



St. George's Mission Statement

'We learn, we love, we look after our world.

We strive to be the best that we can be, following in the footsteps of Jesus.'

Behaviour policy and statement of behaviour principles

St. George's Catholic Primary School

Approved by:	L. Billington	Date: 7 th October 2021
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1. Aims

It is a primary aim of St. George's Catholic Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [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:

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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Physical violence to other pupils or staff
- Verbal threats to other pupils or staff
- Discrimination of any kind e.g. racial, gender
- Deliberate disobedience to instructions/ general lack of respect or lying
- Theft
- Disregard for the school environment and damage to property, including graffiti
- Swearing in all forms including vulgar finger gestures
- Fighting
- Possession of any prohibited items. These are 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)

Whilst good behaviour will always be recognised and rewarded, we do acknowledge that there will be times when we have to deal with behaviour that is unacceptable and we will follow the Traffic Light/ Sunshine systems. However incidents of serious misbehaviour will bypass the Traffic Light Behaviour System and be dealt with by the Headteacher or other member of the Senior Leadership Team.

4. 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:

- Physical - Hitting, kicking, pushing, taking another's belongings, any use of violence
- Threats of Physical Harm - e.g. "I'll get you after school".
- Racial - Racial taunts, graffiti, gestures

- Sexual - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- Extortion - Money/Favours
- Direct or indirect verbal - Name-calling, sarcasm, spreading rumours, teasing
- Non Verbal acts - Ignoring/not speaking to/leaving someone out.
- Cyber-bullying - Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy contained within our 'Anti-bullying Policy.'

5. Roles and responsibilities

5.1 The governing board

The Governing Body of St. George's Catholic Primary School is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body of St. George's Catholic Primary School will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body of St. George's Catholic Primary School, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

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

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

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

5.4 Parents

Parents are expected to:

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

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, 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
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

We actively seek, encourage and find opportunities to recognise pupil achievement. Rewards are given for a wide range of these achievements in the following ways:

- Verbal praise
- Work shown to Headteacher/Subject Leaders, other teachers etc
- Praising each other
- Telling parents/ carers verbally
- Stickers, team points, dojo points etc within class
- Weekly awards and certificates
- Class treats/rewards
- Presenting work at assemblies to which parents/carers are invited on a class by class basis
- Celebrating achievements from outside school

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

- Using non -verbal and verbal cues to refocus a pupil
- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents. Letters will be used where it has not been possible to engage with parents by phone.
- Agreeing a behaviour contract

7.2 Off-site behaviour

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.

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 Safeguarding and Child Protection Policy for more information on responding to allegations of abuse.

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

8. Behaviour management

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning and afternoons.
 - 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

8.2 KS2 Behaviour Management System

All classes in KS2 will follow a traffic light system for consistency across the school which can be used by all staff, both internal and external. The system is a three-tier system of Green, Amber and Red. There is the option of introducing a 4th level above green to recognise and reward those children who consistently display exemplary behaviour.

Pupils will move between the traffic light stages and this is outlined in more detail in the behaviour flowchart (see appendix 5). A copy of this will be displayed in the classroom. In essence, the structure will be:

- 1) all pupils will start the day on 'green'
- 2) if a pupil misbehaves they will be given two verbal warnings and if unacceptable behaviour continues, he/she will be moved to 'amber'
- 3) behaviour that does not improve, a further two verbal warnings will be given before the pupil moves to 'red'
- 4) at this stage, on 'red' the pupil will spend a short period of time outside the classroom to re-focus and reflect on behaviour
- 5) if the pupil repeats or continues misbehaving they will be asked to work outside the classroom for the remainder of the lesson
- 6) the pupil then need to complete their work with the appropriate effort and care and failure to complete will result in being sent to the Headteacher with the appropriate sanctions being used at the Headteacher's discretion, depending on the severity of the incident, such as lunch time or break time detention (see further details below)
- 7) **It is important to note that if or as behaviour improves, pupils will be able to work their way back to green.**

8.3 KS1 Behaviour Management System

All classes in FS2 and KS1 have adapted the above system which is shown at Appendix 6. A copy will be displayed in each class. This works as follows:

- 1) all pupils will all start the day on 'The Sunshine'
- 2) if a pupil misbehaves they will be given two verbal warnings and if the behaviour continues, the pupil will be moved to 'the grey cloud'
- 3) if the behaviour does not improve, a further two verbal warnings will be given before the pupil moves to 'the storm cloud'
- 4) once on the 'storm cloud' at this stage the pupil will spend a short period of time within the classroom 'thinking area' to re-focus and reflect on behaviour
- 5) if the pupil repeats or continues misbehaving they will be asked to be outside the classroom for time out (5 minutes).
- 6) pupils will need to complete their work with the appropriate effort and care and failure to complete will result in being sent to the Headteacher with the appropriate sanctions being used at the Headteacher's discretion, depending on the severity of the incident, such as lunch time or break time detention (see further details below)
- 7) **It is important to note that if or as behaviour improves, pupils will be able to work their way back to the 'sunshine'.**

