



## Behaviour and Discipline Policy

This policy represents the agreed principles for behaviour and discipline throughout the school. Governors within the school and all teachers, teaching assistants and midday supervisors representing the Early Years, KS1 and KS2 have agreed this policy.

### Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The whole school 'core values' are:

- Respect
- Responsibility
- Resilience
- Resourcefulness
- Reflection
- Reasoning

These six core values underpin our school motto 'achieving together', our mission statement and aims. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It seeks to promote an environment where everyone feels happy, safe and secure and to support the key aims of the school outlined below:

At Shepherd Primary School we aim to:

- Learn and grow together within a safe, caring and happy environment;
- Encourage achievement in all aspects of school life;
- Motivate all children with a broad and challenging curriculum;
- Treat everyone with honesty and respect;
- Ensure opportunities for all.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together effectively.

The school expects every member of the school community to behave in a considerate way towards others.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Approaches in behaviour management as outlined in this policy are supported by the Local Education Authority 'Behaviour Strategy 2015 – 2018'. A copy can be found on 'Hertfordshire Grid for Learning'.

### Behaviour Consistency Levels

We treat all children fairly and apply this behaviour policy in a consistent way. Possible types of behaviour are categorised into levels 1, 2, 3, 4 and 'Beyond Level 4 behaviour types'. These levels and corresponding strategies and sanctions have been compiled in a document to be used by all staff when managing children's behaviour entitled 'Behaviour Consistency Levels 1-4 and Beyond' (See appendix i attached).

Staff have agreed what constitutes different levels of behaviour and have grouped these behaviours within levels. In this way we are endeavouring to ensure that the strategies and sanctions applied by staff to intervene and correct poor behaviour are consistent, regardless of who is dealing with these incidents.

Level 1 type of behaviours have been agreed to be the domain of all class teachers.

Level 2 behaviours will also primarily remain the domain of class teachers to manage but other members of staff such as the Key Stage Leaders/INco may become involved. Midday supervisory staff are fully trained in the use and application of our consistency levels to manage behaviour.

### **School 'SMART' moves and the role of children**

The school employs a number of sanctions and strategies to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. These sanctions and strategies are outlined clearly in the document entitled 'Behaviour Consistency Models Levels 1-4 and Beyond' (See appendix i attached).

Staff worked alongside the School Council to compile a short list of school rules 'SMART Moves' to be adhered to across the whole school by all pupils. These are published around the 'common parts' of the school environment and in the school prospectus for parents and are referred to by all staff to remind children of general whole school expectations of behaviour.

Our SMART moves are:

- Always try our best
- Keep safe
- Respect ourselves and others
- Be kind and caring

The class teacher discusses the school 'SMART moves' with each class on a regular basis. In addition to the school 'SMART moves', each class also has its own classroom 'Code of Conduct', which is agreed by the children at the start of each new year and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

### **Rewards**

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

SLT team, teachers, teaching assistants, midday supervisors and support staff praise and reward good behaviour in a variety of ways by:

- smiling at children;
- thanking children;
- providing children with enjoyable and responsible jobs;
- writing positive and encouraging comments at the bottom of children's recorded work;
- displaying children's work;
- sending children to the the Headteacher or Deputy Headteacher or INco to share their work and receive special feedback;
- children's work may be posted on the school Blog;

- giving children stickers or house points;
- nominating a child as 'Star of the Week' and well done cards being sent home;
- nominating a child/children to receive the Headteacher's Award in assembly
- giving the children opportunities to represent the school by taking on a leadership role;
- nominating children for the weekly 'role model raffle' in 'Celebration Assembly';
- awarding the trophy for 'improved Behaviour' at our annual 'Trophy Assembly'.

### **Headteacher's Award and Star of the Week**

Each week class teachers nominate one child from each class to receive a Headteacher's Award. These children are identified for extreme acts of kindness, helpfulness, bravery, improvement in attitude to work, behaviour etc. Class teachers can also nominate a child to be the 'Star of the Week' for significant achievements. In this instance, a postcard is sent home from the Headteacher to parents, sharing the child's achievement.

