contacted by Key Stage Leader/Senior Teacher if two Restorative Justice forms are completed in one week. Record of Parent/Carer meeting used.</p> <p>These steps are bypassed in certain circumstances when more serious misdemeanours occur such as bullying, racism or sexual violence or harassment.</p> <p>Step 6 Sent to Deputy Headteacher or member of the Leadership Team for internal suspension (half hour of lunchtime) and reprimand. Parents informed by member of the Leadership Team. Work missed will have to be caught up during this time. Record of Parent/Carer meeting used. Restorative Justice model.</p> <p>Step 7 Sent to Headteacher for internal suspension and reprimand. Name recorded in School Behaviour File. Parents informed by Headteacher, Deputy or a member of the Senior Leadership Team. Work missed will have to be caught up during this time. Loss of Golden Time (EYFS/KS1). Headteacher keeps child until parents arrive at the end of the day. Record of Parent/Carer meeting used. Restorative Justice.</p> <p>Sanctions could include loss of Golden Time (EYFS/KS1), missing break times, completion of the Restorative Justice form and acts of community service to the school.</p> <p><i>The start of each new day brings a clean slate for all children unless sanctions have to be carried out.</i></p>	<p>Teachers must check CPOMs before the children return from lunch time.</p> <p>Step 1 Incident is investigated for minor incidents, the rule is stated and the incident is written onto CPOMs.</p> <p>Step 2 If the incident is more serious, time out is given to consider their behaviour: 5-10 minutes and then the incident is entered onto CPOMs.</p> <p>Step 3 Serious incidents (see Steps 6 and 7 from the Inside steps) will be sent inside to the Leadership Team member of staff on duty. Parents will be informed and the Restorative Justice form completed with the SLT member of staff. Incident will be entered onto CPOMs.</p>
<p><u>More Serious Misdemeanours</u></p> <p>These will go straight to Step 6 or 7. The following are examples of such behaviours, but are not an exhaustive list.</p> <p>Step 6 misdemeanours: biting, swearing, spitting, hitting, kicking etc.</p> <p>Step 7 misdemeanours: bullying, fighting, stealing, abusive behaviour towards an adult, racism or sexual violence or harassment etc.</p> <p>If the incident is extreme, then they will go to Step 7 and be sent to the Headteacher.</p> <p>If a child is on Step 6 or 7 more than once in any term, then they will go on a daily report for two weeks and parents will have to meet weekly with the class teacher to review their progress.</p> <p>If at the end of the two week period or at any point in that term the child continues to choose to break the school rules, the school will set up a behavioural Educational Care Plan for them with the help of the class teacher and SENCO, as well as possibly seeking outside advice from the local authority.</p>	