



LITTLE HARROWDEN COMMUNITY PRIMARY SCHOOL

BEHAVIOUR POLICY

Responsible person: Mrs. J. Foo

Date adopted: 2017

Review by: December 2019

"Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects."

(Education Observed D.E.S)

School Aims:

We want all our children to:

Love Learning; become life-long learners

Be Happy and Healthy

Become Respectful and Responsible Citizens of the world

Develop Passions and Talents

Succeed (Achieve individual potential)

Our policy is based on the belief that:

- All members of the school community have the right to work and learn in a safe and respectful environment and all members of the school community have a responsibility to support the aims of the Behaviour policy.
- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Behaviour can change and that we as teachers can assist children to self-regulate and reflect.
- A child having difficulty managing their behavior is not the responsibility for an individual teacher; they are the responsibility for the school community, including the parents.
- Good behavior is beneficial to all children's learning and wellbeing.

Restorative Approaches

Underpinning this, our school is working towards using Restorative Approaches (RA). The reason for this is that *"RA place the needs of the harmed at the centre of the process. It recognises the need for the harmed to feel empowerment and for them to have a voice in what is essentially their harm."*

RA is not about getting to the truth, as often the truth depends upon your point of view or perception. Children both with and without SEND often have, in their opinion, very valid reasons for their behaviour, as they may perceive things differently, depending upon their state of mind at the given time. What RA attempts to do is to provide the harmed a voice to say what **THEY** need to

make it right, and for the harmer to acknowledge what they have done wrong, but also so that the harmed can hear why an event may have taken place. *See Appendix C*

What are the aims of this policy?

- To develop a policy, supported and followed by the whole school community - parents, staff, children and Governors - based on a sense of community and shared values
- To prevent bullying and harassment both in school and online
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment
- Through the school curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property)
- To ensure that the emotional, social and learning needs of individuals are addressed appropriately
- To reinforce positive behaviour choices, by providing a range of rewards for children of all ages and abilities, rather than simply to put in consequences for poor behaviour choices
- To provide an opportunity for the 'harmed' to have a central voice to the process
- To ensure that there is a consistent and positive approach to behaviour management throughout the school day
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour
- To resolve the effects of poor behaviour choices in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in decision making and positive behaviour choices, through the harmer having the opportunity to acknowledge responsibility for causing the harm and to make reparations
- To comply with Race Relations legislation regarding racist incidents
- To keep all adults and children safe in school, to recognise that we all have the right to feel safe all the time.

Other relevant documentation : Anti Bullying Policy, Equality Policy, Special Needs Policy, Attendance Policy, Feedback Policy, Positive Handling Policy, Home School Agreement, Positive Handling Policy, Exclusion Policy, SMSC Policy, Online Safety policy

Rights and Responsibilities:

Words in brackets relate to our 'Personal Power' positive traits.

- Show respect, be respected (*Respect, Tolerance*)
- Try our best, always be challenged and encouraged (*Perseverance, Responsibility*)
- Be honest and truthful, be shown honesty and truthfulness (*Fairness, Reflection*)
- Be kind and considerate, have kindness and consideration shown to you (*Empathy, Kindness*)
- Be safe, observe everyone's right to be safe, have the right to feel safe all of the time (*Self-control, Co-operation*)

These rights and responsibilities have been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

Curriculum

At Little Harrowden Primary we understand the importance of providing a challenging curriculum that meets the needs of all pupils. By delivering this curriculum in interesting and relevant ways we will inspire and excite the learners in our classes. We believe that an appropriately structured curriculum, accurately pitched and differentiated work and an effective learning environment ensures that unwanted behaviour will remain low.

Online Behaviour

School recognises the growth in the internet and social media as a means of communication and understanding of the World. We expect children to follow the same code of conduct online as they would in the 'real' world. We teach Online Safety and also model the correct use of social media. If incidents of cyber bullying are reported to school we act upon it, ensuring that the parents of all involved are informed. We record cyberbullying using the same procedures as those found in the anti-bullying policy. We will also inform parents if we discover that children are accessing age inappropriate games, websites or films.

Attendance and punctuality

We expect children to attend well and on time. We reward the class with the highest attendance weekly in Achievement Assembly. Children with 100% attendance are also rewarded for their achievements. We recognise the links between achievement and good attendance. Please see our Attendance Policy for information about our procedures and practices.

