

South Wilford Church of England Endowed Primary School



Management of Relationships Policy

2025-26

South Wilford Endowed CE Primary School



Our Vision

To Spark the Flame and Light up the World.

We are here to be a light, bringing out the God colours in the world.



Our Values

To Be Curious-*Encounter Jesus*

To Love and Respect-*Become Like Him*

To Be Brave and have no limits-
Do the things He did

Our Mission

'To Be at Our Best'

To always be at our best in our learning and spiritual journey. Through a collective commitment to high expectations and putting our faith at the centre of all we do, not only can we ensure that no doors are closed, but that the biggest and heaviest doors are wide open and our calling is clear.

By living out our Christian values and providing rich experiences, we will have the courage to walk through those doors with resilience, confidence and excitement to be all God meant us to be.



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Management of Relationships Policy

1. Introduction

This document is a statement of the aims, principles and strategies for South Wilford Endowed CE Primary School. It should be read in conjunction with the SEN Policy, Bullying Policy, PSHE policy, Child Protection Policy, the Policy for Spiritual, Moral, Social and Cultural Development and the Policy for Teaching and Learning to establish the general ethos of the school.

Our relationships and behaviour lead is Ben Precious.

2. 'Be at our Best' Philosophy

We have a 'Be at our best' philosophy at South Wilford. This is our one school rule and we encourage and support children to be at their best;

- In their learning
- In their behaviour and attitudes
- In their conversations with others
- In their respect for the environment
- In their relationships
- In their own health and well being.

Our policy has a focus on positive relationship building rather than solely on 'behaviour' and provides a framework for the creation of a happy, secure and consistent environment in which children can learn and develop as caring and responsible people. We know that positive relationship building is at the very core of building a successful, happy and supportive community. We want to encourage self-reflection in our children, allowing them the time and space to reflect upon their own actions and those of others, giving them the responsibility to respond in an appropriate way with integrity at the heart of all of their decisions. It is our hope that by allowing children this opportunity, we are preparing them for the future and equipping them with the skills and confidence to live in a reflective and positive way in an increasingly challenging world. We want to encourage children to *live* the school values, not just adhere to them. This policy is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

3. At South Wilford Endowed CE Primary School, we believe that:

- Everyone is of equal value and is worthy of respect;
- Children behave in a positive way when they can and there is always a reason for negative behaviours;
- Everyone has the right to feel happy and safe at school;
- All pupils have the right to learn without disruption from other pupils;
- Children should be given adequate opportunity to reflect on their actions;
- Children should be given adequate opportunity to respond in a positive way;
- Everyone has the right to be heard; and
- Parents need to be fully informed of patterns of inappropriate actions.

4. Aims and Objectives:

- To ensure a safe, caring and happy school;
- To ensure equality and encourage difference and identity;
- To ensure a consistent whole school approach and effective rewards are used and approved by all the staff in the school – teaching and non-teaching;
- To encourage and praise greater effort in both work and actions;
- To ensure appropriate actions and language throughout the school;
- To promote resilience and self-reflection;
- To promote good citizenship linked to the school values with integrity at the core of all we do; and
- To ensure that parents are informed of actions involving their child when linked to the management of relationships.

5. Responsibilities

All members of the school community – teaching and non teaching staff, parents, governors and pupils as appropriate, work towards the school aims by:

- providing a nurturing environment in which all are fully aware of expectations;
- treating all children and adults as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships;
- rejecting all bullying or harassment in any form;
- helping to develop strategies to eliminate inappropriate actions both within and outside the classroom, and applying these consistently;
- caring for, and taking pride in, the physical environment of the school knowing the impact this has on a child's sense of belonging;
- working as a team, supporting and encouraging each other; and
- promoting the values that support our beliefs and actions as good role models.

6. Keeping Children safe in Education: *'The school behaviour policy should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).'*

As a school we take bullying seriously and it forms part of our behaviour strategy. Bullying is a stage 3 incident which means that it is automatically dealt with by the senior leadership team and parents of all parties informed. We work hard to instill anti-bullying attitudes in the children through our curriculum which promotes empathy, respect and tolerance. We take part in anti-bullying week but promote this all year round. We also work hard to ensure understanding of what bullying entails with parents and send home materials to support this annually. We address all issues that form bullying including cyber-bullying, prejudice and discrimination through our curriculum, topics and assemblies. We encourage children to tell someone if they believe they are being bullied. Please read the school's anti-bullying policy for more information.

