

# **ST EGWIN'S C.E. MIDDLE SCHOOL**

## **Behaviour Policy**

Updated - October 2020  
Review Date - October 2021

Signed by:	
Head Teacher	
Chair of Governors	
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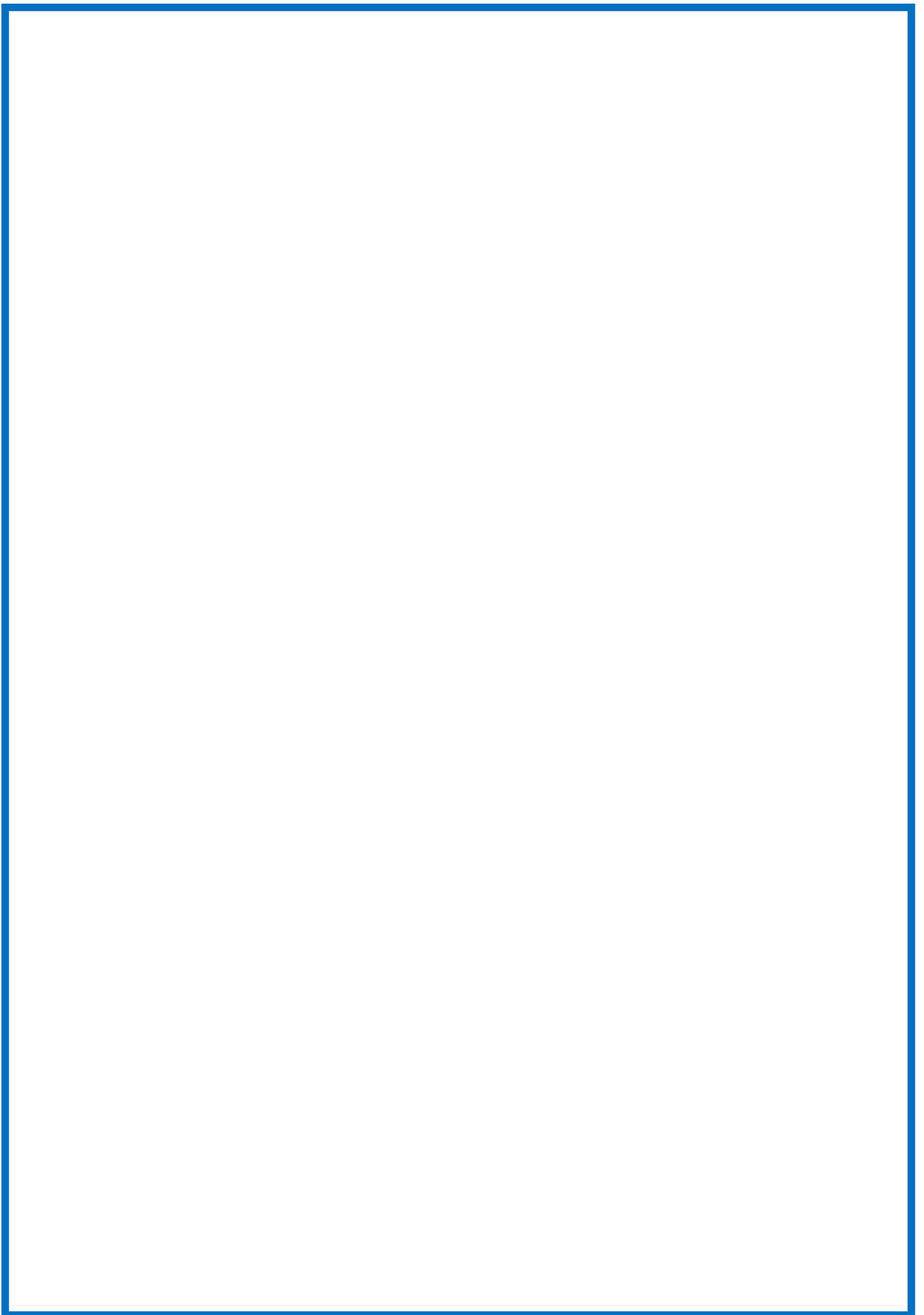
## **Statement of intent**

*'Do unto others as you would have them do unto you.'* Luke 3:31

**St Egwin's Church of England Middle School** believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school is committed to:

- Promoting appropriate behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Supporting and facilitating interventions for pupils and families when necessary.