Mentoring and Support

Children's behaviour both in and out of the classroom are tracked termly and appropriate targets for behaviour improvement are discussed with the child and parents at Pupil Learning Conferences and regularly with children. Behaviours that are tracked include behaviour in and out of class, attendance and punctuality, readiness to learn through having the right equipment and attitude to learning and others. We have a Pastoral Support Worker who can also provide focused mentoring and counselling support for children if necessary. Well-being trackers are completed for children who are vulnerable.

Rewards

This policy is designed to promote and acknowledge good behaviour rather than to deter poor behaviour. Reward schemes are in place to recognise attendance, meeting targets, following the rules and for success and achievement. *See Appendix A for details of our rewards.*

Sanctions

We divide unacceptable behaviour into four broad bands. Professional judgement should be applied when categorising a behaviour. Judgement should be based on the likely impact and consequences of the behaviour on others and the level of awareness, for example, due to the age of the child:

The use of sanctions should be characterised by certain features:

- Be appropriate to the behaviour
- Be appropriate to the child
- Timely
- Understood by the child
- Where possible be delivered by the adult who dealt with the incident

See Appendix B for levels of unacceptable behaviour and sanctions in our school.

Support systems for individual pupil need / SEND

From time to time some children may display challenging behaviour which may require more individual intervention and support to address. These are children whose behaviour is not easily modified by the Behaviour Policy putting them at risk of exclusion. In these cases, it is appropriate to develop individualised system as a motivation to improve behaviour. A senior member of staff may be involved to monitor these at this stage. Parents should be aware of these systems. At this stage the programme will be designed with the following objectives.

- 1: Stabilise the child's social and emotional well-being
- 2: Investigate the reasons for the behaviour, drawing on the expertise of outside agencies as appropriate
- 3: Offer support to the family, for example and Early Help Assessment, Behaviour Strategy Meeting
- 4: Give training and support to staff

IEP, Behaviour Support Plan and Strategy Meetings may be required to support good behaviour and avoid exclusion. This should be agreed in conjunction with parents as it is acknowledged that a strong home/school link is paramount in changing behaviour patterns. All members of staff who have contact with the child will be made aware of the aims of the IEP in order to maintain a consistent approach.

This policy must pay due regard to the Equality Act 2010 which seeks to safeguard vulnerable pupils, particularly those with Special Educational Needs where reasonable adjustments in the school's behaviour policy may need to be made.

Challenging Behaviour

Challenging behaviour can take the form of verbal abuse, physical abuse, assault, defiant refusal, and absconding. These should be dealt with under the school's Positive Handling Plans Policy.

Intervention

If a child is a danger to themselves or another child or adult and refuses to calm down, then physical restraint may be necessary. All staff have a duty to physically intervene. If the member of staff has not been 'Team Teach' trained, they should call for assistance from those that have. All staff must follow the agreed 'Policy for Restrictive Intervention and Positive Handling of Pupils'

Exclusion Process

- The Headteacher is the only member of staff who can carry out exclusions.
- Exclusions can be for a fixed term (up to maximum of 5 days at any one time).
- Exclusions can be for lunchtimes for a set number of days.
- Fixed term exclusions cannot exceed 45 days in any academic year.

Children can be excluded from school when:

1. There has been a serious breach of the school's behaviour, anti-bullying or on-line safety policies
2. Other disciplinary sanctions / support strategies have already been tried and extreme poor behaviour has still continued without improvement

3. Allowing the pupil to remain in school would seriously harm the education and/or welfare of others in school
4. Exceptionally exclusion may follow one very serious first offence which threatens the education or welfare of others

If a child is excluded parents must be informed immediately, in writing, of the reasons why their child has been excluded. The letter must also inform them of their right of appeal. Parents have the right to appeal to the governor pupil discipline committee within five school days. Initial contact should be made through the Chair of Governors.

Support systems for staff

School will support staff to ensure that standards of pupil behaviour are met. Through professional development opportunities and in-house training we seek to develop a staff that is confident in deal with challenging behaviour effectively and successfully. All staff have a copy of this policy in order that behaviour management is consistent throughout school. All teaching staff have access to My Concern and can record incidents or parental discussions there. Incidents at level 3 and 4 shall be recorded using My Concern.

