

St. Monica's Catholic Primary School



‘Let Trust, Respect and Love live
here.’

Behaviour Policy

Reviewed and Adopted:- November 23

PHILOSOPHY

Every child is a unique gift from God, with his or her own unique gifts.

“At St. Monica’s, we strive to ensure that all children are offered the opportunity to develop to their full potential in individual, educational, moral, social, intellectual and spiritual needs.”

“Our school aims to be a living community of work and prayer.”

We believe in supporting all staff, teaching and non-teaching, in meeting their individual needs and developing the staff as a team.

INTRODUCTION

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Practice philosophy. Restorative Practice aims to build the St Monica’s community and to repair and strengthen relationships within this community.

The school embraces Restorative Practices as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

AIMS AND CONSIDERATIONS

The Governors wish to clarify, for the information of all parents, the aims of the school in matters of behaviour, and the procedures employed if and when problems concerning discipline do arise.

‘Our aim is to create and maintain a secure, welcoming and rewarding environment for all, in which good standards of behaviour, discipline and learning can flourish.’

Children are at the centre of our school life.

- We help them to love God and other people.
- We value everyone in our family, Parish, and community.
- We teach and encourage everyone to develop their spiritual, academic, and moral growth.
- We have fun and enjoy learning.

We recognise the importance of a positive approach to the behaviour of the children in school. To quote the Restorative Foundation:

‘Restorative Principles provide a highly effective framework to build learning communities that are respectful, inclusive and engaging. Explicit practice, and language that is consistent, form the basis of healthy relationships; the heart of well-being, achievement and success.’

Our staff work hard to foster a positive and caring environment for the pupils, in which all are treated fairly and consistently.

RESTORATIVE PRACTICE PHILOSOPHY

Effective Restorative Practice fosters awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

BEHAVIOUR EXPECTATIONS

At St Monica's we live by three Rights. (Appendix A)
We believe that everyone has:

- The Right to be Safe
- The Right to Learn
- The Right to be Respected

ROUTINES

In order to ensure the smooth running of a school, there needs to be clear structures which underpin the rules and reinforce expectations for staff and pupils. A detailed list of these can be found in Appendix B.

To ensure lessons are not unnecessarily interrupted, mobile phones and any other electronic devices are prohibited. If a pupil needs to bring a device into school, it will need to be handed in to the school office at the start of the day and collected at the end. Any device found on a pupil during the school day, will be confiscated.

STRATEGIES FOR ENCOURAGING GOOD BEHAVIOUR

GOOD RELATIONSHIPS ARE BUILT ON CREATING A MOMENT OF SUCCESS AND THEN NOTICING IT LOUDLY.

A number of strategies are employed at St Monica's to encourage and maintain good behaviour. A detailed explanation can be found in Appendix C.
Examples of these are:

- Positive praise
- Stickers
- Dojo points
- Certificates
- Notes home
- Class rewards

POSITIVE HOME/ SCHOOL RELATIONSHIPS

Pupil's learning is enhanced by a positive relationship between home and school.

Parents can contribute in the following ways:

- Being interested in their child's learning.
- Understanding and supporting school procedures and rules.
- Being willing to support activities relating to school.
- Being aware of their child's role in the community.
- Supporting the school's use of Restorative Practice.

By ensuring their child is ready for the school day by:

- Being punctual.
- Being alert and ready to learn.
- Wearing correct school uniform.
- Having correct equipment and an appropriate school bag.
- Communicating openly and respectfully with staff.

TAKING RESPONSIBILITY

At St Monica's, we believe that pupils should take responsibility in making amends for their actions. We also believe that the most successful interaction with pupils is when it refers to the rules and therefore not directly aimed at the pupil personally. Strategies will be used to encourage pupils to improve their behaviour, such as highlighting good behaviour and looking for opportunities to re-establish the relationship with the child, such as helping them with their work or addressing the under-lying cause of the behaviour. If these strategies are unsuccessful then the 'Reflective Zones' system will be used which is detailed in Appendix D. Once a child reaches Reflective Zone 2 or beyond, a 'Restorative Conversation' (as at Appendix E) will take place to ensure that the pupils can acknowledge how their actions have affected others and they will have the chance to agree a suitable consequence and to rebuild relationships. Examples of these are:

- Verbal apology
- Letter of apology
- Missed playtime to complete an 'Incident' form - (Appendix F)

Where formal interventions are needed and parents are invited into meet with the class teacher or a member of the Senior Leadership Team ('SLT'), it might be agreed that further interventions to support the pupil should be implemented. Examples of these are:

- Home/ School Book
- Regular Phone calls to parents or carers
- Regular meetings with parents or carers
- Individual behaviour charts

CHALLENGING BEHAVIOUR

In the event of serious incidents, where there are concerns of threatening or actual violent behaviour and no other method of de-escalation has been successful, Positive Handling strategies will be used as a last resort by trained members of staff.

