



# BEHAVIOUR POLICY



## *Mission Statement*

*We seek to inspire in children the joy and wonder of learning, through cherishing, nurturing, supporting and challenging each one, whatever their talents and needs. As we journey together with Christ, we aim to develop in all children intellectual curiosity, creative endeavour, compassion for others and the courage to act on their beliefs.*

## **I. Introduction**

We pride ourselves on the safe, happy and successful learning community that we provide for all. Indeed, this is a strength of the school and we receive many compliments from those who are visiting our school as well as from those who know us well. Our system gives children, staff, parents and carers clear, positive guidelines as well as supportive programmes to improve and manage unacceptable behaviour.

The DfE states (in their advice for schools, February 2014) that:

- “Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils’ property.”

Section 89 of the Education and Inspections Act 2006 for maintained schools, and the Independent Schools Standards Regulations 2010 for Academies and Free Schools stipulate that all schools must have a behaviour policy. It is the responsibility of the governing body, in consultation with the head teacher, school staff, parents and pupils, to establish the general principles underpinning the behaviour policy. The Head teacher is responsible for developing the behaviour policy in the context of this framework.

## 2. Aims and Principles

Our aim at St Mary and St Peter Catholic Primary School is to create a positive, stimulating and happy learning environment through which all children will achieve success and develop their potential to the full. We look to promote their spiritual, moral, cultural and physical development so that in time they will be ready for the opportunities, responsibilities and experiences of adult life. All children, regardless of race, creed, culture or sex will be treated equally in every aspect of school life.

The aims of this policy are to:

- Promote and instill the values of our Catholic faith, especially love, respect and forgiveness
- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Create a positive climate for learning by regulating the conduct of children in school
- Work in partnership with parents and carers to secure the best outcomes for all children
- Ensure that children know, understand and demonstrate the core principles of socially acceptable attitudes and behaviours

Educating children about acceptable and desirable behaviours for great citizenship is a central element to the way our school works through its mission and values. This is supported by our PSHE and Citizenship curriculum. It aims to support pupils to develop their knowledge, skills, attitudes and understanding about behaviour – what is acceptable and what isn't in as many of the varying different social contexts they may find themselves in within our school and the wider community. It should enable pupils to appreciate the benefits of being a positive citizen, relating this to their own and others' actions.

### **Children's Lived Experiences - Roots and Fruits**

We know that behaviours displayed by children are developed through their lived experiences. Our staff team regularly receive high quality professional development across a range of aspects involved in developing a strong body of knowledge and understanding about the different aspects that can cause a child to display unacceptable behaviours. The systems detailed in this and other related policies, together with our approaches to providing a high-quality education, ensure that all children are supported in the understanding that their experiences control their feelings and emotions and it is these which dictate their behaviours. We work to tackle and address any underlying issues caused by experiences in a child's life that are factors in causing them to display unacceptable behaviours.

This will:

- build on knowledge and understanding;
- be sensitive to the individual and personal contexts that our children regularly experience outside of school;
- provide accurate information and clear up misunderstandings;
- explore attitudes and values, and examine the risks and consequences of actions;
- develop pupils' interpersonal skills, their understanding of rules and laws, and their self-awareness and self-esteem;
- ensure that all children are taught about behaviour in a consistent manner, following the guidance and expectations as set out in this policy

### 3. Expectations

In our school, everyone is expected to behave according to our Code of Conduct (Section 4 & Appendix A) at all times. We expect positive relationships between everyone. These relationships are built through the expectation of dignity and mutual respect being shown to all.

