



Behaviour Policy and Statement of Behaviour Principles 2025-2026



Our Lady's Catholic Primary School

Approved by: Local Academy Committee

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To be reviewed: September 2026

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The intention of this policy is to state clearly expectations about the behaviour of everyone within our school community, pupils, staff, parents, governors and visitors. It also serves to provide guidance to staff and parents on how we effectively manage children's behaviour at Our Lady's Catholic Primary School to ensure a positive school environment and good attitudes to learning. It is of paramount importance that all staff consistently adhere to, and apply this policy.



Our School Expectations:

1. To help everyone feel safe in our school.
2. To respect everyone in our school community.
3. To show kindness through our thoughts, words and actions.

1. Aims

- Provide a **consistent approach** to behaviour management.
- **Define** what we consider to be unacceptable behaviour, including bullying.
- Outline **how pupils are expected to behave**.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Outline our system of **rewards and sanctions**.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- Keeping Children Safe in Education (KCSIE) 2025

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour will be dealt with through the normal processes, policies and procedures.

Misbehaviour is defined as:

- Disruption in class and at break and lunchtimes
- Non-completion or poor completion of classwork during set lesson times
- Poor attitude
- Incorrect uniform
- Breaking School Code of Behaviour (see Section 91 of Education & Inspections Act 2006)
- Failing to follow reasonable instructions (See Section 91 of Education & Inspections Act 2006)
- And any other behaviour which is deemed to be unreasonable.

Serious misbehaviour will follow a different process and will be expedient in nature.

Serious misbehaviour is defined as:

- Child on child abuse
- Verbal and physical abuse to an adult and child
- Swearing
- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Violence
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of drugs, alcohol, vapes or tobacco
- Criminal Offences
- Aggression
- Vandalism
- Assault
- **Possession of any prohibited items. These are:**
 - Knives or weapons.
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
 - There is no place in our school community for violence, bullying, radicalisation, harassment, vandalism, discrimination linked to prejudice, rudeness or bad language.

Any other behaviour which is deemed to be serious.

4. Child on Child abuse

Taken directly from our Safeguarding and Child Protection Policy

Child on child abuse refers to the abuse of a child or children perpetrated by another child or children. Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or

humiliation used as a way of initiating a person into a group and may also include an online element).¹

All staff will be alert to indicators of abuse (including child on child abuse) and will report any of the following to the Designated Safeguarding Lead immediately, where it will be taken incredibly seriously:

- any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories;
- any significant changes in attendance or punctuality;
- any significant changes in a child's presentation;
- any indicators that a child may be experiencing child on child abuse;
- any concerns relating to people who may pose a risk of harm to a child; and/or
- any disclosures of abuse that children have made.

5. Bullying

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy, which can be found on our school website: <https://www.ourladyscatholic.northants.sch.uk/aboutus/policies>

6. Roles and responsibilities

6.1 The Local Academy Committee

The Local Academy Committee is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Making referrals where appropriate for support
- Recording behaviour incidents
 - The Inclusion Team and Senior Leadership Team will support staff in responding to behaviour incidents.
 - Inclusion team will be responsible for supporting and providing personalised support for students, including contacting and organising third parties and their referrals

6.4 Parents

Parents are expected to:

¹ Keeping Children Safe in Education (2025)

- Support their child by adhering to the Home-School Agreement, Behaviour Policy and the Acceptable Use Policy
- Download the Dojo App so we can communicate with them effectively.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

7. Our expectation of pupils' behaviour

Our Mission Statement is at the centre of all our school family's thoughts, words and actions. Jesus said, "Love another as I have loved you."

We strive for excellence in teaching and an enjoyment of learning; in a setting underpinned by Gospel values and practices. Our highly skilled staff set consistently high expectations in all that they do and ensure Our Lady's Catholic Primary School is a place where we help to make long-lasting memories.

We have high expectations with regards to the behaviour of everyone at our school, and strive to be a safe, happy, successful community where individuals are welcomed, accepted and equally valued. Positive behaviour enables maximum learning and success in all areas of the curriculum and school life. Teachers have the right to teach, free from disruptive behaviour, and each child has the right to learn and to be safe in an atmosphere in which pupil self-esteem can flourish. There should be recognition that we can all be good role models to enable positive behaviour in our community. Through teaching and learning, our intention is that children should ultimately assume responsibility for their own actions and achieve self-discipline. Parents should share with our school a moral duty to promote self-discipline and good citizenship.