### **House Points**

The house points children receive are added to the class House Points Chart. During 'Celebration Assembly' house points are added together and the total for each House is displayed in the school hall. At the end of each term and also at the school year, the house that has collected the most house points receives a special House celebration treat/party.

### **Bullying (see Anti Bullying Policy)**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Any incidents of bullying are reported to the Headteacher and recorded in the 'Records of Bullying Incidents' file which is kept in the Headteacher office. Parents are always informed of any bullying incidents that occur involving their children.

### **Racism /Homophobic**

The school does not tolerate racism or homophobic behaviour of any kind. If we discover that an act of racism or homophobia has taken place, we act immediately to stop any further occurrences of such behaviour. Any incidents of racism or homophobia are reported to the Headteacher and recorded in the 'Records of Racism/Homophobia Incidents' file which is kept in the Headteacher's office. Parents are always informed of any racial or homophobic incidents that occur, involving their children.

### **Hertfordshire Steps**

Hertfordshire Steps has been adopted by the local authority as its preferred approach to behaviour management in schools. Hertfordshire Steps is an approach to behaviour management which provides for safe support and intervention by professionals working with children who exhibit challenging behaviour. It is a therapeutic approach to behaviour management, with an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Hertfordshire Steps is to provide opportunities to support and debrief both children and staff after a crisis, particularly if restrictive physical intervention has been required.

Training and/or refresher sessions occur on a yearly basis and are delivered by staff at school. All staff are required to attend this training as part of their CPD.

## **Restrictive Physical Intervention Policy**

The school have adopted Hertfordshire's model policy on 'Restrictive Physical Intervention'. It is a policy that compliments and endorses Hertfordshire Steps (see above) and gives clarity on all appropriate physical interventions within a school. All staff have received training and will receive regular updates on appropriate physical intervention as outlined in the policy and during training for Hertfordshire Steps.

### **The role of the class teacher**

It is the responsibility of class teachers to ensure that the school's 'SMART moves' and the class 'Code of Conduct' are enforced in their classes, during the school day and at breaktimes as well as when on external school trips.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

If a child misbehaves repeatedly in class, the class teacher refers to the 'Behaviour Consistency Levels 1 -4 and Beyond' (See appendix i attached) for appropriate sanctions or strategies to address this behaviour. In the first instance, the class teacher deals with incidents him/herself using strategies and sanctions outlined in the 'Behaviour Consistency Levels 1 and 2 behaviour types'. They may seek support from their Key Stage Leaders. However, if misbehaviour continues, the class teacher uses the consistency levels for further intervention, when 'foster classes', and the Headteacher or Deputy Headteacher or INco may become involved.

The 'Good to be Green' behaviour system is in place in all classes from Nursery through to Year 6. Class teachers use the 'Good to be Green' cards as a visual aid for children to log their behaviour. Children are encouraged to think about their behaviour before they receive a yellow card and are given a 'stop 'n' think card – this allows for a change of behaviour before any recording takes place.

If a child misbehaves, their 'green' card will be changed to a 'yellow' card. If they then improve their behaviour, they can earn their green card back. If they behave at Level 3 or above, they will receive a red card. All children receiving red cards are seen by the Headteacher and /or Deputy Headteacher and/or SENCO and parents are informed.

All low level, level 1 and up and sanctions applied are logged on the 'Low Level Behaviour Record' by the class teacher (see appendix ii). This is reviewed weekly by the INco. If a child receives more than 8 yellow cards in a half-term, parents are contacted and appropriate sanctions and consequences are put in place.

Where relevant, the class teacher liaises with the INco in order to arrange for external agencies, as necessary, to support and guide the progress of each child. The class teacher and INco may discuss the child's behaviour with an external agency, for example, discuss the needs of a child with a member of the Tiered Behaviour Support who will assist with observations and recommendations.