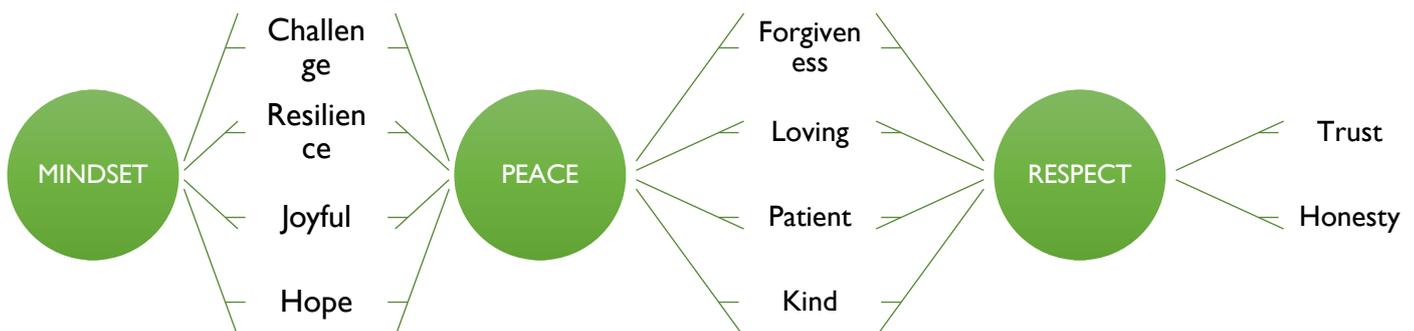
This means that:

- children have a right to learn without disruption – and adults have a right to teach without disruption
- the different learning environments in the school will be managed appropriately to the lesson, situation and learning task
- movement around the school will cause no disruption to others
- property and the environment will be looked after and respected
- unkind behaviour in whatever form or bullying, in any form, will always be challenged and dealt with according to the school policies

We hold core Christian values at the heart of our expectations of how all individuals in our school community build and nurture positive relationships with each other. These are an integral element of our RE and PSHE and Citizenship curriculums for all children. These values are taught as 'Values for Life,' so that children appreciate these are the basis for which to adopt socially acceptable behaviours.

### 4. Code of Conduct and School Values (Appendix A)

Our Code of Conduct is simply referred to as MINDSET, PEACE and RESPECT. These are the core aspects of expected conduct / behaviour for every member of our school community. Each of the three aspects are interrelated and encompass the 12 school values required in order to meet expectations as shown below. British Values of democracy, rule of law, individual liberty, mutual respect and tolerance are interlinked into our core set of expectations.



Our school values are described in this statement of how we expect our school community to interact with each other:

*Our community is loving, peaceful and joyful.*

*We are patient and kind.*

*We respect and value everyone.*

*We are open and honest and are ready to say sorry, forgive and move on.*

*We nurture each other to trust, hope and be resilient in the face of fear and anxiety.*

*We embrace challenge and support each other to get back up when challenges can knock us.*

*We do this as we journey together in faith.*

We have high expectations of behaviour as a basic requisite from all members of our school community at all times. All individuals (adults and children) are responsible for ensuring this vision is lived out in their actions and attitudes as they work within our school community.

## **5. SMSP Greatness** (*Appendix B*)

Whilst our school code of conduct (Mindset, Peace and Respect) is our core expectation for behaviour at all times, we promote the principle that 'going the extra mile,' demonstrates greatness. Our school motto 'Journeying Together in Faith' helps children to understand that learning is a continuous process that never ends. As such we are all on a learning journey that is personal to each individual. 'going the extra mile' will always refer to examples of children demonstrating a positive approach to learning or behaviour beyond that which is expected in the school code of conduct.

*The system is designed so that:*

- Children can demonstrate independence to be accountable for their behaviour choices and enjoy the positive outcomes of doing so
- All children have the opportunity to make positive choices about their behaviour and influence outcomes
- Children who 'go the extra mile' whether in learning or behaviour are recognised and celebrated.
- Teachers and Support Staff integrate a consistent system within daily teaching in order to promote positive behaviours beyond the core expectation of our Code of Conduct.

