

New Town Primary School

**Behaviour Policy**

**September 2021**

## Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- Define what we consider to be **unacceptable behaviour**, including bullying and discrimination
- 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**

This policy is based on Legislation and statutory requirements from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## How we support positive behaviour at New Town

Excellent learning takes place with excellent behaviour, and New Town has high expectations of pupils who attend the school. We aim to treat children with dignity and respect at all times, and in doing so, encourage a two way dialogue with pupils about both excellent and poor behaviour. Behaviour should not define or be used to label a child: the actions of a child are 'choices' and adults always encourage pupils to discuss better courses of action, suggest consequences and also how they might repair any poor choices or relationships. All adults are trained in Therapeutic Thinking and as such will make every effort to help the child be successful at school. Positive role-modelling from all adults is key, and we will always aim to recognise good choices from children, and reward them accordingly. We recognise the tremendous impact trauma or external events can have on children, and so we employ an approach in which everyone involved in supporting each child understands their context and background, and can therefore be consistent in how they manage the challenges the child may face. This allows all our pupils, including those who are most vulnerable, to have the best possible nurturing support to succeed. Our focus on pastoral care and nurture from all adults, teamed with clear and consistent boundaries is a key cornerstone for dealing with behaviour positively.

# Managing behaviour positively: rewards and therapeutic thinking

## EXCELLENT BEHAVIOUR = EXCELLENT LEARNING

Humour, positive reinforcement and rewards will always lay the foundation for excellent behaviour around school and positive behaviours for learning. Our aim should be to show consistency and fairness, and develop a love of and enthusiasm for learning and being together as a school.

We use therapeutic thinking whenever dealing with children. We recognise that not all children have the same starting point and as such will need to be treated with understanding and empathy with actions that may vary depending on their personal challenges and differences.

The rewards section of this document builds on systems already in place and further enhances opportunities to reward excellence and effort in both behaviour and work. These suggested rewards are not limited, and should be seen as a starting point from which adults can build positive reinforcement.

The Behaviour Tariff Guidance has been put together as a result of consultation and discussion with all staff over several meetings. Behaviours have been categorised into three levels which will help to clarify procedure. It is important that we all are aware of, and consider, mitigating and aggravating circumstances when dealing with poor behaviour; we should remember, however, that these may be reasons but not excuses for children's actions.

It is important that we, as the adults, speak to children in the same way as we would speak to another adult; we don't raise our voice or shout unless it is to ensure we are heard; we should be as polite and considerate when speaking to children as we would like to be spoken to ourselves. Encouraging children to be 'nice' to each other should be modelled by you. We need to encourage sympathy and empathy by overtly displaying these traits in our own behaviour. We never humiliate when dealing with children, and should aim for pupils to be able to repair their choices with dignity.

**Lastly it is imperative that staff use their professional judgement when applying this guidance. This is a document of suggestions: the context of each child's circumstance should play a critical part in how decisions are justified and reached.**

## Suggested Rewards

<b>In class systems</b>	These can be unique to your class and may take whatever form you like
<b>Golden Time</b>	Often used in younger classes but could be used higher up the school
<b>Celebration Assembly</b>	Weekly themed rewards with parents invited once a month/ term
<b>House Points</b>	These are popular and can be awarded for work or behaviour
<b>Head's Tea Party</b>	Two children per class per term will be invited to have tea with Head Teacher
<b>Golden Tickets</b>	Limited golden tickets will be allocated to each class and will allow the recipient to play in the area of their choice on Fridays