It is important for staff to stay calm and manage their own emotions when dealing with poor behaviour. We recognise that, when confronted with very poor behaviour, it is sometimes hard to manage emotions. We, therefore, promote a policy of asking for help and support to manage an incident. You can ask any adult for help as this policy recognises that managing behaviour is every staff member's responsibility. All incidents should be addressed in a professional way. (See Positive Handling Policy) Staff having difficulties should speak to their line manager or member of the SLT in order to receive guidance and support.

We encourage communication regarding experiences of dealing with poor behaviour but please be mindful of the tone and audience when discussing a child so as not to offend members of staff or label a child unnecessarily. After dealing with a difficult experience, it is important to have a professional conversation (debrief) to reflect upon events. Your line manager should organise this.

Staff should be mindful of protecting a child's right to confidentiality. Conversations regarding incidents should occur only between staff members who were involved in the incident or with the line manager or DSLs.

It is recognised that working with children who are challenging can be stressful. Staff are reminded that they should seek support and advice if they are feeling stressed. The LA offer counselling support through their employee assist scheme. The phone number for employee assist is on the noticeboard in the staffroom.

Support systems for parents

Little Harrowden Primary has an open door policy where parents and carers are encouraged to visit and discuss any relevant issues. It is acknowledged that difficulties at home can have an impact on behaviour in school and vice versa. An open and supportive dialogue between school and home is often the best way to support changes in a child's behaviour. School will have a good knowledge of support networks for parents and carers and be able to direct families to relevant support. Support can be both informal or through an Early Help Assessment.

Roles and responsibilities of stakeholders in relation to behaviour management

All adults in school:

- Ensure that behaviour and safety within the curriculum and school environment is seen as a priority - learning will not happen without it
- Adults must set a good personal example of positive language and behaviour
- Teachers should hold a class forum/circle time each week, where learning behaviours can be discussed
- Ensure you meet the agreed expectations and responsibilities for your behaviour and use of language
- All staff must take an active involvement in securing appropriate pupil behaviour
- All incidents **MUST** be taken seriously by staff
- If children bring an issue to staff we **MUST** take the children's concerns seriously
- Staff should use the levels matrix to guide their reactions and responses
- Notice any emerging patterns of unacceptable behaviour
- Serious concerns **MUST** always be taken to the Headteacher, Deputy Headteacher and/or the ANCO
- The Headteacher is the only member of staff who can carry out a fixed term exclusion
- Exclusions can be for a fixed period i.e. a number of days or lunch times
- Fixed term exclusions cannot exceed 45 days

Senior Leadership Team

- Promote positive behaviour (classroom/corridor or playground)
- Support and advise staff as and when required.
- Support staff when dealing with parental challenges
- Refer parents back to class teachers in the first instance
- Ensure all stakeholders follow the behaviour policy
- Ensure all staff are correctly trained to deal with behaviour in school - through staff meetings, team teach.
- Have a clear understanding of behaviour policy and ensure all staff are made aware of the policy
- Follow up all Level 4 incidents
- Sign off bound and numbered book

Teachers

- Promote positive behaviour (classroom/corridor or playground)
- Praise good behaviour
- Provide a safe learning environment
- Be consistent and fair
- Ensure consequences are appropriate to the child
- Fill in My Concern log for high level behaviour and log well-being weekly
- Attend meetings as required.

Children

- Show respect to all staff, other children and property
- To be honest about themselves and others
- Be kind in what you say and do
- Be safe in the choices you make and keep others safe.
- Accept challenge and try your best

Lunch Time Supervisors

- Promote positive behaviour (classroom/corridor or playground)
- Understand levels of behaviour
- Use restorative approach
- Solve problems as much as possible
- Be proactive in behaviour management
- Fill in My Concern for high level behaviour

Pastoral Lead

- Promote positive behaviour (classroom/corridor or playground)
- Understand levels of behaviour
- Use restorative approach
- Be consistent and fair
- Ensure consequences are appropriate to the child
- Carry out attendance monitoring
- Work to signpost parents to support where necessary
- Record on My Concern/ SIMS of children regularly demonstrating level 3 and 4 behaviour
- Carry out observations in class and provide advice and support formally and informally

