



**The Park Federation Academy Trust  
James Elliman Academy**

**Behaviour Policy  
2017-2018**

# Approval

Signed by CEO and Federation Principal on behalf of the Board of Directors	Dr. Martin Young
Date of approval	September 2017
Date of review	September 2018

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Our Policy is based on the 3 principles of Rights, Rules and Responsibilities. Above all we show Respect for ourselves and towards each other and all members of the James Elliman community are expected to display this quality at all times.

## **Section 1: Aims of the Policy**

To support the equal **right** of every member of the School Community to be part of a safe, calm, purposeful and happy place where individual and shared aspirations are respected and valued.

To recognise our individual and shared **responsibility** to foster positive caring attitudes towards everyone within our diverse community, where achievements at all levels are acknowledged and valued.

To encourage all members of the School Community to accept personal **responsibility** for their own behaviour and relationships towards others.

To ensure that **rules**, boundaries and consequences for behaviour are clear, fair, consistent and appropriate for all members of our school community.

## **Section 2: Rights**

All children have the right to learn and progress to their full potential in a safe, purposeful and enjoyable environment. To access learning opportunities which build their self-esteem, sense of achievement and self-worth, without disruption and respecting the rights of others to equal opportunities.

All adults - teaching and non-teaching staff; parents; Governors - have the right to fulfil the expectations of their roles to the best of their abilities in a safe and non- threatening environment, with appropriate support and recognition from all members of the School Community.

## **Section 3: Responsibilities**

### **Pupils**

The most important of these responsibilities is to:

- Learn and play to the best of their abilities and in a way that safeguards and respects the rights of other pupils to do the same.
- Co-operate and comply with adults and pupils in the interests of their own and other children's education and well-being.
- Respond to challenging situations thoughtfully and intelligently with regard to the consequences of their behaviour choices on themselves and others.
- To take care of property and the environment in all areas of the school building and outside in the playgrounds and activity areas.

- To take an active role in being part of the positive provision for behaviour and well-being - peer mentor; class monitor; school councillor.

## **Staff**

The most important of these responsibilities is to:

- Fulfil their roles within the school in accordance with National Professional standards and in a way that safeguards the rights of every member of the Academy Community and earns respect from pupils, parents and colleagues.
- Model appropriate and desired behaviour in all situations and challenges, using strategies in Circle Time and PSHE programmes.
- Implement school policies, using rewards, agreed rules and sanctions, clearly, consistently and fairly, having regard for individual and group needs.
- Collaborate with and develop good relationships and lines of communication with parents, colleagues and outside agencies to ensure appropriate support for individual pupils experiencing behavioural, emotional and social difficulties.
- Plan and teach creative, challenging and interesting approaches to curriculum activities; a teaching and learning environment that ensures excellent learning behaviour; engages and takes account of individual and group needs.

**CPD for staff** - Familiarisation of the Behavioural policy at the start of every academic year by all staff. Team leaders to familiarise any team members who join the school part way through the academic year.

## **Parents**

The most important of these responsibilities is to:

- Support the Academy's policies and practice in its aim to ensure the well-being and educational and social development of their child.
- To play an active role in support and intervention programmes deemed appropriate by the school and its advisors, in supporting pupils experiencing difficulties and challenging situations which impact on their behaviour and well-being.
- Maintain good communication with the Academy, its staff and Governors to help ensure that individual pupil needs are met, to the best of our ability.

## **Section 4: Rules**

A number of clear, fair, consistently applied rules are necessary to ensure that the rights of all members of the Academy community are safeguarded and the vision and ethos of James Elliman Academy and The Park Federation continues to be the priority.

### **Whole School**

The Home-School Agreement is a partnership between parents, pupils and the school which sets out whole school expectations. All partners sign the document to indicate their agreement and support for the rules. The agreement is sent out at the beginning of each new academic year and is kept in the pupils file.

### **Class**

Class rules are devised, discussed and agreed by each class, in September and clearly displayed in each classroom. JEA has Rules, Values and Expectations (RVEs) that are displayed in every class and around the school, children are encouraged to follow these by all staff.

Rewards and sanctions are agreed by each Key stage/Year team as appropriate for the age and needs of the pupils. Rewards and incentives are also clearly displayed in each classroom. These are consistently enforced by all adults in the year group / Key stage.