## Behaviour Tariff Guidance

<b>Behaviour</b>	<b>Level 1- minor</b> dealt with by first adult: Class Teacher/ Supervisor / TA	<b>Level 2-moderately serious</b> referred to Middle Leader	<b>Level 3-very serious</b> referred to Senior Leader
<b>Not following instructions</b>	Running on stairs Talking in assembly Talking in the line Unacceptably slow work Refusal to do work Defiance Refusal to line up	Sustained refusal to do work Defiance- repeatedly Refusal to line up- repeatedly	
<b>Disruption to learning</b>	Calling out Inappropriate talking to others Hiding under tables Wandering around the classroom Screaming/ shouting Swinging on chair Tapping/ banging Annoying use of voice	Hiding under tables- repeatedly Wandering around the classroom- repeatedly Absconding from classroom	Absconding from school
<b>Disrespect to property</b>	Throwing objects Defacing work Destroying work Misuse of school property Damaging other people's property Damaging school property	Defacing work Destroying work Vandalising other people's property Vandalising school property	Serious vandalism
<b>Disrespect to people- verbal</b>	Provoking peers Using disrespectful tone Using disrespectful language Unkind comments Threatening behaviour Belligerence Interrupting Answering back	Verbal abuse to child Bullying- sustained Sustained verbal disrespect	Verbal abuse to an adult Racist comments
<b>Disrespect to people- physical</b>	Kicking Pinching Annoying physical contact Hitting peers in retaliation Hitting peers- unprovoked	Hitting peers in retaliation Hitting peers- unprovoked Kicking- repeated Pinching- repeated	Hitting an adult Hitting with a weapon
<b>Dishonesty</b>	Pretending to be ill/ hurt Not owning up Refusal to admit any wrongdoing Only telling part of a story Telling a lie to get someone else in trouble	Stealing Telling a lie to get someone else in trouble	
<b>Therapeutic Strategies</b>	Time out in classroom to think Reflecting on values at breaktime Further time to reflect and talk about behaviour which may involve parents Golden Time Change of seating in class Repairing/ cleaning damage Verbal apology Written apology	Reflecting on values at lunchtime Further time to reflect and talk about behaviour which may involve parents Re- doing work Writing the truth Verbal apology Written apology	Internal exclusions- see exclusions tariff External exclusion- see exclusions tariff Formal parent meeting

When considering consequences, we should also take in account the following:

Mitigating circumstances (tends to reduce the seriousness of the behaviour)	Aggravating circumstances (tends to increase the seriousness of the behaviour)
Aggravated behaviour Provocation Home circumstances Feeling unwell Remorseful Willing to apologise Admits wrongdoing	Repeated behaviour Enticing others to join in Lack of remorse Unwillingness or refusal to apologise Unwillingness to admit to wrongdoing Continued belligerence

## Bullying

Our school uses the following definition of bullying.

Bullying involves repeated behaviour with the intent of hurting another person physically or emotionally. This may impact one person, or a group of people. It can be pre-meditated and usually forms a pattern of behaviour.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against.

It can take many forms, these include,

- Emotional – being unfriendly, excluding, tormenting
- Physical – hitting, kicking, pushing, taking another’s belongings, any use of violence
- Prejudice-based and discriminatory, including racial, faith-based, gendered (sexist), homophobic/biphobic, transphobic, disability-based - taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
- Sexual - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching
- Direct or Indirect verbal – name-calling, sarcasm, spreading rumours, teasing
- Cyber - sending malicious emails or text messages on mobile phones/social networking sites. Spreading/Sharing rumours/inappropriate and or personal information on any social networking platform

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

Further information about peer on peer abuse can be found in our Child Protection and Safeguarding Policy.

## Roles and responsibilities

**The Local Governing Board are responsible for** monitoring this behaviour policy's effectiveness, approving this policy and holding the headteacher to account for its implementation. The headteacher is responsible for reviewing this behaviour 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.

### **Staff are responsible for:**

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils and take account of pupils' contextual background information
- Recording behaviour incidents using CPOMS

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

### **Parents are expected to:**

- Support their child in adhering to the expectations within this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly through our 'open door' approach, and work cohesively and positively in addressing any concerns alongside school staff

### **Pupils are expected to:**

- Behave in an orderly and self-controlled way
- Show respect towards everyone
- Help make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given and engage in solutions-focussed discussion about repairing choices
- Not behave in a way that damages the schools' reputation, including when outside school
- Behave in accordance with, and demonstrate our school family values

## Rewards and sanctions

Positive reinforcement, rewards, warm relationships and humour will always lay the foundation for excellent behaviour around school and positive behaviours for learning. Our aim should be to show consistency and fairness, and develop a love of and enthusiasm for learning and being together as a school.

We recognise we must seize opportunities to reward brilliance and effort in both behaviour and work. These suggested rewards are not limited, and should be seen as a starting point from which adults can build positive reinforcement.