*How it works:*

- Children's positive choices that 'go the extra mile,' are celebrated by a range of class specific strategies: for example Secret Worker or table points collected to achieve a specific target/reward agreed within the class.
- Repeated demonstrations of greatness /going the extra mile, will be acknowledged and celebrated weekly and children will be awarded a Greatness Certificate at the whole school Praise Collective Worship.
- Frequent examples of 'going the extra mile' and regular awarding of Greatness Certificates will be acknowledged and celebrated monthly at the whole school Greatness Star Awards Collective Worship. At this monthly celebration, children are awarded either a bronze, silver or gold Star badge for them to wear on their school uniform. The aim is that children will collect all three of the stars during the academic year they are in. The Star Awards are numbered with each year group and the children can collect these as they move through the school year groups. See Appendix D (Greatness Stars).

## **6. Sanctions and Consequences** (*Appendix C*)

The DfE states (in their advice for schools, February 2014) that: "Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil."

At all times, staff provide positive affirmation of all behaviours that meet the high standards that we expect within our school community. Consequently, should behaviours not meet these standards then staff will take the first opportunity to make the child aware of this and give them guidance as to

how they can improve this behaviour. Our focus is always to try and turn things around to achieve positive outcomes for all.

Children's behaviours are always referred to in such a way that children appreciate that behaviours are not about a level of intelligence, academic ability or a physiological attribute that they have no control over. Too frequently, children can be given the wrong impression and develop extremely low self-esteem because they have repeatedly been told that *they* are not good rather than their *behaviour* is not good. At St Mary and St Peter Catholic Primary School we take great care to help children understand and appreciate that their behaviours are controlled by them, rather than the behaviour that is controlling them.

See Appendix C for the detailed breakdown of how sanctions are issued.

If the school is concerned that a child's behaviour under review gives cause to suspect that that child is suffering, or is likely to suffer, significant harm, we will always follow our safeguarding policy to take the next necessary actions.

If the school is concerned that child's behaviour under review gives cause to suspect unmet educational or other needs, we will consider holding a multi-agency assessment and will refer to our SEND policy.

In only the most severe cases will the school use fixed-term or permanent exclusion as a sanction for a child's unacceptable behaviour. (see Appendix C). These situations are always considered on an individual context basis and would always be following the full extent of a range of support strategies. This process would only be entered into when a child repeatedly shows an inability or lack of willingness to meet the expected behaviour standards as set out in this policy. Typically, other agencies such as the Short Stay School for Norfolk may have been involved with the child and family, and programmes of support would always have been followed.

### **6.1 Low level disruption**

Low level disruption (LLD) can be defined as persistent, disruptive behaviour (Ofsted 2014). Examples of LLD included talking; disturbing others; calling out; not getting on with work; fidgeting; not having correct equipment; making noises; and answering back.

LLD should be dealt with by the class teacher and the TA with consistent strategies designed to promote positive outcomes (see Appendix C). These planned strategies should be used to ensure that students learning behaviour is good and that effective teaching can facilitate learning.

If the persistent disruptive behaviour persists, then Teachers and Support Staff should move to using the Sanction Stages as listed in Appendix C. Teachers and Support Staff are encouraged to ask for advice from their colleagues including the Pastoral Team or Leadership Team at any point.

### **6.2 The Pastoral Team**

The main role of the Pastoral Team is to support children so that they can be included in the full range of opportunities that the school offers. They spend time working with children and parents using the Thrive Approach to further enhance the relationship between school and home. They are a support team and are not there to do the teachers' job for them. It is the class teaching team's role to maintain good behaviour through a range of strategies.

### **6.3 Defiance / Refusing to follow instructions/requests from an adult**

If a child is deliberately choosing to not obey instructions and this directly affects the ability of the other students to work the teaching team in the classroom should persist with following the sanctions for unacceptable behaviour. If disruption persists to the extent that it is impossible for learning for the remainder of the class to continue, then a TA or other child should go to the Pastoral Support Team or the Leadership Team for assistance. This should only be after a full range of strategies have been

used. This will provide additional support to enable learning to continue whilst the child's unacceptable behaviour is addressed. It is always the class teachers' responsibility to ensure that parents are informed. We take great care to do this discretely and in such a way to protect both the child's and parent's confidentiality.