Year teams will agree on collaborative rewards which focus on highlighting those pupils who contribute to the ethos and positive environment of the school, throughout the year.

### **Playground**

All pupils have the opportunity to contribute to the rules in the playground, through the School Council. The main aim of the playground rules is to ensure a safe and enjoyable environment for all children to enjoy.

Peer mentors and play monitors are responsible for looking after equipment and helping children who may find forming and developing friendships difficult at times.

Lunchtime staff will reinforce behaviour expectations in the playground with the safety and well-being of the children their primary aim.

## **Section 5: Provision and Support**

All members of the School Community are aware that there are positive and negative consequences to our behaviour choices.

Pupils finding it difficult to respect and comply with school rules will be supported with a range of strategies to help them manage and change their behaviour.

It is the professional responsibility (see standards) of each qualified teacher to create a positive and safe environment for the pupils in their class and interact positively and caringly with all pupils in the school. They are responsible for managing the behaviour of those pupils who are vulnerable or display inappropriate or unacceptable behaviours; for deploying support staff within their class and referring pupils needing specialist support from Learning Mentors, Nurture Group or external agencies.

Where behaviour issues arise, teachers should first discuss with team colleagues/Team Leader to agree initial strategies for support. If there is an escalation of concern, it is expected that actions will follow the strategies laid out in the **5 Stages of Behaviour**.

If a pupil continues to demonstrate significant behaviour issues, despite the full range of support offered, action will be taken to safeguard the education and safety of the majority and this may include fixed term exclusion and or managed transfer to another setting.

Pupils who have a diagnosis of ASD or ADHD must follow whole class rules and must aim to meet the same high expectations as all pupils. In addition to IEPs, pupils with a diagnosis can be supported to make 'positive' choices regarding behavior with the use of individual pupil support plans. These will offer steps to gain positive behavioural outcomes. These will be shared with both the pupil and parents and reviewed every six weeks. Pupils have access to a 'quiet,' room to allow themselves time and an opportunity to re-settle themselves.

### **Use of Reasonable Force**

The DfE has put forward guidance regarding the use of reasonable force. (DfE non statutory guidance updated July 2015)

The DfE advises that all adults in the school who have a duty of care towards pupils can use 'reasonable force' to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Further examples include, preventing a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restraining a pupil at risk of harming themselves through physical outbursts. Teachers will physically separate pupils found fighting if they do not respond to verbal requests to stop.

Reasonable adjustments for disabled children and children with special educational needs (SEN) will be made with regard to using 'reasonable force' in any serious incident.

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.

**Schools cannot:**

- use force as a punishment - it is always unlawful to use force as a punishment.

In the event of a serious incident where 'reasonable force' has been used, parents will always be notified and the incident will be discussed with parents at the earliest opportunity. Incidents will be recorded by the Principal /Vice Principals.

**Mental Health**

The school is committed to supporting pupils who may be experiencing mental health difficulties which could be affecting their behaviour. The school has processes in place which aim to determine the underlying cause of inappropriate behaviour, often this behaviour can be linked to social and / or emotional difficulties.

**Support includes:**

Class teachers should refer pupils causing concern through the SEN route, in order to facilitate assessment and diagnosis of need and appropriate intervention and support.

- Nurture strategies for pupils in Early Years
- Nurture group in Key Stage One (KS1) 3 afternoons a week to support pupils with learning barriers due to behaviour and/or poor self-esteem.
- Rainbow (behaviour support) group for KS1 pupils
- Learning Mentor support for individual pupils in KS1 and Key Stage Two (KS2)
- KS2 Groups led by Learning Mentors.
- Circle Time/Circle of Friends.
- Sessions with Wendy New (Child and Family Support worker).
- Groups run by Slough Behaviour Support.
- Therapists - bought in from SSBS associates.
- IEP targets.
- Referral to Early Help through Slough Council via SEND team
- Referral to CAMHS (Children and Adults Mental Health Service)

Rewards include:

- Team points/Green card/Sticker cards/praise cards.
- Hero of the week
- End of term events/ Collaborative reward sessions
- Half termly rewards that each class votes for

Sanctions include:

- Time out in another class/with Team Leader/-Vice Principals or the Principal
- Break and lunchtime play - timed reduction.
- Missing part of the reward.
- Fixed term exclusions.
- Managed transfer.