EXTREME CASES

In the most serious cases, where all interventions have failed or where behaviour is dangerous or a threat to another child or member of staff, we may use exclusions. We do not wish to exclude any child from school, but sometimes this may be necessary. Guidance on exclusion from schools is given from the DfE document '**Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England 2023 (as amended)**' and the Milton Keynes Local Authority document '**Milton Keynes Exclusion Guidance 2020 (as amended)**'. The Head Teacher, and/or Deputy Head Teacher, in consultation with other members of the SLT and The Governing Body, will be responsible for judging whether exclusion is appropriate.

- a) A warning of exclusion.
- b) Fixed term exclusion.
- c) In the last resort, permanent exclusion.

This policy will be monitored by the Governing Body and will be reviewed in two years or earlier if necessary.



Appendix A



At St Monica's we believe that everybody has three rights and we work together to uphold these rights at all times...

The right to be safe



The right to be respected



The right to learn





Appendix B

Creating an Environment for Learning- Daily Routines

| Universal Provision | Suggested ideas | Targeted Provision | Personalised Provision |
|---|---|--|--|
| <u>Start of the day- 8:45</u> <ul style="list-style-type: none"> • Come in quickly • Check board for specific work task • Settle to focused task quickly | <ul style="list-style-type: none"> • Activate • Early Work | <ul style="list-style-type: none"> • Put the work on the tables • Beat the timer to settle • Visual timetable | <ul style="list-style-type: none"> • Tell instructions to individual • TA collects work for individual child • Visual timetable on desk |
| <u>Lining up</u> <ul style="list-style-type: none"> • Alphabetical order • Quietly, orderly, promptly • Last child out turns the lights off | <ul style="list-style-type: none"> • Stand behind chairs then line up | <ul style="list-style-type: none"> • Alternative places for some children- e.g start/end of line | <ul style="list-style-type: none"> • Individual holding hand or escorted individually |
| <u>Changing between lessons</u> <ul style="list-style-type: none"> • Keep to the left • Quietly, orderly, promptly • Agreed time for classes to change | <ul style="list-style-type: none"> • Positioning of staff to supervise | <ul style="list-style-type: none"> • Partners to escort | <ul style="list-style-type: none"> • TA's to monitor individuals |
| <u>Collective worship</u> <ul style="list-style-type: none"> • Enter silently in lines • Children wait to be told to sit down (non-verbal) • Sit still and quietly face the front. | <ul style="list-style-type: none"> • Teachers positioned along the corridor • Staff in assembly • Visuals on whiteboard • music | <ul style="list-style-type: none"> • individuals sat along the end of the lines | <ul style="list-style-type: none"> • sit at front • sit near an adult |
| <u>Handing out resources e.g. whiteboards/books</u> <ul style="list-style-type: none"> • System in place to hand them out/ collect them in quietly • All in working order | <ul style="list-style-type: none"> • Monitor names displayed and changed regularly • Bagged/ boxed in sets • Refills/ spares available | <ul style="list-style-type: none"> • Ready on tables • Group equipment named/ colour-coded | <ul style="list-style-type: none"> • Individuals given their resources by another child or adult |
| <u>Tables</u> <ul style="list-style-type: none"> • Equipment stored tidily | <ul style="list-style-type: none"> • Monitors for tidying boxes • Only essential items stored on tables | <ul style="list-style-type: none"> • Specific seats | <ul style="list-style-type: none"> • Separate tables for individuals to sit on for short periods of time • Use of sloping boards |