**Positive behaviour will be rewarded with:**

- Praise
- House points
- Verbal updates to parents
- Special responsibilities/privileges
- In-class systems
- Golden time
- Celebration assembly mentions
- An invitation to the Head’s tea party

The school may use one or more of the following sanctions in response to unacceptable behaviour:

Behaviour	Level 1- minor dealt with by first adult: Class Teacher/ Supervisor / TA	Level 2-moderately serious referred to Middle Leader	Level 3-very serious referred to Senior Leader
<b>Possible consequences</b>	Time out in classroom Loss of breaktime to reflect on values Loss of multiple breaktimes Loss of Golden Time Temporary isolated seating in class Repairing/ cleaning damage Verbal apology Written apology	Loss of lunchtime Loss of multiple lunchtimes Re- doing work Writing the truth Verbal apology Written apology	Internal exclusions- see RBC exclusions tariff External exclusion- see RBC exclusions tariff Formal parent meeting

**When considering consequences, we should also take in account the following.**

Mitigating circumstances (tends to reduce the seriousness of the behaviour)	Aggravating circumstances (tends to increase the seriousness of the behaviour)
Aggravated behaviour Provocation Home circumstances Feeling unwell Remorseful Willing to apologise Admits wrongdoing	Repeated behaviour Enticing others to join in Lack of remorse Unwillingness or refusal to apologise Unwillingness to admit to wrongdoing Continued belligerence

It is imperative that staff use their professional judgement when applying this guidance. The context of each child's circumstance, background and external pressures should play a critical part in how decisions are justified and reached.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **Behaviour management**

### **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
- Reinforce behaviour expectations each term, and ensure children understand and have time to discuss their part in ensuring they aim for the highest standards of behaviour
- Display their own agreed classroom rules which will have been signed by the class and reflect the school family values and this policy
- Develop a positive relationship with pupils, which should 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
  - Establishing personalised approaches to managing behaviour positively
  - Working collaboratively with colleagues and parents to tackle any behaviour which does not meet our high expectations

It is important that we, as the adults, speak to children in the same way as we would speak to another adult; we don't raise our voice or shout unless it is to ensure we are heard; we should be as polite and considerate when speaking to children as we would like to be spoken to ourselves. Encouraging children to be 'nice' to each other should be modelled by every adult in our school. We encourage sympathy and empathy by overtly displaying these traits in our own behaviour. We never humiliate when dealing with children, and should aim for pupils to be able to repair their choices with dignity.

## Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents in the Team Teach log book

## Confiscation

We will 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.

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

## 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. We believe in providing excellent pastoral care to our pupils to support this.

School leaders 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.

## 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 persistent behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

## **Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher. At each review, the policy will be approved by the local governing body.

## **Links with other policies**

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Anti-Bullying policy

## **Appendix 1: written statement of behaviour principles**

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils, staff and parents

We will only use exclusions as a last resort, and use the Reading Borough Council Exclusions Tariff to determine the severity of behaviour, and the exclusion length.

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Appendix 2: Reading Borough Council Exclusions Tariff