7. Non-Negotiables

- We do not believe that shouting at, or intimidating children is appropriate. Similarly, ridicule, sarcasm and humiliation is unacceptable by any member of staff or volunteer in school.
- Children will not be sent out into the corridor as a 'punishment'. Instead, each class will have a reset area. If necessary, a child will be sent to a partner class to spend 5-10 minutes in the reset time. After this time, the child will return to their class and continue with the learning. This will follow non-verbal and verbal warnings. Sometimes a change of location can support a change in emotional state, leading to improved behaviours. The teacher in the receiving class must not re-challenge the child and should encourage the child to reflect quietly and guide this if necessary. If going into another class is not appropriate, a member of SLT will carry out the restorative and reflective conversation instead.
- Children will not stand facing walls as a punishment as this is considered to be humiliating and ineffective. If a child is behaving in an unacceptable way at playtime, they will stand with the teacher on duty and discussion will take place using restorative justice questions as a guide.
- It is expected that children will walk quietly down the corridor to assembly. Staff members will position themselves throughout school to ensure children carry out these expectations. There should always be one member of staff to supervise each class in Collective Worship. During Key Stage assembly this is down to the discretion of the person leading the assembly. The class is the present member of staff's responsibility and they must manage the actions of the class effectively throughout the assembly. This can be through positive management (a smile or thumbs up) or through well managed seating positions. Staff must ensure they can see the whole class to ensure effective they are able to manage this effectively.
- Use of degrading and derogatory language about children in staff communal areas will not be tolerated. It is understood that staff will exchange information and talk about incidents with children but this should never be in a way which could be offensive or unprofessional. Staff must act in a professional way at all times using appropriate language in all areas of the school.
- Any concerns should be raised with your line manager in the first instance.

8. Rules

We have only one rule- Be at your best.

This incorporates being at your best in your behaviour and attitudes, your learning, your relationships, your conversations, your own health and well being and your respect for the environment.

9. Rewards

Whenever possible, praise and recognition for appropriate behaviour will be given rather than highlighting inappropriate actions e.g. Praise children who are sitting properly, rather than asking a child to sit up, asking a child to walk rather than saying 'don't run'.

Be at your best postcard home

When a child shows they have been at their best we will send a postcard home through the post. We find this is a positive way to share when a child has been seen to show they are living out the 'be at your best' ethos and Parents and Carers value this communication.

Class Dojo

- We use class dojo points for a range of positive actions in class, as well as good work in the classroom, good contributions, listening well, trying hard etc.
- Class dojo points are given for good work and behaviour in class. This can be for determination and persistence as well as for the completion of good work. This means that children who find class work challenging are still able to receive dojo points.

House Points

- All members of staff may award House Point tokens to any child in school. These are not given for good work in class. Tokens are given in the house colour the child belongs to. They must place the token in the House Point collection tubes near the school office.
- Special golden house points can be given out by the Head Teacher. This counts as 10 points and is for outstanding acts of behaviour or recognition for extra-ordinary achievements.
- House points should be given when children are witnessed showing the school values or when they have shown integrity in a situation. House points are not a reward for classroom behaviour but are more to encourage good citizenship and morals. Only one token may be given at any one time. They should be considered of great value and should be given out with this in mind.
- House points will be counted at the end of each half term and there will be weekly updates on the number of house points. This will also be a part of house assemblies.

Dinner staff rewards

- Each MDSA will be given 10 links of paper which can be handed out to children who are displaying positive behaviour in the playground or in the hall. These links are attached together as a visual reminder of the good choices children are making at lunch time. The aim is to see how long the chain can get and if it gets to a length (decided by staff), a whole school reward may take place. The links are based on the following; Looking after play equipment, being a good friend, sharing, good sportsmanship, Looking after the school environment, being respectful.

Values Bookmarks

- Children can receive a values bookmark- there are six bookmarks which match each value. We encourage children to collect all six and they can receive one when they are seen living out the values in school.

Five-star class award

- Each week, we will award a class a star for 'being at their best' around school and in their learning. This will be decided upon by members of SLT and will be announced in Collective Worship on a Friday. The idea is that every class will be a 'Five star' class by the end of the year.

Quiet as a mouse award

- Each week, one class will receive a cuddly toy mouse in Collective Worship for being quiet in the corridors, being quiet and attentive in Collective Worship and working at an appropriate noise level in the classroom.