Children who persistently exhibit Level 3 and 4 types of behaviours may require a Pastoral Support Plan which will outline key targets for improvement linked to strategies and sanctions to achieve these targets. This plan is carefully monitored by the class teacher in liaison with the INco. The Headteacher may also be involved in this process alongside other external agencies.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

It has been agreed by all staff that class teachers will not send children out of the class to stand in the corridor as this is detrimental to the duty of care we are committed to. Instead,

class teachers have links with classes who represent a 'foster class'. The link 'foster class' represents a degree of internal inclusion, whereby children who misbehave at Levels 2 and above (not level 1) are sent with work to be carried out there. Foster classes are only applied when the class teacher has tried 'internal exclusion' within their own classroom environment. This works well as children who require 'internal exclusion' in the 'foster classes' will either join children who are significantly younger or older than them, which emphasises the sanction from a peer group perspective.

## **Consequences**

The loss of playtime at lunchtime or a proportion of it, is a consequence which may be used for Level 2 and above types of behaviours. In order that children are properly supervised and purposefully reflecting on their behaviour, children are sent to the 'reflective staying in room, where behaviour management activities are carried out with them during the lunch hour. A log of children is kept in the school office and regularly reviewed by the SLT team. Other

## **The role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

All reported serious incidents of misbehaviour will be logged on the school's CPOMS system (these are incidents of level 3 and above,) and records of all low level behaviour displayed, in the 'Low Level Behaviour' file (these are level 1 and 2 incidents).

The Headteacher has the responsibility for giving sanctioning exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified. See Level 4 and Beyond Level 4 sanctions in 'Behaviour Consistency Levels 1-4 and Beyond' (See appendix i attached)

## **The role of parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

Parents sign a Home-School Agreement when their child starts at school. We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

We publish the school rules 'SMART moves' on the school web site and we expect parents to read them and support them.

The school uses reasonable sanctions, which have been collectively agreed, to sanction and give consequences to a child and we therefore expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If having spoken to the class teacher parents still have concerns, they should discuss these with the Headteacher. If the concerns still remain after this, parents should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **Fixed-term and permanent exclusions**

The school has adopted the standard national list of reasons for exclusion, and the guidance, statutory guidance and regulations on exclusion (DfE, September 2017). This guidance is referred to in any decision to exclude a child from school. The relevant document is found at <https://www.gov.uk/government/publications/school-exclusion>

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

## **Drug- and alcohol-related incidents**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker. (Please refer to the Medicines Policy)

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded. In all events both the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and the police and social services will be informed.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher. If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

### **Monitoring and review**

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of concerning incidents of misbehaviour on CPOMS and the Headteacher/Deputyhead or INco and members of the SLT record those incidents as soon as possible.

The Headteacher and Inco also monitor the Low Level Behaviour file, to monitor low level disruptive behaviour.

Midday supervisors give verbal/written details of serious incidents to the the Headteacher or Deputy Headteacher or INco.

Violent incidences towards staff are recorded and logged on Solero so they are reported to HCC.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

The Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year. This is done via the school website.