In those rare incidences where students misbehave, this is where the policy applies.

8. Rewards and sanctions

8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Smiles, praise and encouragement.
- Praising the process not the work.
- Dojo Points given for demonstrating the school virtues and learning behaviours.
- Whole class reward of additional break time weekly for the class with the most Dojo points
- 100 square whole class reward, where the class have achieved 100 Our Lady's points
- Film Night for any children who complete their Reading Passport
- Opportunities to be a Play Leader or Wellbeing Champion.
- An opportunity to visit the Games Shed during lunchtimes with a Privilege Pass
- Virtues Awards given during celebration assembly
- Pupils' work being displayed or being shared with others.
- A celebration of their commitment to learning through receiving the 'I can and I will' award in Assembly.

Sanctions may include, but will not be limited to:

- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour;
- loss of privileges – for instance, responsibilities or attendance at class/school celebrations
- reflect and restore – this would include staying in during a break or lunch time for a set amount of time.

- school based community service, such as tidying a classroom;
- regular reporting including early morning reporting; scheduled uniform checks; or being placed “on report” for behaviour monitoring;
- attending Reset, which provides a calm, supportive space for reflection and reintegration, rather than suspension. It serves as a, "reset, regulate, recover" model to manage persistent or general disruption, while maintaining learning continuity.
- suspension – for a fixed period or lunchtimes
- in the most serious of circumstances, permanent exclusion

The school may use one or more of the following sanctions in response to unacceptable behaviour:

Step 1

- Verbal reminder – adult to communicate “this is Step 1”

Step 2

- Verbal reminder – adult to communicate “this is Step 2 and there will be a consequence at Step 3”

Step 3

- Consequence implemented by class team, this could be: Missed time at break or lunchtime to cover disrupted time or time to complete missed learning and a restorative conversation – this will be recorded as a Tier 1 on Bromcom.

Step 4

If the behaviour continues following the consequence, the child may:

Reflect and Restore

Reflect and Restore sessions will be initiated to enable pupils to reflect on their behaviour and agree actions to restore good order and repair relationships. This will be managed by the Class Team.

The Class Teacher will discuss this with parents at the end of the day.

Tier 2 Calls

Tier 2 Calls - will be led by Miss Gurney, Mrs Hitchens, Mrs Connor or Miss Gribble to support the child with their regulation and then return the child to class. A formal email will be sent home following each Tier 2 Call.

Where the behaviour is not putting others at risk, disrupting learning for others or causing damage - please ensure that Reflect and Restore is used with lost break/lunch time managed by the class teacher to complete learning or learning is sent home with parents to complete so that on-call staff can be available for unsafe and dangerous situations.

Meetings with parents regarding repeated behaviour, must be initiated by the class team and solutions or positive reinforcement must be set and recorded on Insight.

Repeated Tier 2 Calls, continued misbehaviour or serious misbehaviour will trigger our School Regulatory Code (See Appendix 3). The School Regulatory Code involves two main focuses:

- 1. Supporting the child to be successful through a bespoke Behaviour Plan, which outlines the support that the school will put in place to enable the child to be successful.**
- 2. Monitoring the child’s behaviour to recognise improvements and to look for patterns of misbehaviour that may identify areas of the day that the child struggles to meet our expectations.**

The Regulatory Report operates on a cycle of:

- The initial 4 weeks - if behaviour is not corrected, a period of suspension; amendments to the Behaviour Support Plan;
- 3 weeks – if behaviour is not corrected, a period of suspension; amendments to the Behaviour Support Plan.
- 2 weeks - if behaviour is not corrected a period of suspension; amendments to the Behaviour Support Plan;
- 1 week – at this point Governors will be notified that the child is at risk of Permanent Exclusion. If the inappropriate behaviour persists the pupil will be permanently excluded from the school.

Step 5

- Referral to the Inclusion Lead
- Meeting to be held with Parents/Carers, Class Teacher/Team, Pupil and Inclusion Lead where the **School Regulatory Code** will be put in place and reviewed each week.
- The pupil will be placed on **Regulatory Report** so that behaviour can be monitored daily. If successful, the child will be removed from Regulatory Report, but the support may remain in place if deemed necessary. There is a period of up to 4 weeks allowed for corrective behaviour before the severity of the school's response is escalated.
- External agencies will be contacted, where required.

