

## Behaviour and Relationships Policy

At St Mary's CE Primary School, its Breakfast and After School Clubs, all policies and procedures reflect the caring Christian family ethos of the school and its Mission Statement and Values 'Faith, Family, Future - Building a positive future for all, as part of God's loving family'. *St Mary's is a UNICEF Rights Respecting School which prides itself in providing equal opportunities for all members of its family regardless of SEND, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have the right to a learning environment which dispels ignorance, prejudice or stereotyping.*

This policy supports staff, pupils and parents in helping to embed and develop the ethos further. This policy is made available through the school's website and a paper copy is available on request. The school will take reasonable steps to provide the policy in other languages e.g. as a result of a parental request.

### 1. Intent

This policy aims to:

- Provide a consistent approach to behaviour management based on an agreed set of values and positive relationships between staff, pupils and families
- Outline expectations of pupil behaviour
- Define what we consider to be undesired behaviour, including bullying and child-on-child abuse
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour and relationships management
- Establish that all members of the school community are responsible for creating a positive, safe environment in which unwanted behaviours are not tolerated and in which pupils are safe, feel safe and everyone is treated respectfully.
- Outline our system of recognition of desired behaviours and our approach to dealing with undesired behaviours

### 2. Legislation and statutory requirements

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

- [Behaviour in schools 2022](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Keeping Children Safe in Education September 2022](#)

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

In addition, this policy is based on:

- [Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils](#)
- [Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a Behaviour and Relationships Policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property](#)
- [DfE guidance explaining that maintained schools should publish their Behaviour and Relationships Policy online](#)
- [Mental Health and Behaviour in Schools](#)
- [School Suspensions and Permanent Exclusions](#)

### 3. Principles

This Behaviour and Relationships Policy is based on the following principles:-

- School Values are at the heart of all practice.

- Behaviour management is based on positive relational practice (as illustrated in Paul Dix ‘When the adults change, everything changes’).
- Children and adults displaying desired behaviours, in line with the school values will be recognised with specific praise for their effort by all adults and children within the organisation
- All behaviour is a form of communication and reflects the emotions a child is experiencing. St Mary’s School will endeavour to meet the needs of all pupils within a caring, Christian ethos with an expectation of positive behaviour choices, encouraging children to regulate their emotions.
- Where children have additional needs which impact on their behaviour, school will make every effort to support them whilst maintaining the safety and well-being of all pupils and staff. External support and advice will be sought where necessary.
- A whole school, positive approach to behaviour management including individual strategies where appropriate based on the school values
- A balanced system of recognition of positive behaviours to support pupils in developing resilience, regulation, self-determination and responsibility for their own actions.
- Undesired and unsafe behaviours will be addressed through support systems involving reinforcement of desired behaviours and the teaching of self-regulation. In case of serious incidents of undesired behaviour, sanctions may be required. Plans for development of desired behaviours will be put in place in collaboration with parents/carers.
- Use of embedded systems to support children with self-regulation e.g. Zones of Regulation and Reflection Time.
- All children have access to pastoral support, either with class staff or with the pastoral team where necessary.
- A collaborative approach between school, pupil and home to support a positive behaviour ethos.
- Early identification of specific issues which may impact on emotions and behaviour.
- High expectations of behaviour standards for all, in line with the school values.
- *Opportunities for restorative practice e.g. Emotion Coaching and Reflection Time. Pupils and adults will be encouraged to reflect upon their actions and where appropriate, complete a Reflection Time form to help them focus on taking responsibility for their actions and move forward (see Appendix 2).*

#### 4. Definitions

**Desired Behaviours** are defined in accordance with the school values as:

- Having faith in ourselves and other (showing resilience and determination)
- Showing support, respect and care for each other
- Learning and living without limits (challenging ourselves and aiming for personal bests)
- All members of the community are expected to be ‘ready, respectful and safe’ at all times.

For further information please see Section 6.

**Undesired behaviours** are defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude e.g. rudeness, answering back, defiance, refusal to accept a sanction
- Breach of the school values
- Failure to observe health and safety regulations
- Inappropriate online behaviours

Children demonstrating undesired behaviours will be supported by reinforcement of positive behaviours and reminders of expectations.

