

Diocese of Westminster

**St. Joseph's Catholic Primary School
Hertford**



Behaviour Policy

Approved at LGB December 2025
Review January 2027

ST. JOSEPH’S CATHOLIC PRIMARY SCHOOL BEHAVIOUR POLICY

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Mission statement

Together we grow in God’s love, learning to be the best we can be.

The purpose of St Joseph’s School is to live, love and learn in a Catholic Christian environment where we:

- Respect and accept each other;
- Strive for excellence and delight in effort;
- Build a community based on tolerance and peace;
- Support each individual to fulfil their potential;
- Are open to the diversity of the wider world;
- Have high expectations of ourselves and others.

<p>Ready</p> <p>We are ready to learn, to help and to do our best.</p>	<p>Safe</p> <p>We will stay safe and keep others safe.</p>
<p>Responsible</p> <p>We are responsible for our own actions and behaviour.</p>	<p>Respectful</p> <p>We are respectful to others, to the environment and to ourselves.</p>

1. Aims:

This policy aims to:

- Follow a moral framework based on Catholic teaching
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Create an environment which encourages and reinforces good behaviour
- Promote self-esteem, self-discipline and positive relationships
- Encourage the close liaison of home and school to support positive behaviour.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

Other useful guidance:

Improving behaviour in schools Updated (February 2024) (April 2024)

Mobile phones in schools (2024)

Searching, screening and confiscation in schools Use of reasonable force (2013 Updated Jan 2025)

Restrictive interventions, including the use of reasonable force, in schools Preventing bullying (2017)

Behaviour and discipline in schools: guide for governing bodies Parents guide to suspension and exclusion

Promoting and supporting mental health and wellbeing in schools and colleges Updated July 2025)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

3. Bullying

Bullying can be defined as *"behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally"*. (DfE "Preventing and Tackling Bullying", July 2017)

- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.
- Bullying can involve explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

4. Roles and responsibilities

4.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher will monitor and provide continuing professional development for all staff where required to assist in achieving the aims of the policy, such training will be considered within the limits of available resources

4.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMs
- Display class behaviour charter
- Discuss with parents regarding behaviour matters

The senior leadership team will support staff in responding to behaviour incidents.

4.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

5. Pupil code of conduct

Pupils are expected to:

- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school, including school sports events, traveling to and from school, school trips.
- Develop skills, knowledge and attitudes that will prepare them well for life beyond school
- Work and play independently and co-operatively
- Value and care for themselves, others and the physical environment
- Resolve disputes positively developing a sense of fairness
- Be aware of and understand their rights and responsibilities Christian citizens
- Be aware of their own emotions and actions and take responsibility for these
- Be positive contributors to the school, parish, local and international community
- Have respect for all, regardless of culture, religion, race or gender
- Support and forgive each other when things go wrong and be open to the idea of reconciliation

Behaviour outside of school

The Behaviour policy will apply where behaviour outside the premises may adversely impact the maintenance of good order or may negatively affect the education and welfare of other members of the school community.

6. Rewards and sanctions

Rewards	Examples:
<p>Examples of things to say or do may include:</p> <ul style="list-style-type: none"> • House point • Verbal praise • Inform class teacher • A nod, a smile, a thumbs up • A positive word • A sticker • Being first out to play or lunch 	<ul style="list-style-type: none"> • Displaying good manners • Lining up sensibly • Tidying up • Listening carefully • Working hard • Being ready to work • Being kind
<p>Examples of things to say or do may include:</p> <ul style="list-style-type: none"> • Visit another teacher to celebrate work • Receive a sticker • Marble in jar • Parents informed verbally • Opportunity to share work with other children or adults 	<ul style="list-style-type: none"> • Kind acts • Assisting others • Seeking out challenge • Demonstrating resilience and determination • Producing high quality work
<p>Examples of things to say or do may include:</p> <ul style="list-style-type: none"> • Recognition in celebration assembly- Gold Book, receive a certificate, photo on school website. • Visit Headteacher, Deputy Headteacher or Key Stage lead for recognition or to receive a sticker. • Parents informed 	<ul style="list-style-type: none"> • Outstanding effort in a piece of work • Outstanding behaviour • Demonstrating trustworthiness or mature and responsible behaviour
<p>Examples of things to say or do may include:</p> <ul style="list-style-type: none"> • Postcard home from Headteacher • Recognition from whole class or whole school • Franciscan award 	<ul style="list-style-type: none"> • Exceptional effort • Going over and above • Going significantly above and beyond expectations in effort or behaviour • Following and living out the Franciscan values

Fixed term and permanent exclusions

In exceptional circumstances it may become necessary for a child to be permanently excluded from the school; staff in school will do all that they can to avoid this situation arising.