10. PSHE/Circle time

- We use PSHE throughout the week to raise pupil self-esteem, to help pupils to make the right choices, to improve team spirit within the class, a sense of belonging within the community of the school and to enable pupils to develop their understanding about the need to respect and value others and deal with conflict through arbitration.
- Where there are incidents of bullying the Senior Leaders or Head Teacher may set up a 'No blame circle' in which children are given the opportunity to discuss how the actions of others make them feel and in so doing encourage the bully to reflect on their own behaviour and the reasons for it.

11. Zones of Regulation

We believe that children will behave well when they can. Sometimes, a child is not able to regulate their emotions and this manifests itself in different behaviours which can cause disruption to others and impact the child's ability to learn. At South Wilford, every class uses Zones of Regulation to help children to regulate their emotions before they impact behaviour. This is used to varying degrees for individual children. For children with SEND this will form part of their provision map, but for others this will just be a visual reminder of the strategies they can use to help them mentally and emotionally. This can also be recorded on the I pads in the morning as the children come in.

12. Restorative techniques

At South Wilford, Restorative Practice techniques are used to allow children the time to reflect upon their behaviour and respond in a positive way, with reduced impact on their own learning and that of the other children in the class. Our aim is that first, the child is given the opportunity to self-restore and respond in a positive way. Only if this is unsuccessful should the class teacher need to support the child in their reflections of their behaviour. The ideal situation is that the teacher does not impose punishment on the child, rather they come to a shared opinion on how to deal with the behaviour.

13. Stage One behaviour Process

When inappropriate behaviour is disrupting lessons, the following steps are adhered to in line with Stage one behaviours:

1. Verbal warning given-this should be minimal but clear so as not to disrupt the flow of the lesson.
2. Second warning given.
3. Child sent to partner class for reset time if necessary. This should be for no longer than 10 minutes. The child should enter the partner class silently and does not need to converse with the teacher in the partner class. The teacher may speak to them to guide through the reflective process if necessary.
4. If inappropriate behaviour continues (3 is limit for stage 1) then a Senior Leader is sent for to remove the child. A meeting will take place between the class teacher and Parents. This has now become Stage 2 (Repeated stage 1 behaviour)
5. As a result of this meeting, strategies will be put in place to ensure behaviour improves and there will be ongoing communication with Parents.
6. Routes to Inclusion resources may be used to track behaviour more closely, focusing on target behaviour concerns. This includes the ABC tracker which helps to identify patterns in negative behaviours. The class teacher will ask for this if they notice a child struggling to regulate in class.

14. Other Sanctions and Guidance:

- Strategies to reward and sanction a pupil may differ from those described, if the child has an additional need and requires support over and above that offered by this policy. This will be detailed on the child's provision map and will be discussed with class teacher, Senco and Parents during SEN or Multi-agency meetings.
- Children who display violent actions towards another child in class will be removed by a member of SLT immediately and restoration strategies used as soon as the child is in an appropriate emotional state to access it. Parents of both children will be informed at the earliest opportunity.
- Any behaviour incident at Level 2 or above will be recorded on Scholarpack the same day.
- If there is physical handling involved, the incident will be recorded on Scholarpack and recorded in My Concern. If there is an SEND that needs to be considered and means handling occurs more often, this will form part of an Individual handling plan. Handling will be tracked separately using R2i as a means of supporting the child.
- Pupils who act with disregard for property and / or the environment will take part in a restoration discussion with a staff member and an appropriate action will be agreed.

- Any behaviours involving the 9 protected area (*age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation*) will be recorded on the anti-discrimination form (In the staff room) and given to the Headteacher or Deputy Headteacher for reporting on the survey monkey link for Transform Trust. It will also be recorded on My Concern.
- If incidents of bullying occur, these are referred immediately to a Senior Teacher, who will apply sanctions in line with the Anti-Bullying Policy, but will also set up a 'No Blame Circle'. It is important to support all children in order to prevent further incidents. The matter will also be discussed at the next SLT Meeting, where further strategies may be adopted. Bullying is not an isolated incident where one child hurts another – it is persistent and can be both physical and verbal. Children also need to understand this so that this emotive term is not used indiscriminately. The incident will be recorded in My Concern and on Scholarpack and reported to the Multi-Academy trust during the Standards meetings.
- Where minor inappropriate behaviour occurs at break or lunchtime, a system of 'time out' may be used. During this time, the child will be asked to stand by the teacher on duty. This will usually be for a period of between two and five minutes, never more than 10 minutes. The teacher will discuss the child's actions and how they can respond in a positive manner. The actions will be recorded on a tracker on a clipboard. If the same child repeats a similar inappropriate action that week, then a break time may be removed.
- **A child must never miss a playtime or lunch break to complete unfinished work.** Break times are an essential part of the school day and help a child to develop social interaction and communication skills. It is also a significant part of their physical activity for the day.
- Missing a play time as a result of a stage 2 or 3 behaviour is always a last resort and must only be to enable a gradual re-integration to the playground following a physical incident. The removal from the playground must be time-limited. Re-integration could involve shorter periods outside, supported time with a member of staff.
- If a child misses more than one playtime, they must still have a break outside when the other children are back in class. This must be supervised by an adult.
- When an incident occurs at lunchtime, the MDSA ensures that a full investigation has been carried out, with all children heard. Incidents are then reported to the class teacher or a senior leader on the lunchtime record card and added to the behaviour tracker as 'L'.
- More serious incidents at lunch must be handled by the senior leader on duty.