## 1. Legislation and statutory requirements

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

Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008
- DfE 'Behaviour and discipline in schools' 2016
- DfE 'Sexual violence and sexual harassment between children in schools and colleges' 2018
- SEND policy
- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)

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
- [Supporting pupils with medical conditions at school](#)

## 2. Definitions

2.1 For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage to the building and grounds, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual on a regular basis

- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol, tobacco or E-cigarette paraphenalia
- Possession of prohibited items such as knives, pornographic images
- Repeated breaches of the school rules
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Sexual Harrassment
- Racist, sexist, homophobic, transphobic, biphobic or discriminatory behaviour
- 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)
- Use of mobile phones without permission
- Vandalism and graffiti

2.2 For the purpose of this policy, the school defines “unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Casual unpleasantness
- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport

2.3 “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

### 3. Roles and responsibilities

3.1. The **governing board** has overall responsibility for:

- The implementation of this Behaviour Policy and of the behaviour procedures at the school ( appendix 1 )
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy, as outlined in the school’s Complaints Policy.

3.2. The **Headteacher** is responsible for:

- Reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- Publishing this policy and making it available to staff, parents/carers and pupils at least once a year.

3.3. All members of **staff, volunteers** and **support staff** are responsible for:

- The day-to-day implementation of the behaviour policy consistently
- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- Where possible providing a personalised approach to the specific behavioural needs of particular pupils
- As authorised by the headteacher, punishing pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.
- Recording behaviour incidents on CPOMS
- Referring using the 'Reporting/Referral Structure' (see Appendix 3)

3.4 The school's **SEND co-ordinator** and **welfare lead** are responsible for :

- Evaluating a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary accessing support and advice from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- Liaising with external agencies and planing support programmes for pupils exhibiting acute challenging behaviour. We will work with parents to create the plan and review it on a regular basis. We will ensure that there are a number of initiatives available to pupils identified with specific needs. These will include support mechanisms for pupils experiencing the effects of anxiety, stress and mental health issues

3.5 **Pupils** are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

3.6 **Parent(s)/Carer(s)** are responsible for:

- The behaviour of their child(ren) inside and outside of school.
- Supporting the school's Behaviour Policy.

- Informing the school of any changes in circumstance that might affect their child's behaviour.
- Communicating any behavioural concerns with the school promptly.

#### **4. Training of staff**

- 4.1. The school recognises that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classrooms, during breaks/lunchtime & between lessons.
- 4.2. Teachers will receive updates about a young person to support them in dealing with poor behaviour
- 4.3. Teachers and support staff will receive regular and ongoing training as part of their development.
- 4.4. Certain members of St Egwins staff are trained in PPI (Positive Physical Intervention) and are identified by a red lanyard on their ID cards. PPI training is delivered by Team Teach [www.team-teach.co.uk](http://www.team-teach.co.uk) [covered in Section 6.8].
- 4.5. Behaviour management will also form part of continuing professional development.
- 4.6. A log of staff training can be found hosted with our chosen digital platform (Flick Training) and in the online log managed by key staff.

#### **5. Pupil expectations**

- 5.1. Pupils will be expected to follow the school Code of Conduct which requires pupils to:
  - Conduct themselves around the school premises in a safe, sensible and respectful manner.
  - Arrive to lessons on time and fully prepared, complying with the Ready to Learn principles.
  - Follow reasonable instructions given by the teacher.
  - Show respect to all members of the school community and each other.
  - Show respect for the opinions and beliefs of others.
  - Complete classwork as requested.
  - Hand in homework at the time requested.
  - Report unacceptable behaviour.
  - Wear the correct uniform at all times
  - Show respect for the school environment.
  - Accept sanction(s) when given and if in disagreement, to discuss in an appropriate forum.
  - Refrain from behaving in a way that brings the school into disrepute, including when outside school

### *COVID AMENDMENTS*

- *Follow any rules that have been explained to the pupils about COVID 19 eg social distancing, regular proper handwashing, remaining in seats unless given permission to move.*
- *Inform a member of staff immediately if they become/fell ill with COVID 19 symptoms.*
- *Conduct themselves around the school premises in a safe, sensible and respectful manner in regard to COVID regulations.*