Support Staff

- Promote positive behaviour (classroom/corridor or playground)
- Praise good behaviour
- Understand levels of behaviour
- Use restorative approach
- Provide consistency between teachers and support staff
- Ensure good communication between teachers and support staff
- Fill in My Concern for high level behaviours

Parents

- Support and reinforce the values of the school with their child/children
- Be a role model when discussing behaviour with school staff
- Where bigger issues need to be discussed, arrange a suitable time with the teacher
- Where changes in circumstances may affect a child's behaviour, to inform the school

Monitoring and review

Behaviour management will be under constant review throughout the school on a class and individual basis. This document was produced in consultation with representatives from all members of the school community including staff, children, governors and parents.

This document is freely available on the school website. It will be reviewed on a bi-annual basis.

Signed

Chair of Governors

Date.....

Appendix A - Rewards

- **Positive Behaviour Management - verbal praise**

Always try to spot the child who is doing the right thing. Often if you praise that child for the correct behaviour, other children will follow their example. Remember to explain why you are happy with the child's behaviour. Ensure high expectations; don't praise unless you see the correct behaviour.

- **Smileys**

Children collect smileys for consistent learning behaviours, being a great role model and achievements. The class can decide on a class reward for children achieving 100 per term in KS2 (Autumn, Spring and Summer). In KS1 it is recognised that shorter reward times are necessary and rewards will be more frequent towards to 100 smiley goal.

Smileys should be given for the following behaviours:

- Readiness - having the correct PE kit, being ready to learn
- Showing excellence when following the school rules
- Following the lunchtime code
- Effort towards learning targets / being a learning or lunchtime role model
- 100% attendance weekly
- Handling in homework on time and to a good standard
- For regular reading record entries

The Smiley chart will be visible on a wall in the classroom with easy access so that it can be updated at least weekly. Each team will be identified on smiley chart.

Although it is helpful to reinforce good behaviour with smileys, for children with persistently poor behaviour, an individualised reward system should be adopted. This is to stop children with poor behaviour getting more smileys than children who are always displaying good behaviour.

- **The Golden Ticket and Achievement assembly (every Friday)**

A golden ticket is posted to one sensational learner from each class. This ticket will invite the winner and family to the Achievement Assembly. There, they will celebrate their achievement with the rest of the school and receive a VIP badge. This entitles them to an extra reward in the following week. VIPs are also invited to attend the Headteacher's party.

- **Wicked Work bags (optional)**

Children show outstanding behaviour for learning are rewarded with a treat from the wicked work bag. Funding for this should come from the class budget. This is generally used more in the lower phases.

- **Proud moments book / Sparkle books**

These can be whole class or individual books which document children's proud moments; great way to improve self-esteem, particularly when shared with parents.

- **Gold Book award**

Children who are sent to the Head Teacher because they have produced excellent work are entered into the Golden Book. Entries are read out in Achievement Assembly.

- **Class attendance awards**

The class with the highest weekly attendance receives a certificate.

- **Notes home to parents in home/school books and praise postcards**

Praise postcards should be sent weekly.

- **Sticker** with specific praise messages can be used to encourage children.
- **Displaying children's work on walls, website, School Lane News and social media**
- **Being given more responsibilities (trusted pupil status, sports leaders, running clubs)**
- **Class pupil of the day / in class rewards**

In class rewards are used to support daily successes and reflect on achievements. Rewards might be show and tell, a super star award or a privilege. Class rewards should be determined by the class.

- **Reading reward**

Each class has a reading reward system to motivate reading outside the classroom and celebrate dedication to reading targets. If children read on a specified number of occasions and their parent signs the log, they will receive a personal mufti day.

- **Smiley face on the board (optional)**

A simple reward system. Draw a smiley face on the board and write the names of children displaying good behaviour under the smile. This system is best used to change one behaviour, such as listening carefully or being ready. Make explicit what the chart is for before using it.

- **Speaking to parents**

It is incredibly powerful and a great self-esteem boost for children when teachers and HLTAs make a point of seeking out a parent after school to inform them of their child's success at school.

