

Catton Grove Primary School



Behaviour and Inclusion Policy

Approved by:

Catherine Lorne -
Headteacher
Darren Woodward-
Chair of Governors

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Last reviewed on:

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1. School Vision and Motto

At Catton Grove, we are an **inclusive, diverse, caring school** where every child is valued, supported, and inspired to achieve their very best. We nurture **confident, kind, and resilient learners** who feel safe, respected, and ready to succeed.

Through high-quality teaching and a **broad and ambitious curriculum**, we empower children from Nursery to Year 6 to discover their talents, develop their character, and enjoy learning. We **celebrate individual's achievements and progress**, recognising that **success looks different for every child**.

Guided by kindness and high expectations of behaviour, all staff uphold and share this ambition, working together as a community to **remove barriers to learning**, support social and emotional wellbeing, and ensure that **every child belongs, thrives, and reaches high**.

Our core foundation is our school motto: **Be Kind, Work Hard, Aim High!**.

All staff share this ambition, working as a community to remove barriers to learning and ensure every child belongs, thrives, and "reaches high".

2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour in a calm, safe, and supportive environment.
- Establish a consistent whole-school approach to behaviour management.
- Outline clear expectations and consequences that reflect the values of the school.
- Define unacceptable behaviour, including bullying and discrimination.

3. Legislation and Statutory Requirements

This policy is based on Department for Education (DfE) advice regarding behaviour and discipline in schools (2016/2022), the Equality Act 2010, Children's and families Act 2014, Keeping Children Safe in Education, and the SEND Code of Practice.

4. Roles and Responsibilities

- **The Governing Board:** Responsible for monitoring the policy's effectiveness and holding the headteacher to account for its implementation.
- **The Headteacher:** Responsible for approving the policy and ensuring staff deal effectively and consistently with behaviour.
- **Staff and volunteers:** Responsible for creating a safe environment, modelling expected behaviour, and implementing the policy consistently while providing a personalised approach for specific needs.

- **Pupils:** Expected to follow the school rules and routines, understanding both the rewards for meeting standards and the consequences for not doing so.
- **Parents/Carers:** Should support their child in adhering to the policy and inform the school of any changes that may affect their child's behaviour.

5. Catton Grove Pupil Code of Conduct

At Catton Grove Primary, we follow our school motto in everything we do. To ensure our school is a safe, caring, and happy place to learn, we agree to:

1. Be Kind

- **Be polite and courteous** to all pupils, staff, and visitors at all times.
- **Show respect** for one another, valuing our diverse school community.
- **Act without verbal or physical aggression**, choosing to use kind words and hands.
- **Be helpful and thoughtful**, looking out for others who might need support.
- **Talk through problems** and misunderstandings calmly with adults or peers.
- **Respect property**, taking care of our school building and the personal belongings of others.

2. Work Hard

- **Listen carefully** to instructions and follow them the first time.
- **Co-operate** in all aspects of school life, working well with your teachers and classmates.
- **Complete all classwork** to the best of your ability, showing focus and determination.
- **Help everyone learn** by behaving in a way that allows the whole class to stay on task.
- **Move quietly and safely** around the school corridors and buildings.
- **Be resilient**, even when work is challenging, and keep trying your best.

3. Aim High

- **Show ambition** by always trying to achieve something new and challenging.
- **Take pride** in your work, your character, and your school.
- **Aim for excellent attendance and punctuality**, arriving at school on time every day, ready to learn and reach your full potential
- **Be ready to learn** by wearing the correct school uniform and having the right attitude.
- **Take responsibility** for your own actions and your own safety.
- **Accept responsibility** for your behaviour, including accepting sanctions when they are given.
- **Be a role model** for our school values, even when you are outside the school gates.

6. Creating a positive classroom culture

To create a positive culture that promotes excellent behaviour and ensures every child feels safe and respected, staff at Catton Grove Primary School will root their classroom management in the **Three Pillars: Being Kind, Working Hard, and Aiming High**.

Teaching and support staff are responsible for setting the tone and context for positive behaviour by implementing the following strategies aligned with our motto:

❖ **Being Kind: Building Relationships and Respect**

Staff will foster an inclusive, caring environment where every child is valued. To achieve this, staff will:

- **Develop positive relationships** with pupils by greeting them every morning and concluding each day on a positive note to ensure a fresh start the next morning.
- **Model kindness and respect** in every interaction, acting as role models for positive relationships.
- **Avoid negative interactions** that undermine a positive culture, such as aggressive shouting, sarcasm, ridicule, or the use of "put downs".
- **Focus on the action, not the child**, ensuring that challenges to behaviour are professional and do not involve negative comments about a pupil's character.