## **6. Behaviour Management**

6.1 Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will use a number of strategies including :

- Creating and maintaining a stimulating environment that encourages pupils to be engaged
- Displaying the pupil code of conduct or their own classroom rules
- Recording behavioural incidents on the CPOMS
- Developing a positive relationship with pupils
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

### **6.2 Rewarding good behaviour**

The school recognises that pupils should be rewarded for their display of good behaviour. The school will use the following rewards for displaying good behaviour, including, but not limited to, the following:

- ePraise house points
- Milestone Certificates
- Compliment cards/ Effort of the Week
- Letters home
- Telephone calls home
- Postcards home
- Verbal praise
- Prizes
- ePraise shop
- Special achievement badges
- Special responsibilities/privileges

### **6.3 Correcting poor behaviour**

Teachers are able to discipline pupils whose behaviour falls below the established Code of Conduct at the school. In order for the sanction to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by any member of school staff or any external provider authorised to do so by the headteacher – on or off-site (eg. educational trip/visit).
- The decision to punish a pupil is reasonable and will not discriminate on any grounds, such as disability, race, special educational needs – as per the Equality Act 2010 in respect of safeguarding pupils with special educational needs, and any other equality rights.
- All sanctions are reasonable and proportionate in all circumstances, and will take into account the pupil's age, religious requirements and any special educational needs or disabilities.

6.4 Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

- Teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.
- Serious incidents ( after a loss of a cross ) or a significant issue will be recorded on our electronic recording system - CPOMS
- A record will be kept of all reported incidents, and incidents monitored.
- The school does not take serious unacceptable behaviour lightly, and will not hesitate to act in the best interest of all pupils within the school.
- Following an allegation of serious unacceptable behaviour, the pupil will be placed in internal exclusion (in the re-focus room/another classroom) whilst an investigation by the headteacher takes place.
- If, following an investigation, the allegation is found to be true, the appropriate disciplinary action will be issued by the member of staff (TA, teacher, KS Leader or Senior Leader).
- Any decision made to exclude a pupil will only be done so by the headteacher in accordance with the school's Exclusion guidance.
- All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-bullying Policy.
- The school will consider whether the behaviour displayed by the pupil gives reason to suspect that the pupil is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.
- The school will also consider whether the displayed behaviour is an indicator that the pupil's educational, or other, needs are not being met. In this instance, the school will consider whether a multi-agency assessment of the pupil's behaviour would be beneficial or a PSP(Pastoral Support Plan) should be put in place.

6.5 Teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the pupil:

- In lessons, in the first instance, the teacher will warn the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable.
- If the pupil does not stop as requested, the teacher will give a second verbal warning.

- Further behaviour breaches will result in the pupil receiving a 'line' demerit on ePraise.
- Subsequent negative behaviour will lead to a 'cross' demerit on ePraise.
- The next sanction will be removal from the classroom, for a short period of time to reflect. Being invited back in upon conversation with the teacher.
- If this does not work, the pupil will be removed from the classroom for the rest of the lesson, being placed in to the re-focus room and the teacher will give the pupil a third 'sent out' demerit.
- Sanctions will be dependent on the seriousness of the unacceptable behaviour.
- If a pupil is sent to the refocus room the pupil must complete a reflection sheet when appropriate. A member of staff will then discuss their actions and take decide on further actions if needed.
- If a pupil is sent to the refocus room, misses break/lunchtime or receives a detention, the school may contact the pupil's parent/carer to advise them of this, and may invite them to discuss their child's behaviour.
- If a pupil misbehaves on the playground, the staff on duty will warn pupils and possibly send pupils into the re-focus room, where the pupil will spend the rest of their break/lunchtime indoors.