15. Racist Incidents

- **A racist incident by a child is immediately a Stage 3 behaviour incident. Diversity is important to us as a school and racial discrimination of any kind will not be tolerated. The following procedures will take place in the case of a racist incident:**
- *Actions will require a meeting with Parents and Headteacher/Deputy Headteacher. Appropriate sanctions will be decided at the meeting, based on severity, circumstances and previous incidents.*
- *Incident recorded on Scholarpack and in bound and numbered book if handling involved.*
- *Child debrief must take place.*
- *Violent incident form if necessary*
- *Survey monkey completion for an equality incident*
- *Adult debrief if necessary*
- *Referral to Senco/outside agencies if necessary.*
- *Possible internal exclusion depending on severity and intent.*
- *Record on My Concerns.*
- *May be a referral to Transform Trust enhanced Provision Panel to avoid future exclusion.*

16. Break Time/Lunch Time

- When only three members of staff are on duty the MDSA / Duty Teacher / TA does not leave the playground, as this would compromise the safety of other pupils. There should be two members of staff on duty at all times. One staff member will be based close by the school entrance to monitor the corridor.
- To ensure that there is adequate supervision, MDSAs / Duty Teachers / TAs, do not stand together during duty, but cover the agreed section of the playground by moving around or by standing in a position where the whole area can be seen. They should position themselves strategically based upon need.
- Children will not stand against a wall as a punishment. Instead, a child who is behaving in an unacceptable way will stand with the staff member on duty and at an appropriate time will discuss their actions with the teacher using the restorative practice questions.
- No child should ever be left unsupervised in a classroom or corridor at break time. Classrooms are not to be used during break and a child should not be kept inside to complete work. If a child asks to stay inside at break, a conversation must be had to determine the reason and to ensure there isn't an underlying problem.
- A child may have to be removed from the playground for violent behaviour. In this case, one member of staff will accompany the child to the Head teacher's office. If the child needs to be handled, two members of staff will ensure the child is handled safely into school. The remaining member of staff will alert the staff in the staffroom so that one member of staff replaces them, ensuring the safety of those children remaining outside.
- Some children may have personalised structured playtime plans which may involve time spent in the Ark or time spent working on social skills with a group of children in the Ark. This will be detailed on their provision map.

- All staff members including MDSAs will have the restorative justice questions on their lanyards. They are all expected to use these questions with any child they are speaking to about inappropriate behaviour.
- If there is an incident during lunch time and this needs to be reported to the class teacher, the MDSA will record on the lunch time behaviour slip which will be passed to the teacher after lunch. For more serious incidents, the member of SLT on duty will respond.

17. Staff/Child Support following an incident

- Staff members are encouraged to discuss their relationships management with other members of staff. We feel it is important that staff members are supported and feel trusted in their decisions around behaviour.
- After a member of staff has dealt with a more challenging incident, they will be encouraged to de-brief with a senior member of staff. They will have the opportunity to reflect upon the decisions made and the way the child responded after the incident. It is also an opportunity to seek advice about next steps.
- After an incident in which a child has needed to be handled, a child debrief meeting should take place.

18. Exclusion

- **Exclusion is always a last resort.**
- We follow Local Authority guidelines if it becomes necessary to exclude a child. Parents will be notified of the reason for the exclusion and before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to minimise the risk of a repetition of the offence.
- A written record of the discussion, and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.
- All exclusions will be reported to Transform Trust and Nottingham City Education Authority.
- The following items are banned from the school premises-
Mobile phones (Must be handed in to the school office before entering the school grounds in the morning and then collected from the office on exiting after school). A child found to have their phone on them will be removed from class and parents will be called to discuss the circumstances further.

