

St William's Catholic School and Nursery



Behaviour Policy

Policy Date: March 2026

Policy Review Date: September 2028

Common Statement

Our behaviour policy is rooted in forgiveness, mutual respect and understanding. We believe that this is the key to creating positive and lasting relationships with Christ and each other.

With love as a core value, at the centre of our engagement with each other, we aim to create a calm and inclusive environment where children are encouraged to reflect regularly on the choices that they make and consider the impact these may have on others.

Effective communication between home and school ensures that our collective focus is upon the development of the whole child in regulating emotions and learning about others. We ensure those modelling good behaviour and upholding our Catholic ethos are celebrated.

BEHAVIOUR POLICY

Trust Statement

As a Catholic Multi Academy Trust, we believe that all people are gifted and talented in their own unique way. Each person, created in God's image, is blessed and holy. This is central to all our work with children and young people; helping them in basing their lives on the teachings and values of Jesus Christ and his Church, whilst recognising and respecting the beliefs of others.

United in our Catholic faith, we enable our children and young people to 'Belong, Engage and Become' and grow to reach their full potential educationally and spiritually. We are committed to the development of the whole child/young person within a community where every individual is valued and respected. Our schools offer a safe, orderly and respectful environment in which all children, young people and adults can thrive, developing talents that can be used to their fullest.

The key Gospel values of Justice and Mercy are all elements of the Behaviour Policy for each individual school. Each policy is based around Reciprocity and Forgiveness. It is often in the smallest interactions that these enriching relationships are built. The consistent implementation of each policy is a key element in a child or young person's moral and spiritual formation. Through it, children and young people will be helped to determine what is appropriate, what is acceptable and what is not, as well as respect for others and the environment. They will begin to understand how, as God's children, they touch the lives of others through their thoughts, words and actions. As we support parents in the formation and development of their children, parents in turn must support the work of their child's school by working productively together.

The issue of reconciliation and rebuilding broken relationships is sometimes a difficult and demanding one. Forgiveness and reconciliation are central to our work. Rewards, consequences (sanctions) and associated interventions will be consistently applied, directing a child or young person towards greater self-discipline and community living. It is in the mending of broken relationships that we find the greatest need of God's grace and forgiveness as we strive to create "a way of life, an attitude of mind, an orientation of the soul." We aim to prepare our children and young people to be able to contribute positively to their communities and live life to the full.

Overview

At St William's Catholic Primary School and Nursery we believe that through an effectively applied behaviour policy our children will develop strong personal, social, spiritual, emotional and moral values ensuring that they develop respect for themselves, others and their environment.

The purpose of our school behaviour policy is to ensure that our children:

- feel part of a happy, safe and respectful school community family

- receive a consistent approach to behaviour management across each class, stage and year groups, as they journey through the nursery and school
- work collaboratively with staff towards achieving a set of common high expectations
- are given opportunities to forgive and be forgiven
- develop a love of learning alongside a resilient approach to life's challenges
- become positive and independent members of our school community

BEHAVIOUR FOR LEARNING PROCEDURES

Our Behaviour for Learning Procedures make explicit to pupils the behaviours expected of them and their responsibilities towards themselves and others. This simple set of rules and expectations allows all pupils to develop as confident learners and, in turn, encourages them to support others and the community. We believe that a focus on the following rules that have been created by the children will ensure that pupil behaviour remains strong and positive:

- 1.) Treat others kindly
- 2.) Respect God's creation and all that is in it
- 3.) Always try your best to meet your potential, and allow others to meet theirs
- 4.) Listen carefully to instructions
- 5.) Be happy

Praise, Relationship Building and Rewards

It is important to affirm pupils who are behaving in a manner that supports their own and others' learning or which contributes to the Christian ethos of the school. These behaviours are reinforced by the consistent use of praise, rewards and logical consequences. This is done in a number of ways:

Celebration Assembly- these are held every Friday at 9am, all parents and carers are welcome to attend. Hot drinks are available for a small cost towards the PTFA. The follow certificates are handed out to the children – Monkey Award (Class 1), Meerkat Award (Year 3/4), Lion Award (Year 5/6), Class 1 Headteacher, Class 2 Headteacher, LUTHIR Award and a Dojo Champion

Golden Tickets- all staff have a Golden Ticket that they are encouraged to hand out to children that are going above and beyond in school. This may be for amazing work, excellent behaviour or an amazing caring attitude.