#### **6.4 Children with additional learning needs including SEN**

Our behaviour management system is designed to allow all staff to consider each child as an individual. It is impossible to have a one size fits all system for dealing with behaviour as all children are different. Some children will have additional learning needs that must be taken into account. Where the behaviour of a child with SEND or social and emotional needs is not meeting school expectations, great care will be taken to ensure that sanctions and support strategies to improve the child's behaviour are planned to best meet the child's needs given their additional learning needs.

In these circumstances specialist advice may be sought to help ensure the best provision is in place. Our school will always consider what steps need to be taken to ensure a proportionate response to achieve the legitimate aim of a safe environment for pupils and staff at this school at all times.

#### **6.5 Extreme Behaviour**

The class teacher will work through a range of strategies to avoid extreme behavioural incidents from occurring.

Physical violence or intimidation; foul language; racism; homophobia or vandalism will not be tolerated at our school. It is important that the safety of all children is maintained and children should be separated and talked to as individuals. If a child demonstrates extreme behaviours then the Pastoral Support Team could be used to get statements or make initial contact with parents. It is important that the class teacher follows up with the parent.

After investigation it may be felt that it is something that can be dealt with by the class teacher with a reflection at break or lunchtime; by the Pastoral Support Team or Leadership Team with an internal exclusion; or more serious offences with an external exclusion from the Head Teacher. The sanction allocated should reflect the seriousness of the offence.

Bullying is an extreme behaviour and can be described as persistent (not one off) behaviour towards an individual or a group that is intended to purposely cause detriment to another individual. Often, general unkindness from one child towards another is incorrectly referred to as bullying. This however remains unacceptable and will be dealt with according to the sanctions in the school policy.

Bullying should be dealt with according to the school sanctions as appropriate to each individual incident. All incidents of bullying, racism or homophobia should be reported to the Senior Leadership Team.

### **7. Items banned in school**

Any prohibited item as detailed on the list below under the section, 'Searching,' is automatically a 'banned' item and should not be present on the school site unless for a purpose as agreed by the Headteacher. Mobile phones, other electronic items or any other item that is considered inappropriate for school will be retained by school staff until the end of the school day. The child's parent will be requested to collect it from the child's teacher.

Arrangements for a child to regularly leave their mobile phone with the school office on can be made directly through the child's class teacher. This typically applies to the oldest children in the school who will be walking to and from school on their own (*Y5 and Y6 with written permission from their parent submitted to school*).

## **7.1 Searching**

School staff can search a pupil for any item if the pupil agrees<sup>1</sup>

Headteachers and staff authorised by the Headteacher have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives, weapons or similar items such as household tools
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence
- to cause personal injury to, or damage to the property of, any person (including the pupil)

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for<sup>1</sup> The ability to give consent may be influenced by the child's age or other factors.

## **7.2 Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

## **8. Use of reasonable force**

St Mary and St Peter Catholic Primary School staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. All staff are expected to undergo regular training as provided by the school in order to be able to exercise this power should the need arise.

## **9. Malicious allegations against school staff**

Pupils that are found to have made malicious allegations against a member of our staff have breached our school behaviour policy. In this circumstance therefore, we will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).<sup>7</sup>

## **10. Anti bullying**

The school has a clear and concise anti-bullying policy that must be read in conjunction with this behaviour policy. Both policies support each other to ensure that the school provides a safe and happy learning environment that ensures all pupils learning can thrive.