❖ **Working Hard: Establishing Routines and Engagement**

To ensure a calm and safe learning environment where all pupils can succeed, staff will:

- **Establish and maintain clear routines** and boundaries, agreeing on class rules with pupils at the start of the year so everyone understands the "how" and "when" of classroom life.
- **Teach the behaviour curriculum** explicitly, communicating expectations and standards through every interaction and displaying rules clearly within the classroom.
- **Use positive reinforcement** and the Dojo system to catch pupils "Working Hard," providing immediate recognition for those who follow instructions carefully and complete classwork to their best ability.
- **Plan for low-level disruption** with a predictable "Step On" approach, ensuring that any misbehaviour is challenged in a consistent, fair, and proportionate manner.

❖ **3. Aiming High: Inspiring Ambition and Growth**

Staff share the ambition that every child can "reach high" and achieve their best. To support this, staff will:

- **Create a stimulating and engaging environment** that empowers children to discover their talents and develop their character.

- **Highlight and promote good behaviour** that goes "above and beyond," using rewards like the Ambition Bell or special responsibilities to celebrate success.
- **Provide a personalised approach** for pupils with specific behavioural, SEND, or SEMH needs, using Positive Behaviour Support plans to remove barriers to learning and help them achieve their targets.
- **Maintain high expectations** for all, consistently challenging pupils to meet the school's standards while ensuring that no groups are disproportionately impacted by sanctions.

7. Classroom rules

The **three Pillars** of the school motto provides a clear, memorable framework for both children and staff to create their classroom rules. **The Golden Rule is "Be Kind, Work Hard, Aim High!"**

This is an example of what the agreed classroom rules may look like

1. Be Kind

- **Use kind words and hands:** Act without verbal or physical aggression.
- **Show respect:** Be polite to everyone and value our diverse school community.
- **Look after our school:** Respect personal property and treat the building with care.

2. Work Hard

- **Listen and follow:** Listen carefully to instructions and follow them the first time.
- **Stay focused:** Be prepared to co-operate and complete your classwork to the best of your ability.
- **Help others learn:** Behave in a way that allows everyone in the class to stay on task.

3. Aim High

- **Be ready to succeed:** Wear the correct uniform and aim for excellent attendance and punctuality.
- **Take pride:** Show ambition in your learning and be a positive role model for the school.
- **Be resilient:** Accept responsibility for your own actions and keep trying, even when things are challenging.

8. Celebrating Success: The Reward System

When a pupil's behaviour meets or goes above and beyond expectations, staff will recognise it with positive reinforcement to reinforce the school's culture.

The primary reward system is centred on the school motto. Dojo points are specifically awarded for:

1. **Being Kind.**

2. **Working Hard.**
3. **Aiming High.**

Pupils can receive 2 'Grover' Dojo's if they do not receive a reminder throughout the week because they have consistently demonstrated the school motto. If a pupil is away for more than two days they can receive 1 'Grover' Dojo if they do not receive any reminders. Pupils can attain an additional 100% attendance Dojo for the week.

Additional Rewards include: Verbal praise, stickers, ringing the **Ambition Bell**, certificates, and special responsibilities.

9. Whole School celebrations of behaviour

The school's weekly celebrations are designed to celebrate individual achievements and progress, ensuring that success is recognised for every child. These celebrations are structured around the school motto, "**Be Kind, Work Hard, Aim High!**", which serves as the foundation for the school's culture and reward system.

❖ **Be Kind: The Headteacher Kindness Award**

Aligned with the first pillar of the school motto, "**Be Kind,**" the **Headteacher Kindness Award** rewards pupils who embody the school's inclusive and caring vision. Children selected for this award enjoy a **Hot Chocolate or a Nicey Icey** as a special recognition of their kindness toward others.