Positive Message Home – staff send regular positive message via dojo to allow parents/ carers to recognise good that the children are doing in school.

Dojo Points- the children can all earn dojo points throughout the week. They then have the opportunity to spend their points on various different things. The children enjoy doing this, thus promoting excellent behaviour.

Rules

When things go wrong

In our schools we engage in loving and restorative communication when things go wrong. Within which, there is a focus upon how the behaviours exhibited can affect the learning/recreation of others and themselves. We ensure that the child's age and ability to reflect are taken into account and recognise that some pupils need more scaffolding and guidance than others within these conversations.

Children are given the opportunity to be heard as well as encouraged to actively listen to others. They are then guided to reflect on the situation in hand, with a view to adjusting future behaviours. This reflection usually ends in the agreement of a logical and natural consequence. or as close to the discussion as possible.

The use of rules

Rules are reinforced by all staff working in school, no matter what their role. A focus upon reflection and supporting pupils engage in the process is central to the success of this policy. Should these values be tested a logical consequence would be sought.

3 step approach: The rules are used as the basis for a clear and consistent staged approach to challenging and changing behaviour and are designed to allow a level of interpretation, thus permitting teachers to use their professional judgement and style within their classroom.

If a pupil starts to behave in a way that affects the learning of others and a redirection or informal warning is ignored, the teacher will use a 3-step approach to refocus the pupil's behaviour:

1. Warning- with reminder of which rule is being broken
2. Warning- reminder of rule being broken and the possible consequences that maintaining that behaviour will create
3. Logical consequence

The use of logical (or natural) consequences

If pupils fail to meet our school/class behaviour expectations there will be a fair and proportionate response by the staff member dealing with the matter. A natural (or logical) consequence is a term we adopt rather than sanction.

"This way, an adult can work with a child in a logical and relational way that allows a consequence to be delivered that not only seems fair but is delivered with a restorative emphasis so that relationships remain intact"

Dave Whittaker, The Kindness Principle

"Love keeps no record of wrongs." (1 Corinthians 13:5)

The purpose of this consequence is to ensure that the action taken by staff either:

- Changes a behaviour
- Restores a relationship or
- Fixes a problem

This remains at the heart of all that we do in engaging with our pupils and their families.

The vast majority of our pupils behave well most of the time and in most cases the natural consequences are infrequent. However, if staff begin to notice a pattern (multiple occasion) or the actions taken by the child are severe there is a need to explore support from parents/carers and school senior leaders (Headteacher). It is important to note that these matters will be dealt with on a case by case basis taking into account a number of factors about the child's home circumstances and situation. The aim of this strategy is for reconciliation and restoration.

School operates a three stage system to ensure that pupils feel supported and guided in their efforts to improve their actions, by those closest to them:

Stage 1: Involving Parents

Where a pupil's behaviour persistently results in the need for consequences/is an isolated incident, open communication between the class teacher and parents is sought to explore and resolve the problem. Lines of communication are made clear and engagement actively encouraged between parties to ensure the pupil quickly gets back on track.

If warranted, behaviour issues may be recorded on our BROMCOM system.

Stage 2: Involving Parents and Team Leader

If a number of communications between the teacher and parents have not brought improvement, the class teacher will seek support from the headteacher to discuss the way forward. Regular review meetings can take place to monitor progress and improvement. Plans can be set up to support the children and put in extra resources if needed.

Stage 3: Involving Parents, Headteacher and SENCO (if appropriate)

This is implemented for children who persistently remain at Stage Two. At this stage there will be an increased level of contact with parents as well as exploration of support from outside agencies.

ANTI-BULLYING POLICY (TRUST WIDE)

Bullying is an issue which all academies within the trust take very seriously. There will be a clear and swift response to any report of bullying behaviour and these will always be investigated thoroughly with, where necessary, appropriate interventions put in place. Parents are informed of any incident, listened to, and will be kept updated of how their concerns are being dealt with. This policy should be read in conjunction with other relevant Academy policies ie. the Safeguarding, SEND and Equality policies.