*This policy was reviewed and agreed on 29<sup>th</sup> November 2018.  
It will next be reviewed by 29<sup>th</sup> November 2019.*

## **Appendix A - SMSP Code of Conduct – What do we expect?**

Our Code of Conduct is simply identified as having three core elements that incorporate our School Values:

|                |  |
|----------------|--|
| <b>MINDSET</b> | <i>Challenge<br/>Resilience<br/>Joy<br/>Hope</i>   |
| <b>PEACE</b>   | <i>Forgiveness<br/>Loving<br/>Patient<br/>Kind</i> |
| <b>RESPECT</b> | <i>Trust<br/>Honesty</i>                           |

## Appendix B - SMSP Code of Conduct Sanctions –

What do we do to help support children if they are struggling to keep the Code of Conduct?

| STAGE ONE  |                                 | Behaviour management:<br>VERBAL REMINDERS – Low Level disruption   |   |   |
|--|---------------------------------|--|---|---|
| <p><b>Focus on the primary behaviour:</b> keep the focus on the primary behaviour (e.g. off task, calling out etc...) and avoid drawing attention to secondary behaviours (e.g. sighing, eye rolling, moaning etc...)</p> <p><b>Names:</b> where appropriate, use the child's name when giving cues.</p> <p><b>Take-up time:</b> it is important to give the child time to make their choice between each cue. This should include walking away to allow a suitable amount of time for the child to process the instruction you have given them and make a choice. If they don't make the 'right choice'(the primary issue you've been addressing <i>as above</i> not the secondary issues), move onto the next stage.</p> |                                 |  |   |   |
| Types of behaviour   |                                 | Management strategies  | Sanctions issued by   | Record keeping  |
| Non-verbal cue   |                                 | Directing/pointing focus back to the task, gestures for turning around and quietening down etc...  | Any member of the teaching team in the classroom at that time | Name recorded by adult<br><br><i>- this can be through many different approaches – ie cloudy / sunny day signs or named sticks in pots etc.</i> |
| Verbal Cues to address Primary Behaviour that is causing concern   | Description/<br>Directional cue | You are out of your seat.<br>You are chatting.<br>You have not opened your book yet.   |   |   |
|  | Rule reminder                   | We use kind words/hands, thank you.<br>Pen down, eyes this way and listening, thank you.<br>Come and join the group, thank you.<br>Hands up without calling out, thank you<br>Listening without talking, thank you.  |   |   |
|  | Re-cue                          | Repeat phrases as appropriate.   |   |   |
|  | Directed choice                 | When you have written the next two sentences, then you can go and get your drink.<br>When you have tidied up the pens, then you can get the games out.<br>You can do the addition problem or the subtraction problem.<br>You can start with challenge 1 or challenge 3.<br>You can use lined paper or plain paper. |   |   |
|  | Clarify consequence             | You can either do your task at the table, or you can sit somewhere quieter.<br>You can either complete this on your own or I can help you.<br>You can either finish this now, or you can come back and do it later (break/ lunch/ whatever is appropriate)   |   |   |
|  | Attune                          | I can see that you are feeling worried/angry/upset...<br>I notice that you have struggled to focus this lesson<br>I can see that something has happened.<br>Talk and I will listen.<br>I am here to help you.  |   |   |
|  | Follow up and follow through    | As appropriate, move on to the Positive acknowledgement approaches in class or YELLOW CARD stage of behaviour management sanctions.  |   |   |

**STAGE TWO**

**Behaviour management:  
YELLOW CARD - Persistent disruption**

**Focus on the primary behaviour:** keep the focus on the primary behaviour (e.g. off task, calling out etc...) and avoid drawing attention to secondary behaviours (e.g. sighing, eye rolling, moaning etc...)

**Names:** where appropriate, use the child's name when giving cues.

**Take-up time:** it is important to give the child time to make their choice between each cue. This should include walking away to allow a suitable amount of time for the child to process the instruction you have given them and make a choice. If they don't make the 'right choice', repeat giving take-up time or withdrawing attention and then return to repeat the process.

Remember to keep your emotions out of the situation.