Appendix B - Sanctions

We divide unacceptable behaviour into four broad bands:

Level One			
Behaviour Evidence	Action & Consequence	How should the behaviour be recorded	Who should be involved & informed
<ul style="list-style-type: none"> ▪ Not settling to task (low level - one off) ▪ Overheard swearing ▪ Lying ▪ Low level falling out ▪ Running through the school 	<ul style="list-style-type: none"> ▪ Use restorative approach questions ▪ Verbal correction of behaviour 		<ul style="list-style-type: none"> ▪ At adults discretion ▪ Consider individual children involved.

Level Two			
Behaviour Evidence	Action & Consequence	How should the behaviour be recorded	Who should be involved & informed
<ul style="list-style-type: none"> ▪ Disrespect to staff/adults ▪ Interfering with others things ▪ Disruption of others learning ▪ Swearing at another person ▪ Play fighting ▪ Low level physical ▪ Throwing objects ▪ Using online resources inappropriately 	<ul style="list-style-type: none"> ▪ Lose free time (usually up to 10 minutes) - in classroom, with adult or on playground ▪ Suitable to age and offence ▪ Use restorative approach questions 	<ul style="list-style-type: none"> ▪ Record in Reflection book ▪ Reflection sheet (Staff to use professional judgement) 	<ul style="list-style-type: none"> ▪ Ensure Class teacher knows ▪ Use professional judgement to inform other adults/parents ▪ Inform lunch time staff to report incidents

Level Three			
Behaviour Evidence	Action & Consequence	How should the behaviour be recorded	Who should be involved & informed
<ul style="list-style-type: none"> ▪ Vandalism - high level not easily repaired ▪ Throwing objects with the intention to break them ▪ Aggressive physical behaviour ▪ Persistent disruption in class ▪ Persistent failure to 	<ul style="list-style-type: none"> ▪ Use restorative approach questions More free time lost ▪ Free time controlled ▪ Internal exclusion working in area other than their class as agreed by SLT ▪ Impact on after school clubs ▪ Strategy meeting 	<ul style="list-style-type: none"> ▪ Reflection sheet ▪ Record on My Concern 	<ul style="list-style-type: none"> ▪ Class Teacher ▪ SLT ▪ Parent / carer ▪ Other support agencies where necessary

follow free time rules ▪ Persistent disrespect to staff ▪ Fake allegations	with family		
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Level Four			
Behaviour Evidence	Action & Consequence	How should the behaviour be recorded	Who should be involved & informed
▪ Stealing ▪ Extreme physical violence ▪ Throwing objects with the intention to hurt or injure ▪ Bullying, including cyber bullying - gang culture ▪ Racism ▪ Homophobic ▪ Sexual misconduct	▪ Use restorative approach questions ▪ Internal exclusion ▪ Lunchtime exclusion ▪ Fixed term exclusion ▪ Managed move ▪ Permanent exclusion ▪ Refer to wider agency i.e. police	▪ SIMs ▪ Reflection Sheet ▪ My Concern log ▪ Pastoral Support Plan	▪ SLT ▪ Parents ▪ Local Authority ▪ May require police / Social Services / Education Entitlement Team

Appendix C

The Restorative Approach:

Dealing with incidents using Restorative Approaches

When a child approaches an adult making an accusation, a simple script can be used to deal with minor incidents there and then. There are five questions that make up this script. It is important that where possible, this is done as quickly as possible for minor incidents, and research shows that when used effectively, this can have a dramatic impact on reducing the incidents of negative behaviour.

The five questions are:

1. What happened?
2. What were you thinking at the time?
3. What are you thinking now?
4. Who has been affected by what has happened and in what way?

5. What needs to happen to make things right?

Depending upon the age and the ability of the child, you may need to re-word some of the questions, but it is important that all the questions are asked.

Process:

The other important factor is the order in which they are asked:

1. Ask the harmer questions 1-4 first, so that the harmed hears them
2. Ask the same questions, 1-4 to the harmed, so that the harmer hears them
3. Ask the harmer to respond to anything that the harmed has just said
4. Ask the harmed question 5
5. Ask the harmer for a response, and gain agreement on reparation actions
6. If necessary set a time scale for any actions agreed.

At no point is the above process supposed to replace any sanctions, but is an important tool to help change negative behaviour patterns and allow the harmed to feel empowered to speak up and feel that they have had input to the process. It also allows the harmed to suggest the actions/sanctions for their actions, which they are more likely to comply with.