**Serious undesired behaviours** are defined as:

- Repeated breaches of the School Values
- Any form of bullying including online
- Child-on-child sexual violence and sexual harassment e.g. sexual assault, which is any unwanted sexualised behaviour that causes humiliation, pain, fear or intimidation
- Vandalism

- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These may include: mobile phones, knives or weapons, stolen items, electronic devices, including games, laser pens, aerosols, chewing gum, sweets, any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Homophobic	Bullying which relates to the sexuality of an individual
Transgender	Bullying which relates to the gender identity of an individual

## 5. Roles and responsibilities

### 5.1 The Governing Body

The Governing Body of St Mary's CE Primary School is responsible for reviewing and approving the Behaviour and Relationships Policy. It is also responsible at a strategic level for its implementation.

The Governing Body will review this Behaviour and Relationships Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

## 5.2 The Headteacher

The Headteacher is responsible for reviewing this Behaviour and Relationships Policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles. The Headteacher will also approve this policy and is responsible for its day-to day implementation.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with undesired behaviour, and will monitor how staff implement this policy to ensure recognition and sanctions are applied consistently. The Headteacher has a legal duty to ensure its Behaviour and Relationships Policy is available for parents on the school website and as a hard copy if required.

Training on the Behaviour and Relationships Policy takes place as part of induction and is revisited regularly as part of staff CPD.

The Headteacher is responsible for monitoring and analysing incidents of behaviour and reporting to the governing body.

## 5.3 Staff

'Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.' DfE Behaviour in Schools September 2022.

Staff are responsible for:

- Implementing the Behaviour and Relationships Policy consistently in line with the school values
- Creating class Charters each year in line with the school values and the UN convention of the rights of the child
- Modelling positive behaviours and relationships at all times
- Providing a personalised approach to the specific emotional and behaviour needs of particular pupils
- Recording behaviour and emotion incidents on CPOMs
- Communicating regularly with parents/carers regarding desired and undesired behaviours.

The senior leadership team will support staff in promoting and recognising desired behaviours.

## 5.4 Parents

Parents are expected to:

- Support their child in adhering to the 'Working Together in Partnership Agreement', based on the school values
- Working closely with and supporting the school
- Inform the school of any changes in circumstances that may affect their child's behaviour/emotions
- Discuss any behaviour concerns with school staff promptly

## 5.5 Pupils

The responsibilities of pupils are set out in the 'Working Together in Partnership Agreement', Class charters and the School Values. See point 6 for further information.

## 6. Expectations of Pupil Behaviour and Relationships

All pupils are expected to conduct themselves in accordance with the School Values, which form the basis of our 'Working Together in Partnership Agreement'. They are expected to be **ready** to learn, **respectful** to all and always **safe**.

At St Mary's, children are taught to understand that their emotions are reflected in their behaviour. They are taught how to regulate their emotions in order to make positive behaviour choices. The language of Zones of Regulation and behaviour choice is key to behaviour management at St Mary's. It is also made clear that pupils will have the opportunity

to amend or improve their choices with fresh starts and the chance to make amends. At all times, children are expected to behave in a safe, respectful way.

The 'Working Together in Partnership Agreement' is based on the School Values (2019).

### **The school values (July 2019)**

FAITH - We believe in the Christian ethos of our school, ourselves and each other.

FAMILY - We support, respect and care for each other.

FUTURE - We know that we can learn and live without limits.

### **Earning Dojo Points**

Pupils can earn points at the adults' discretion – or on the recommendation of other pupils for effort towards the following:

- Following the School Values
- Being organised
- Challenging themselves
- Good effort
- Good manners
- Great answers in discussions
- Helping others
- Perseverance
- Good presentation
- Teamwork

Each Dojo point is recorded on the electronic rewards system, Class Dojo, with the reason for it being awarded. Parents can view all Dojo points on their mobile device. If a child repeatedly displays undesired behaviours after 2 reminders, they will discuss the behaviours with the class staff and a message will be sent home via Dojo.

Children are expected to be safe, have good manners, move quietly and respectfully around the school building and accept responsibility for their actions. They are also expected to maintain these standards on the way to and from school and whilst out of school on trips in order that the school is not brought into disrepute.

The following behaviours are consistently recognised around school by all adults:-

Wonderful Walking

Legendary Lining Up

Marvellous Manners

Tremendous Transitions

Calm Conversations

### **Dojo Rewards**

As a class, children will work towards gaining a target amount of Dojo Points (3000). When they reach the target amount, they can choose a reward e.g. games afternoon, local trip out etc.