**There is no reason to involve a member of the Pastoral Team or SLT when managing Yellow Card behaviour incidents.**

| Types of behaviour being persistently displayed despite verbal cues being offered to improve behaviour   | Management strategies   | Sanctions issued by   | Record keeping  |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>• Talking when the teacher is talking / or a child is talking</li> <li>• Interrupting / calling out</li> <li>• Distracting others when the teacher is talking e.g. tapping, making noises...</li> <li>• Failure to follow instructions</li> <li>• Not listening</li> <li>• Being rude or disrespectful to others</li> <li>• Inappropriate body language / movement</li> <li>• Defacing, or damaging others' / school's property</li> <li>• Taking other children's property without asking</li> <li>• Wandering, not being in the right place</li> <li>• Not lining up correctly</li> <li>• Wasting time during transition from one 'lesson' / 'session' to another</li> <li>• Breaking class rules</li> <li>• Fiddling with equipment (<i>not linked to any SEN or SEMH need</i>)</li> <li>• Name calling</li> <li>• Not keeping the code of conduct during anywhere else in the school – <i>ie at break and lunchtimes</i></li> </ul> | <p>One yellow card issued:</p> <p><b>5 minutes isolation at break or lunchtime</b></p> <p><i>(this will be made known to the child and not displayed publicly in the classroom)</i></p> <p>Two yellow cards issued:</p> <p><b>10 minutes isolation at break or lunchtime</b></p> <p><i>(this will be made known to the child and not displayed publicly in the classroom)</i></p> | <p>Any member of the teaching team in the classroom at that time.</p> | <p>A note is written in the school diary for parents if two or more isolations are issued in one day/week.</p> <p>If behaviours are more persistent than this, a referral is made to the Inclusion Leader that day.</p> |

|                    |   |
|--------------------|---|
| <b>STAGE THREE</b> | <b>Behaviour management:<br/>RED CARD – High-level disruption</b> |
|--------------------|---|

**Focus on the primary behaviour:** keep the focus on the primary behaviour (e.g. off task, calling out etc...) and avoid drawing attention to secondary behaviours (e.g. sighing, eye rolling, moaning etc...)

**Names:** where appropriate, use the child's name when giving cues.

**Thrive:** use a range of verbal cues to support child to deescalate as calmly and quickly as possible, remember to keep your emotions out of the situation.

**Please report the Red Card incident to a member of the Pastoral Team or SLT completing the SMSP Record of Harm form and giving it to them as soon as possible after the incident.**

| Types of behaviour being persistently displayed despite verbal cues being offered to improve behaviour  | Management strategies   | Sanctions issued by   | Record keeping  |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>Attempts to or does abscond</li> <li>Putting the safety of themselves or others at risk</li> <li>Serious disruption to learning (sustained and persistent)</li> <li>Threatening physical aggression where intent is unclear</li> <li>Significant harm to property</li> </ul> | <p>Red Card issued:</p> <p>Isolation out of the class for the rest of the morning or afternoon.</p> <p><i>(this will be made known to the child and not displayed publicly in the classroom)</i></p> <p><b>In addition and with Pastoral Mentor or SLT:</b><br/>Reasonable force / physical restraint – STEPs positive handling if situation requires this <i>(only STEPS trained members of staff will use these strategies)</i></p> <p>Referral to external agencies for additional support</p> | <p>Class Teacher or any member of the teaching team in the classroom at that time if the class is being covered</p> <p>Additionally supported by: Pastoral Mentor / SLT</p> | <p>SMSP Record of Harm</p> <p>Class Teacher to inform and discuss the incident with parents the same day, discretion to be high priority.</p> |
| <ul style="list-style-type: none"> <li>Repeated incidences of Red Cards being issued</li> </ul>   | <p>Code of Conduct Chart issued to promote positive choices</p> <p>Risk reduction measures put in place together with IBP (Behaviour Learning Plan)</p>   | <p>Class Teacher</p> <p>Additionally supported by: Pastoral Mentor / SLT</p>  | <p><i>In addition to the above:</i></p> <p>BLP</p> <p>CC Chart</p>  |