Other sanctions may include but not limited to, the following:

- Expecting work to be completed at home, or at break or lunchtime
- Providing extra work or repeating unsatisfactory work until it meets the required standard.
- Detention at break or lunchtime, or after school.
- Engaging in school-based community service, e.g. picking up litter
- Referring the pupil to a senior member of staff.
- Letters or phone calls home to parents.
- Taking away privileges, e.g. not being able to participate in non-uniform days, or losing extra, prized responsibility.
- Putting a pupil 'on mentoring card.
- Implementing a Pastoral support Plan.
- Agreeing a behaviour contract.
- Excluding the pupil either temporarily or permanently.
- Withdrawing pupils from the normal school curriculum for a period of time.
- Contacting the police if behaviour is particularly challenging or aggressive.

## 6.6 Detentions

- Parental consent is not required for detentions held during the school day and therefore, the school is able to issue detention as a sanction without first notifying the parents/carers of the pupil. If the detention is after school parents will be notified.
- All staff at the school are able to impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher.
- The headteacher may decide to delegate the power to impose detention to volunteers, such as parents/carers who assist during educational visit/trips.

- When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they take into account any additional needs of the pupil.
- If the detention is during lunchtime, pupils will be allocated time to allow the pupil to eat, drink and use the toilet.

## **6.7 Internal exclusion**

The school may decide to move pupils to the Re-focus Room away from other pupils for a limited period – this is known as internal exclusion. The Re-focus Room is a staffed, designated place to help deescalation, allow reflection, discuss behaviour, mentor and afford a quiet space and necessary time for pupils to be readied for rejoining lessons as soon as they are deemed ready to do so.

- The school will only move pupils to the re-focus room where absolutely necessary, and where the process for behaviour management has been followed and has failed to resolve the behaviour issue.
- The school will ensure that pupil's health and safety is not compromised during their time in the internal exclusion room, and that any additional requirements, such as special educational needs, are met.
- The amount of time that a pupil spends in internal exclusion is up to the school to decide. This could be for more than one school day.
- The school will ensure that the pupil is not kept in internal exclusion any longer than necessary.
- The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in internal exclusion.
- Class work will be requested from the pupil's class teacher(s), if this is not forthcoming, appropriate work will be issued for the pupil to complete.
- Pupils are permitted to eat during the allocated times of the school day and may use the toilet when allowed.

## **6.8 Use of reasonable force**

- Members of staff are able to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property.
- Members of staff are also able to use reasonable force in order to maintain good order and discipline in the classroom.
- The headteacher and other authorised members of staff are able to use reasonable force when conducting a search without consent for certain prohibited items (but not exclusively) listed in Appendix 2:

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

- Seriously disrupting a school event or trip
- Hurting themselves or others
- Entering or leaving a class/room/building if the staff believes this could lead to behaviour that endangerment or serious disruption of themselves or others

- Remove a child from a class when they have refused to follow an instruction to do so
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Is used in line with policy and training
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Staff trained in PPI (positive handling) wear red lanyards so that they can be easily identified

*COVID AMENDMENT Certain members of St Egwins staff are trained in PPI (Positive Physical Intervention) and at this time teachers should weigh up the added risks of contracting COVID 19 through close contact.*

6.9 Any visitor displaying aggressive and/or threatening behaviour will be asked to leave or removed from the premises and a follow up meeting, conversation will take place with the headteacher.

## **7. Behaviour off school premises**

7.1 Sanctions may be applied where a pupil has misbehaved off-site when:

- Representing the school, such as on a school trip, during a sports fixture
- On the bus/public transport on the way to or from school
- *COVID AMENDMENT – Pupils do not adhere to COVID guidance for transport to and from school*
- If they have posed a threat to another pupil or member of the public or have adversely affected the reputation of the school.
- When behaviour off-site impinges on the smooth running of the school
- If any bullying witnessed outside of the school premises and reported to a member of staff, may be dealt with in accordance with the school's Anti-bullying Policy.

In all cases of misbehaviour outside of the school premises, teachers will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" of considered within the school's jurisdiction to do so.

7.2 The school will take an active part in supporting the community and families when the behaviour of children is unsatisfactory outside of school.

7.3 Where off-site behaviour is reported to school that has a safeguarding dimension, the school will take a lead role in ensuring that information is shared with Children's Services and parents/carers. St Egwins Church of England Middle School may take action to address this.