Definition of bullying

Bullying is defined as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

Bullying is not a one off event, it is deliberate and repeated.

To help all members of the community remember our definition for bullying. Bullying can be:

- Emotional- being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical- pushing, kicking, hitting, punching or any use of violence
- SEND-related- derogatory language, taunts or gestures
- Racist- racial taunts, graffiti, gestures
- Sexual- unwanted physical contact, sexually abusive comments or focusing on sexuality
- Verbal- name-calling, sarcasm, spreading rumours, teasing
- Cyber- all areas of internet usage, such as email & internet chat room misuse, Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities.

PROCEDURES FOR DEALING WITH BULLYING

Preventative measures:

- 1) Creating a telling culture. As a telling school, pupils should feel confident that there is someone whom they can tell if they feel threatened by bullying. Pupils should also feel confident they can tell someone if one of their peers is being bullied. This is achieved through:

- a) Daily contact with the pupil's class teacher and class teaching assistant/s.
 - b) Regular PSHE sessions with class teacher/ pastoral staff.
- 2) Clear expectations of the school zero tolerance approach to bullying reinforced annually through assemblies during anti bullying week.
 - 3) Curriculum units on anti-bullying to be delivered in a variety of lessons including PSHE and English.
 - 4) Posters and reminders provided across the school, to emphasise that we are a telling and non-bullying school and to encourage students to "See it, Report it".
 - 5) Staff training on identifying and dealing with bullying.
 - 6) All pupils have lessons on internet safety to prevent issues involving new technologies. This information to be provided to parents.
 - 7) Helpline addresses available around the school
 - 8) Anti-bullying resources highlighted to parents via the school website.

Dealing with incidents of bullying

Identifying a Cause for Concern (CfC)

Staff, parents or another pupil may suspect bullying behaviour is taking place and the CfC may be a suspicion without any supporting evidence. In these cases the school will put in place procedures for monitoring the situation.

Responding to an allegation of bullying

Allegations of bullying behaviour will be dealt with as quickly and thoroughly as possible. Sensitive and discrete handling of disclosures help to reassure and protect the child. After an allegation, the class teacher or other member of staff to whom the disclosure was made should carry out immediate enquiries (but not if a child protection issue is suspected). Pupils with SEN or with disabilities may have specific difficulties in reporting what has happened to them and staff should be particularly mindful of these children's needs; an appropriate trusted adult should be involved alongside the class teacher immediately if an incident is reported.

Where these enquiries indicate bullying may be taking place the allegation will be passed to the headteacher to carry out a full investigation. *See Appendix: Flowcharts A/B for procedures.*

Investigating an allegation of bullying behaviour

After an allegation of bullying behaviour has been referred to the Headteacher, she will have enough evidence to carry out any necessary enquiries. She will then liaise with relevant staff, ensure written accounts are completed and take the appropriate action, depending upon the outcome of the investigation (*see Appendix: Flowchart C for procedure*). Where allegations are judged to be true, contact should be made with the parents of those involved.

Where bullying behaviour occurs, the school is concerned to ensure the safety of the victim, deal with the incident, liaise with the parents and manage regular follow-ups. Following the investigation, action will be taken relating to the pupils involved which may involve sanctions, intervention strategies or both. The range of interventions may include cooperative group work, circle of friends, befriending/buddy scheme, support group work, or peer/adult mentoring. Where persistent or violent bullying takes place, tougher sanctions will be necessary which will involve detentions and ultimately exclusion.

Responding to a concern from parent/carer

The school investigates all concerns raised about bullying with all interviews being recorded and dated. The findings of any investigation are reported back to parents as quickly as possible and the headteacher will follow up with a phone call to parents after about two weeks to ensure no further occurrence has taken place.

Limits of the policy

Where bullying occurs in school, and on school trips etc., the policy will be applied. If bullying takes place out of school, but there is a school connection, the school will, if it is within their powers, take action. If bullying takes place out of school and there is no school connection, the policy cannot be invoked but the school may offer support.