8.4 Headteacher Involvement

When there is an incident of serious misbehaviour, as outlined in section 3 above or if they reach the last stage of the Traffic Light Behaviour System, our response will depend on the severity of the incident, will be as follows:

- It may be necessary for a pupil to be removed from the immediate situation (time out) and sent to the Head to work in an internal exclusion. Work and supervision will be provided. Parents will be informed if this happens again.
- In the event of acts of physical violence, discrimination, deliberate disobedience or bullying, the offender will be reported to the Head, their names recorded in the "Behaviour Book" and their playtime will be removed for a set period of time. Parents will be informed if their name appears more than once for serious incidents as described above. For a racial incident, a letter will be sent immediately to parents of the victim and the perpetrator and a special log will be kept.
- If the pupil continues to offend, parents will be asked in to see the HT.
- When there is no improvement in the behaviour, internal exclusion will be implemented while advice is sought from outside agencies e.g. Behaviour Support Service, Educational Psychologist.
- If all the above has no effect on the behaviour, a fixed period of exclusion will be considered at the discretion of the HT.
- In the situation where behaviour is significantly extreme, parents will be immediately notified and arrangements to be made for a fixed period of exclusion.
- If behaviour continues to escalate, sanctions and strategies are not succeeding and the advice of multi-agencies have been exercised over a prolonged period of time (or where the offence is deemed very serious) and no progress is being made, the HT must exercise his/her professional judgement for the health and safety of the school. eg. a pupil becomes physically violent and is endangering the safety of others. This could lead to a Permanent Exclusion. The Governors will be notified on the day of the exclusion, along with the LA and the parents/carers. A meeting will be convened in accordance with LA advice.

8.5 Physical restraint

Staff are trained in the use of Team Teach techniques to restrain children where physical restraint is necessary. Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising

or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of 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 (see appendix 3 for a behaviour log)
- Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe

8.6 Confiscation

Any prohibited items (see section 3) found in pupils’ possession will be confiscated. These items will not be returned to pupils.

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

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

8.7 Pupils' conduct outside the school gates - teachers' powers.

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils’ behaviour in these circumstances ‘to such extent as is reasonable’.

Subject to the school’s behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public.

8.7 Pupil support

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

The school's 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, 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.

9. Pupil transition

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

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

10. Training

Behaviour management will form part of continuing professional development.

All staff working in school including supply teachers and PPA staff are expected to familiarise themselves with the school's current behaviour policy and strategies. It will form part of the new staff induction pack.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and The Governing Body of St. George's Catholic Primary School every year. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the The Governing Body of St. George's Catholic Primary School every two years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding and Child Protection policy
- Anti-bullying policy

Appendix 1: written statement of behaviour principles

St George's Catholic Primary School Governors' Written Statement of Behaviour Principles

Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006 and DfE guidance (Behaviour and discipline in schools: Guidance for governing bodies). The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour Policy at St George's Catholic Primary School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions, and how to use them. Staff should be confident that they have the Governor's support when following the school's Behaviour Policy.

This is a statement of principles, not practice: it is the responsibility of the Headteacher and Senior Management Team to draw up the Behaviour Policy at St George's Catholic Primary School, though they must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in the DfE publication, Behaviour and discipline in schools: Advice for Headteachers and school staff (January 2016).

The Behaviour Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

Principles

- The Behaviour Policy should reflect the Catholic ethos of the school and as such, when implementing the policy, the school should uphold the gospel values of love, empathy, and compassion.
- The behaviour policy is understood by pupils and staff and forms part of the Home School Agreement and is to be signed by parents to indicate they have read and understood it. Every child has the right to learn free from the disruption of others; no child has the right to disrupt the learning of others
- Everyone has the right to be listened to and to feel and be safe, valued and respected
- St George's Catholic Primary school is an inclusive school; all members of the school community should be free from discrimination, abuse, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- It is expected that all adults – staff, volunteers, governors and parents – will set excellent examples to the children at all times, both at school and in the wider community
- We seek to give every child a sense of personal responsibility for his/her own actions
- Pupils should understand that they are ambassadors for St George's Catholic Primary School, and they are encouraged to maintain high standards of behaviour both at and outside of school.
- The school's Behaviour Policy will clearly outline the extent to which staff may discipline children for behaviours that take place beyond the school gate and outside school hours
- The school's Behaviour Policy will ensure that there are measures to promote good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils
- The Behaviour Policy must also provide guidance on the use of reasonable force and other physical contact
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school
- The school will seek advice and support from appropriate outside agencies where serious concerns arise over a child's behaviour
- The Exclusions Policy will explain that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions. The Exclusions Policy is referenced within the Behaviour Policy.