Appendix I Behaviour Consistency Levels

Appendix ii Low Level Behaviour Chart

# Shepherd Primary School – Behaviour Guidelines for all staff

Consistency Models Levels 1 – Beyond Level 4

## Level 1 : Behaviour Types and Strategies - Stop and Think card

### Repeated Level 1 behaviour results in a yellow card

	<b>Behaviour Types (examples, not limited to)</b>	<b>Range of Positive Strategies</b>
<b>Level 1</b>	Wandering around the class	Remove excuses for wandering – pens, equipment already; make expectations clear, and say how long it will be before; challenge- ‘Why are you out of your seat?’ Reminder of rules; Consider movement or brain breaks for longer lessons or testing situations.
	Not paying attention	Rule reminder; varying teaching styles; visual reminder – notes on board, using different colours; Directing questions at specific children; think about positioning of child and if appropriate TA
	Calling out, silly noises	Strategic ignoring and tackling later to lessen disruption to flow; praise those who do the right thing who put hand up; set the routines early and show no tolerance. It has to be dealt with some time; eye contact; when a child who does often call out puts up hand, ensure praise/responses as a reward.
	Fiddling with an object	Take object as you continue lesson – don’t let it stop the flow; eye contact; insert a name into the flow; for some children, blu-tac or a permitted item; for some children, plan seating position
	Encouraging others to misbehave	Explain why this is unkind and that other children need to decide for themselves how to behave at school
	Rocking on chair	Non-verbal signal – nod, look, hand gesture; go behind chair and tap or gently tip; remind of safety – the ‘dreadful anecdote’, warning; chair removed for set amount of time.
	Talking in assembly or in class	Say name to let them know you have seen them; move to front and see them at following break
	Talking when moving around the school or lining up	Set the tone early; send to back for some children; line up in register order; encourage children to avoid lining up with those who might bring temptation; if majority of class, return to try again or ‘practice’ at break time.
	Careless treatment or not looking after own or others property	If undamaged talking to child about importance of looking after property. If damage to others’ property involved, refer to HT.
	Not completing homework	Explain why good habits are important and how best to approach homework
	Not working in a group situation	Review at end of lesson; focus on group skills expected when giving instructions for activity
	Chatting or not on task	Eye contact; name; working separation; time targets for completion of activity
	Name calling	Explain that this can be hurtful to others and try to get the child to reflect on how they would feel.
	Hiding in school during break	Explain why it can be dangerous as we would not know where they were in an emergency.
Play fighting	Explain why it can be dangerous and suggest other things to do at playtime.	

## Shepherd Primary School – Behaviour Guidelines for all staff

### LEVEL 2: Behaviour Types and Strategies – Yellow Card

	Behaviour Types (examples, not limited to)	Suggested responses	Who else to involve	Recording Log on Low Level Behaviour chart	Communication with parents/carers
<b>Level 2</b>  <b>Repeated instances of Level 1 and/or:</b>	Talking out of turn	<p><b>Possible strategies and sanctions:</b></p> <ul style="list-style-type: none"> <li>• Talk one to one, away from classroom situation; set clear expectations for improvement; be clear and specific about targets; remain focused on primary behaviour rather than consequent behaviour; give chance to improve</li> <li>• Time in the Sunshine Room</li> <li>• Behaviour Reflection Room</li> <li>• De-escalation activities – ‘walk and talk’</li> <li>• Time Out in class (foster class)</li> <li>• Time out of class with a TA</li> <li>• Loss of Golden Time</li> <li>• Internal inclusion in classroom</li> <li>• Withdrawal of break or part of lunchtime play (by the class teacher – class teacher)</li> <li>• Apologies may be appropriate, but these should be meaningful and sincere</li> <li>• Loss of lunchtime play equipment privileges</li> <li>• Warning about representational activity e.g. School Council, School Teams</li> <li>• Warning about loss of forthcoming events</li> <li>• Yellow card</li> </ul>	Inform Key Stage Leaders seeking guidance and support: who may then decide to intervene directly	Record on behaviour log. If persistent discuss with a member of SLT, who might decide to log the difficulty on CPOMS.	Parents Evening, if behaviour forms part of a pattern or ‘collection’ of level 1 / 2 instances  Class teacher to consider keeping notes  Involve and inform parents if loss of representational activity or forthcoming events is under consideration
	Unkind or derogatory language or treatment of others – including written in notes				
	Deliberate misuse of property, or disregard for school environment				
	Leaving the class without permission				
	Unwillingness to co-operate/follow instructions				
	Inadvertent swearing				
	Persistent problems with homework				
	Deliberately provoking				
	Lying				