Creating an Environment for Learning- Daily Routines

| | | | |
|--|---|---|---|
| | <ul style="list-style-type: none"> Items checked regularly | | <ul style="list-style-type: none"> Work tray at individual's work station |
| <u>Seating</u> <ul style="list-style-type: none"> Seating plans for different lessons Correct number of chairs available | <ul style="list-style-type: none"> Seating plans displayed | <ul style="list-style-type: none"> Identified children sit near the teacher/ whiteboard Carpet buddy | <ul style="list-style-type: none"> Allocated seating for children with needs |
| <u>Storage</u> <ul style="list-style-type: none"> Adults and children aware of where equipment is stored Clearly labelled | <ul style="list-style-type: none"> Resource monitors | <ul style="list-style-type: none"> Picture cues Colour coding | <ul style="list-style-type: none"> Monitor mentors Clear instructions |
| <u>Carpet Areas (if needed)</u> <ul style="list-style-type: none"> A designated space for bringing the class together | | <ul style="list-style-type: none"> Carpet spaces Chairs/ cushions | <ul style="list-style-type: none"> TA support |
| <u>Class Notices</u> <ul style="list-style-type: none"> Fire drill Wet play routines Reflective zones Routines and monitors Current seating plan Current timetable System for notes e.g. newsletters, notes for absent children, PE Kit, School Trips | <ul style="list-style-type: none"> Daily timetable displayed | <ul style="list-style-type: none"> Information enlarged/ simplified | <ul style="list-style-type: none"> Individual timetables Notices/ letters directly in bag or to parents |
| <u>Playtimes</u> <ul style="list-style-type: none"> Set of wet play games Wet play paper and pens/ pencils Rules displayed clearly Line up on playground in alphabetical order | <ul style="list-style-type: none"> Children dismissed table by table Wet play equipment clearly labelled Teacher to meet class at the end of play/ lunch | <ul style="list-style-type: none"> Wet play monitors for resources Alternative places for some children- e.g start/end of line | <ul style="list-style-type: none"> 1:1 support Individual holding hand or escorted individually |
| <u>Afternoon Routine</u> <ul style="list-style-type: none"> Settle down quickly and quietly to activity | <ul style="list-style-type: none"> Children supervised in cloakrooms Handwriting prepared | <ul style="list-style-type: none"> Work prepared and on tables Check-in circle Beat the timer Visual timetables | <ul style="list-style-type: none"> Individual check in with adult Individual instructions |

Creating an Environment for Learning- Daily Routines

| | | | |
|---|---|---|---|
| | <ul style="list-style-type: none"> • Activate | | <ul style="list-style-type: none"> • Individual timetable |
| <u>Lesson organisation</u> <ul style="list-style-type: none"> • Resources prepared and ready to use at the start of a lesson • Good pace • Expectations clear • Children know their talk partner • Children know carpet space/ table | <ul style="list-style-type: none"> • Starter activity available • Resources on tables • Pens/ pencils working and ready to use | <ul style="list-style-type: none"> • Appropriate differentiation • Clear instructions | <ul style="list-style-type: none"> • 1:1 support • Appropriate differentiated lessons |
| <u>Lessons</u> <ul style="list-style-type: none"> • Learning Objectives (LO) evident • Success criteria (SC) clear • Marking of work in line with school policy | <ul style="list-style-type: none"> • LO displayed • LO in books (child speak) • Mini-plenaries throughout lesson • Plenary at the end of the lesson | <ul style="list-style-type: none"> • LO printed or on worksheet already | <ul style="list-style-type: none"> • |
| <u>End of the day</u> <ul style="list-style-type: none"> • Clear, efficient routines established and known by children and adults | <ul style="list-style-type: none"> • Time allowed to finish and clear away • STATIONS • Clear cloakroom and stand behind space ready to be dismissed • Adults carefully positioned to dismiss children. | <ul style="list-style-type: none"> • Classroom Monitors | <ul style="list-style-type: none"> • TA to ensure safe delivery to parents |



Appendix C

Positive Behaviour System

Individual rewards

At St Monica's we believe that children should be rewarded for making the right choices and for applying themselves fully to school life. We want to acknowledge pupils individual and collective achievements to promote positive thinking and pride in themselves.

On top of the regular positive praise techniques such as verbal praise, stickers, certificates etc, we have adopted a whole school reward system for individual pupils and whole classes.

Class Dojo is an online system which aims to reinforce good behaviour choices and allows children to earn points individually and as a class. All teachers will use Class Dojo to notice moments of success and reward them with a point. Once the individual pupil or the class has a specific number of points, they will earn a treat.