Definition of Racism

Preventative Measures:

- 1) The diversity of our curriculum ensures that pupils encounter a range of ethnicities and cultures in what they study across a range of subjects and in all key stages.
- 2) Our cultural calendar is designed to give children a greater understanding of the different races, cultures and religions that are part of our community. We believe that this supports the children to develop empathy and tolerance.
- 3) All key stage 2 children are introduced to the concept of allyship, which equips them with a good understanding of what racism is, how they should respect all ethnicities and belief systems and how they should respond as an ally rather than silently accepting when they perceive something to be racist.
- 4) All key stage 2 children are made aware of the potential consequences of racist and hateful actions. It is made clear to children that telling so-called 'jokes' to do with race, religion, disability, sexuality and transgender identity, having what they see as 'banter' between friends about a child's race, or sharing negative comments that were made by others as gossip will all be seen as racist or hateful actions.

Dealing with allegations of Racism and Hate Crime:

- 1) Both the alleged victim and the alleged perpetrator will be given the opportunity to share their version of events in writing and/or verbally.
- 2) If there are any witnesses, they will also be asked to record their version of events in writing or verbally as appropriate.
- 3) If the alleged victim's version of events is found to be accurate, the accuser will be asked whether they see the actions as racist and/or hateful.
- 4) The victim's parents will be contacted by telephone on the same day by headteacher and the allegation will be shared with them. The parent will be asked whether they see the incident as an act of racism and/or hateful.
- 5) The perpetrator's parents will also receive a phone call on the same day. They will be told about the incident and will be informed as to whether the incident has been viewed as racist and/or hateful by the victim and/or the victim's parents.
- 6) Racism is defined as: prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalised.

7) Hate crime is defined as: a crime that is motivated by prejudice on the basis of race, religion, disability, sexual orientation or transgender identity. Types of hate crime: Hate crime can fall into one of three main types: physical assault, verbal abuse and incitement to hatred.

Physical assault: Physical assault on a person that is borne out of hatred of a person due to anyone due to their race, religion, disability, sexual orientation or transgender identity

Verbal abuse: Verbal abuse, threats, language used to make a person feel uncomfortable or ashamed, or name-calling based on a person's race, religion, disability, sexual orientation or transgender identity.

Incitement to hatred: Stirring up hatred towards a person due to their race, religion, disability, sexual orientation or transgender identity . This could be in words, pictures, videos, music, and could include posting inappropriate content on websites and social media platforms.

Consequences of racism and hate crime

Apology:

The perpetrator will be asked to issue an apology to the victim. This may involve a face-to-face meeting, guided by a member of staff, or may be a letter from the perpetrator to the victim.

Restorative Justice:

The perpetrator and the victim may be asked to attend a Restorative Justice meeting. These meetings are led by a senior member of staff. In this meeting, the victim and perpetrator will have the opportunity to speak about the incident, how they felt at the time and how it has affected them since. A victim impact statement from the family of the victim may be read out by a member of staff so that the perpetrator can understand the full consequences of their actions. The perpetrator's family also has the opportunity to write a victim impact statement, in which they make clear how they have been affected by the actions of their child. The perpetrator and the victim will have the chance to decide what consequences will be put in place for the perpetrator. In these meetings, it is made clear that the actions cannot be erased but that the perpetrator can take positive action to show that they have learned from their mistake and want to support the eradication of such incidents in future.

Diversity Education:

Perpetrators are likely to have to undertake some diversity education so that they can understand the full impact of their actions and understand why their actions were wrong. This may take the form of reading, engaging with online programmes, or spending time with an adult to look at and discuss materials. The perpetrator may be asked to share their learning with another class or classes in school to help towards the prevention of racist incidents and hate crimes.

Extreme Cases:

In some cases that involve racist actions, school may consider reporting incidents or a pattern of behaviour to PREVENT (a government body set up to prevent the people becoming terrorists or supporting terrorism) or may seek advice on whether a referral is necessary . If this measure is necessary, PREVENT will hold a record of the perpetrator and the incident(s) they were involved in on file. PREVENT may choose to take further action if they see this as necessary.