## Shepherd Primary School – Behaviour Guidelines for all staff

### LEVEL 3: Behaviour Types and Strategies – Red Card

	Behaviour Types (examples, not limited to)	Suggested responses	Who else to involve	Recording	Communication with parents/carers
<b>Level 3</b>  <b>Repeated instances of Level 2 and/or:</b>	Bullying	<p><b>Possible Strategies and sanctions:</b></p> <ul style="list-style-type: none"> <li>• As above</li> <li>• Loss of break/lunchtime play – use of “Behaviour Reflect” room at lunchtime</li> <li>• Red card (Parents informed.)</li> <li>• Report card</li> <li>• Sticker record chart</li> <li>• Children reviewing their involvement</li> <li>• Time out in another ‘foster’ class.</li> <li>• Loss of forthcoming events</li> <li>• Loss of privileges</li> <li>• Loss of representational activity</li> <li>• Involvement of external agencies, for specific guidance</li> <li>• SEND referral</li> </ul>	<p>Key Stage Leader to work directly with child, who may then decide to refer on the HT/DHT/INco</p> <p>In case of severe disruption, use red ‘Adult Assistance Required’ Card (available in all classrooms, dining room etc.)</p> <p>Inform HT/DHT/INco</p> <p>Discuss patterns/developments of behaviour over the year</p> <p>Forward information to new school if child transfers</p>	<p>All incidences are to be recorded on CPOMS by a member of the SLT</p> <p>In case of Racist incidents, record in Racist Incident Log</p> <p>In case of Bullying incidents, record in Bullying Log</p> <p>May also need an Individual Risk Assessment for Offsite Visits.</p>	<p>Arrange meeting with parents, and further meetings to review, where appropriate</p>
	Spitting deliberately				
	Theft or property e.g. cloakroom stealing				
	Swearing for effect				
	Severe disruption to point where lesson cannot continue				
	Lashing out/retaliating e.g. physical abuse, punching, severe pushing, biting etc.				
	Serious challenge to the authority of adult - defiance				
	Minor vandalism e.g. writing on wall				

### LEVEL 4: Behaviour Types and Strategies

	<b>Behaviour Types (examples, not limited to)</b>	<b>Suggested responses</b>	<b>Who else to involve</b>	<b>Recording</b>	<b>Communication with parents/carers</b>
<b>Level 4</b>  <b>Repeated instances of Level 3 and/or:</b>	Purposeful verbal abuse of staff; lashing out at staff in temper	<b>Strategies and sanctions:</b> <ul style="list-style-type: none"> <li>• As above</li> <li>• Loss of break/lunchtime play – use of "Behaviour Reflect" room at lunchtime</li> <li>• Report card</li> <li>• Loss of privileges</li> <li>• Loss of representational activity</li> <li>• Loss of forthcoming events</li> <li>• Fixed Term Exclusion</li> <li>• Involvement of external agencies, for specific guidance</li> <li>• SEND referral</li> </ul>	HT involved Immediately; Key Stage Leader and DHT/INco informed All other staff informed as appropriate; in case of persistent disruptive behaviour consider support/case conferencing	All incidences are to be recorded on CPOMS Copies of Letters involved In case of Racist incidents, record in Racist Incident Log In case of Bullying incidents, record in Bullying Log May also need an Individual Risk Assessment for Offsite Visits.  Exclusion Log	Parents informed  Arrange meeting with parents, and further meetings to review, where appropriate
	Organised/pre-mediated or unprovoked violent behaviour; persistent aggressive disputes with others				
	Deliberate truancy from an activity or trip				
	Continuation or re-direction of bullying including cyber bullying and inappropriate Social Networking				
	Racist comments or discriminatory harassment – discriminatory comments about lifestyle, choices				
	Persistent violation of school rules				
	Carrying an offensive weapon				
<b>Beyond Level 4</b>  <b>Repeated instances of Level 4 and/or:</b>	Serious assault or physical/emotional abuse of staff or other children	Sanction: Permanent Exclusion	CSF/Social Services Staff as appropriate  Parents Chair of Governors Police, as appropriate	Full recording of all details on CPOMS.	Parents informed immediately, then in writing
	Carrying an offensive weapon				
	Smoking in school				
	Criminal Activity: major theft e.g. a laptop; serious vandalism; extortion; possession of offensive weapons, drugs, etc.				