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in one school year. The Headteacher may also exclude a pupil permanently.

There will be times when an action warrants an immediate lunchtime, fixed term or permanent exclusion.

For example:

- Persistent poor behaviour that disrupts teaching and learning
- A serious case of bullying
- Inappropriate sexual behaviour (including peer on peer abuse)
- Persistent bullying- including on-line bullying
- Inappropriate on-line behaviour
- Where the safety of any members of staff is put at risk
- Where the safety of other children is put at risk
- Where the safety of the individual themselves is at risk
- Serious fighting that causes injury to another
- Racist abuse or intimidation

In the event of a child being seriously violent to another child or adult, a risk assessment will be drawn up which identifies if fixed term exclusion is necessary for health and safety reasons.

After a fixed term exclusion a child will attend a restorative meeting with parents to welcome the child back to school and to establish appropriate protective and educational consequences that need to be put into place.

30 second script

- I noticed you are...
- It was the rule about that you broke.
- You have chosen to.....
- Do you remember last week when you....
- *That* is who I need to see today...
- Thank you for listening.
- (Then give the child 'take up' time)

De-escalation script

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

7. Behaviour Management

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Model good manners and code of conduct
- Set their own classroom rules
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Restorative Approaches

When using restorative approaches the focus is on dialogue and negotiation moving towards repair, apology and reparation. This works in harmony with our Catholic ethos where we understand that none of us is perfect, all of us make mistakes and all of us deserve to be forgiven. Because of restorative approaches, the needs of those affected are addressed and the child is held accountable by being given the opportunity to put things right.

In order to use restorative meetings effectively we will make a commitment to consider:

- Physical space- consider the setup of the room, sit side by side, no desk, walk and talk if more appropriate.
- Focus on the outcome- what does the child need to learn from this?
- Time- make sure you give enough time (10-15 minutes).
- Do not take too many notes- be present in the meeting.
- Language- do not be flippant, judgemental or sarcastic.
- Resist any external interruptions.
- Stick to the behaviour you are dealing with.
- End the meeting well.

Restorative questions

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?

- What should we do to put things right?
- How can we do things differently in the future?

7.3 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

These items include:

Weapons

Alcohol

Illegal items

Stolen items

Tobacco/vapes

Fireworks

Pornographic images

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

7.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENDCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

9. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governing board every year. At each review, the policy will be approved by the headteacher.

The policy will be published on the school website and parent and carers informed via school

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every year.

10. Hertfordshire Therapeutic approach to behaviour

Hertfordshire Therapeutic approach is an approach to behaviour management that aims to reduce and manage conflict and build a positive school ethos. All staff were trained in this approach and will take part in refresher sessions yearly. The training covers a range of areas including conflict de-escalation, calm body language, debriefing and positive handling techniques.

Principles:

- We will always talk to children respectfully and calmly- reducing conflict and leading by example

- We will help children and try to reduce conflict
- We will use a calm stance and a de-escalation script in a conflict situation
- We will allow the child time to calm down after an incident, after which there will be a debrief
- We will teach children to self-regulate
- A risk management plan will be completed for any child for who there is a foreseeable risk that they may behave in a way which will cause harm to themselves, others or property
- Incidents will be recorded, including triggers and consequences.

11. Physical interventions

It may be necessary in a situation of clear urgency or extreme danger to use restrictive physical interventions (for example if the foreseeable outcome of behaviour is hospitalisation, significant distress or extensive damage). All staff will use the Herts Therapeutic approaches to safe restrictive physical intervention. Physical intervention may also be used to comfort a child in distress, gently direct a person for activity purposes or to avert danger. Supportive, sideways hugs may be used to communicate comfort or reward. St Josephs will only use reasonable force when absolutely necessary, as advised in the DfE guidance on the use of reasonable force.

The use of any physical force as a form of punishment is illegal in all circumstances and will only be used in a situation of clear urgency or extreme danger to use restrictive physical interventions (for example if the foreseeable outcome of behaviour is hospitalisation, significant distress or extensive damage).

12. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension policy
- Safeguarding policy
- Anti-Bullying Policy
- Home School Agreement

Appendix 1: written statement of behaviour principles

The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

Introduction:

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher.

The Governors at St Joseph's School, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

At St Joseph's School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed. The Headteacher has a duty to publish the statement on the school website.

The Headteacher will develop the Behaviour Policy with reference to the DfE guidance document Behaviour and Discipline in Schools – Advice for Headteachers and School Staff, January 2016.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- St Joseph's School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.
- The Governors believe children should be at the heart of the development of school rules and these should be regularly reviewed with the involvement of the children and in consultation with staff and parents.
- High standards of behaviour are expected. The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special

educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available support as necessary for pupils who display continued disruptive behaviour.

- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- We expect pupils and parents to cooperate to maintain an orderly climate for learning.
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

This written statement of behaviour principles is reviewed and approved by the governing board every year.

Appendix 2

Level	Description	Examples	Responses	Possible Support	Possible sanctions
1	Low level misbehaviour	<ul style="list-style-type: none"> -Calling out inappropriately -Silly Noises -Not listening -Talking while the teacher is talking -Not lining up quietly or walking around the school quietly -Shouting -Fiddling with equipment during teaching (unless express consent of SENCO) -Sulking/ not cooperating with and adult -Running in corridor -Breaking playground rules 	<p>1.Praise positive behaviour from other learners. Explicitly mention positive behaviour being shown.</p> <p>2.Remove distractions if possible e.g. remove item or move closer to the child.</p> <p>3. Verbal warning, positive reminder of class rules which need to be adhered to. ‘this behaviour is not showing me you are safe/ready/responsible/respectful, you need to.... If not you will be moved within the classroom’ This will be done in private away from other pupils.</p> <p>4.Move pupil within the classroom either to a quiet space or next to a pupil that is showing positive behaviours.</p>	<p>Review what is causing the learner to behave in this way. Put actions in place to support positive behaviour choices</p>	<p>Verbal warning</p> <p>Repeating of task eg show me how you walk down the corridor sensibly.</p> <p>Move child to different location within classroom to different table</p> <p>Break time used to complete task.</p>
2	Mid level Misbehaviour	-Low level behaviour becomes persistent	<p>1.All low-level responses completed.</p> <p>2.Move child to different classroom to sit in the reading corner for 5mins. (Child will bring a behaviour card and hand it to the teacher)</p> <p>Parents informed in a timely manner if response 2. taken.</p> <p>If persistent behaviour (twice in one week) continues</p> <p>In person meeting with parents.</p>	<p>Discussions about the roots of the behaviour with Phase leader.</p> <p>Anxiety mapping completed by class teacher and Member of SLT</p> <p>Contingency mapping completed</p>	<p>Child spoken to in a firm manner</p> <p>De-escalation techniques used</p> <p>Discussion with parents</p> <p>Completion of work during break time</p>

		-Calling another child an unkind name	1. Remind child of rules 2. Child supported to apologies 3. Children separated	Child attends targeted therapeutic intervention Pastoral support programmes – including safety and support plans	
		-Kicking furniture -Inappropriate response to an adult -Ignoring an adult's instructions -Purposefully breaking school equipment	Move child to different classroom to sit in the reading corner for 5mins. (Child will bring a behaviour card and hand it to the teacher) Parents informed in a timely manner.	Parent/pupil books for home school communication to ensure home school communication is effective in managing and reducing incidents	
3	Serious Misbehaviour	-Persistently ignoring adults -Leaving the classroom without permission -Refusing to follow instructions -Physical misbehaviour (Pushing shoving, poking, hitting) -Bullying -Hiding other people's possessions	Use of de-escalation script Period of playtime missed or supervised by teacher or TA Removed from social situations, differentiated timetable Escorted to alternative location by SLT Restorative response to negative behaviour eg. writing an apology In person meeting with parents class teacher and SLT	Risk assessment Discussions about the roots of the behaviour with Phase leader. If persistent behaviour continues Discussion with parents Anxiety mapping completed by class teacher and Member of SLT Contingency mapping completed Child attends targeted therapeutic intervention Pastoral support	Time out of class Missed break time Rehearsing behaviour Not allowed to join trips Discussions with SLT on how to make reparations

4	Extreme Behaviors	<ul style="list-style-type: none"> -Physical or verbal aggression towards a child or adult -Serious premeditated aggression towards a child or adult -Racist, Sexist, homophobic, transphobic or discriminatory behaviour -Persistent bullying -Stealing -Throwing objects at a child or adult -Threatening violence with an object -Deliberate damage to property -Bringing on to site prohibited items -Malicious allegations - use of Solvents, drugs tobacco, vapes or alcohol. 	<p>Staff to inform Member of Senior leadership team on the day.</p> <p>Full details of negative behaviour recorded in detail be all adults involved.</p> <p>Child removed from the classroom/ playground immediately</p>	<p>Outside agencies contacted E.g Rivers/ Amwell view ESC</p> <p>Educational psychology service.</p> <p>Child services</p> <p>Safeguarding team</p>	<p>As above, and in addition:</p> <ul style="list-style-type: none"> - Temporary withdrawal from class or playground, sending to Senior Leader/Deputy Headteacher or Headteacher - Fixed term suspension - Permanent exclusion in the most serious situations
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The List of offences that may lead to suspension and permanent exclusion are not exhaustive but rather illustrative, serving to indicate the kinds of behaviour that might lead to these sanctions and that ultimately this is a matter of judgement for the head teacher.