Responsibilities

Pupils are responsible for:

- Writing down what has been happening EITHER as the victim or as a witness. (This can be scribed for younger children)
- Walking away from confrontation
- As a victim, saying what s/he would like or need for support to the staff member dealing with the incident.
- Accepting support and trying to make progress one step at a time.
- Being prepared to help others when they can, staying positive, not keeping a problem to him/herself.
- Seeking help or advice as soon as possible from one or more of a range of individuals including class teachers, teaching assistants, other support staff, friends, parents.

All staff are responsible for:

- Following the agreed procedures as listed above.
- Arriving on time for lessons and duties and not leaving classes unattended.
- Listening to students and or parental concerns re. bullying. This will often be the class teacher, who is the first point of call to students and parents.

The class teacher has a key responsibility in identifying, investigating and resolving bullying issues.

- Supporting the College ethos of zero tolerance to bullying.
- Leading lessons and, where appropriate, assemblies on the theme of anti-bullying.
- Supporting Senior Leaders or the Executive Headteacher in investigating and responding to issues of bullying involving members of their class

The Headteacher is responsible for:

- Implementing, monitoring, reviewing and amending the policy as required.
- Supporting class teachers in dealing with issues of bullying.
- Helping to create the ethos of an anti-bullying school.
- Ensuring that curriculum opportunities to discuss the issue are provided.
- Listening to the staff and student voice and, where practicable, acting on their advice.
- Supporting parents with concerns and dealing with complaints.

Parents are responsible for:

- Supporting the school policy and procedures.
- Listening to issues raised by their children and where appropriate sharing them with school staff.
- Co-operating in investigations into allegations of bullying and playing a part in any support and remedial measures necessary

ATTENDANCE

See attendance policy that can be found on our school website

Confiscation of Inappropriate Items

School staff may search a child or young person, with his/her consent, for any item. There are two sets of legal provisions which enable school staff to confiscate items from children & young people:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a child or young person property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- Power to search without consent for "prohibited items". Prohibited items include:
- Knives and weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, lighters and matches
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Inappropriate items, for example, merchandise that is intended for sale on the premises, chewing gum, jewellery
- Electronic devices, for example but not exclusively, mobile phones that are switched on or have been used by a child or young person on school grounds without staff permission, MP3 players

Legislation states that weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the school's head teacher to decide if and when to return a confiscated item. The Trust has determined that stolen items and illegal drugs will also be handed over to the police.

Alcohol, tobacco, cigarette papers, lighters and matches, fireworks and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property will be disposed of by the school and will not be returned to the child, young person or their parent.

Articles of jewellery and electronic devices will be returned to child or young person in keeping with the arrangements determined by the school at that time. All children, young people and parents should note that whilst the Trust's academies will take reasonable care to keep any confiscated items safe and secure, prior to their return, the Trust nor any of its academies will be held liable for any loss or damage nor pay compensation for lost or damaged items and parents should ensure any items brought onto the Trust's property are adequately ensured.

A child or young person may be searched with or in certain circumstances without his/her consent, however, the search must not compromise a child or young person's basic human right to privacy and dignity. The person conducting the search must conduct it in the presence of another permanent member of staff and only when they have reasonable grounds for suspecting a child or young person is in possession of a prohibited item. The member of staff may search: only a child or young person's outer clothing (clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves) and scarves and desks, lockers and bags.

If a child or young person refuses to be searched, the school may refuse to have the child or young person on the premises. Health and safety legislation requires the Trust's academies to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance or staying on site. If a child or young person fails to comply the head teacher has not excluded the child or young person the absence will be treated as unauthorised. The child or young person must comply with the rules and attend.

Power to use Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Exclusion

Exclusions from school may be on a fixed term basis or permanent basis and will be determined solely by the head teacher, in the first instance. The Trust's Board has determined to delegate responsibility for reviewing exclusions to the governing body.

