



Wesley Methodist Primary School

Positive Behaviour Policy

Shine like stars as children of God

Policy Review Details	
The Induction policy will be reviewed in line with the policy review schedule	
Date of issue: January 2024	
Headteacher Signature	Rhys Jones
Governor Signature	
Date of next review: January 2026	

Our Vision

Wesley Methodist Primary School aspires to be a Christian family where all stakeholders work towards ensuring that our children “shine like stars as children of God”

Phillipians 2:15.

We aim to promote the value of self, others and the environment.

Underpinning of our vision

The vision of Wesley Methodist Primary School is underpinned through our use of the Fruits of the Holy Spirit to ensure that we all have a secure understanding of the importance of our roles within our community and how to be good citizens that support and enable all to flourish. The use of these values support our vision’s aims and gives our children a daily mission to uphold these through their attitudes and learning behaviour.

Our curriculum is developmentally responsive which actively engages all in learning skills in a context; integrative – directing children to connect learning to daily lives; and exploratory – enabling children to discover their abilities, interests, learning styles, and ways that they can make contributions to society.

Safeguarding Statement

At Wesley Methodist Primary School, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

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Statement of intent

Wesley Methodist Primary 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 ensure that our vision, Christian values and nurturing ethos embody our positive approach towards behaviour. At Wesley we encourage our children to develop spiritually, socially, personally and academically which promotes a culture of praise and encouragement in which all pupils can achieve based on our vision “Shine like stars as children of God”.

We are committed to:

- Promoting desired 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 misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with 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.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

Teaching – the curriculum is used to develop pupils’ knowledge about health and wellbeing

Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Legal framework

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

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Physical Intervention Policy
- Peer-on-Peer Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.

- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - SLT.
- As authorised by the headteacher, disciplining 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.

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.
- Arriving at school on time
- Following instructions given by all staff both in the classroom and on the playground
- Behaving in a respectful and polite manner towards all staff, pupils and visitors.
- Following and respecting our classroom expectations and procedures.
- Showing respect for the opinions and beliefs of others.
- Showing a positive attitude to learning – developing resilience through a growth mindset.
- Demonstrating self-regulation both without and outside the school environment (residential and school trips, sporting events etc).
- Showing respect for the school environment.

Definitions

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **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 personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **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 or tobacco

- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

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

- Shouting in class
- Talking in class when others are speaking
- Failure to complete classwork and concentrating on tasks
- Rudeness
- Swinging on chair
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Not following classroom rules
- Being dishonest
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Rewarding good behaviour

Wesley Methodist Primary School recognise that pupils should be praised and rewarded for; good behaviour, good work, helpfulness and kindness towards peers and adults. We use a positive relationships policy, that is centred around the research completed by Paul Dix, which supports out positive approach to behaviour management. We have clear expectations upon our adults and children in school and work with our three school rules: Ready, Respectful, Safe. These are defined below:

Ready:

- Ready to learn with the right equipment
- Focused to listen to the adults
- Quiet
- Showing smart sitting
- Making eye contact with adults
- Say ‘good morning’ or ‘good afternoon’ with names

Respectful:

- Take responsibility for actions
- Speak with respect and manners towards all
- Treat all the same regardless of protected characteristics
- Hold doors open for other adults and children
- Talk and ask about how the day is going with adults and children
- Say thank you when somebody holds a door open for you
- Allow others to pass and aware of space around you

Safe:

- Be aware of actions when playing
- Use equipment in the right way
- Wonderful walking around school
- Support younger pupils to make the right decisions

These rules make it clear to our pupils the expectations that we want to see at Wesley.

In addition, we will also use the following rewards in recognition of good behaviour:

- Recognition of our school values with our Star Awards
- House points
- Gold award
- Stickers
- Headteacher awards
- Verbal praise
- Half termly I'm shining award for all children meeting our expectations
- Half termly award for being Ready, being Respectful, being Safe.

Prevention strategies and sanctions for unacceptable behaviour

Although rewards are central to the encouragement of good behaviour, there are at times the need for appropriate sanctions for unacceptable behaviour. This ensures that we keep school a happy and safe place to be by protecting the security and stability of the school community.

The use of sanctions should be categories by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Staff use the language of choice to encourage children to make the right choice.
- It should be the behaviour rather than the person that is reprovved.

If children make a wrong choice, they are given the opportunity to turn this around through a restorative conversations with the appropriate staff members. Appropriate sanctions will be given proportionate to the behaviour displayed. (see Appendix 1).

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

De-escalation strategies:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Positive Handling

We have a number of staff who are trained in safe teacher and will use this training as a very last resort. This is after all non-restrictive alternatives to de-escalate behaviour have been explored. Physical intervention will only be used when there is an immediate risk to the pupils' own safety, the safety of other pupils and staff, or property is to be seriously damaged. We will be guided by the following principles in these circumstances:

- The emphasis is on de-escalation, reducing triggers, and early interventions to manage risk.
- When deciding to use restrictive interventions, any such restrictions must be reasonable and proportionate.
- Staff need to ensure their decisions consider the risks of doing something contrasted with the risks of doing nothing.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Fixed term Suspension

A decision to suspend a pupil will be taken only:

- a) In response to a serious breach or persistent breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Chair of the Local Advisory Board and CEO are notified when an exclusion has been made. The Headteacher informs the Local Advisory Board about any fixed term suspensions

beyond 5 days in any one term. Suspension information is included in Headteacher's termly report to the Local Advisory Board.