Appendix 2

Playground behaviour levels

Level	Description	Examples (Playground Focused)	Responses / Immediate Actions	Support / Next Steps	Possible Sanctions
1. Low-Level Misbehaviour	Minor behaviours that disrupt play or safety but can be easily corrected.	<ul style="list-style-type: none"> - Not listening to adults - Talking back - Not lining up quietly - Shouting or running unsafely - Excluding others from play - misusing playground equipment - Minor arguments / disagreements 	<ol style="list-style-type: none"> 1. Praise positive behaviour from other pupils – explicitly name the expected behaviour. 2. Give a clear, calm verbal reminder of playground rules (e.g. 'Remember, we walk on the paths to stay safe'). 3. Remove distractions or redirect to another activity. 	<ul style="list-style-type: none"> • Review possible triggers (tiredness, conflict, misunderstanding). • Encourage restorative conversation (e.g. 'How could you do that differently next time?'). 	<ul style="list-style-type: none"> - Verbal warning. - Repeating the positive behaviour (e.g. 'Show me how to line up safely'). - Short reflection time (standing with duty adult).

			4. If behaviour continues, move pupil to another area of the playground or stand with an adult for 5 minutes to reset.		
2. Mid-Level Misbehaviour	Persistent low-level behaviour or more purposeful disruption.	- Repeated level 1 Low-Level Misbehaviour	1. All low-level responses followed and child leaves the playground with SLT 2. Parents informed in a timely manner If persistent (twice in one week) Parental meeting	<ul style="list-style-type: none"> • Restorative conversation with adult or peer. • SLT discussion about root causes. • Home-school communication log if recurring. • Supportive mapping (e.g. anxiety or contingency plan). 	<ul style="list-style-type: none"> - Time-out from play for 5–10 minutes supervised by staff. - Completion of missed reflection during break. - Loss of access to specific equipment or game.
		Unkind name-calling	1. Remind child of rules 2. Child supported to apologies 3. Children separated		
		- Ignoring an adult's instructions - Minor physical behaviour (pushing in line, snatching) - Purposefully damaging small items or play equipment	1. Remind child of rules and move pupil to another area of the playground or stand with an adult for 5 minutes to reset. asked to behaviour discussed. Child leaves the playground with SLT 2. Parents informed in a timely manner If persistent (twice in one week) Parental meeting		
3. Serious Misbehaviour	Behaviours that threaten safety or show defiance.	<ul style="list-style-type: none"> - Persistent refusal to follow instructions - Leaving playground area without permission - Physical behaviour (pushing, hitting, kicking, spitting) 	<ul style="list-style-type: none"> - Use calm de-escalation techniques / script. - Remove pupil from playground immediately under supervision. - Incident reported to SLT 	<ul style="list-style-type: none"> • Phase Leader / SLT meeting to review cause and support plan. • Discussion with parents. • Risk or anxiety mapping as appropriate. 	<ul style="list-style-type: none"> - Missed playtime / lunchtime. - Supervised play only. - Temporary removal from social play. - Restorative activity (e.g.

		<ul style="list-style-type: none"> - Verbal aggression or deliberate unkindness - Bullying behaviour 	<ul style="list-style-type: none"> and recorded. - Restorative conversation or apology with affected pupil. 	<ul style="list-style-type: none"> • Targeted intervention (e.g. pastoral or emotional regulation support). 	<ul style="list-style-type: none"> writing apology or repairing harm).
4. Extreme Behaviour	Severe or dangerous behaviours that cause harm or serious risk.	<ul style="list-style-type: none"> - Physical or verbal aggression towards child or adult - Serious premeditated harm - Racist, sexist, homophobic, or discriminatory behaviour - Stealing - Throwing objects at others - Threatening violence with an object - Deliberate damage to property - Bringing prohibited items on site - Malicious allegations - Use of solvents, drugs, tobacco, vapes, or alcohol 	<ul style="list-style-type: none"> - Member of SLT informed immediately. - Child removed from playground / learning area. - Full written record completed by all staff involved. - Parents contacted the same day. 	<ul style="list-style-type: none"> • Involvement of external agencies if appropriate (e.g. Educational Psychologist, Safeguarding Team). • Formal risk assessment. • Individual behaviour or safety plan created. 	<ul style="list-style-type: none"> - Withdrawal from playground privileges. - Internal exclusion. - Fixed-term suspension. - Permanent exclusion for the most serious offences. *(At Headteacher's discretion depending on severity.)*