## **Section 6: Summary and Descriptors: 5 stages of behaviour**

The great majority of pupils will never give concern in regard to their behavior but some children may struggle and act out in the guise of unacceptable behaviour.

Making time to listen, avoiding hasty judgements and addressing the behaviour not the child will often pre-empt an escalation of the behaviours we do not want to see in school.

It is important that we get to know pupils, their interests, home circumstances, what areas of the curriculum they feel good/bad about. A sense of achievement, success, reward will often do away with the child's need to behave unacceptably.

You are important, the best thing that you can give is your approval and a positive relationship to each child in your class. It is difficult to tread the tightrope of fairness towards the majority of co-operative and motivated pupils and still provide effective support for the one or two pupils who are demanding and consume so much of your time and attention.

**Most importantly**, pupils who experience inclusive and engaging learning provided by good or outstanding teachers will respond with excellent learning attitudes and behaviour.

**The JEA 5 Stages of Behaviour Sanctions and Next Steps for Children are displayed in the school so children are aware of the sanctions and next steps.**

All serious incidents should be recorded in writing on the Serious Incident Form (Appendix 1).

# Appendix 1: Serious Incident Form/Investigation Report

<b>James Elliman Academy: Serious Incident Form/Investigation Report</b>	
<b>Name / Incident</b>	Serious Accident/Bullying/Racial Abuse/Parental Complaint/Other (please state)
<b>Date / Time / Location</b>	
<b>Timeline of Events</b>	
<b>Summary / Next Steps</b>	

### JEA 5 Stages of Behaviour

Stage	Behaviour	Strategies	Next Steps
<b>1</b> <b>Aggravations</b>	<ul style="list-style-type: none"> <li>• Wandering about in class</li> <li>• Calling out during lessons and interrupting pupils and teacher.</li> <li>• Making silly noises, faces or unnecessary talking.</li> <li>• Pushing in line.</li> <li>• Other incidents of low level disruption- running in corridors.</li> </ul>	<p><b>It is expected that this level of behaviour is dealt with by class teacher</b></p> <ul style="list-style-type: none"> <li>• Eye contact/ non verbal prompts</li> <li>• ‘Catch them being good’, praise for making the right choices</li> <li>• Reference to class rules. Provide consistent reminders of your high expectations.</li> <li>• Reinforce verbal reminders with visual reminders to reinforce desired behaviour ... stickers, team points.</li> <li>• Proximity/change of seat.</li> <li>• Ensure that curriculum is differentiated appropriately ... pupil able to access; gaining a sense of achievement.</li> <li>• Explore the issues on whole class basis using PSHE and Circle time.</li> <li>• Teacher/pupil talk time. Communication with the pupil is vital in finding out the underlying reason for the behavior causing concern.</li> <li>• Use of behavioural zone board or the whole class behavior management system implemented by the class teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Not recorded until persistent.</li> <li>• Informal contact with parents at 3:15. (use your professional judgement as to when this would be effective.)</li> <li>• It is important that adults look at their own behaviour at this early stage, be aware of body language, vocal tone, what message is the pupil getting?</li> <li>• Avoid confrontational behaviour - this could be very counterproductive at this stage</li> <li>• Teacher/TA monitors child’s level of self esteem and engagement</li> </ul>