❖ **Working Hard and Aiming High: Academic Awards**

The school uses several weekly awards to celebrate pupils who are both **Working Hard** in their lessons and **Aiming High** with their personal goals:

- **Core Value certificate:** Awarded to children demonstrating the monthly Core Value
- **Writers of the Week:** Celebrating high-quality work and progress in writing.
- **Times Table Award:** Recognising hard work and dedication to mastering mathematical skills.
- **Home Learning Award:** Rewarding pupils who show independence and commitment to learning outside of school hours.
- **Accelerated Reader:** Celebrating those who aim high and achieve 100% in their reading journey and discover the joy of books.
- **Top Table Award:** Recognising manners in the dinner hall, children enjoy eating their lunch on Top Table on a Friday

These assemblies provide vital positive recognition, reinforcing a culture where every child feels valued, supported, and inspired to reach their full potential.

10. Responding to Behaviour: The 5-Stage Framework (Years 1–6)

To ensure a consistent approach, the school follows a five-stage framework for managing inappropriate behaviour. See Appendix 2 for Behaviour Consequence chart.

Stage Level	Examples of Inappropriate Behaviour	Consequences
Stage Reminder 1	Talking when quiet is expected, not following instructions, running inside, swinging on chairs, or off-task behaviour.	Dealt with by class teacher. One instance receives a verbal reminder; two instances receive a written reminder .
Stage Reset 2	Persistent Stage 1 behaviours (3 warnings), answering back, disrupting others, throwing things, or leaving the room without permission.	Dealt with by Year Lead. Sent for a reset and spoken to using the "Be Kind, Work Hard" framework. Pupil misses 10 minutes of break or lunch .
Stage Reflection 3	Persistent Stage 2 behaviours, swearing, fighting, stealing, discriminatory remarks, or using IT for inappropriate content.	Dealt with by SLT. Pupil spends 30 minutes at lunch in the Reflection room . Incident recorded on CPOMS and parents informed by phone.
Stage Removal 4	Serious physical aggression/violence, bullying, verbal abuse toward an adult, or leaving school without permission.	Dealt with by SLT. Pupil stays in the Reflection room for the duration of lunch and receives an internal suspension in another classroom. Parents meeting arranged.
Stage Serious 5 Breach	Persistent breaches where the pupil's presence is detrimental to the education or welfare of themselves or others.	Dealt with by the Headteacher. May result in Suspension or Permanent Exclusion following consultation with Inclusion.

*If a child receives more than three Stage 3 behaviours in a half-term, they will be placed on a **Report Card** for at least four weeks. This is monitored by SLT at lunch and at the end of the day.*

11. Staff Professionalism and Consistency

In all interactions, staff must avoid inconsistency, negative comments about a person, aggressive shouting, sarcasm, or punishing a whole group. The focus should always be on challenging the action rather than labelling the child.

12. Supporting Pupils with SEND and SEMH

The school recognises that behaviour may be impacted by a special educational need or disability (SEND).

- **Reasonable Adjustments:** Staff must consider if a pupil's SEND impacted their behaviour before applying sanctions.

- **Support Plans:** Identified pupils may have **Positive Behaviour Support plans** detailing specific triggers and support strategies.
- **Preventative Measures:** These may include planned movement breaks, timers, or use of sensory zones/nurture rooms.

The current policy integrates the **Norfolk Step On** approach and specific protocols for pupils with Special Educational Needs and Disabilities (SEND) to ensure that behaviour management is therapeutic, inclusive, and legally compliant.

Norfolk Step On Principles

All staff are trained in **Norfolk Step On**, an evidence-based strategy that focuses on positive behaviour strategies rather than just sanctions. The core principles include:

- **Emphasis on De-escalation:** Using pre-arranged scripts and phrases to prevent behaviour issues from escalating.
- **Behaviour Analysis:** Understanding the "why" behind a behaviour to plan effective interventions.
- **Differentiated Planning:** Ensuring that behaviour management is not "one size fits all" but is adapted to the needs of the individual child.
- **Physical Interventions:** While "Step On" provides guidance for everyday physical interventions, **Norfolk Step Up** is specifically used for restraint by named, trained staff, and is always a last resort.

13. Responding to Misbehaviour from Pupils with SEND

The school recognises that a pupil's SEND may impact their behaviour. When incidents arise, the school follows these steps:

- **Case-by-Case Assessment:** Decisions on whether a pupil's SEND contributed to an incident are made individually, balancing the school's legal duties under the **Equality Act 2010** and the **Children and Families Act 2014**.
- **Three Key Questions:** Before applying any sanction, staff must consider:

Does the child's SEN make it so the child is

1. unable to understand the rule or instruction?
2. unable to act differently at the time due to their SEND?
3. likely to behave aggressively because of their particular SEND?