<b>STAGE 1 - ASSESS THE LEVEL OF SERIOUSNESS</b> These are given for illustrative purposes only. If the child's behaviour does not appear in any of these columns, use the examples to gauge the appropriate level of seriousness.			
NOT SIGNIFICANT	LOW	MODERATE	HIGH
<ul style="list-style-type: none"> <li>Minor breach of school rule</li> <li>Occasional use of inappropriate behaviour or language (especially where this is overheard and not directed at staff)</li> <li>One-off minor bullying</li> <li>Damaging property (very low value)</li> <li>Theft (very low value)</li> <li>Petulant or "sulky" behaviour</li> <li>Using cell phone against school rules</li> </ul>	<ul style="list-style-type: none"> <li>Minor bullying</li> <li>Pushing or tripping people</li> <li>Minor damage to property or coursework</li> <li>Offensive language or gestures</li> <li>Spitting</li> <li>Failure to carry out member of staff's instructions</li> </ul>	<ul style="list-style-type: none"> <li>Minor assault on pupil but no serious injuries</li> <li>Inappropriate sexualised behaviour</li> <li>Abusive language, behaviour or gestures</li> <li>Tagging - graffiti</li> <li>Theft - moderate value</li> <li>Damaging property - moderate value</li> <li>Defiance of teachers</li> <li>Having (but not using) offensive weapon without lawful reason</li> </ul>	<ul style="list-style-type: none"> <li>Brandishing (but not use) of weapon</li> <li>Any minor assault on member of staff</li> <li>Assault leading to cut or bruising requiring first aid treatment</li> <li>Using school computers to access indecent or offensive material, after clear instructions have been given not to</li> <li>Minor indecent assault</li> <li>Wanton vandalism or destroying or damaging coursework</li> <li>Deliberate refusal to cooperate in class, to the detriment of other's learning or health and safety</li> <li>Possession in school of small quantity of Class B or C drugs, alcohol or other intoxicants</li> <li>Threatening behaviour - placing victim in fear</li> </ul>
			VERY HIGH
			<ul style="list-style-type: none"> <li>Serious assault or wounding (requiring medical treatment)</li> <li>Serious assault on a member of staff</li> <li>Possession of any amount of a Class A drug, or large amounts of Class B or C drugs.</li> <li>Selling drugs or alcohol</li> <li>Sabotage of safety equipment - e.g. rendering a fire extinguisher unsafe or unusable</li> <li>Higher value property destruction</li> <li>Persistent and targeted racist or sexist behaviour</li> <li>Distributing racist or offensive materials</li> <li>More serious indecent assault</li> <li>Affray or brawling (as part of a group)</li> </ul>

STAGE 2 - MITIGATING & AGGRAVATING CIRCUMSTANCES <b>Mitigating circumstances</b> will tend to reduce the seriousness of the behaviour. <b>Aggravating circumstances</b> will tend to increase the seriousness of the behaviour.	
MITIGATING CIRCUMSTANCES	AGGRAVATING BEHAVIOUR
<b>Behaviour</b> <ul style="list-style-type: none"> <li>• One-off or spur of the moment</li> <li>• No previous behavioural problems</li> <li>• Acting out of character</li> <li>• Behaviour largely out of classes</li> <li>• Acting alone</li> <li>• Although acted as part of a group, played a lesser role</li> <li>• Acted only as a result of bullying or other peer pressure</li> </ul>	<b>Behaviour</b> <ul style="list-style-type: none"> <li>• Previous record of similar behaviour</li> <li>• Targeted or premeditated</li> <li>• Recklessness of behaviour</li> <li>• Deliberate but more prolonged, persistent, repeat or reckless behaviour</li> <li>• Racist or sexist language or gestures</li> <li>• Acting as part of a group</li> <li>• Pressuring others to "offend", or covering up for others</li> <li>• Intimidation of victims or witnesses</li> </ul>
<b>Attitude</b> <ul style="list-style-type: none"> <li>• Apologises to victim/s</li> <li>• Where there has been a financial loss, offers to make compensation</li> <li>• Offers to make restitution or take part in restorative justice activity</li> </ul>	<b>Attitude</b> <ul style="list-style-type: none"> <li>• No acknowledgement of wrong doing despite clear evidence</li> <li>• Pupil appears to be indifferent to consequences</li> <li>• Boasting about behaviour</li> </ul>
<b>Child</b> <ul style="list-style-type: none"> <li>• New pupil in school</li> <li>• Child is from a vulnerable group, e.g. Asylum seeker, or looked after child</li> <li>• Behaviour arising out of special educational needs, medical condition or disability</li> <li>• Age and understanding of the child</li> <li>• No previous support put in place</li> </ul>	<b>Circumstances</b> <ul style="list-style-type: none"> <li>• Whilst on a school journey</li> <li>• Breaking into school premises</li> <li>• Bringing outsiders on to school site to carry out antisocial or illegal behaviour</li> <li>• Committed on school site whilst already excluded</li> <li>• Under the influence of drugs or alcohol</li> <li>• Use of weapons</li> </ul>
<b>Family</b> <ul style="list-style-type: none"> <li>• Ongoing family pressures or other stressors or major changes</li> <li>• Death or imprisonment of close family member</li> <li>• Mental health of parents</li> <li>• Domestic violence</li> <li>• Discloses child protection concerns</li> </ul>	<b>Victim</b> <ul style="list-style-type: none"> <li>• Directed at teaching or support staff</li> <li>• Victim is from a vulnerable group, e.g. Asylum seeker, looked after child, disabled</li> <li>• Refuses to see point of view of victim</li> </ul>
<b>Already punished for the incident</b> <ul style="list-style-type: none"> <li>• Arrested by police for incident, and either charged or given final warning</li> </ul>	

**STAGE 3 - WHAT HAS THE SCHOOL DONE TO CHANGE THE CHILD'S BEHAVIOUR?**

DCSF guidance requires schools to support children at risk of exclusion.