Step 6 - It is at this point that the pupil is at risk of permanent exclusion

- Meeting to be held with the Senior Leadership Team, Parents/Carers, Class Teacher/Team, Pupil and Inclusion Lead where the **School Regulatory Code** will be reviewed and further decisions/actions agreed in an attempt to correct inappropriate behaviour.
- The pupil will move to next phase of the **Regulatory Report**, monitored daily and reviewed weekly. See Appendix 3
- External agencies will be contacted, where required.

Restorative conversations and practices, will guide the school's approach to helping children to correct inappropriate behaviour.

Just as we differentiate for a child within the academic curriculum, it is understood that for some pupils it may be more challenging to adhere to acceptable behaviour. We recognise that there is a need to differentiate the support needed and the school's response to each situation. We understand that children have differing needs with regards to managing their behaviour and take this into account when deciding on the best course of action. Our practices are guided by the principle that we want all pupils to feel safe and included in our school community. With this in mind, we also recognise that persistent disruption to the learning, and safety, of any member of our community cannot be allowed to prevail and that for some pupils, our setting may not be appropriate in meeting their needs.

There is a graduated approach to dealing with serious behaviour issues. However, for a serious one-off incident, the school reserves the right to exclude or suspend the child without initiating our Regulatory Reporting Process.

EXCLUSION

The Headteacher has the responsibility for giving suspensions (fixed period exclusion) for serious acts of misbehaviour. For repeated or very serious incidents the Headteacher may permanently exclude a child. Where a child is at serious risk of exclusion, parents, and governors, are made aware. Out Regulatory Reports will clearly indicate this. The school reserves the right to issue a suspension (fixed period) or permanent exclusion for serious behaviour issues, without moving through the graduated flowchart of consequences. Please see our Exclusion Policy.

8.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school. Our expectation is that all children represent our school positively and all adults to work together to reinforce this expectation and remind the children about what constitute appropriate and inappropriate behaviour. Examples of conduct outside the school premises, including online conduct that could result in sanctions:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil;
- that could adversely affect the reputation of the school.

9. Behaviour management

9.1 Classroom management

See Section 8 – Rewards and Sanctions

See Appendix 2

9.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of positive handling must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded in the bound and numbered book and reported to parents.
- Please refer to the policy for Physical Intervention (<https://www.ourladyscatholic.northants.sch.uk/attachments/download.asp?file=521&type=pdf>)

9.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to learning. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9.4 Pupil support and pupils with SEND

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

As part of meeting any of these duties, we will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where there is an identified SEND need reasonable adjustments will be made to expectations and/or processes to support the child, through an Adaptation to Learning Plan which has been agreed by the SENCO and class team.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10. Training

Our staff are provided with training on managing behaviour, including proper use of positive handling, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements and Evaluation

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every Term by the Senior Leadership Team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them. This behaviour policy will be reviewed by the Headteacher and Local Academy Committee annually. At each review, the policy will be approved by the Local Academy Committee.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding and Child Protection policy
- Restrictive Physical Intervention
- Anti-Bullying Policy

RESTORATIVE CONVERSATION

Script

- 1 What happened?
- 2 What were you thinking at the time?
- 3 What do you think about it now?
- 4 Who do you think has been affected by your actions?
- 5 What do you need to do about it?
- 6 How can we make sure this doesn't happen again?
- 7 What can I do to help you?



Four Steps to Restore

Step 1

REMINDER - Verbally remind the pupils of the rule and positively encourage the behaviour that you want to see.

Step 2

2nd REMINDER - Verbally remind the pupils of the rule and positively encourage the behaviour that you want to see and explain that Step 3 will be a consequence.

Step 3

Consequence implemented by class team, this could be:

Missed time at break or lunchtime and a restorative conversation – this will be recorded as a Tier 1 on Bromcom.

Step 4

If the behaviour continues following the consequence, the child may:

Reflect and Restore sessions will be initiated to enable pupils to reflect on their behaviour and agree actions to restore good order and repair relationships. This will be managed by the Class Team.

The Class Teacher will discuss this with parents at the end of the day.

Tier 2 Calls will be led by Miss Gurney, Mrs Hitchens, Mrs Connor or Miss Gribble to support the child with their regulation and then return the child to class. A formal email will be sent home following each Tier 2 Call.