At the beginning of each term, the teacher will work with their class to decide on the whole class treat and individual treats for the term so that all children know what they are working towards and these will be displayed in the classroom.

Examples of the treats are listed below alongside behaviours which will win points.

Individual:

| I can win points for: | Treat examples: |
|---|---|
| Independent skills (Foundation Stage children) Achieving personal challenges Acts of kindness Home learning Working hard Following instructions Listening carefully Lining up sensibly Working with others Good manners Correct uniform Outstanding work | Change my Dojo Avatar A sweet treat Lunch time activity with a friend A surprise from the treat box Sit with a friend for the day Time on the Learn pads with a friend Certificate in assembly Lunch with a selected member of staff Show and tell Choosing a 'Go-Noodle' activity Helping with Foundation stage children |

*These are not complete lists and only examples of behaviours and rewards

Whole Class:

| We can win points for: | Treat examples: |
|---|--|
| Sitting ready on the carpet or in our places Moving quietly to a new activity Working together to tidy up Walking sensibly through the school Keeping our cloakroom and shared areas tidy | DVD with popcorn Mini-disco Ice lollies A trip to the park Talent show afternoon Toy afternoon Water fun afternoon |

Appendix C

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| | Pyjama party Craft afternoon Forest schools Games afternoon Baking Laptops Sports afternoon A trip to Linford Wood Electronics afternoon |
|--|--|

*These are not complete lists and only examples of behaviours and rewards. Whole-class treats will take place on a Friday afternoon and last no longer than 2 hours.



Appendix D

Appendix D

Restorative Conversations



| | Finding Out | Acknowledge Feelings | Taking Responsibility |
|----------------|---|--|--|
| Wrongdoer | <p>What happened? What were you thinking at the time?</p> | <p>What have your thoughts been since? Who has been affected/ hurt by what happened? How do you think.... has been affected?</p> | <p>What do you think needs to happen next/ to make things right?</p> |
| Those Affected | <p>What happened? What did you think when you realised what had happened?</p> | <p>What have you thought about since? How has this affected you and others? What has been the hardest thing for you?</p> | <p>What do you need to happen next? What do you need to happen to make things right?</p> |



Appendix E

Reflective Zones

At St Monica's we have high behaviour expectations for all of our pupils but we do understand that our pupils are still learning and therefore they will make mistakes. In order to ensure that children take responsibility for their actions and understand how their behaviour has impacted others, we use a range of strategies such as non-verbal cues, verbal reminders, warnings, positive encouragement etc...

When these strategies are unsuccessful teachers will then use 'Reflective Zones' to give pupils a chance to think about their actions and change their behaviours.

- ▶ **Reflective Zone 1**: Time to Think - Within the classroom or just outside with a timer. (Nursery children- 3 minutes/ Reception children- 4 minutes. Year 1- Year 6- 5minutes.)
- ▶ **Reflective Zone 2**: Time out and a Restorative chat with another adult (TA or another teacher). (Nursery children- 3 minutes/ Reception children- 4 minutes. Year 1-Year 6- 8minutes.)
- ▶ **Reflective Zone 3**: Time out with Key Stage Leader and pupils will complete an Incident form at playtime. A copy will be sent to parents and kept by the Headteacher.

To ensure that all children have the best chance, they will all start fresh at the beginning of every lesson.

When pupils are persistently making the wrong choices and spending time in Reflective Zones, parents will be contacted and behaviour support plans or alternative strategies will be put in place. For example:

If a pupil has been in Reflective Zone 2 at least 3 times in one day or 5 times in one week, the teacher will contact the pupil's parents.

To ensure consistency across the school, we have compiled a list of some of the behaviours which would lead to a 'Reflective Zone' being used. This list is not complete and teachers will use their professional judgements and the **knowledge of the individual pupil** to deal with any other behaviour accordingly.

| | Foundation | Key Stage One/ Key Stage Two |
|--------------------------|--|--|
| Reflective Zone 1 | Physical outbursts Snatching Unkind words | Shouting out Distracting others Refusing to complete work Being unkind Passing notes |
| Reflective Zone 2 | Persistently repeating above behaviours Being particularly unkind | Persistently repeating above behaviours Answering back Swearing Arguing with adults Defacing school property |
| Reflective Zone 3 | Persistently repeating above behaviours | Persistently repeating above behaviours Physically hurting others Swearing directly at an adult |

Appendix E

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| | Consistently ignoring adults | |
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We acknowledge that some pupils will reach Reflective Zone 3 and will need personalised provision to support their behaviour choices.