Stage	Behaviour	Strategies	Next Steps
<b>2</b> <b>Less Serious</b>	<ul style="list-style-type: none"> <li>• Deliberate rule breaking i.e. eating sweets; taking other pupils' things without permission; in class without permission</li> <li>• More regular disruption in class, impacting on other pupils' learning time</li> <li>• Uncooperative behaviour</li> <li>• Minor challenge to authority.</li> <li>• Off-hand or disrespectful comments.</li> <li>• Persistent time wasting.</li> <li>• Tendency to solve playground issues through name calling and aggression.</li> </ul>	<p><b>If initial strategies fail to bring about changes to behaviour, Team Leader and colleagues will support the class teacher with suggestions and advice for additional actions.</b></p> <p>Issues to be considered at Team meeting and recorded on Behaviour Incident Form.... Copy to Principals central file.</p> <ul style="list-style-type: none"> <li>• Sit near Teacher at Assembly/ consider the most effective classroom position</li> <li>• Time out in chill out corner of the classroom/timed opportunities to change behaviour</li> <li>• Unfinished work to be completed at Lunch or Break.</li> <li>• Set up target and reward cards. Ensure all colleagues who also work with the pupil are aware of the target and reward system in place to allow for consistency.</li> <li>• Monitor progress closely; deploy TA to observe pupil response during lessons. To identify any specific learning issues.</li> <li>• Ensure curriculum inclusion and specific responsibilities to build self- esteem and increase an awareness of having a stake in the class.</li> <li>• Discuss issues with Team Leader/ have pupils talk with Team Leader.</li> <li>• Ensure that parents are made aware of concerns - meeting after school if necessary</li> <li>• Lunch controllers involvement- monitor behaviour/ be advised how to manage any incidents positively</li> <li>• Teacher/TA/pupil talk time to set targets for changing behaviour.</li> <li>• Address specific issues with whole class through Circle time/PSHE programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider whether Child Support worker, needs to explore issues of self esteem</li> <li>• Ensure that pupils feel that you (as an adult) are listening and have time to help and care for them.</li> <li>• Begin to record incidents and the strategies you have used and how the pupil has responded to the strategy used in class book, as evidence / information to guide future interventions and support mechanisms.</li> <li>• Referral to Learning Mentor</li> <li>• Move to stage 3 if reminders are ignored.</li> <li>• Raise a Record of Concern if pupil is not on the SEND register</li> <li>• If pupil has an IEP - update it with concerns 'in additional comments'.</li> <li>• Consider use of Boxall Profile</li> <li>• Communicate with parents</li> </ul> <p><b><u>If strategies at level 2 and 3 have not been effective, refer to Inclusion group using appropriate referral form</u></b></p>

Stage	Behaviour	Strategies	Next Steps
<b>3</b> <b>More Serious</b>	<ul style="list-style-type: none"> <li>• Deliberately throwing small objects and or other behaviour likely to hurt or disrupt other children's learning</li> <li>• Damaging school/other pupil's property.</li> <li>• Leaving class without permission.</li> <li>• Repeated refusal to co-operate and complete tasks.</li> <li>• Repeated challenge to authority.</li> <li>• Provocative name calling or abusive language towards other pupils.</li> <li>• Inappropriate response to challenging situations - bullying; aggressive physical behaviour; unacceptable language</li> </ul>	<p><b>Despite interventions at stage 1 and 2, concerns remain; behaviour may be escalating. Refer to Inclusion Group for interventions and next steps decisions made including involvement of outside agencies.</b></p> <ul style="list-style-type: none"> <li>• Behaviour incident report made out. Refer to SENCo for assessment and seek parental permission for SEN school support if appropriate.</li> <li>• Ensure that communication with parents is maintained, a positive relationship with parents is an important element in helping the child make the desired changes to their behaviour</li> <li>• Time out of class with Team Leader Internal detention at Lunchtime.... SLT or Team Leader to arrange and supervise</li> <li>• Involvement in behaviour group, e.g. Anger Management.</li> <li>• Target cards used to be signed by class teacher/Team Leader or Vice Principal and parents at the end of the week / daily depending on the need of the pupil Consider implementing home school contact book.</li> <li>• Communicate positive feedback to parents as well as behavior which is causing concern.</li> <li>• If Boxall Profile completed and areas of development highlighted, steps to be put in place to aid social development with parental permission.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Mentor to make observations to be made in class.</li> <li>• Team Leader, Senior Leadership and pupil to meet and discuss difficulties and plan targets to support a positive change in behaviour (Individual Behavioural Plan)</li> <li>• Complete questionnaires regarding behaviour to aid a fuller understanding of triggers</li> <li>• Lunchtime staff to be made aware of and monitor behaviour, recording incidents as appropriate.</li> <li>• Inclusion Group to make recommendations as to whether outside agencies - SBSS; Therapy; Early Help - need to be involved.</li> <li>• Executive Principal to be made aware of issues and concerns.</li> <li>• SENDCo to seek permission from parents to offer SEN School support if appropriate</li> </ul>