It should be noted, that this process will not work with all children, but it is important that where possible both sides have some of the process.

Staff will be given a small card, business card size, with the script on, and this should be kept on them, possibly with their school ID card, so that they can refer to it as and when the need arises.

Dealing with serious incidents:

Where an incident involves large numbers of children and or is of a serious nature, the matter will need to be referred to either the Headteacher or the Lead Behaviour Professional. These incidents may need to be turned into full Restorative Approaches conferences, where preparation meetings will be held, risk assessments may need to be written and which may require parental attendance. If in any doubt, staff should speak to either the Headteacher or the Lead Behaviour professional for advice.

Examples:

Level 1 behaviour - Calling out, running in the corridor, falling out, not following instructions at a low level

Child A has called out the answer to questions in class. Teacher or TA gives a quiet reminder that we must listen to others. Child A's behaviour is on task but disruptive at a low level and controlled by an adult positioning themselves near the child. After the lesson ask for a quiet word with the child. Ask the restorative questions. This is a quick process and should not impact greatly on the child's time. Monitor and observe for a change in behaviour.

Child B is running in the corridor. Stop them and ask restorative questions. Ensure they carry out the action to make it right again.

Level 2 behaviour - persistent disruption in class through on-task calling out, silly noises, play fighting

Child A keeps calling out over a period of time; reminders and the restorative approach are not affecting a change. Another child has asked to move to a different table because they cannot concentrate. Remove the child to another area of the classroom. Ask the two children to stay behind after the lesson. Carry out the restorative approach. Fill out a reflection sheet with child A to be sent home.

Child A and B have been play-fighting on the playground. It has become rough and one child is upset. Speak to A and B together once calm and use restorative questions. Write down reflections in the Reflection Book. Persistent play fighting over a matter of days where the restorative approach alone has not changed the behaviour requires a Reflection sheet which will be filled in with the children using the restorative approach and sent home. Ideally the staff member who witnessed or dealt with the issue should carry this out.

Level 3:

Child A is angry in class and has thrown their work in the bin. They have told a teacher to 'Go away' in an angry and rude way. The child should be given time to calm down. This might be in a safe place in the classroom or outside the classroom with a supporting adult. De-escalation strategies should be employed. After the child is calm enough the restorative approach should be used, ideally by the staff member who initially witnessed the behaviour. The child should be encouraged to consider how their actions affected others and what they need to do to make things alright again. Note should be taken regarding the reason for the child's emotional state. A reflection sheet should be filled out and sent home. A copy should be placed on My Concern. Dependent on the discussion a child may lose time from play or be internally excluded. Please note that internal exclusions need to be agreed by a Senior Leader.

Child A is caught fighting with Child B. Child B has a basketball and wouldn't pass to Child A who then got angry and physically snatched the ball causing the fight to start. Both children have red marks where they have been hit. Once calm, carry out the restorative approach and fill out a reflection sheet which will go home. Ensure that the consequences are carried out.

Level 4:

Child A is being defiant and rude and not following instructions. When challenged, child A begins to throw objects resulting in the rest of the class being moved to safety. Support should be requested and team teach used if appropriate or possible to remove the child from the room and to a safer place. Priority should be given to ensuring minimum impact on the rest of the class. De-escalation strategies should be used. When appropriate, the restorative questions should be used to understand the reason for the behaviour. A reflection sheet should be completed and the matter referred to the Headteacher. Dependent on the discussion a child may be internally excluded for a period of time or face a fixed term exclusion. This decision regarding consequences at Level 4 rests with the Headteacher.

Child A has been accused of bullying behaviour on the playground. Child A called Child B a racist name and pushed Child B over. These behaviours towards Child B have been happening regularly over a number of weeks, although this is the first time a racist insult has been used. Child B has been consistently tell an adult and actions have already been taken including the restorative approach, parental conversations via a strategy meeting, internal exclusions and intervention support by other agencies. The incidents tend to happen at playtime as the children are not in the same class. This matter should be referred to the Headteacher and is likely to result in either a lunchtime exclusion or fixed term exclusion. A pastoral support plan will be implemented to avoid further exclusions.