Repeated Tier 2 Calls, continued misbehaviour or serious misbehaviour will trigger our School Regulatory Code (See Appendix 3). The School Regulatory Code involves two main focuses:

1. Supporting the child to be successful through a bespoke Behaviour Plan, which outlines the support that the school will put in place to enable the child to be successful.
2. Monitoring the child's behaviour to recognise improvements and to look for patterns of misbehaviour that may identify areas of the day that the child struggles to meet our expectations.

Step 5

If a child's behaviour does not adhere to our behaviour principles and policy, this will trigger our School Regulatory Code



Have you been given any Class Dojos today?

We are looking to see if you are modelling our:

Learning Behaviours

School Virtues

Mission Statement

Step 1

- ✚ Verbal reminder – adult to communicate 'This is Step 1'

Step 2

- ✚ Verbal reminder – adult to communicate 'This is Step 2 and there will be a consequence at Step 3'

Step 3

- ✚ Consequence implemented by class team, this could be:
- ✚ Missed time at break or lunchtime and a restorative conversation – this will be recorded as a Tier 1 on Bromcom.

Step 4

If the behaviour continues following the consequence, the child may:

Reflect and Restore

- ✚ Reflect and Restore sessions will be initiated to enable pupils to reflect on their behaviour and agree actions to restore good order and repair relationships. This will be for a maximum of 5 minutes in class and a behaviour reflection may be used to support this.
- ✚ The Class Teacher will discuss this with parents at the end of the day.

Tier 2 Call – Remove, Regulate and Return

- ✚ Tier 2 Call – Remove, Regulate and Return sessions will be led by Senior Leadership Team to support the child with their regulation and then return the child to class. A formal letter will be sent home following each Tier 2 Call.



SCHOOL'S REGULATORY CODE - REPORT

Pupils Name:		D.O.B:		Start Date for Initiating Regulatory Code:	
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FIRST REGULATORY REPORT: (Maximum of 4 Weeks)	Start Date:
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Reason:

INITIAL BEHAVIOUR SUPPORT PLAN

1= Great behaviour 2= A few reminders needed 3= Behaviour unacceptable

Week 1	RAM	Maths	Break	Phonics/ SPAG	English	Lunch	PM Lesson	PM Lesson
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Week 2	RAM	Maths	Break	Phonics/ SPAG	English	Lunch	PM Lesson	PM Lesson
Monday								
Tuesday								
Wednesday								
Thursday								

Friday								
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Class Teacher to share report with Parent at the end of each day.

Senior Leader to review at the end of the week.

Week 3	RAM	Maths	Break	Phonics/ SPAG	English	Lunch	PM Lesson	PM Lesson
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Week 4	RAM	Maths	Break	Phonics/ SPAG	English	Lunch	PM Lesson	PM Lesson
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Class Teacher to share report with Parent at the end of each day.

Senior Leader to review at the end of the week.

1= Great behaviour 2= A few reminders needed 3= Behaviour unacceptable

Arrangements for a Fixed Term Exclusion as behaviour has not improved within the 4-week period

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Our Lady's Catholic Primary School

Behaviour Support Plan

Child Name:

Agreed Review date:

Date of plan:

Context:

Presenting behaviour

<i>Triggers</i>	<i>Behaviour</i>

Support from the school to enable access to learning:

- | | |
|--|--|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 121 emotion coaching <input type="checkbox"/> NFAST – Family support for parents/support <input type="checkbox"/> CAMHS support in school <input type="checkbox"/> Support for reading <input type="checkbox"/> Timetable adjustments for intervention support <input type="checkbox"/> Seeds of change <input type="checkbox"/> Specialist Support Services <input type="checkbox"/> Mental Health support Team <input type="checkbox"/> Early Help Assessment <input type="checkbox"/> Strengthening Families <input type="checkbox"/> Educational Psychologist <input type="checkbox"/> Maplefields referrals <input type="checkbox"/> Referrals to Rowangate | <ul style="list-style-type: none"> <input type="checkbox"/> Part time Timetable to promote success <input checked="" type="checkbox"/> Brain breaks <input type="checkbox"/> Specific activities to support integration <input checked="" type="checkbox"/> Report to monitor behaviour <input checked="" type="checkbox"/> 121 support in the afternoons <input type="checkbox"/> Small group work <input type="checkbox"/> CAMHS referral <input type="checkbox"/> EIP referral <input type="checkbox"/> Play Therapy <input type="checkbox"/> Provision of Counselling <input type="checkbox"/> SEN referral <input type="checkbox"/> ASD/ADHD Referrals (referral management centre) |
|--|--|