*If the answer to any of these is **yes**, then the sanction should be discussed with Adam Greenall AHT for Inclusion and / or Cathy Bryan SENCo*

Support Plans and Preventative Measures

To support pupils with SEND or Social, Emotional and Mental Health (SEMH) needs, the policy outlines several proactive tools:

- **Positive Behaviour Support Plans:** Detailed plans that explain how to support a child with specific behaviours.
- **Positive Communication Plans (PCP):** Created by the SENCo and Class Teacher for pupils with persistent challenging behaviour. These identify "difficult/dangerous" behaviours, potential triggers, and provide an **agreed script** for staff to follow.
- **Anticipating Triggers:** Staff work to remove barriers by using:
 - **Short, planned movement breaks.**
 - **Visual timers** to help pupils follow instructions.
 - **Separation spaces**, such as sensory zones or nurture rooms, for emotional regulation during sensory overload.
 - **Adjustments to seating or uniform** (e.g., for pupils with sensory issues).

Pupils with EHC Plans

For pupils with an **Education, Health and Care (EHC) plan**, the school is legally required to secure the provisions set out in the plan. If behaviour becomes a significant concern, the school will contact the local authority and may request an **emergency review** of the plan.

14. Positive Handling

At Catton Grove Primary School, **Positive Handling** refers to a range of interventions involving physical contact with pupils, which are used as a last resort to ensure safety and order.

Circumstances for Use

Staff have a duty to use restraint or reasonable force only when necessary to prevent a pupil from:

- **Hurting themselves or others.**
- **Causing disorder among pupils at the school, whether during a teaching session or otherwise**
- **Damaging property.**
- **Committing an offence.**

Core Principles of Application

When physical intervention is required, it must adhere to strict safety and ethical standards:

- **Last Resort:** It should only be used after de-escalation techniques have been exhausted.
- **Minimum Force:** Applied using the least amount of force necessary for the shortest possible time.
- **Dignity and Safety:** Conducted in a way that maintains the safety and dignity of everyone involved.
- **No Punishment:** Physical force must **never** be used as a form of punishment.

Training and Methodology

The school utilizes the **Norfolk Step On** and **Step Up** frameworks:

- **Norfolk Step On:** All staff are trained in these evidence-based principles, which focus on de-escalation, behaviour analysis, and safe "everyday" physical interventions.
- **Norfolk Step Up:** Only **named staff** who have received specific "Step Up" training are authorized to restrain children. This training is updated annually.

Recording and Vulnerabilities

- **Reporting:** Every incident of restraint must be formally recorded and reported to the pupil's parents.
- **SEND and Vulnerabilities:** Before using force, staff must carefully consider a pupil's specific vulnerabilities, including **SEND, mental health needs, or medical conditions**. Pupils with identified SEMH needs may have specific **Positive Behaviour Support plans** that outline how to manage these situations safely.

15. Mobile Phone and Smartwatches

At Catton Grove Primary, we recognise that some pupils may bring mobile devices to school; however, to maintain a calm and safe learning environment, the following rules apply:

- **Hand-In Procedure:** All mobile phones must be **handed to an adult at the start of the day**.
- **Secure Storage:** Devices will be kept in a **secure locked area** and returned to pupils only after they have been dismissed by their teacher at the end of the school day.
- **Restricted Use:** Pupils are **not permitted to use mobile devices** during lessons, while on-site before or after school, or during any school-organised clubs or activities.
- **Smartwatches:** These must be placed on **airplane mode** while on the school premises.
- **Aiming for Safety and Focus:** These rules are in place to help pupils **focus on their learning** without distraction and to prevent the viewing or sharing of inappropriate content or the harassment of peers.
- **Exceptions:** The only exception to these rules is when a pupil requires their device for a **specific medical purpose**.

Important Notes:

- **Liability:** The school is **not liable** for any loss or damage to a pupil's personal mobile phone.
- **Breach of Policy:** If a pupil is found using a device in breach of these rules, the phone will be **confiscated**, and a **parent or carer will be required to collect it** from the school.
- **Acceptable Use:** Any permitted use of mobile technology must always align with our school's "ICT and Acceptable Use Policy".

Prohibited items—including weapons, alcohol, illegal drugs, and tobacco—are strictly forbidden and may result in confiscation or searching.