Here are some examples of personalised provision which could be used to support pupils:

- Home/school behaviour chart
- ABCD chart to identify patterns of behaviour
- Reporting to a particular adult in school
- Sticker chart
- Daily timetable
- Nurture group
- Learning Mentor
- Positive praise cards
- Positive postcards home
- Time with class teacher to build relationships
- Social groups with Teaching Assistants
- Worry box
- Behaviour log book
- Check in at the start of the morning and afternoon

If these strategies are unsuccessful, a behaviour meeting will be booked with the class teacher, the parents and the Deputy Head teacher or the Head teacher to look at alternative solutions and/ or professional advice will be sort from outside agencies.

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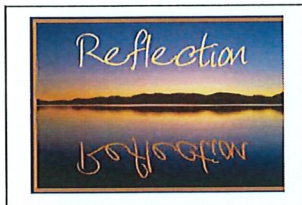
Appendix F

Child's Name:

Date:

Adult leading reflection:

Date copy sent to parents/carers (if applicable):



Reflection



What happened?

Who did I hurt/ upset?

How do I feel now?

How can I make it better?

Reflection



Child's Name:

Date:

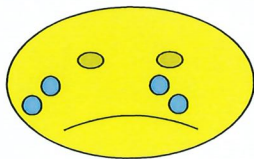
Adult leading reflection:

Date copy sent to parents/carers (if applicable):

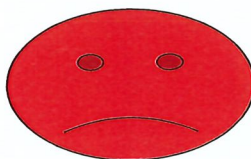
What I did

I did it because

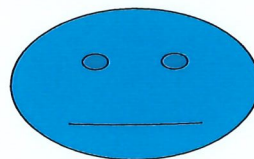
How I feel



Sad



Angry



Worried

How will I make it better



Appendix G

X

Inappropriate Behaviours Displayed: Non-compliance, refusal to follow instructions, threatening behaviour towards children and adults, physical aggression towards children and adults, wandering away from her classroom, running out of the building, attempting to leave the school site.

Target: To adopt strategies to calm herself down and manage emotional outbursts. To reduce incidences of defiant behaviour and exercise greater self-control. To manage distractions, not leave the classroom without permission and take responsibility for her behaviour.

X's Strategies when things do not go her way

- Remove herself from the situation
- Speak to an adult when feeling calm
- To use the RAG cards when she needs help with work

| | |
|--|--|
| <u>Likes</u> <ul style="list-style-type: none"> • Going to the cinema • Going shopping • Watching T.V • Spending time with family and friends | <u>Dislikes</u> <ul style="list-style-type: none"> • People in her personal space • People shouting at her |
| <u>Proactive Strategies</u> <ul style="list-style-type: none"> • She will talk to an adult before she loses control • When she feels she is losing control, she will go to a quiet place just outside the classroom to calm down by herself • After 5 mins, when she is feeling calm she will talk to an adult to resolve the problem • Will use the RAG cards when needs help with work | <u>Triggers</u> <ul style="list-style-type: none"> • Not wanting to complete a task • Not being allowed to do what she wants to do • People shouting at her • People calling her names |

| Behaviour | Consequence |
|---|--|
| When X remains calm and pleasant to others | She will have all her break-times She will take part in all the activities offered to the other children Others will respect her She will enjoy her break-times and be ready to learn when she goes back to class |
| When X completes her work | Praise Break-time |
| When X follows instructions first time | Praise Break-time |
| When X makes a good effort when work is challenging for her | Praise Break-time One Dojo point |
| When X refuses to follow an instruction | An explanation of the consequences will be given |
| When X continues to refuse to follow an instruction | A warning will be given |
| When X continues to refuse to follow an instruction after a warning. | She will miss a break-time and complete missed work |
| When X is disruptive as a result of not accepting the consequences of her actions | X will work outside of class and will miss break-times |
| When X refuses to follow an instruction to the extent that the learning of others in class cannot continue. | X will be excluded internally. She will work with the SENDCO and a letter will be sent home |