Stage	Behaviour	Strategies	Next Steps
<p style="text-align: center;">4 Very Serious</p>	<ul style="list-style-type: none"> <li>• Repeatedly leaving classroom without permission or in defiance of class teacher's instructions.</li> <li>• Behaviour that is clearly impacting on other children's well-being and learning</li> <li>• Fighting and intentional physical harm to other children.</li> <li>• Throwing dangerous objects.</li> <li>• Verbal abuse to staff and pupils.</li> <li>• Stealing and vandalism.</li> <li>• Serious challenge to authority.</li> <li>• Persistent bullying, other pupils feeling intimidated and fearful.</li> </ul>	<p><b>Significant behaviour issues continue and warrant interventions from outside agencies as support provided by the school inclusion system has not had the expected impact.</b></p> <ul style="list-style-type: none"> <li>• SENDCo to seek- parents' permission to Early Help and place pupil on SEN register if appropriate / not already on SEN register.</li> <li>• Learning Mentor support as part of the behaviour plan + time with Child and Family Support with appropriate play therapy/ behaviour management support.</li> <li>• Principal and SENCo convene TAC meeting to consider context of behaviour and the need to refer to specialist support for both pupil and family, including Social care if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of outside agencies through SENCO, who will arrange Multi-agency /TAC meeting to be reviewed every six weeks.</li> <li>• Referral to Behaviour Panel for support options, to be considered.</li> <li>• Chair of Governors and Executive head will be informed of the likelihood of fixed term exclusion and how school will manage this for the best outcome for pupil and school</li> <li>• Positive handling plan in the event of having to intervene physically to keep a child safe from harming themselves or others</li> </ul>
<p style="text-align: center;">5 Extremely Serious</p>	<ul style="list-style-type: none"> <li>• Behavior clearly dangerous to self or other members of the school.</li> <li>• Complete rejection of authority.</li> <li>• Verbal/ physical abuse to any staff member or pupil.</li> <li>• Running out of school.</li> <li>• Serious damage or vandalism to school, staff or pupil property.</li> </ul>	<p><b>For a pupil to reach stage 5, the school and other agencies will have intervened at all previous stages without an appreciable change to the child's behaviour</b></p> <ul style="list-style-type: none"> <li>• Fixed term exclusion in most circumstances.</li> <li>• Referral to Behaviour Panel would be made if continued exclusions are likely and all behaviour strategies have failed to change the unacceptable behaviour.</li> <li>• Panel to be asked to consider managed transfer to facilitate a 'fresh start' strategy for the pupil concerned.</li> <li>• Behaviour pertaining to lunchtime will result in exclusion at lunchtime only.</li> <li>• Return to school planned through a part time or reduced attendance, if appropriate.</li> <li>• Full time Learning Mentor support for defined period of return to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal/Vice Principal will set up a return to school meeting with parents.</li> <li>• School Governors will be informed of situation; strategies and provision that school have implemented and decisions made in respect of this pupil's placement.</li> </ul>