17. Off-site Misbehaviour

The school applies sanctions for misbehaviour off-site when a pupil is **identifiable as a member of the school**, such as when wearing uniform or travelling to and from school. Sanctions are also applied if the conduct occurs during school-organised activities like trips. Furthermore, the school may take action if off-site behaviour poses a **threat to another pupil**, adversely affects the school's reputation, or has repercussions for the orderly running of the school.

18. Online Behaviour

Sanctions are issued for online misbehaviour when it causes **harm or poses a threat** to another pupil. This includes instances that adversely affect the school's reputation or if the pupil is clearly identifiable as a member of the school. Online sexual harassment, such as sharing **nude or semi-nude images** or sending unwanted sexual messages, is treated as serious misbehaviour.

19. Suspected Criminal Behaviour

When criminal behaviour is suspected, the school makes an initial assessment to determine if it should be **reported to the police**. If a report is made, a member of the Senior Leadership Team (SLT) or the Safeguarding Lead handles the communication and preserves relevant evidence. The school may continue its own internal investigation and enforce sanctions as long as they do not conflict with police action.

20. Sexual Harassment and Violence

The school maintains a **zero-tolerance approach** to sexual harassment and violence, ensuring all reports are met with a proportionate and supportive response. This includes addressing unwanted sexual comments, jokes, or physical behaviour like interfering with clothes. Responses are decided on a case-by-case basis and may include managing the incident internally or referring it to **children's social care or the police**.

21. Malicious Allegations

If a pupil is found to have **deliberately invented** a malicious allegation against a staff member or another pupil, the school will consider disciplinary action. In such cases, the school also evaluates whether the pupil who made the false allegation is **in need of help** or if the allegation was a "cry for help," potentially leading to a referral to social care. The pastoral needs of the accused individual are also prioritised.

22. Suspensions and Exclusions

Suspension and permanent exclusion are considered a last resort and are used only for serious incidents or persistent poor behaviour that has not improved through other interventions.

- **Stage 4 (Removal):** Serious aggression or bullying can lead to an **internal suspension**, where a child learns in isolation in another Year Leader's classroom.
- **Stage 5 (Serious Breach):** The decision to suspend or permanently exclude a pupil is made solely by the **Headteacher**.

- **Reintegration:** Following a suspension, parents are required to attend a meeting with the school to agree on an **action plan** before the pupil returns. Exclusions are carried out in accordance with the school's specific exclusions policy and statutory guidance.

23. Monitoring and Review

Behaviour data, including incidents and suspensions, is analysed every term by the Deputy Headteacher. This analysis ensures the policy is applied fairly across all age groups and protected characteristics. Acknowledge that the tailored report was created.

Appendix 1: **Written Statement of Behaviour Principles**

The Three Pillars of our Principles

1. Be Kind: The Right to Feel Safe and Respected

- **Safety and Respect:** Every pupil and staff member has the right to feel safe, valued, and respected. We believe in an environment free from disruption, bullying, or any form of discrimination.
- **Inclusivity:** We celebrate diversity and ensure all visitors, staff, and pupils are treated with kindness and equity.
- **Zero Tolerance:** Violence or threatening behaviour will not be tolerated under any circumstances.

2. Work Hard: Responsibility and Consistency

- **Modelling Excellence:** Staff and volunteers must always set an excellent example of the behaviour and routines we expect from our pupils.
- **Acceptance of Responsibility:** Pupils are supported and encouraged to take full responsibility for their actions and the choices they make.
- **Consistent Management:** Both rewards (Dojos, Ambition Bell) and sanctions (5-stage framework) must be applied consistently and fairly by all staff.

3. Aim High: Ambition for All

- **High Expectations:** We maintain high expectations of behaviour and effort, ensuring every child is "ready to succeed" and "reaches high" to achieve their very best.
 - **Exclusions as a Last Resort:** We aim to support every child to remain in school; suspensions and exclusions are used only as a last resort in response to serious breaches.
 - **Collaborative Community:** We work in partnership with families, involving them in behaviour incidents to foster strong relationships between home and school life.
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Appendix 1: Catton Grove Primary Behaviour Chart