Permanent Exclusion

The decision to exclude a child permanently is a serious one and can only be made by the Epworth Education Trust's CEO. The Local Advisory Board should be kept fully informed as the process goes on. Permanent exclusion is not normally considered unless there have been a number of fixed term exclusions first but, in extreme cases a permanent exclusion may be appropriate. However, permanent exclusion would only be used as a very last resort, in response to a serious breach, or persistent breaches, of the school's Behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school. The CEO informs the Trust Board and Local Advisory Board about any permanent exclusions. The Local Advisory Board has a duty to consider parents' representations about an exclusion. The requirements of the Local Advisory Board to consider an exclusion depends upon a number of factors – see DFE Exclusion Guidance, September 2017.

Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Prohibited items, searching pupils and confiscation

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors and staff are instructed not to smoke on school grounds.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Headteachers and SLT have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.

- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil 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.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”. Building on the School’s ‘Shine Like Stars as Children of God.’

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils are provided with a Classroom Rules Agreement which they are required to read and sign. All rules outlined in the Classroom Rules Agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.

Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Monitoring and review

This policy will be reviewed by the headteacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **January 2025**.

Section 1

Appropriate sanctions for behaviour

Examples Behaviours	Possible Actions	Person Responsible	Scripted Responses
<p><i>Level 1:</i></p> <ul style="list-style-type: none"> -Low level disruption in class or on the playground -Shouting out -Running inside -Ignoring instructions -Bringing in banned items -Misuse of classroom equipment -Distracting others -Pushing in line -Making inappropriate noises during lessons 	<ul style="list-style-type: none"> Reminder Second reminder Moved to another area of the classroom Confiscation of banned item or misused equipment Time out of class with an adult Last warning conversation – in private 5 minutes owed at break Sent to a buddy class to work (in the same phase) Restorative conversation 	<ul style="list-style-type: none"> Class teacher Teaching assistants Lunchtime supervisors 	<p style="text-align: center;">Assertive Sentence Stems</p> <p>You need to ... (speak to me at the side of the room).</p> <p>I need to see you ... (following the agreed routine).</p> <p>I expect ... (to see your table immaculately tidy in the next two minutes).</p> <p>I know you will ... (help Kyra to clean the pen off her face).</p> <p>Thank you for ... (letting go of her hair, let's walk and talk).</p> <p>I have heard what you said, now you must ... (collect your things calmly and move to the thinking spot).</p> <p>We will ... (have a better day tomorrow)!</p> <p style="text-align: center;">30 Second Script</p> <p>"I noticed you are" having trouble getting started/struggling to get going/wandering around the classroom. .</p> <p>"It was the rule about" "lining up/staying on task/sitting in your seat that you broke. .</p> <p>"You have chosen to" move to the back/catch up with your work at lunchtime/speak to me after class.</p> <p>"Do you remember last week when" you showed how well you could listen/helped me tidy up/got that note sent home?</p> <p>"That is who I need to see today."</p> <p>"Thank you for listening."</p> <p>I have noticed you chose to...this is another reminder..</p> <p>I have noticed you are..by doing this you have given me no choice but to/have made the choice to...</p>
<p><i>Level 2:</i></p> <ul style="list-style-type: none"> -Persistent and repeated level 1 behaviour which affects other pupils' learning -Use of inappropriate language: name calling, swearing etc -Walking out of class or away from adult -Graffiti on books, equipment or furniture -Repeated refusal to complete learning 	<ul style="list-style-type: none"> CPOMS log Message/phone call home to parents. Missed part of break or lunch time play Missed events such as after school clubs 	<ul style="list-style-type: none"> Class teacher Pastoral support SLT as support depending on severity 	<p>You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic, and this will happen ... If you choose not to do the work, then this will happen ... I'll leave you to make your decision.</p> <p>Do you remember yesterday when you helped me to tidy up? That is the Luke I need to see today, that is the Luke you can be all the time.</p> <p>I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour, but I believe that you can be a success.</p> <p>I am not leaving; I care about what happens. You are going to be brilliant.</p> <p>What do you think the poor choices were that caught my attention?</p>

			What do you think you could do to avoid this happening in the next lesson? Luke it's not like you to ... (kick doors/shout out etc).
<p><i>Level 3:</i></p> <ul style="list-style-type: none"> -Personal or discriminatory comments directed at staff or pupils -Throwing objects with intent to harm -Stealing -Physical violence towards another pupil 	<ul style="list-style-type: none"> CPOMS log Missed break or lunch time play Referral to outside agencies EH assessment Meeting with parents Individual behaviour management plan Internal exclusion 	<ul style="list-style-type: none"> Class teacher Pastoral support SENCO SLT 	<p style="text-align: center;">Empathetic scripts:</p> <p style="text-align: center;">It looks like you feel ____</p> <p style="text-align: center;">I wonder if you feel like this because...</p> <p style="text-align: center;">I understand you may feel...</p> <p style="text-align: center;">When I feel ____ these things help me calm down</p>
<p><i>Level 4:</i></p> <ul style="list-style-type: none"> -Uncontrollable, dangerous behaviour -Leaving school premises -Being a significant danger to themselves or others -Violence or intimidation directed at any member of school 	<ul style="list-style-type: none"> CPOMS log Meeting with parents Fixed term exclusion 	<ul style="list-style-type: none"> SLT Pastoral support 	

- ❖ All decisions are at the discretion of the Headteacher and based upon individual pupil needs.
- ❖ **Incidents, from stage 2 onwards should be recorded on CPOMS.**