Unless the circumstances are very serious, schools should not normally proceed to permanent exclusion unless support measures have been put in place.

LESS SERIOUS BEHAVIOUR	MORE SERIOUS BEHAVIOUR
<ul style="list-style-type: none"> <li>• Check that a Home School Agreement is in place and that the child understands what they have signed up to</li> <li>• Discussion with child to ascertain whether anything school can do to help</li> <li>• Discussion with parents, .e.g. at parent's evening or where more serious behaviour, call special meeting</li> <li>• Set up a Pastoral Support Programme</li> <li>• If child has SEN, review IEP</li> <li>• Referral to Behaviour Support, if persistent</li> <li>• Referral to multi-agency team</li> <li>• Has internal exclusion been considered?</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to specialist agency - such as learning mentor, counselling, LINKS, Educational Psychologist</li> <li>• For children aged 13 and over, referral to specialist Connexions PA, or other specialist agency (including Youth Offending Team)</li> <li>• Where a child has been arrested for the matter, contact YOT and consider respite at ChESS if the offence represents a risk to pupils</li> <li>• Initiate CAF</li> </ul>

STAGE 4 - GUIDELINES FOR ACTION (These are given for illustrative purposes only.)

The sanction should not reflect only the level of behaviour but depend as well on any aggravating and mitigation circumstances, including a history of similar behaviour, and the measures that the school has used to address the child's behaviour.

NOT SIGNIFICANT	LOW	MODERATE	HIGH	VERY HIGH
<ul style="list-style-type: none"> <li>Follow sanctions set out in school behaviour policy</li> </ul>	<ul style="list-style-type: none"> <li>No exclusion - detention or loss of privileges</li> <li>Internal exclusion for 1 to 2 days</li> <li>If repeat offence, internal exclusion of 2 to 5 days</li> <li>If not already in place, a Pastoral Support Plan should be set up</li> </ul>	<ul style="list-style-type: none"> <li>Internal exclusion for 2 to 5 days</li> <li>If repeat offence consider internal exclusion 5 to 10 days or external exclusion for 1 to 2 days</li> <li>Consider phased reintegration to lessons</li> <li>If not already in place, PSP or other support programme must be set up</li> <li>Home-School Parental agreement confirmed and reissued</li> <li>Consider referral to respite programme</li> <li>Where victim agrees, a restorative justice conference</li> </ul>	<ul style="list-style-type: none"> <li>If child aged ten or more, consider contacting police</li> <li>Fixed term exclusion 3 to 5 days</li> <li>Consider 1 to 5 days internal exclusion following readmission to enable focused integration</li> <li>If not already in place, PSP or other support programme must be set up</li> <li>For SEN/looked after students call early annual review or PEP meeting</li> <li>Local Authority Parental agreement confirmed and reissued</li> <li>Parenting Order – LA application but it needs discussion with Heads as they may need to attend court</li> <li>If repeat offence and EP/behaviour support interventions have not resulted in improvement, consider a managed move or, in exceptional circumstances, permanent exclusion</li> <li>Consider initiating a rapid response meeting</li> <li>Where victim agrees, a restorative justice conference</li> </ul>	<ul style="list-style-type: none"> <li>External exclusion of 5 days followed by 5 to 10 days of internal exclusion to enable focused reintegration</li> <li>Consider managed move following rapid response meeting</li> <li>Consider inviting parent/student to a formal meeting with senior staff and one governor to explain this is the last chance and refresh PSP.</li> <li>For SEN/looked after students call early annual review or PEP meeting</li> <li>Permanent exclusion</li> <li>Where a serious criminal offence has been committed, contact the police</li> </ul>