- The school's Behaviour Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff and the pastoral care available to staff accused of misconduct
- The school's Behaviour Policy will explain the circumstances in which screening and searching may take place
- The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs, and all vulnerable children
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations May 2016

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

This written statement of behaviour principles is reviewed and approved by the The Governing Body of St. George's Catholic Primary School every two years.

Appendix 2: behaviour log

BEHAVIOUR INCIDENT LOG SHEET

NAME OF CHILD/CHILDREN:
OTHER CHILDREN INVOLVED/WITNESSES
DATE AND TIME OF INCIDENT:
WHERE DID THE INCIDENT TAKE PLACE:
NAME OF PERSON DEALING WITH THE INCIDENT:
DETAILS:
WHAT ACTIONS WERE TAKEN:
FOLLOW UP ACTION IF NEEDED:
PEOPLE INFORMED OF INCIDENT:

St. George's Catholic Primary School Behaviour Contract

Name:



Goals I have set:

1.
2.
3.

If I do meet these goals, these are my rewards:

1.
2.
3.

If I do not meet these goals, these are my consequences:

1.
2.
3.

My Contract will be reviewed on:

Pupil signature:

Parent/Carer signature:

Teacher signature:



Appendix 4: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

**ST. GEORGE'S CATHOLIC PRIMARY SCHOOL FLOWCHART FOR KS2 BEHAVIOUR SYSTEM
(ESCALATION PROCESS)**



ALL PUPILS WILL START THE DAY ON GREEN.

IF A PUPIL MISBEHAVES, THEY WILL BE GIVEN TWO VERBAL WARNINGS AND IF UNACCEPTABLE BEHAVIOUR CONTINUES, HE OR SHE WILL BE MOVED TO 'AMBER'

CONTINUE TO MONITOR THE BEHAVIOUR DURING THE REMAINDER OF THE SESSION.

PUPIL RETURNS TO GREEN FOR START OF NEXT SESSION

BEHAVIOUR IMPROVES AND PUPIL COMPLETES ANY TASKS EXPECTED

BEHAVIOUR CONTINUES TO DECLINE

PUPIL RETURNS TO AMBER FOR START OF NEXT SESSION

AFTER A FURTHER TWO VERBAL WARNINGS, A PUPIL WILL BE MOVED ONTO THE RED PART OF THE TRAFFIC LIGHT AND BE SENT OUT OF THE CLASSROOM FOR A SHORT PERIOD OF

BEHAVIOUR IMPROVES AND PUPIL COMPLETES ANY TASKS EXPECTED

BEHAVIOUR CONTINUES TO DECLINE

AT THIS STAGE, A PUPIL WILL BE ASKED TO WORK OUTSIDE THE CLASSROOM FOR THE REMAINDER OF THAT SESSION. PUPILS WILL BE EXPECTED TO COMPLETE THE WORK WITH APPROPRIATE CARE AND ATTENTION. FAILURE TO DO THIS OR A CONTINUED DETERIORATION IN BEHAVIOUR WILL RESULT IN A PUPIL BEING SENT TO THE HEADTEACHER OR OTHER MEMBER OF SLT.

- Whilst good behaviour will always be recognised and rewarded, we do acknowledge that there will be times when we have to deal with behaviour that is unacceptable and this will bypass the Traffic Light Behaviour System in place and this will include, but is not limited to:
- Physical violence to other pupils or staff
 - Verbal threats to other pupils or staff
 - Discrimination of any kind e.g. racial, gender
 - Deliberate disobedience to instructions/ general lack of respect
 - Theft and lying
 - Threatening or aggressive behaviour, including bullying
 - Disregard for the school environment and damage to property, including graffiti
 - Disobeying playground rules
 - Rudeness or vulgar finger gestures
 - Swearing in all forms

We actively seek, encourage and find opportunities to recognise pupil achievement. Rewards are given for a wide range of these achievements in different ways

FURTHER SANCTIONS WILL BE AT THE HEADTEACHERS DISCRETION AND WILL DEPEND ON THE SEVERITY OF THE INCIDENT BUT MAY INVOLVE A BREAKTIME OR LUNCHTIME DETENTION OR A PERIOD OF WORKING AWAY FROM THE REST OF THE CLASS. (INTERNAL EXCLUSION)

FOR REPEATED INCIDENTS OF POOR BEHAVIOUR, PARENTS WILL BE INFORMED AND INVITED IN FOR A MEETING TO DISCUSS POSSIBLE NEXT STEPS TO ADDRESS THE ISSUES. THE SCHOOL WILL ALSO SEEK SUPPORT AND ADVICE FROM THE BEHAVIOUR SUPPORT SERVICES.

**ST. GEORGE'S CATHOLIC PRIMARY SCHOOL FLOWCHART FOR KS1 BEHAVIOUR SYSTEM
(ESCALATION PROCESS)**