## **7. Methods of recognition and support**

Positive behaviour will be recognised with:

- Specific praise for effort
- Awarding of Dojo Points
- Phone calls/ Notes/ Dojo messages home
- Special responsibilities/privileges
- Stickers
- Earning Dojo points collectively towards a reward (3000 points)

- Weekly certificates linked to the school values
- Recommendations for certificates/Dojo Points from Lunch time assistants and Breakfast/After School Club Staff.

The school may use one or more of the following methods of support in response to undesired behaviours, appropriate to when and what the behaviour entailed:

- A visual or verbal reminder (see Appendix 1 for school support plan)
- If a second verbal reminder is given, then a consequence will be stated (e.g. child to discuss undesired behaviours with another member of staff)
- Expecting learning tasks missed due to undesired behaviours to be completed at break or lunchtime.
- Minutes taken off break time/lunch time where the pupil would remain with the staff member on duty in order to discuss the undesired behaviours
- Referring the pupil to a senior member of staff to discuss undesired behaviours
- Completion of a Reflection Time sheet
- Letters/Dojo messages/phone calls home to parents
- Agreeing a behaviour plan
- Putting the pupil on a daily behaviour monitoring plan
- Internal exclusion
- Fixed term suspension
- Permanent exclusion

Where undesired behaviour has occurred, all parties will be listened to by an adult. Where appropriate, Team Teach scripts will be used e.g. What happened? Who has been hurt? How did you feel when...? What will you do differently next time?

If support needs to be administered, a pupil will always be given time to consider their actions and make reparations to any injured parties. Team Teach training is provided every three years for all staff.

### **Emotion Coaching**

In addition to the use of the Zones of regulation, staff use emotion coaching in order to resolve situations where pupils may have become dysregulated. The five steps of emotion coaching are as follows:-

1. Tune in to the child's emotions – watch , listen and observe
2. Connect with the child's emotions and show empathy and understanding
3. Listen to the child and take their emotions seriously
4. Help them to name their emotions
5. Find a better solution, encourage discussions of emotions but set clear expectations of behaviour

At step 5, scripted conversations form a useful starting point e.g.

1. I noticed you are/were...*(identify the behaviour)*
2. You are not following our expectation of...*(connect the behaviour to the expectation of ready, respectful, safe)*
3. You have chosen to...*(map out the consequence)*
4. Do you remember last week/yesterday (etc) when you did brilliantly? That is what I want to see from you now. *(refer back and offer a fresh start).*
5. Thank you for listening *(end the conversation and allow the child time to start afresh).*

### **7.2 Off-site behaviour, including journeys to and from school**

'Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.' DfE Behaviour in Schools Guidance 2022

Conduct outside school, including online, may result in a sanction in line with this policy.

Support plans may be applied where a pupil has demonstrated undesired behaviours off-site when representing the school, such as on a school trip or on the way to or from school. Where risk assessments have been carried out for

individual children due to previous undesired behaviour, the Headteacher may make the decision to withdraw a child from a school trip.

### **7.3 Malicious allegations**

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 Whistleblowing Policy and Keeping Children Safe in Education for more information on responding to allegations of abuse.

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

## **8. Behaviour and relationships management**

All school staff are responsible for establishing and maintaining positive behaviour and relationships within school. The school employs a consistent, whole school approach to raising self-esteem and promoting good behaviour, self-regulation and respect which is supported by all members of the school community (including visiting teachers and support staff) and which supports/is inclusive and mindful of equal opportunities. The school acknowledges its legal duties under the Equality Act 2010 and in respect of pupils with SEND. Children are supported to develop resilience and be responsible for their own actions and decisions, thus raising the self-esteem of each member of the school community. PSHE and Learning Circles are used to help school staff understand both the social and academic needs of the children. The standard of behaviour expected of all pupils is included in the school's 'Working Together in Partnership Agreement', which pupils, parents and teachers are asked to sign at the start of each academic year. Parents/carers receive a copy of the school's Behaviour and Relationships Policy following their child's admission to the school and the induction process includes discussion of its key points.

### **8.1 Classroom management**

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

They will:

- At all times, model calm regulated behaviour
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the School Values and their class charter
- Develop positive relationships with pupils, which include:
  - Greeting pupils individually at the start of each day
  - Use non-gender specific terms
  - Modelling positive relationships and desired behaviours at all times
  - Establishing clear routines including verbal and visual prompts and timetables
  - Communicating expectations of behaviour in ways other than verbally
  - Recognising and promoting desired behaviours
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption by highlighting desired behaviours
  - Using positive reinforcement and recognising effort
  - Using the language of the school values
  - Teaching children about Zones of Regulation as an integral part of classroom routines
  - Emotion Coaching in order to help children to connect their emotions to their actions
  - Scripted conversation to allow children to return quickly to their learning

Should behaviour fall below the expected standard, class staff, *with the support of Senior Leaders* will implement support plans as laid out in Appendix 1.