**If a part-time timetable is agreed or if there is provision in place for a child to be in school but not in class for a period of the day then a reintegration plan will be attached to this plan. In case of in-school provision a timetable will be written by the school to ensure any time out of class is structured and purposeful.*

Explanation of decisions around support chosen and desired impact:

Behaviours and agreed responses:

Any comments from the child and parent – support offered at home:

Not meeting your targets, expectations any other Misbehaviour or Serious Misbehaviour identified in the school Behaviour Policy may result in IMMEDIATE SUSPENSION.

Please be aware that Misbehaviour is defined as:

- Disruption in class and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Incorrect uniform
- Breaking School Code of Behaviour - see Section 91 of Education & Inspections Act 2006
- Failing to follow reasonable instructions - See Section 91 of Education & Inspections Act 2006

And any other behaviour which is deemed to be unreasonable

Due to the historical suspensions, based on similar behaviours being displayed, further Behaviour Policy breaches may result in:

- Losing Break and/or lunch times
- Fixed Term suspensions
- Organisation of a managed move
- Part-time timetable
- Permanent Exclusion

Role	Name	Signature	Date
The Headteacher			
The Child			
The Parents/Carers			

Pupils Name:		D.O.B:		Start Date for Initiating Regulatory Code:	
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SECOND REGULATORY REPORT: (Maximum of 3 Weeks)	Start Date:	
<u>Reason for continuation:</u>		
SECOND REVIEW BEHAVIOUR SUPPORT PLAN		

1= Great behaviour 2= A few reminders needed 3= Behaviour unacceptable

Week 1	RAM	Maths	Break	Phonics/ SPAG	English	Lunch	PM Lesson	PM Lesson
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Week 2	RAM	Maths	Break	Phonics/ SPAG	English	Lunch	PM Lesson	PM Lesson
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Week 3	RAM	Maths	Break	Phonics/ SPAG	English	Lunch	PM Lesson	PM Lesson
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

1= Great behaviour 2= A few reminders needed 3= Behaviour unacceptable

Class Teacher to share report with Parent at the end of each day.

Senior Leader to review at the end of the week.

Arrangements for a Fixed Term Exclusion as behaviour has not improved within the 7-week period

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Role	Name	Signature	Date
The Headteacher			
The Child			
The Parents/Carers			

Pupils Name:		D.O.B:		Start Date for Initiating Regulatory Code:	
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THIRD REGULATORY REPORT: (Maximum of 2 Weeks)	Start Date:	
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Reason for continuation:

THIRD REVIEW BEHAVIOUR SUPPORT PLAN

At this point the Local Authority should be contacted to consider a managed move

1= Great behaviour 2= A few reminders needed 3= Behaviour unacceptable

Week 1	RAM	Maths	Break	Phonics/ SPAG	English	Lunch	PM Lesson	PM Lesson
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Week 2	RAM	Maths	Break	Phonics/ SPAG	English	Lunch	PM Lesson	PM Lesson
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Class Teacher to share report with Parent at the end of each day.

Senior Leader to review at the end of the week.

Arrangements for a Fixed Term Exclusion as behaviour has not improved within the 9-week period

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Role	Name	Signature	Date
The Headteacher			
The Child			
The Parents/Carers			
Trust Representative			

Pupils Name:		D.O.B:		Start Date for Initiating Regulatory Code:	
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FINAL REGULATORY REPORT: (Maximum of 1 Week)	Start Date:	
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Reason for continuation:

FINAL REVIEW BEHAVIOUR SUPPORT PLAN

The Safeguarding Governor should be notified to review the case

1= Great behaviour 2= A few reminders needed 3= Behaviour unacceptable

Week 1	RAM	Maths	Break	Phonics/ SPAG	English	Lunch	PM Lesson	PM Lesson
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Class Teacher to share report with Parent at the end of each day.

Senior Leader to review at the end of the week.

Arrangements for Permanent Exclusion as behaviour has not improved within the 10- week period

Role	Name	Signature	Date
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The Headteacher			
The Child			
The Parents/Carers			
Trust Representative			