## **8. Confiscation of inappropriate items**

- All members of staff are able to use their power to search without consent for any of the items mentioned in the Appendix 2 of this policy.
- Searches will be conducted by a member of staff, with another staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is concern of a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- The school is not liable for any damage to, or loss of, any confiscated item.
- The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered.
- For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.
- Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.
- The headteacher will always be notified when any item is confiscated. We will also confiscate any item which is harmful or detrimental to school discipline. 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. Smoking policy**

9.1. In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

- 9.2. Parents/carers, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.
- 9.3. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.
- 9.4. In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.
- 9.5. Pupils and staff are required to follow the school's Drug and Alcohol Policy.

## **10. Controlled substances**

- 10.1. St Egwins Church of England Middle School has a zero tolerance policy on illegal drugs and legal highs.
- 10.2. Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.
- 10.3. The staff member will store the sample in the lockable drugs cabinet.
- 10.4. The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.
- 10.5. The school will not hesitate to name the pupil from whom the drugs were taken to the police, and a full incident report will be completed.
- 10.6. Any further measures will be undertaken in line with the school's Child Protection and Safeguarding Policy.
- 10.7. Where controlled substances are found on school trips away from the school premises, the parents/carers/guardians of the pupil, as well as local police, will be notified.

## **11. Pupil Transition**

11.1 To ensure a smooth transition to the next year transition meetings will take place.

11.2 To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools.

11.3 Pupil CPOMS behaviour logs will be electronically transferred to the appropriate High School in accordance with GDPR

## **Monitoring and review**

This policy will be reviewed by the headteacher and governing board on a regular basis, who will make any necessary changes and communicate this to all members of staff.

## Other Relevant Policies

The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond compliance with child protection procedures. The safeguarding duty is relevant for the discharge of all functions and activities. This policy needs to be considered in conjunction with the following policies:

- CSE Policy
- Equality Policy
- E-Safety Policy
- Anti-Bullying Policy (including Cyberbullying)  
Child friendly anti bullying policy
- Physical Interventions/Restraint (DfE Guidance "Use of Reasonable Force" and "Screening, searching and confiscation")
- Special Educational Needs Policy
- Health and Safety Policy
- Online safety
- Social Media Policy
- SRE Policy
- Mental health and wellbeing policy
- Safeguarding Children Policy

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Appendix 2: Items banned from the school premises

- **Fire lighting equipment e.g.**
  - Matches
  - lighters
- **Drugs and smoking equipment e.g.**
  - Cigarettes or Electronic cigarettes (e-cigs)
  - Tobacco

- Cigarette papers
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

**Weapons and other dangerous implements or substances e.g.**

- Knives
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Fireworks
- Dangerous chemicals

**Other items e.g.**

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols including deodorant and hair spray
- Stolen items

### Appendix 3: Behaviour reporting structure

The following table shows the areas of responsibility with pupil behaviour.

Persons	Responsibility
Lunch Time Supervisors	Deal with basic low level behavioural/minor issues and lunch time. If any unresolved minor issues, hand over to form tutor at end of lunch. Any physical violence towards another pupil, pupil escorted to office. Head of behaviour (or SLT) to be informed and deal with directly.
Form tutor	First port of call for all minor issues involving a form member e.g. friendship issues, behaviour in lessons (as per stamps in planner), planner checks, issues forwarded via CPOMS. Form tutors to follow up on these issues to check they are resolved. However, if not resolved, escalating or occurring repeatedly – see step below.
KS leader	Deals with issues forwarded by form tutors and log on CPOMS. Along with all other serious issues e.g., ASAP (priority), administering appropriate sanction. This is communicated with the relevant people and logged on CPOMS.
SENCO	<i>Deals with any SEN issues relating to behaviour pupils forwarded by KS leaders and logged on CPOMS.</i>
Head of Welfare	<i>Deals with any Welfare issues relating to behaviour pupils forwarded by KS leaders and logged on CPOMS.</i>
Head of Behaviour (Deputy HT)	Deals with pupils forwarded by KS leaders and logged on CPOMS. Deputy HT is likely to be involved with decisions around exclusions, phoning parents to advise, organising and holding re-integration meetings, logging outcomes onto CPOMS.
Head Teacher	Issues forwarded to Head at HOB discretion. Decisions regarding exclusions are the responsibility of the Headteacher. If the Headteacher is not available exclusions at WCC will be contacted and advice sought.