All exclusions are reported to and considered regularly by the Trust's Ethos, Curriculum & Community Committee. In addition, the committee:

- Will meet within 15 working days of a permanent exclusion to confirm the head teacher's decision or reinstate the child or young person if they disagree with the head teacher's determination.
- Will meet within 15 working days of an exclusion for a child or young person who has fifteen or more days of exclusion in a term. The committee will consider the evidence available and may confirm the head teacher's decision or reinstate the child or young person if they disagree with the head teacher's determination.
- Will meet within 15 working days of an exclusion, or prior to the date of an external examination, to consider reinstatement of a child or young person who would miss a public examination. The Trust's standard practice is to allow a child or young person to sit any public examination even if it occurs during a period of exclusion.
- Will meet within 50 working days of an exclusion for a child or young person who has more than five days of exclusion in a term. The meeting must be requested in writing by the parents of the child. The committee will consider the evidence available and may confirm the head teacher's decision or reinstate the child or young person if they disagree with the head teacher's determination.
- Will note any parental representations made by parents whose child has been excluded for five or fewer days in a term. However, the committee does not have the power to reconsider the exclusion or overturn the head teacher's decision.

Fixed term exclusions are used, for example, but not exclusively:

- Following a child or young person repeatedly failing to follow the expectations or rules in the school's Behaviour Policy
- For a serious breach of the Behaviour Policy including:
- Using rude, offensive or threatening language or behaviour towards a member of staff. This includes the use of social media. The length of exclusion will be determined by the exact nature of the child or young person's behaviour and will be increased if the behaviour seriously undermines the member of staff's authority or the child or young person prolongs their rude, offensive or threatening language or behaviour or the child or young person has previously been excluded or fails to tell the whole truth about their actions.
- Being involved in a fight with another child or young person. The length of exclusion may be increased where there is evidence of premeditation or a significant level of violence or the child or young person has previously been excluded for the same offence or fails to tell the whole truth about their actions.
- Persistent bullying behaviour towards another/other child(ren) or young person(s) that continues despite the school's intervention. This includes the use of social media. The length of exclusion will be increased where there is evidence of premeditation or a significant level of violence/threat or the child or young person has previously been excluded or fails to tell the whole truth about their actions.
- Bringing a knife or weapon onto the school site where there is no evidence of any threat or intent to use it. The length of exclusion will be determined by the exact nature of the incident and will be increased if the child or young person has previously been excluded or fails to tell the whole truth about their actions. (See also permanent exclusion).
- For making a malicious accusation against a member of staff. The length of exclusion will be increased where there is evidence of premeditation or collusion or the child or young person has previously been excluded or fails to tell the whole truth about their actions. (On occasions where a member of staff is subject to a formal investigation following a complaint the head teacher will assign a separate senior leader to the one investigating the complaint to support and look after the well-being of the member of staff as part of the College's general pastoral care for its employees.)
- For consuming alcohol or using illegal drugs or so-called legal highs on or bringing alcohol or illegal drugs or so called legal highs onto the school site or on the way to school. The length of exclusion will be determined by the exact nature of the incident and will be increased if the behaviour is public or the child or young person has previously been excluded or fails to tell the whole truth about their actions. A greater number of days of exclusion will be given for illegal use of drugs and for the student responsible for bringing the alcohol or illegal drugs on site.

- For a significant incident/issue or repeated low level breaches of the Behaviour Policy as determined by the Head teacher.