### **8.2 Physical Intervention**

In some circumstances, staff may use *physical intervention techniques to prevent a pupil behaving* in an unsafe way which may involve:-

- Hurting themselves or others
- Damaging property

- Running away

Incidents of physical intervention 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
- Only ever be used by members of staff who have up to date Team Teach Training

### **8.3 Searching, Screening and Confiscation**

Any prohibited items (listed in section 4) found in pupils' possession will be confiscated. These items will not be returned to pupils. Items may be collected from school by parents/carers.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

If pupils bring mobile phones to school they must be switched off, placed in a bag which is and handed in to the school office at the start of the day and collected at home time. If pupils are found to be in possession of their phone during the school day, it will be confiscated and only returned to the child's parent/carer.

### **8.4 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be differentiated to cater to the needs of the pupil. Adjustments can be made to routines for pupils with additional needs where appropriate.

The school's special educational needs co-ordinator 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, specialist settings, 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.

The school recognises the importance of emotional wellbeing of all pupils and provides pastoral support through qualified Emotional Literacy Support Assistants where required.

## **9. Pupil transition**

On order to support children and families in their journey through school, clear transition procedures are in place:

- Pre-school to Reception – the school holds an induction meeting with parents when the school's policy is discussed. The class teacher visits as many early years feeder settings as possible to support transition planning
- Parents of pupils new to Reception are invited to 1:1 meetings with the Reception teacher prior to their child starting school.
- Each class teacher holds an Open House meeting for parents in September when the school's policy is discussed alongside day to day class rules and systems. Two further Open House meetings are held throughout the year. These may be held in person or remotely via Zoom if necessary.
- A transition morning for pupils is held each July. Pupils visit their new classroom and teacher. School and class rules are discussed during this time. Behaviour expectations, School Values and school/class charters are reinforced regularly throughout the year.
- Pupils move on to a wide range of secondary settings from St Mary's and the Headteacher and Y6 staff liaise with all available secondary school transition staff to support smooth transitions. All Year 5 and 6 children visit local secondary schools for taster days and the school takes up all appropriate opportunities for pupils to experience working in secondary settings and/or with secondary staff and students, including visits, visitors and workshops.

- Staff from secondary schools visit to meet pupils and have hand-over meetings with the Year 6 staff.
- Additional transition opportunities are made for pupils with SEND at all stages.
- Transition back into school after a period of absence e.g. following illness or periods of suspension.

## **10. Training**

All teaching and support staff are provided with support and training on creating positive behaviour and relationships. Team Teach Training is renewed every three years. Behaviour and Relationships management will also form part of continuing professional development, including at induction, and is always identified on the School Development Plan. Pastoral support staff receive training and network support as required.

## **11. Breakfast and After-School Club**

Children are expected to follow the school values in Breakfast and After-School Club. Sanctions and rewards are broadly in line with school procedures. Please see additional Club Behaviour and Relationships Policy for more details and variations.

## **12. Suspension and/or Exclusion**

A decision may be taken to suspend or exclude a pupil from school or a specific activity if there has been a serious breach or series of breaches of the school Behaviour and Relationships Policy and/or if the pupil's behaviour has harmed, or allowing the pupil to remain in school or participate in an activity would seriously harm the educational and/or physical welfare of the pupil or others in the school.

The school will act in a robust and defensible manner and have regard for its statutory duty not to discriminate against pupils on the basis of any of the protected characteristics. School will give particular consideration to the fair treatment of pupils who are vulnerable to exclusion, including children with SEND, LAC pupils or children fitting the DfE definition of Child in Need i.e. anyone who has, or has had in the past, involvement with a social worker.

The school will consider alternatives to exclusion e.g. Restorative process, internal exclusion, managed moves, mediation.

Unacceptable behaviour which might result in exclusion includes any type of behaviour which may be unsafe e.g.