## JEA 5 Stages of Behaviour Sanctions and Next Steps for Children.

# James Elliman Academy: Behaviour Sanctions and Next Steps

Stage	Behaviour	Sanction	Strategies / Next Steps
<p style="text-align: center;"><b>Low-Level Disruption</b> Teacher (Not recorded beyond classroom)</p>	<ul style="list-style-type: none"> <li>▪ Inappropriate moving in class.</li> <li>▪ Calling out and interrupting.</li> <li>▪ Making silly noises, faces or unnecessary talking.</li> <li>▪ Pushing in line.</li> <li>▪ Running indoors.</li> <li>▪ Shouting indoors.</li> </ul>	<ul style="list-style-type: none"> <li>▪ First verbal warning.</li> <li>▪ Second verbal warning.</li> <li>▪ Lose time from break (if repeated after second verbal warning).</li> <li>▪ Informal conversation with parents after school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reference to class rules.</li> <li>▪ Provide consistent reminders of your high expectations.</li> </ul>
<p style="text-align: center;"><b>2</b> Mid-Level Behaviour Year Leader (Record in behaviour log)</p>	<ul style="list-style-type: none"> <li>▪ Deliberate rule breaking, e.g.                             <ul style="list-style-type: none"> <li>– eating sweets;</li> <li>– taking other pupils' things without permission;</li> </ul> </li> <li>▪ More regular disruption in class, impacting on other pupils' learning time</li> <li>▪ Uncooperative behaviour</li> <li>▪ Answering back to an adult.</li> <li>▪ Off-hand or disrespectful comments.</li> <li>▪ Leaving class without permission.</li> <li>▪ Persistent time wasting.</li> <li>▪ Name calling.</li> <li>▪ Aggressive behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lose whole break or part of lunchtime.</li> <li>▪ Pupils sent to Year Leader's class.</li> <li>▪ Formal conversation between YL, Teacher and parents after school or via phone.</li> <li>▪ Behaviour Target Card.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Set up Behaviour Target Card. Ensure all colleagues who also work with the pupil are aware of the targets.</li> <li>▪ Lunchtime Assistants monitor behaviour on Target Card.</li> <li>▪ Referral (Record of Concern) to VP for inclusion.</li> <li>▪ Refer to Learning Mentor or Child &amp; Family Support Worker for advice if required.</li> </ul>
<p style="text-align: center;"><b>3</b> High-Level Behaviour VP (Recorded in VP behaviour log)</p>	<ul style="list-style-type: none"> <li>▪ Deliberately hurting others.</li> <li>▪ Damaging school/pupil's property.</li> <li>▪ Repeatedly leaving class without permission.</li> <li>▪ Repeated refusal to co-operate.</li> <li>▪ Repeated challenge to authority.</li> <li>▪ Bullying.</li> <li>▪ Aggressive physical behaviour.</li> <li>▪ Unacceptable language (swearing/racism).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Internal playtime &amp; lunchtime exclusion.</li> <li>▪ Formal meeting between VP, YL, Teacher and parents.</li> <li>▪ Behaviour Target Card.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Behaviour incident report made out; sent to SENDCo/VP for Inclusion for referral for Additional support.</li> <li>▪ Behaviour Target Card continued and signed-off daily by the VP.</li> </ul>
<p style="text-align: center;"><b>4</b> Very Serious Behaviour VP/Principal (Recorded in Principal's Office)</p>	<ul style="list-style-type: none"> <li>▪ Repeatedly leaving classroom without permission or in defiance of class teacher's instructions.</li> <li>▪ Repeated behaviour that is clearly impacting on other children's well-being and learning.</li> <li>▪ Fighting and intentional physical harm to other children.</li> <li>▪ Throwing any object.</li> <li>▪ Verbal abuse to staff and pupils.</li> <li>▪ Stealing and vandalism.</li> <li>▪ Serious challenge to authority.</li> <li>▪ Persistent bullying.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Internal exclusion.</li> <li>▪ Formal meeting between Principal and parents.</li> <li>▪ Behaviour Target Card.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Behaviour incident report made out; sent to SENDCo/VP for Inclusion.</li> <li>▪ Behaviour Target Card continued and signed-off daily by the VP.</li> <li>▪ SENDCo to seek Parents' permission to Early Help and place pupil on SEN register if appropriate / not already on SEN register.</li> <li>▪ SENDCo convene TAC meeting to consider context of behaviour and the need to refer to specialist support.</li> <li>▪ Chair of Governors and Executive head will be informed of the likelihood of fixed term exclusion if behaviours persist.</li> </ul>
<p style="text-align: center;"><b>5</b> Extremely Serious Behaviour (Recorded in Principal's Office and in Pupil Record)</p>	<ul style="list-style-type: none"> <li>▪ Behaviour clearly dangerous to self or other members of the school.</li> <li>▪ Complete rejection of authority.</li> <li>▪ Verbal/ physical abuse to any staff member or pupil.</li> <li>▪ Running out of school.</li> <li>▪ Serious damage or vandalism to school, staff or pupil property.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fixed-term external exclusion.</li> <li>▪ Formal meeting between CEO, Principal and parents.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Referral to Behaviour Panel to be made if continued exclusions are likely and all behaviour strategies have failed to change the unacceptable behaviour.</li> <li>▪ Panel to be asked to consider managed transfer to facilitate a 'fresh start' strategy for the pupil concerned.</li> <li>▪ Behaviour pertaining to lunchtime will result in exclusion at lunchtime only.</li> <li>▪ Return to school planned through a part-time or reduced attendance, if appropriate.</li> <li>▪ Full-time Learning Mentor support for defined period of return to school.</li> <li>▪ Principal/Vice Principal will set up a return to school meeting with parents.</li> <li>▪ Academy Councillors will be informed of situation; strategies and provision that school have implemented and decisions made in respect of this pupil's placement.</li> </ul>