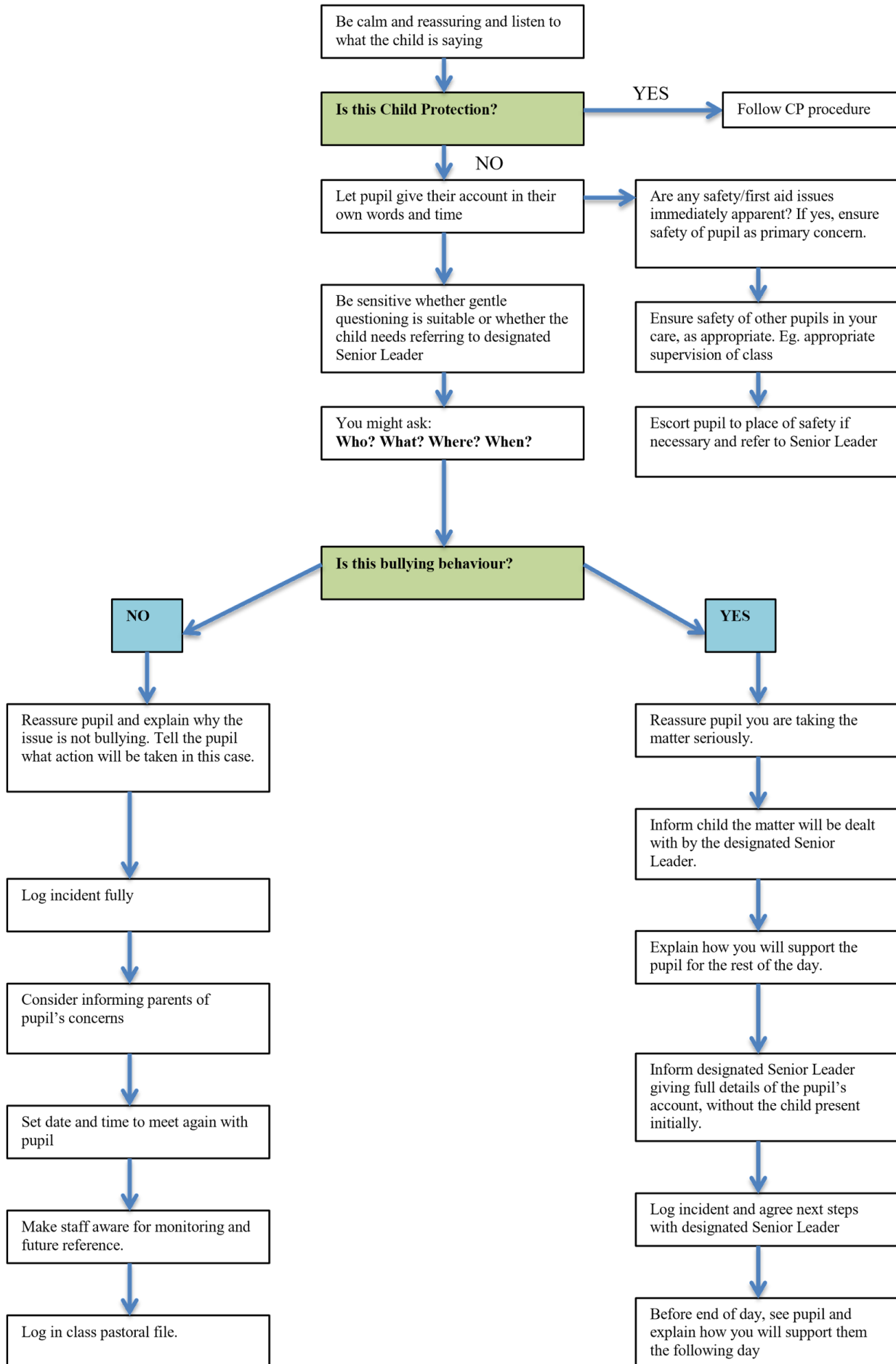
Permanent Exclusions are used, for example, but not exclusively:

- For a child or young person who repeatedly fails to follow the Behaviour Policy and consequently undermining discipline at the school.
- A permanent exclusion due to a child or young person displaying continuously disruptive behaviour will occur when there is clear evidence of persistently unacceptable behaviour and support strategies put in place by the school to assist her/him in changing those elements of her/his behaviour that are unacceptable. Within the various intervention strands of the Behaviour Policy there is a requirement for a multi-agency approach. At this stage the following will occur unless it has already happened and appropriate support strategies are already in place:
 - ✓ An assessment will be made of the child or young person's learning, social and behavioural needs and if additional needs are identified additional appropriate support will be put in place. The Trust's academies are aware of their legal duties under the Equality Act 2010 and in respect of pupils with SEND.
 - ✓ Consideration will be given as to whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the Safeguarding Policy.
 - ✓ Appropriate multi-agency support will be sought through either direct engagement via the school or appropriate signposting to parents.