Weapons- A child found to have brought a weapon into school will be removed from school and will receive a fixed term or permanent exclusion. We reserve the right to search a child who we believe is in possession of a weapon. The police will also be informed if an offensive weapon is used in school.

Illegal Drugs and/or alcohol/Cigarettes or vapes- A child found to have brought drugs, alcohol, cigarettes or vapes onto the school premises will be removed and will receive a fixed term or permanent exclusion. The police will also be informed if appropriate.

19. Inclusion

- Relationship management for children with additional SEND needs will link to the SEN policy where appropriate. The same spine will be adhered to although there may be additional steps integrated within this for children with specific needs (eg, personal target chart, individual reward systems, home-school plans and visual reminders. Where this is the case, it will be indicated clearly on the child's provision map and their personal behavior plan. This will be created in conjunction with class teacher, SENCo, Parents and outside agencies where appropriate.
- **Our Senco is Abigail Todhunter and our SEN HLTA is Deana Bull.**
- **All of our teachers act as mentors to children who have difficulties in building positive relationships to support them through their time in school.**
- If a child with SEND is at risk of exclusion, the appropriate agencies will be involved and this will occur only when all reasonable adjustments have been exhausted. In the first instance, they will be referred to the Trust Enhanced Behaviour Provision Panel

20. Communication with Parents

- Parents will be kept informed about their child's actions. If it appears that this has to be monitored on a regular basis a 'home/school contact' book may be started. The book is written in by the Teaching Assistant / Teacher/ Senior Teacher / Head Teacher at the end of each day and sent home. The parent writes in it each evening and returns the book to school. As we see improvement the contact book is reduced to a weekly contribution and will eventually be stopped.
- A book of encouragement is also effective and may be used as part of the additional provision for a child. The teacher only records the positive things that the child has done or achieved that day and makes no comments about the negative actions. This may be used if it is considered that the child's actions are motivated by poor self-esteem.
- If a serious incident occurs between two children where one or both children are hurt, both sets of Parents/Carers will be informed as soon as possible and before the end of the school day.
- All conversations of this nature should be recorded on the appropriate forms on

scholarpack and my concern if appropriate.

21. Outside Agencies

- Any concerns about the behaviour of a pupil should be discussed with the Special Needs Coordinator (SENCO) and may be raised by the SENCo with other agencies. This may include a referral to our internal nurture provision, the Educational Psychologist or to the Nottingham City Behaviour Team if deemed appropriate. Any involvement from outside agencies will form part of a Multi-Agency Plan that will be reviewed every term.
- The involvement of outside agencies will be the result of discussion between the class teacher, Parents, SENCO and head teacher. Any outside agency will need information. Therefore staff document evidence of behaviour carefully so that it can be collated when required. This should be carried out using the resources from Routes to Inclusion.
- If required, school will initiate support from Priority Families.

22. Monitoring and reporting.

- All staff have a responsibility in dealing with incidents and for making the Headteacher aware of major incidents and patterns in incidents that they have identified. Failure to do so could result in disciplinary action.
- Conversations are the first monitoring to take place. These take place between teachers, TAs and the phase leaders at the end of every week so patterns of behaviour can be identified. These patterns will then be reported to SLT including the SENCO and DSLs.
- Behaviour incidents are logged on Scholarpack (Level 2 incidents). This is analysed regularly by SLT and specifically by the AHT and HT.

Recording Level 2 incidents and above on Scholarpack

- Search for the **PUPIL**
- Top left of screen click on blue **CONDUCT** tab
- Left hand side of screen (3rd from bottom) **INCIDENT**
- **ADD** – centre of screen (green box)
- **INCIDENT** – drop-down box will give you options from which to choose
- Record in the usual way
- The senior management team will continually monitor the effectiveness of sanctions throughout the school in consultation with staff, pupils, parents and governors as appropriate.

23. Physical Handling and the use of reasonable force

It is the school's professional decision when it is deemed necessary to use appropriate force. This will only be if a child is in danger of hurting themselves or others, to stop them from damaging property or to stop them from causing disorder.

We will only record and report use of reasonable force to a parent/carer if it is deemed a serious incident.

A serious incident is based on a teacher's professional judgement and they will consider;

The pupil's behaviour and the risk level presented at the time

The degree of force used

The effect on the pupil and staff member

The child's age.