| Behaviour | Consequence |
|---|---|
| When X calls another child a name, is verbally aggressive or hurts another child | She will miss a break time and complete missed work She will lose one Dojo point |
| When X misses three break times for being unpleasant to other children | X will be excluded internally. She will work with the SENDCO and letter will be sent home |
| When X is physically violent to other children | X will be excluded internally. She will work with the SENDCO and letter will be sent home |
| When X is physically threatening, loses her self-control and refuses to follow instructions given by an adult | X will be excluded internally. She will work with the SENDCO and letter will be sent home |

| | |
|---|---|
| When X calls an adult a name, is verbally aggressive or hurts an adult | She will miss a break time and complete missed work She will lose one Dojo point |
| When X misses three break times for being unpleasant to an adult | X will be excluded internally. She will work with the SENDCO and letter will be sent home |
| When X is physically violent to another adult | X will be excluded internally. She will work with the SENDCO and letter will be sent home |
| When X is physically threatening, loses her self-control and refuses to follow instructions given by an adult | X will be excluded internally. She will work with the SENDCO and letter will be sent home |

| | |
|---|---|
| When X becomes intimidating | A warning will be given |
| When X remains intimidating after a warning. | X will miss a break-time and complete missed work |
| When X remains intimidating after a warning and she allows the situation to escalate. | X will be excluded internally. She will work with the SENDCO and a letter will be sent home |

| | |
|--|--|
| When X leaves her seat without permission | X will be given a warning |
| When X does not return to her seat after being given a warning | X will miss a break – time and complete missed work |
| When X leaves the classroom to sit just outside the classroom without permission | X will miss a break-time and complete missed work |
| When X leaves the class to wander around the school anywhere other than just outside the classroom | X will be excluded internally for a day |
| When X refuses to return to class after leaving without permission | An exclusion to home will follow. Mum will be called to take her home |
| When X leaves the school site without permission | Police will be called to keep her safe. An exclusion to home will follow. Mum will be called to take her home. |

| | |
|--|---|
| When X refuses to follow an instruction given by a member of the SLT | X will be excluded internally. She will work with the SENDCO and a letter will be sent home |
| When X has three or more warnings in a lesson | X will miss a break time and complete missed work She will lose one Dojo point |
| When X has to be excluded internally on more than one occasion in 5 days | X will be excluded to home |
| When X is excluded to home on more than one occasion in a half term | A permanent exclusion will be considered by the Head teacher and Governing Body |

Please sign one copy of this plan and return it to the school office. Thank you.

Signed.....Parent/Carer
Date.....



Appendix H



St Monica's Catholic Primary School

HEADTEACHER'S EXCLUSION REPORT

Type of exclusion:

PART ONE – INFORMATION ABOUT THE CHILD

Name:

D.O.B:

Year Group:

Age:

Gender:

Looked After:

- **PUPIL'S POSITIVE PERSONAL QUALITIES AND ACHIEVEMENTS:**

- **ATTENDANCE/PUNTUALITY:**

SPECIAL EDUCATIONAL NEEDS

- Brief outline of pupil's identified special needs (including if appropriate stage of the SEN Code of Practice and date):
- Brief description of how these identified needs are being met (*attach an IEP/PEP to the report*):

Please complete the following:

INVOLVEMENT OF OTHER AGENCIES/SERVICES

(Please specify the contact person and date of involvement and nature of involvement)

| Agency | Contact Person | Dates | Support |
|-----------------------------------|----------------|-------|---------|
| Behaviour Support | | | |
| Community Educational Psychology | | | |
| Education Welfare | | | |
| Social Services | | | |
| Youth Offending Team | | | |
| Other agencies Please specify: | | | |

PUPIL BEHAVIOUR

- This information should be pertinent to the exclusion and related to incidents in the pupil's present school:

| PREVIOUS RELEVANT EXCLUSION (if any) – | | | | |
|--|------|--------|-------------|------|
| Date | Type | Reason | No. of days | Year |
| | | | | |

PART TWO – EXCLUSION DETAILS

The final incident that led to exclusion

PART THREE – EDUCATIONAL ATTAINMENT

- KEY STAGE 1 / 2 – (Year R-6)

| Subject | HFL level (v ARE) | Comments e.g. Strengths / Needs |
|----------|-------------------|---------------------------------|
| Maths: | | |
| English: | | |

Any additional comments on Pupil's attainment / educational needs: