

# Engagement Policy



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ALDERNEY

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## Engagement Policy

### Policy Directive

and

### Guidelines



Version	Date	Reviewer	Summary of Changes/Notes	Review Date
1.0	9/2021	Martin Winward and Kim Smith	Adoption of Policy from States of Guernsey	09/22
1.2	9/2021	S Parrilla	UNCRC Articles added, Formatting Front Page	

## Convention on the Rights of the Child

At St Anne's School we respect the rights of the children and adults in our school, community and beyond and aim for each school policy to adhere to Articles from the UN's Convention on the Rights of the Child.

In this policy, we are working towards the following articles:

***Article 3: The best interests of the child must be a top priority in all things that affect the child.***

***Article 12/13: Every child has the right to express their views, feelings and wishes in all matters affecting them.***

***Article 16: Every child has the right to privacy***

***Article 19: Children must be protected from violence, abuse and neglect at all times.***

***Article 28: Every child has the right to an education.***

## Education Strategy

The Education Strategy, which has been established by the Committee for Education, Sport & Culture, serves as a guiding compass for what the Bailiwick's education system needs to deliver.

Even in a small community like ours, the States-maintained education system is broad and diverse, covering early years, primary, secondary, post-16, special educational needs and adult learning across numerous sites. Think of the Education Strategy as the glue that binds all this together with one common purpose.

It articulates the ambition and aspiration for the islands' learners through four overarching priorities and describes how these priorities will be realised through a series of more detailed commitments. This helps to ensure the best possible outcomes for all learners so that the education they receive makes a tangible difference to their lives and the community as a whole. Beyond our schools, our education strategy also covers community, professional and business to business learning.

### Priority 1 – We will achieve Equity, Safety and Inclusivity by:

- ❖ Embedding whole-setting cultures and practices which promote inclusivity, challenge inequity, support health and well-being for all and remove barriers to personal ambition

### Priority 2 -We will meet the needs of our community by:

- ❖ Embedding whole-setting cultures and practices which promote inclusivity, challenge inequity, support health and well-being for all and remove barriers to personal ambition

### Priority 4 – We will provide Outstanding Leadership and Governance by:

- ❖ Developing a shared culture of trust, honesty, open communication and reflection across the whole education sector that embraces and promotes continuous improvement and accountability at all levels



# Engagement Policy

## 1. Introduction

Our policy is to enhance a child's self-esteem and respect for others and their environment, both within school and the wider community, to create a culture of excellence and of aspiration in all school activities. Through this shared belief we aim to promote meaningful and effective learning in a positive and friendly atmosphere where pupils learn to make the right choices for the right reasons. All aspects of this policy apply equally to everyone in the school community regardless of gender, gender identity, belief or ethnicity.

This policy was written following consultation with Pupil Council Members (Years 5 to 10), staff and parents.

### At St Anne's School, we believe that:

- If pupils are engaged positively with their learning or in their interactions with other people, then poor behaviour will not be an issue;
- All behaviour is communication; and
- **Routines, Relationships and Responses (3Rs)** are the elements that underpin and stabilise people allowing them to engage positively in aspects of their life whether that be school, work or their personal life.

We believe that, in order to establish behaviour change, we may need different strategies for different pupils and sometimes in different situations. There is not a single approach that works for all pupils.

## 2. Legislation and statutory requirements

This policy is based on advice from the Committee *for* Education, Sport and Culture, States of Guernsey. For more information on these policies, the hyperlinks are attached on the underlined sections below.

- Promoting good behaviour in schools (February 2019);
- [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](#)
- [Managing School Exclusions](#)

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 give schools the authority to confiscate pupils' property

The Engagement/Anti Bullying/Child Protection and Safeguarding Policies deal with most areas of social emotional and behavioural development but they should be read in

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conjunction with the Positive Handling Policy.

### 3. Teaching and Learning

Learning is the central focus of all that we do. We strive to create a stimulating environment and conditions that facilitate every aspect of learning. As a school we work on the fundamental principle that if the 3R's are in place, with consistency, then this gives us the best chance of successfully engaging all pupils in learning.

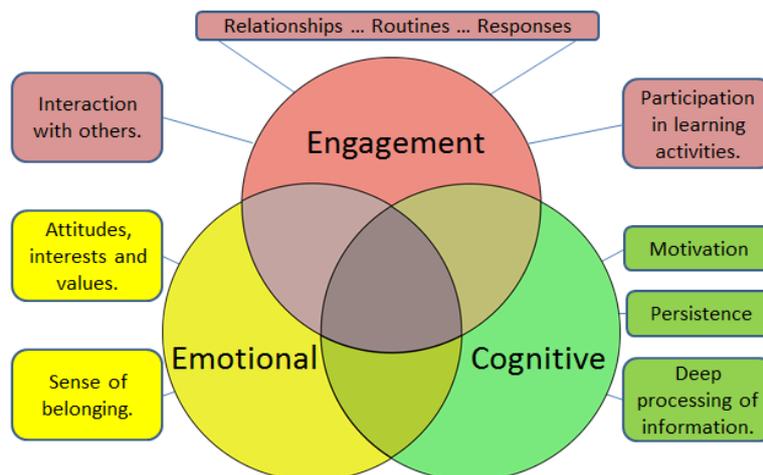
Teachers are encouraged to create the right climate for learning by using the frameworks offered in the school's policies. However the school recognises the need for teachers to take ownership of the classroom space and the experiences that they provide the pupils with.