- Fighting
- Physical violence *towards pupils or staff*
- Racism
- Theft
- Verbal abuse
- Bullying
- Vandalism
- Repeatedly refusing to follow instructions

For all suspensions and exclusions, the Headteacher (or in her absence the Deputy) will follow Trafford's Exclusion Guidance and will use standard letters to parents/carers which include statutory information. Only the Headteacher can authorise a permanent exclusion, but in his/her absence, the Deputy Headteacher can authorise a suspension. Exclusions and suspensions will only be carried out in consultation with the Chair of Governors. Following two or more suspensions, a multi-agency assessment will be considered. Monitoring information will be passed to the L.A. on a termly basis, as requested. On re-integration, Trafford's Exclusion Guidance and an appropriate support plan will be used.

## **13. Links with other policies**

This Behaviour and Relationships Policy is linked to the following policies:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy

- SEND Policy
- Pastoral Policy
- Wellbeing Policies
- Trafford Exclusion Guidance

St Mary’s School considers whether any behaviour which is in breach of its policy gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the school’s Safeguarding Policy. Consideration is also given to whether continuing disruptive behaviour might be as a result of educational, or other, needs. In such instances the school considers appropriate support and assessment e.g., Pastoral Support Plans and Personal Support Plans, 1:1 or small group intervention, Emotional Literacy assessment, Early Help Assessments, single or multi-agency referral.

**14. Equal opportunities**

St Mary’s School prides itself in providing equal opportunities for all members of its family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

**15. Review and assessment:**

This policy will be reviewed on a two year cycle, remembering that our school provides an improving environment and, as such, is prepared for positive change.

This policy was adopted by: St Mary’s C.E. Primary School, Davyhulme.	Date: February 2025
To be reviewed	February 2028
Signed: (Chair of Governors) <i>A Jarman</i>	Signed: (Headteacher) <i>A Daniel</i>

### School Support Plan

To be used if behaviour falls below the expected standard. Staff are expected to remain calm and regulated at all times – shouting and emotional behaviours are not acceptable. Calm regulated behaviour must be modelled at all times by all staff. Names are not written on the board and conversations are not held publically.

<b>1. Reminder</b>	The pupil will be reminded calmly of what the expected behaviours are. This could be an informal quiet word or a visual clue. They will then be given time to modify their behaviours.
<b>2. Warning and a minute</b>	State that the child's behaviour is not what is expected and warn them that there will be a consequence if they continue (two minute chat at the end of the lesson). Give them a minute of positive attention, modelling desired behaviours/learning, check they know what to do and give them time to modify their behaviours.
<b>3. Two minutes after the lesson/ playtime</b>	Talk about what happened and how it can be changed, and most importantly, how the child can return to the next lesson ready to learn.
<b>4. Time to regulate</b>	Time and opportunity to regulate emotions. This could be in an agreed safe space, an area of the classroom where there are agreed methods for calming down, going for a walk and talk with a member of staff. This is not the time to talk about consequences or what has happened, it is time for regulation of emotions. It may involve class staff, pastoral staff or senior leadership. This will usually take from 5 minutes to no longer than 30 minutes.
<b>5. Consequence</b>	Discussion with the member of staff about what happened. It is important that the original member of staff lead this in order to continue to build positive relationships. If this is not possible e.g. if the incident has occurred with a member of the support staff who are no longer on the premises, a follow up conversation will be held as soon as possible afterwards. Consequences should be proportionate and linked to what has happened and where it happened e.g. cleaning up the mess made, finishing the work not completed or looking after or writing a letter to the injured person. Step 5 may include completing a Reflection Time Sheet (see Appendix 2).
<b>Serious Breaches</b>	<p>If a behaviour incident is serious enough to cause risk to the safety or wellbeing of the child, other pupils or adults in the setting, then it is necessary to move straight to time to regulate. This type of breach may result in a child being out of class for longer periods of time, particularly if they remain dysregulated. It may also lead to a more serious consequence.</p> <p>Serious consequences may include:-</p> <ul style="list-style-type: none"> <li>• Time off the playground</li> <li>• Loss of privileges</li> <li>• Internal exclusion with a senior member of staff</li> <li>• Fixed term suspension</li> <li>• Permanent exclusion</li> </ul>



St Mary's CE Primary School  
Reflection Time

Name \_\_\_\_\_

Date \_\_\_\_\_

What happened? What did you do?

Which school value does this link to?

How did it go against our school values?

Who was affected? How?

What do you need to do to put this right?



Faith Family Future  
Building a positive future for all, as part of God's loving family