Serious incidents where physical handling has occurred must be logged on Scholarpack with details of how the incident was dealt with. Contact with Parents must also be logged here. Staff must debrief with the child at the earliest possible time.

- Violent incidents towards staff must be logged on the relevant form and debrief with line manager must take place within the same day where possible. These incidents must be recorded by the HT on the Trust survey monkey.
- This policy was adopted in September 2025 and will be reviewed in September 2026

Natalie Aldridge Sept 2025

Sanctions ladder

Stage 1 Low-level	Stage 2 Significant	Stage 3 Severe	Stage 4 (Repeated Incidents of Stage 3)
These actions should be dealt with using the class systems such as class dojo points, verbal warnings, reminders and referring to the Zones of Regulation. After 3 it will become a Stage 2 behaviour. <u>Good Classroom Management</u> <i>These behaviours should be avoided through engaging teaching and learning, challenging activities, scaffolding where necessary, good relationships and routines, high expectations, reminders and positive praise.</i> <u>Good Playground Management</u> <i>These behaviours should be avoided by engaging children in play activities and effective and targeted supervision.</i>	These actions will require restorative session with class teacher or SLT member. Parents informed. Victim's parents informed. Incident recorded on Scholarpack Violent incident form to be completed if necessary Report to SENCo if necessary. Record on My Concerns if appropriate Removal of break times may only occur to support re-integration. Although break time may be missed with the other children at this time, children must still have time outside with supervision. This sanction must only be for a short period with an agreed end date.	These actions will require a meeting with Parents and Headteacher/Deputy Headteacher. Appropriate sanctions will be decided at the meeting, based on severity, circumstances and previous incidents. Incident recorded on Scholarpack Child debrief must take place. Violent incident form if necessary Adult debrief if necessary Referral to SENCo/outside agencies if necessary. Possible internal exclusion depending on severity and intent. Record on My Concerns if appropriate. May be a referral to Transform Trust enhanced Provision Panel to avoid future exclusion.	If the incidents in stage 3 are repeated, there is possession of a dangerous weapon or if there is repeated violence with intent towards another child or member of staff, Parents will be called in to school immediately. The child will be sent home for the remainder of the day. If Parents cannot be contacted, the child will be isolated in school. There will then be a Fixed Term Exclusion. This will be reported to the School Governors and Trust Guardians Group and next steps will be inter-school exclusion or permanent exclusion. Incident recorded on Scholarpack Incident involving a child using a knife or other dangerous weapon in <u>school</u> <u>must</u> always be reported to police. Incident involving drugs must always be reported to police. If a child brings a weapon, drugs or alcohol into school this will be an immediate FTE.
Teasing	Repeated Stage 1 incidents x3	Bullying	
Pushing in	Swearing at another child or adult (including gestures)	Racial abuse	
Throwing equipment	Biting	Abuse based on equality (gender, sexual orientation)	
Interrupting an adult	Spitting	Stealing	
Intentionally Ignoring an adult	Hitting (including hitting back)	Running out of school premises	
Intentionally spoiling other pupil's games	Kicking	Harassment	
Talking at an inappropriate time	Fighting	Cyber bullying	
Being in classrooms unattended at break times	Leaving class without permission	Repeated Stage 2 incidents	
Defacing school property including exercise book covers and labels.	Actions causing intentional injury to others	Bringing mobile phone into classroom.	
Avoiding work / wasting time		<i>Children with SEND (Equity not Equality)</i> <i>Some children with a diagnosed SEND may have a personalised behaviour plan and will not follow this behaviour policy in its entirety, particularly in relation to stage 1 and 2 behaviours. However, repeated <u>Stage 2</u> and 3 behaviours will require a referral to Transform Trust enhanced provision panel.</i> <i>Behaviour plans will be agreed with SENCo, Class teacher and Parents and will be reviewed regularly. There will be engagement with Nottm City Behaviour Support Team.</i>	
Being loud at an inappropriate time			
Name calling			
Running inside			
Arguing with other children			
Damaging other children's property			
Disrespect to another person			
Lying			
Misuse of school resources			
Play fighting			
Uncooperativeness- refusal to follow instructions			
Intentional distraction of others			
Intentional humiliation of other children			

*Sexual behaviours will be assessed using the Brook Traffic Light Tool to assure the appropriate level of intervention is applied.

*This sanctions ladder will be used at the discretion of the Headteacher and in consultation with the senior leadership team and the school governing body.

- Please read the Exclusions policy addendum alongside this document. It can be found on the school website below the policy.