| STAGE<br>FOUR   | Behaviour management:<br><b>EXCLUSION – Persistent high-level disruption</b>            |  |  |
|---|---|--|--|
| <p><b>Focus on the primary behaviour:</b> keep the focus on the primary behaviour (e.g. off task, calling out etc...) and avoid drawing attention to secondary behaviours (e.g. sighing, eye rolling, moaning etc...)</p> <p><b>Names:</b> where appropriate, use the child's name when giving cues.</p> <p><b>Thrive:</b> use a range of verbal cues to support child to deescalate as calmly and quickly as possible, <u>remember to keep your emotions out of the situation.</u></p> <p><b>Please report the Red Card incident to a member of the Pastoral Team or SLT completing the SMSP Record of Harm form and giving it to them as soon as possible after the incident.</b></p>   |   |  |  |
| Types of behaviour being persistently displayed despite verbal cues being offered to improve behaviour  | Management strategies   | Sanctions issued by  | Record keeping   |
| <ul style="list-style-type: none"> <li>• Racism – a knowingly clear and unequivocal racist action or comment made with racist intent</li> <li>• Instigating harm or disruption through other children</li> <li>• Repeated separate, high-level (Red card) disruptive incidents in a day,</li> <li>• Unpredictable intent to cause physical harm to another individual in the school</li> <li>• Repetitive singling out of another child by another, causing emotional or physical harm</li> <li>• Behaviour of child warrants such a high ratio of staff it puts other children and staff at high risk</li> <li>• Persistent incidences of behaviours that have been sanctioned with Red Card isolations and IBP (Behaviour Learning Plan) to improve behaviour choices is in place.</li> </ul> | <p>Fixed Term Exclusion</p> <p>Referral to external agencies for additional support</p> | <p>Headteacher</p> <p>or</p> <p>Deputy Headteacher if carrying out Acting Headteacher duties in the Headteacher's absence.</p> | <p>SMSP Record of Harm</p> <p>Letter and SLT make verbal communication with parent immediately</p> <p>Letter to LA</p> |
| <ul style="list-style-type: none"> <li>• Persistent incidences of behaviours that have been sanctioned with fixed-term exclusions despite individualised management plans together with external agencies to support the child and family to improve behaviour choices.</li> <li>• One-off incident that causes significant intentional physical harm to staff or children</li> </ul>   | <p>Permanent Exclusion</p> <p>Referral to external agencies for additional support</p>  | <p>Headteacher</p> <p>or</p> <p>Deputy Headteacher if carrying out Acting Headteacher duties in the Headteacher's absence.</p> | <p>SMSP Record of Harm</p> <p>Letter and SLT make verbal communication with parent immediately</p> <p>Letter to LA</p> |

## Appendix C – SMSP Greatness Rewards

### SMSP GREATNESS STAR AWARDS

#### **Bronze**

This is awarded when a child has demonstrated consistently over a period of one month, excellent examples of the school code of conduct AND excellent *effort* in their learning for that month. It is likely that a child who receives a bronze star will have had a number of Greatness Certificates in that month as well. Each child will be given a Bronze Star Award badge to keep permanently.

#### **Silver**

This is awarded when a child already holds a Bronze Star Award and has demonstrated consistently over a period of one month, excellent examples of the school code of conduct AND excellent effort in their learning for that month. It is likely that a child who receives a bronze star will have had a number of Greatness Certificates in that month as well. Each child will be given a Silver Star Award badge to keep permanently.

#### **Gold**

This is awarded when a child already holds a Silver Star Award and has demonstrated consistently over a period of one month, excellent examples of the school code of conduct AND excellent effort in their learning for that month. It is likely that a child who receives a bronze star will have had a number of Greatness Certificates in that month as well. Each child will be given a Gold Star Award badge to keep permanently.

Children will be able to collect Star Awards as they progress through the school as Star Awards will be specific to each year group. The Star Badge will have the number of that child's year group on it so a child can collect up to 18 Star Awards during their time from Y1 to Y6.