



ST. MARY'S

St Mary's CE Primary School



Behaviour Policy

2026-2027

St Mary's is a Christian Community and at the heart of all we do is our deep belief that

'... there is something *extraordinary* and *wondrous* in everybody as *unique creations of God*. We *value* all our children as *children of God* and *celebrate difference* and *diversity* within a *safe, encouraging* Christian school environment in which all *flourish*.

Therefore, all will aspire with God's strength to reach for the stars.

*"I can do all things through him who **strengthens** me."*

Philippians 4:13

Introduction

At St Mary's C of E Primary school we believe that through faith in God we can create a welcoming, caring environment where relationships are based on respect and develop positive self-esteem in each child. Staff at St Mary's are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of children and to their happiness and well-being.

Aims

In 2017, the Archbishop of Canterbury, spoke about the uniqueness of people and that stated that:

"The way forward needs to be about love, joy and celebration of our humanity; of our creation in the image of God, of our belonging to Christ - all of us, without exception, without exclusion."

The values of Love and Respect are the basis for wanting all our children to get along with each other, treating each other as they would wish to be treated and supporting each other. We encourage children to make good choices. This not only ensures a positive, happy learning environment but is also building a foundation for them to be happy and responsible citizens of the future.

Our school aims to provide a happy and secure environment for all which is based on a strong foundation of faith and love. We believe that it is important:

- a. For the happiness and smooth running of our school, that we foster positive caring attitudes to one another and the environment.
- b. To acknowledge that each and every person who joins the school community has a personal part to play and each person's talents will be valued and enjoyed.
- c. To support each member who needs help and encouragement, in particular nurturing the self-esteem of all. We realise particularly the importance to children of approval by their peers.
- d. To listen with care to the views and opinions of one another and value them.
- e. We believe in restorative justice and that EACH DAY IS A NEW DAY AND A FRESH START.

"The old has passed away; behold, the new has come." 2 Corinthians 5:17

St Mary's Friendship Charter

We expect all children at St Mary's to follow the behaviours which are captured in our Friendship Charter:

Shared Responsibilities

Each member of our school community has a responsibility and a part to play by working together in providing a positive environment built around a strong Christian ethos that enables all children to reach their full potential.

Responsibilities of Staff:

- To treat all children fairly and respectfully
- To model the teachings of Christ and promote a positive Christian ethos
- To create a safe and pleasant environment
- To provide a challenging and interesting curriculum
- To recognise that each child is an individual
- To enable each child to do their best

Responsibilities of Parents/Carers:

Children are more likely to behave well in school when they know that their parents are involved with and supportive of what the school is trying to achieve. The key responsibilities of parents are below and should be read in conjunction with the other school policies.

- To ensure children arrive on time for school and ready to work
- To encourage children to sort and organise their belongings where possible
- To encourage manners and respect for other people
- To help their children realise the importance of education and to praise them for their efforts and achievement
- To encourage children to talk about school and listen to what they have to say each day.

"Children's children are a crown to the aged, and parents are the pride of their children." Proverbs 17:6

1. Promoting Positive Behaviour

We operate a positive behaviour management system; we work hard to ensure the children understand what kind of behaviour is acceptable in school and what the consequences of different types of behaviour might be.

Behaviour is learnt and therefore can be changed or re-learned. We aim to teach the children at St Mary's how to behave well and to be considerate and self-disciplined individuals.

6 "Teach children in a way that fits their needs, and even when they are old, they will not leave the right path."

Proverbs 22:6

Our high expectations of behaviour apply whether children are in school, on an educational visit or visiting places with, or on behalf of the school.

Children learn by example. We aim to provide children with a positive image of good relations between adults who work in and for the school, and between adults and children. All adults who work at St Mary's School have a responsibility for behaviour. They need, wherever possible, to support our 'positive praise' culture and ensure that they treat pupils with respect and kindness.

Children are expected to respond with respect to whoever is responsible for them. This includes teaching and support staff and voluntary and parent helpers.

17 "Obey your leaders. Be willing to do what they say. They are responsible for your spiritual welfare, so they are always watching to protect you."

Hebrews 13:17

Our approach to good behaviour is based on the understanding that positive actions and rewards are generally more effective than negative actions or sanctions. We use the following methods of helping children to learn, recognise and adopt behaviour that is positive and rewarding:

- Recognising right and wrong
- Following good examples
- Sharing
- Working and playing co-operatively
- Using resources wisely and carefully
- Helping others
- Reporting problems to adults who can help.

What kind of rewards do we use?

At St Mary's, the emphasis is on positive behaviour. We praise and reward positive behaviour by:

- Praise; verbal, written, friendly word or gesture, referral to another adult and certificate
- Dojos
- Informing parents communicating good news whenever possible, sending home, messages, certificates that celebrate excellent learning or sometimes a phone call.
- Awarding Head Teacher Certificates/stickers e.g. for excellent work

- Instant rewards such as dip in the box and privilege passes for children who go above and beyond
- Individual class incentives; tailored to the cohort
- Favourable comments can and should be entered on pieces of work (see Marking Policy)
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life (see Assessment, Recording and Reporting Policy)
- Recognition can be given to success in Celebration Assembly with the presentation of 'Star of the week' or swimming and cycling proficiency awards etc. Children selected for 'Star of the week' are at the teacher's discretion.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Head teacher for commendations, awards (dojo's)
- Opportunities for giving children greater responsibility in school should be fostered e.g. Ambassadors, Playground Leaders, and School Council etc.
- The chance to earn Golden Time. Children can then choose an activity and also gain privileges through the week.

Above all we know that recognition is the best possible way to encourage positive behaviour where the child learns why they should behave well. These rewards are given to reinforce and encourage further good behaviour. The whole school community provides these incentives and rewards. Rewards may be given to an individual, group or whole classes working together.

In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven

Matthew 5:16

2. Whole School Reward System: 'Class Dojo'

As well as the rewards listed above the school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'dojos'. Dojos may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others
- Staying on task etc.
- Completion of homework

When awarding the Dojo the member of staff should reinforce the good behaviour e.g. 'You can have a Dojo for waiting so patiently'.

They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

Dojo's

- Every time a child receives a Dojo it is recorded on the Class Dojo app which keeps a running total of Dojos received for each individual child and what the Dojo has been given for.
- At the end of week, if a child has reached the target number, they have a chance of winning the VIP award which entitles them to a series of privileges across school. Each week, in celebration assembly, a class will be randomly generated out of each phase and then a child. If the child has reached the target number of Dojos for that week, they will win the award.
- At the end of a term, if a child has reached the three set target numbers (random), they receive a letter home as recognition of their achievements with displaying positive behaviours.

A 'Dojo' can be awarded by any staff member to any child at any time. Staff carry 'dojos' around with them to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

Older children can be told they have a dojo and relay this message to their teacher. This should not need to be verified but can be if the need arises.

3. Reach for Gold- Promoting positive learning behaviour in the KS1/2 classroom

Teachers use the Reach for Gold system to motivate the children to aim high and to scaffold an improvement in learning behaviour when needed.

These colours are referred in class via a visual chart but children's names are not displayed on them.

- 1 Gold
- 1 Green
- 3 Amber
- 1 Red

Green- All children start the day on green-they are ready to learn. If they stay on green all day they earn 5 minutes of Golden Time at the end of the day; they also receive 2 dojos for good behaviour.

Gold- A teacher will choose a child to achieve gold when they display exceptionally good learning behaviour throughout the day. This will initiate an instant reward (Dip in the Box). They will explain to the class the behaviours that earned the gold, so that the children recognise and celebrate the achievement together. They receive a 5 dojo award, sent via the app to parents so that parents can discuss and celebrate their success too. *Teachers are looking for opportunities to catch all pupils showing 'gold' learning behaviour, including pupils who have learning needs, so that it is achievable by all during an appropriate period of time according to age and development.*

Amber- 1, 2, and 3 reminders/chances

The amber steps signals to a child that they need to improve their learning behaviour, for example following a disruption to the learning. When the child is on Amber, the teacher will give the child a clear, achievable target that will help them to get back onto green. For example: *'I have asked you to raise your hand and you have chosen to shout out three times. That means you will move to amber. I would hope to see you raise your hand when you wish to speak for the remainder of this lesson in order to move back up the ladder.'* The teacher will be looking to catch the child meeting the target within the lesson. A child will receive verbal reminders before they are given an amber.

Amber 1: A first reminder. This is a signal that a student's behaviour needs to be changed. The child will be told they are now on amber. The teacher gives the child a **clear, concise, target** and provides opportunities for the child to meet it. If the child is 'back on track', he/she moves back to green.

Amber 2: The second reminder. If already on Amber 1, this is a signal that the child is on the edge of a significant consequence and must get 'back on track' without fail. The child moves to amber 2. Again, the teacher gives the child a clear, concise, target and provides opportunities for the child to meet it. If the child is 'back on track', he/she returns to Amber 1 (or green if improvements are exceptional) in a progressive ladder system - at the teacher's discretion.

The Amber 1 and 2 steps allow teaching staff to refocus students on learning as quickly as possible. No further action is taken provided that they return to behaviour that is consistently within the rules.

Amber 3: The final reminder. This is a signal that the child has not maintained behaviour that meets the targets given on Amber 1 and 2 and that there will be a consequence. Amber 3 will

trigger a consequence conversation. Here a discussion around the behaviour will be discussed and action taken. This could be to make amends, complete a task or could be to miss part or all of a break time to complete work to the level expected of that child. At this stage, the parent will be informed verbally or via dojo or phone at the end of the day by the class teacher. **They will also lose 5 minutes of Golden Time for that day.**

"Blessed is the one that God corrects"

Job 5:17-18

If a child receives an Amber 3, they can use the ladder system to change their behaviour and move back through Amber 2, Amber 1 and to Green at the teacher's discretion, but not Gold, as this is for consistent good behaviour throughout the day.

Should the poor learning behaviour persist when the child is on Amber 3, a member of SMT/SLT will decide whether or not the behaviour meets the criteria for a Red warning. If this behaviour is considered severe the Head or Deputy should be made aware and decide on consequences.

Red warning: A Red card is used in exceptional circumstances, when the pupil's behaviour is a risk to safeguarding in the class or when a pupil is displaying persistent defiance that is preventing teaching and learning from taking place. Decisions to issue a Red are taken by a Senior Leader/Manager. In circumstances where a pupil's actions could be at Red Card level, the Class Teacher and Teaching Assistant should call immediately for a Senior Manager for support to end the situation, however they do not issue Red Cards during lessons or at any other time. This is to ensure that there is a considered response in accordance with policy.

Behaviours which constitute a Red card include:

- **Persistent defiance** in spite of Amber reminders that is preventing teaching and learning from taking place
- A Purple indicator is sent to the senior leader, who will collect the child from the class room. This signal can also be sent with the child depending on the individual.
- The Senior Manager will contact the parent by telephone to discuss the incident and send a Red Card letter home if this is not achievable.

If a child receives 3 red cards during one half term, the school will aim to work in partnership with parents to agree and implement a time limited intervention. This may include:

- Daily Report Card or with targets for improvement that are monitored daily
- Pastoral Support Plan with targets and strategies for supporting improvement of behaviour more intensively

These interventions are time-limited with dates set for reviewing impact and making decisions about next steps.

Other Red Card Behaviours

- Violent behaviour such as fighting
- Harassment or bullying
- Abusive language to children or staff
- Use of racist, homophobic and sexist language
- Blatant defiance, including walking away when being spoken to by any member of staff

- Damage to property

The May 2014 document, "Valuing All God's Children" insists that all children are kept safe and flourish.

The above behaviours may result in variety of exclusions:

- A break or lunch time exclusion. This is where a child will take part in a consequence during their playtime. This can be over a few sessions including the next day. This will not affect the child's right to be green the next day.
- A fixed term Internal or External Exclusion, appropriate to the seriousness of the incident and in line with Exclusion policy.

4.VIP reward

Further to the Reach for Gold strategy, a VIP initiative is used to allow for acknowledgement of children's individual Dojo awards across school phases. Each week, a target number will be set and if children reach this number of individual Dojos they will be added to a draw. If their class and name get chosen and they have reached or exceeded the target number, they will become the VIP for that week. The VIP award entitles the child to the following privileges:

-Jump the queue: The child can go the front of any queue.

-Farm pass: The child can take a friend to visit the farm.

-VIP lunch: The child can have lunch with a senior member of staff.

-Free After School club: The child can choose any after-school club the following week.

-Non-uniform on Friday: The child can come to school in non-uniform the following Friday

5. Micro-scripts

Our aim, when dealing with disruptive or challenging behaviour, is to maintain positive relationships with the children through the way in which we respond to them. We recognise that a consistent and calm approach will enable us, as staff, to model strategies for behaviour management and to retain both our and the child's dignity when times are difficult. We use micro-scripts to ensure that the children have a consistent response from every adult when discussing behaviour.

Script for low level disruption:

Our staff will acknowledge the child with their name and ensure it is the correct setting to instigate the conversation. If needed, will ask the child to move to a private place.

- 1. Reminder of what is expected: I've noticed...*
- 2. Reminder of what is expected: This will mean that you will need to...*
- 3. Reminder of what is expected: I know how incredible you are as last week you...*

After the sequence above, we will thank the child for listening and leave. This will allow time for the child to think or to avoid engaging in a battle. This should remove the panic the child will be feeling.

We believe that people are not their behaviours and going down a punishment road will just prove the child right that you are not trustworthy. We strongly believe that we should give children what they need, not what we think they deserve!

Script for Consequence Conversations:

When discussing a behavioural issue with a child, we will use the following script of 6 key questions:

1. What happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How do we do things differently in the future?

The use of consistent questions will ensure that the children will start to expect these each time they have a consequence conversation and it will start to become an automatic response to reflect on their behaviour to promote a more positive response in the future.

6. Promoting Positive Behaviour in the EYFS/Little Saints classroom

Nursery, Reception and Little Saints (2-year olds):

The policy is followed as per the rest of the school for Little Saints and the Foundation stage but worded differently. For example; Sunshine is equivalent to Green; Star is the same as GOLD. In the same way, any behaviour deemed under the Red card criteria, will initiate the same procedure but at an age-appropriate and individually based level.

Sunshine- All children start the day here: they are ready to learn.

Star- A teacher will choose a child to achieve gold when they display exceptionally good learning behaviour. This will mean an immediate reward- dip in the box!

Grey Cloud- The child is encouraged to think about ways of improving their behaviour and ways of making better choices. Possibly an in class time out for five minutes, when appropriate.

New day, New Start!

It is important to us that every day is a new day, a new chance to do well. In all Key Phases, children start each day on the sunshine, ready to make good choices.

"Forget the former things: do not dwell on the past"

Isiah 43:18-19

7. Behaviour at playtime and lunch time

We expect our children to behave well and follow the St Mary's expectations of behaviour at all times; both in the building and outside in the playground.

Time Out

Time out is given when children become involved in low level incidents such as over-excited play, rough play, arguments, or disputes over equipment. Children who become involved in such incidents

will be warned and may be asked to sit on the "time out bench" in the playground to reflect upon their behaviour and "cool off". This can also be standing by an adult.

Playground behaviour incidents are recorded on the Playground Incident Form and kept on the clipboard. Incidents are monitored fortnightly by Mrs K Cooke. Staff on the yard should share incidents with the class teacher to decide on the consequence.

Red Card Behaviour

When a child displays Red Card behaviour, a Senior Manager is informed immediately and collects the child from the playground. The school Red Card procedure is initiated, in the same way as for Classroom behaviour. Red Card behaviours initiate the same procedure as defined above in the Classroom Behaviour section and are defined in the same way:

- Violence of any kind which is intentional or is down to negative behaviours
- Harassment or bullying (see appendix III)
- Abusive language to children or staff
- Use of racist, homophobic and sexist language
- Blatant defiance, including walking away when being spoken to by any member of staff
- Damage to property
- Persistent defiance in spite of Amber reminders

Accidental harm

If a child has hurt another child by accident it is important that this child receives a consequence conversation to make clear the damage done. Consequences should be decided on based on the individual. Avoidance of break or lunchtime exclusion is promoted and a more appropriate consequence should be used such as an apology, a letter, a task to make up for the harm.

Be kind to each other, sympathetic, forgiving each other as God has forgiven you through Christ.

Ephesians 4:32

Parent Support

The Head teacher may consider asking parents to accompany their child in school during lunchtimes in cases of repeated or extremely inappropriate behaviour.

Lunchtime Exclusions from school

In exceptional circumstances parents/carers may be asked to pick their child/children up at the beginning of lunch time and escort them back to school at the end of lunch time.

8. Exclusions

Internal exclusion

At St Mary's, we define internal exclusion as when a child is removed from a classroom setting, but not from the school site, for a temporary period due to inappropriate behaviour (that may have been a first occurrence) that breaks the school rules.

There might also be times when a child has deliberately chosen to make undesirable choices and displays high level inappropriate behaviour in the hope that they will be externally excluded and

sent home. In these cases, internal exclusions will be appropriate, as the child will have to accept responsibility for the choices that they have made and face the consequences in a reflection room on site, where they would be expected to complete all class work, without having any contact with their peers.

External exclusion

In cases of repeated disruption or on occasions of Red Card behaviour such as bullying, violence, verbal abuse and defiance, the Head teacher, or in her absence the Deputy Head teacher, may exclude a child for a fixed term. This is not a decision taken lightly and will have been reached considering the best interests of the child excluded, and other children affected by his/her behaviours. A reintegration meeting will always be established before a child returns from exclusion and is chaired by a member of the Senior Leadership Team, or in their absence a Phase Leader.

Finally, and in the last resort the Head teacher can use permanent exclusion. This will be in response to extreme or repeated high level negative behaviour.

In all cases of exclusion, both fixed term and permanent, the school will comply with Stoke-on-Trent's guidance on exclusion and report cases as required. Parents can appeal against decisions made and this will be detailed to them in the letter which will always be sent out with an exclusion.

9. Children with special educational needs

We expect all children to abide by St Mary's expectations of good behaviour. As much as possible, we want to keep children with special educational needs within whole school behaviour management systems; however, this will be more difficult for some children at certain times.

Children with behaviour difficulties:

- Have regular meetings with their teacher and parents/carers to discuss appropriate support.
- May be placed on a 'daily/weekly report card' by a senior manager, or head. A mutual decision is made, involving the child as to when the form is deemed no longer necessary. Parents/carers are able to see the form.
- Have targets for improved behaviour on their Pupil Passport.
- May have an individual Behaviour Plan.
- Meet regularly with the Inclusion Leader to discuss progress.

Children who have an Education, Health and Care Plan may need the whole school behaviour management systems to be modified to manage their behaviour. Some pupils may not comprehend the rules and structures of the school and are unable to meet expectations without additional support. Practical ideas include individual planning and reviews.

A formal meeting will take place each term between parents/carers, school staff and relevant outside agencies. Staff should refer to the Special Educational Needs Policy for information re: setting appropriate targets.

Identifying and recording incidents

- Behaviour Log - when appropriate, teachers keep records of a child's behaviour in a Behaviour Log, so that professionals can build a picture of the needs.

- An ABC form will be completed to unpick reasons for behaviours that can be avoided in the future.
- Playground Incident File; incidents and consequences are recorded in the Playground Incident File that is monitored by the head for Inclusion.
- Incident Form; incidents and actions are recorded on the school Incident Form and sent to the Safeguarding lead.

10. Monitoring and Support

All staff are responsible for monitoring and supporting children's behaviour at St Mary's. The lead for Inclusion, reporting to the Head teacher, uses contextual information (e.g. age, gender, SEN, ethnicity, etc.) when monitoring and evaluating behaviour.

Responsibility for the planning and implementation of behaviour support plans lies with all staff involved. The Head teacher, Deputy Head, with Phase and Senior Leaders where appropriate, is responsible for the effective management of the process.

Ecclesiastes 4:9-12 - Two are better than one; because they have a good reward for their labour.

Next review: September 2027

Signed.....(Headteacher) Date.....

Signed.....(Chair of Governors)Date.....

Signed: Father John Stather Chair of Governors
Policy Date: Sept 2025

Appendix 1

Strategies to promote positive behaviour

- **Public praise and private criticism**
Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off' too.
- **Sensitive Praise**
Some children find direct praise hard to handle so praise should be as descriptive as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be non-verbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.
- **Three positives before a negative**
This can apply to individuals as well as to classes. Before making a suggestion about a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say. Within the class, aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well than when they behave badly.
- **Acknowledge feelings**
Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.
- **Give them a choice**
Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.
- **Be consistent**
Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger bad behaviour.
- **Model desired behaviour**
It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.
- **Scan the classroom**

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive.

- Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.
- Listen to children
Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?"
- Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.
- Maintain frequent contact
Aim to make frequent task-centred contact with all children. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.
- Pre-empt disruptive behaviour
If a child is off-task, the importance tactic is to return their attention to the task before they actually become disruptive.
- Be aware of yourself - When dealing with disruptive incidents, consider the following:
 - Your position in class
 - Your proximity to disruptive children
 - Your facial expression
 - Your tone of voice
 - Your posture
 - Your choice of words
 - The use of eye contact

Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it?

- Catch them being good

This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement.

What happens when things go wrong?

An essential part of our behaviour management lies in the fact that each child knows that consequences will be imposed for unacceptable behaviour. The principles upon which consequences are based are that they should be:

- the minimum necessary

- immediate and short lived
- consistent
- focused upon the act not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- not humiliating to the child or the adult
- avoided where possible
- sufficiently disagreeable to discourage a repetition
- involving parents where deemed appropriate

We hold them in our hands until they do not need to be held. In this way they gain in confidence, self belief and self responsibility.

Fear not, for I am with you; be not dismayed, for I am your God; I will strengthen you, I will help you, I will uphold you with my righteous right hand.

Isaiah 41:10

Appendix II

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

Fixed Short Term Exclusion (up to 5 days per term)

- Parents, Chair of Governors, LA Officer informed by letter.
- Parents may make representations to Governors.
- Governors may meet, but cannot reinstate.
- Upon return to school, child stays on Contract or PSP for a minimum of four weeks.

Permanent Exclusion

- Parents, Chair of Governors, LA Officer informed.
- Governors meet and consider all representations and reports (parents/child may attend).
- Governors cannot reinstate
- Parents notified of right to appeal.
- Remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

Appendix III: Valuing All God's children (2019)

This cyclical approach of challenging, supporting and reporting seeks not only to tackle each individual bullying incidents but also to prevent future incidents by responding appropriately.

When incidents of HBT bullying take place, schools need to consider three actions:

- **challenging** unacceptable behaviour, including setting standards of acceptable behaviour and a culture of trust and respect.
- **supporting** the child/young person who has been bullied (and sometimes the child/young person who has displayed bullying behaviour and any non-intervening bystanders).
- **reporting** what has happened and monitoring those reports.⁶⁵



We work with due regard to the equality act 2010 to make sure that all our pupils regardless of ethnicity, ability, home language and special educational needs are included and are able to access our sanctions procedure.