	Inappropriate behaviours	Consequences
Stage 1 (Reminder)	- Not following simple instructions - Talking when expected to be quiet - Swinging on chairs - Raised voiced inside, both in classroom and in the corridor - Not joining in an activity during learning time - Not tidying up - Running inside - Off-task behaviour during teacher instruction (ie fidgeting with objects)	Dealt with by class teacher - One instance of this, the child will receive a verbal reminder, two instances receive a written reminder.. - Teachers should have an internal system of recording reminder- ie laminated sheet for the week. - If children are caught running inside they will be asked to go back and walk
Stage 2 (Reset)	- Persistent stage 1 behaviours (x3 reminders) Or one instance of the following - Answering back or arguing with an adult - Running or walking away from a teacher - Disrupting the learning of others - Throwing things in the classroom *Leaving the room without permission - Refusing to follow instructions - Being deliberately unkind to others - Disrupting other children's playground games - Being inside without permission at playtime	Dealt with by Year lead - On the third reminder in one session ie morning or afternoon the child will be sent to the Year Leader for reset with a Reset card - They will spoken to using the framework Be Kind, Work Hard, Aim High and return with the Sunflower side of the card. - The child will miss 10 minutes of their break or lunch. If the behaviour occurs during the afternoon session this will happen during the following day breaktime. - This is practically managed by Year leaders pairing up - Recorded on CPOMs as a 'Reset'

			*Year Lead will determine whether it constitutes Stage 2 or 3
Stage 3 (Reflection)	- Persistent Stage 2 behaviours Or *Swearing *Discriminatory remarks, including those about the race, culture, religion, gender or sexuality of others *Intentionally damaging school resources or other people's property *Stealing *Fighting - Physical aggression and/or retaliation *Persistent refusal to participate - Challenging an adult (- persistently answering back or arguing) *Being abusive or threatening to others *Using the school's IT devices to search for inappropriate content *Inappropriate sexualised comments or behaviour towards others *Leaving the room without permission *Being abusive or threatening to others	Dealt with by SLT - Two instances of stage 2 behaviours in one day - Or once instance of Stage 3 behaviour *SLT will determine whether it constitutes Stage 3 ,4 or 5 - Child sent to see SLT – KS2 children will spend time in the Reflection room for 30 mins at lunch (the room will be open 12:15-1:00pm). KS1 children will spend 15 -30mins determined by SLT. - This will be managed by SLT on a rota - The children will complete a Reflection record, adults will support with this where necessary - Teacher or Year Lead inform parents by phone conversation determined by SLT. - All Stage 3 behaviour incidents recorded on CPOMS as Reflection - If a child receives more than x3 Stage 3 behaviours in a half term then the child goes on Report- Year Leader and a member of SLT will arrange a meeting with parents and child to discuss and agree target from Stage 1 and 2 behaviours list for a Report Card for at least a period of 4 weeks. Child will report to Reflection room at lunch and SLT office at the end of the day - behaviour policy still followed (ie child gets a verbal reminder before a written reminder- Reminders are recorded as a R / Reset is written.	

Stage 4 (Removal)	• Persistent Step 3 behaviours or • Discriminatory remarks, including those about the race, culture, religion, gender or sexuality of others • Verbal abuse and/or physical aggression towards an adult • *Leaving the room without permission • *Leaving school without permission • Bullying others (this is persistently targeting another child either physically or emotionally, in person or online, and on more than one • Serious physically aggression • Serious physical violence resulting in injury • Intentionally damaging school resources or other people's property • *Persistent refusal to participate • *Using the school's IT devices to search for inappropriate content	Dealt with at SLT • Child sent to see SLT - child will spend time in the Reflection room for the duration of their lunch (the room will be open 12:15-1:30pm) • And an internal suspension, learning in another Year Leader's classroom, in isolation (work to be set by class teacher) • SLT call home and/or arrange meeting with parent
Stage 5	A serious breach or persistent breaches of the school behaviour policy where the child's behaviour means allowing them to stay in school that allowing them to stay in school would be detrimental to the education or welfare of the pupil or others in school	Dealt with by the Headteacher or the SLT team Suspension or Permanent exclusion Conversations with Inclusion

Report Card

If a child is being monitored through a Report card –

A meeting is held with parents and SLT/Year Lead and a review meeting after 4 weeks

It records positive behaviours no more than 3 targets.

The targets should come under the 3 golden rules, Be Kind, Work Hard, Aim High

Resets/ Reflections/ Remove are recorded in the comment section of the report.

Daily rewards are built in for a positive day.

If a child's behaviours are not improving after 4 weeks a number of strategies considered, including an extension of report or a positive communication plan.

Approved by: The Governing Board of Catton Grove Primary School. **Review Cycle:** This statement is reviewed and approved annually.