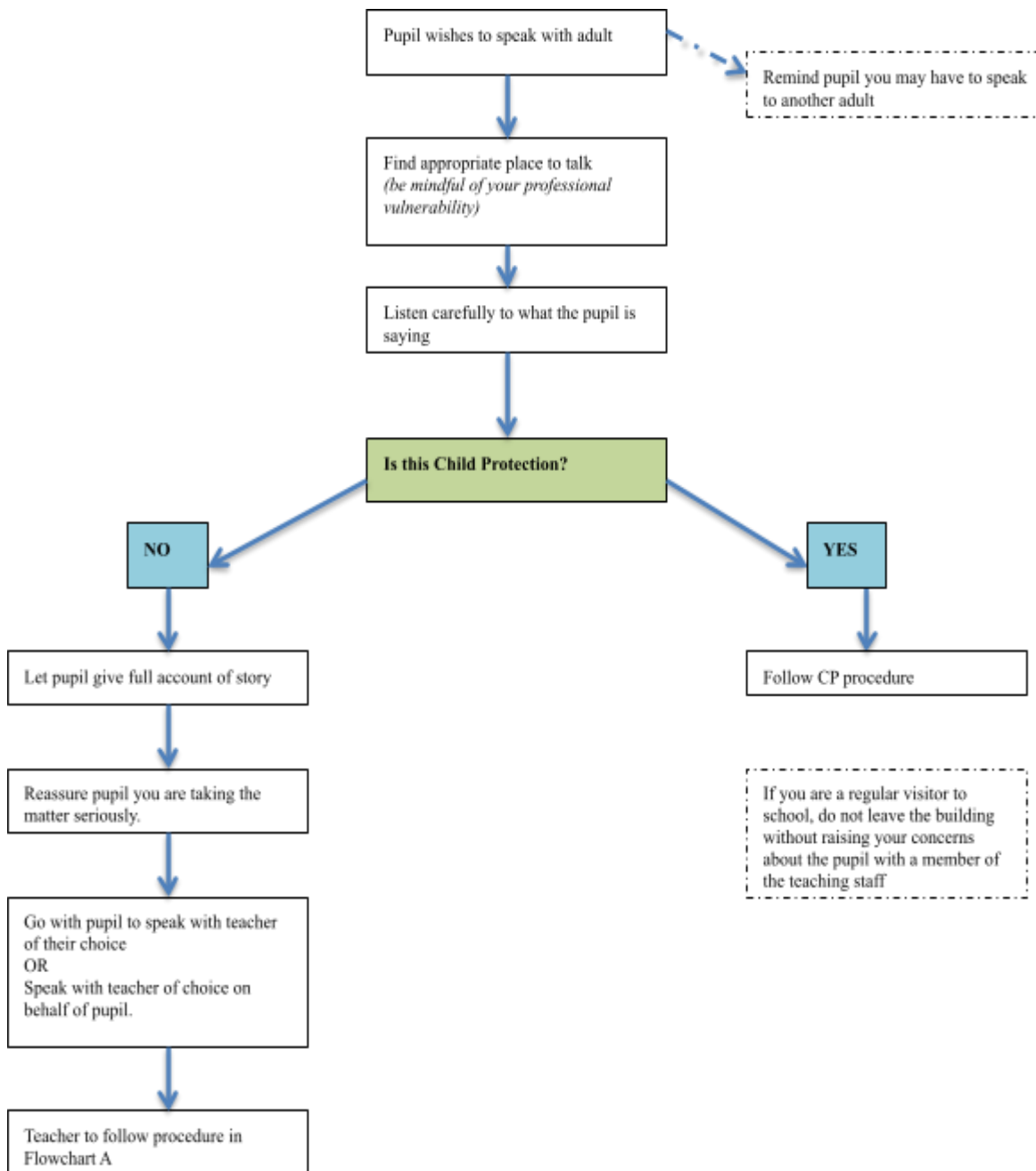
For a serious, significant one off offence permanent exclusion may be used, for example, but not exclusively:

- A child or young person selling (dealing) illegal substances to another child or young person(s) on the school's site or on the way to the school.
- Actual violence towards a member of staff. The Trust considers the level of violence irrelevant in this situation as staff must be allowed to come to work without concerns that any violence towards them will be tolerated.
- Bringing a knife or weapon onto the school site where there is evidence of a threat or intent to use it.
- For a very significant incident/issue that breaches the Behaviour Policy as determined by the head teacher.

Anti-bullying flowchart A: Pupil disclosure: Class teacher action



Anti-bullying flowchart B: Pupil disclosure: Adult other than a teacher in school



Anti-bullying flowchart C: Headteacher