***'Students who are loved at home, come to school to learn, pupils who aren't come to school to be loved'***

*Nicholas A. Ferroni*

The Engagement Policy:

- Defines the 3Rs and how they are promoted across the school;
- Outlines consistent **routines** that are followed to promote positive engagement;
- Gives guidelines on positive and meaningful **relationships**;
- Gives guidance on **responses** to potentially challenging behaviours;
- Defines the systems used to encourage positive engagement with learning in line with our shared values, whilst linking with emotional and cognitive aspects of learning.



We always encourage our pupils to

- Develop an enquiring mind and a love of learning;
- Use their imagination and be creative in solving problems;
- Show self-respect, self-discipline and self-awareness;
- Work effectively on their own and with others;
- Develop a portfolio of skills;



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- Have high expectations of themselves;
- Show courage and perseverance when facing challenge.

### **4. Shared values and beliefs**

We aim to ensure that all pupils reach their full potential, regardless of age, disability, marital or parental status, pregnancy or maternity, race, nationality, religion or belief, gender, gender reassignment, sexual orientation, political belief or socio-economic background.

We aim to create a warm, caring, calm and orderly atmosphere of belonging that positively promotes learning and a sense of community. Pupils that feel safe, valued, cared for and successful tend to respond in a more positive and appropriate way; creating an environment that is safe (physically and emotionally) for everyone to enjoy learning as part of a mutually supportive community. If the ethos of the classroom and the school is positive, there will be an atmosphere of mutual respect and enhancement of self-esteem in which pupils are behaving in an actively positive manner, and teaching and learning is leading to achievement.

Achieving consistency of attitude and response by staff gives a sense of security. When pupils are treated consistently, they are able to distinguish between desirable and undesirable behaviour, they begin to feel safe and trust in the predictable environment, enabling them to take risks in their learning.

We promote and encourage the continual development of all staff in their understanding and work with all pupils, including those with social, emotional and mental health difficulties and review our practice regularly. We assist pupils in overcoming behaviour or learning difficulties, when and where these occur. We also:

- Encourage a sense of self responsibility and responsibility for the school and the wider community;
- Develop partnerships with parents/carers which recognise and respect important factors in the home life and experiences of the pupil. Such dialogue supports parents to take a proactive and confident role in the management of their child's behaviour and needs;
- Promote, in all pupils, a sense of self-discipline, self-regulation, self-calming and an ability to take responsibility for their actions;
- Promote pro-social behaviour and support pupils to achieve this;
- Ensure pupils feel safe in their ability to manage their emotions, feelings, behaviour and responses;
- Prepare pupils fully for the world of work or further study, post 16.

St Anne's School follows the UN 'Convention on the Rights of the Child'.



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### 5. Whole School Expectations

The 'school rules' are summarised as:

- Respect everyone and all property.
- Be on time and come to lessons prepared.
- Try your best in all of your work.

Furthermore, 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; and
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

### 6. Routines

Children feel safer when things are more predictable; a routine helps them to be calm and to attend to what is important. We aim to establish and maintain routines and to teach each pupil to observe them. This helps to maintain boundaries and support the development of good habits. In turn, this will be transferable and support pupils as they move to other environments and situations.

- Staff are calm and considered about the behaviour that challenges them.
- School expectations are displayed around school.

Routines that we should insist on throughout the school day:

- Pupils arrive at school/lessons on time and are greeted at the door by staff;
- Pupils line up in single file outside classroom;
- Registration at the start of the morning and afternoon sessions and, for secondary pupils, at the beginning of each lesson;
- Putting coats and other belongings away in a locker, or in pupils' own bag (secondary) or hanging them up (primary);
- Have all equipment and planners ready for the lesson;
- Follow the mobile phone policy – off and away during the school day, unless given permission to use for educational purposes in a lesson;
- Engage with teaching and learning. We recognise that well planned, structured, engaging, differentiated and challenging lessons are crucial elements of good practice. Learning is reviewed throughout the lesson;



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- Record homework either in a planner or through an online platform;
- Complete homework and hand it in on time;
- Walk on the left and give way to others on the stairs;
- Uniform to be correctly worn, following the uniform code; and
- Be polite!

### 7. Relationships

Relationships between staff and pupils are key in developing positive behaviours for learning and are at the heart of engagement. Pupils need to be heard and understood and feel that they can trust staff. St Anne's is an inclusive setting that promotes equality of opportunity. We appreciate that children are individuals and that, as a result, different strategies will work to motivate them; we do not endorse a one-size-fits-all approach to managing difficult behaviour and encouraging 'pro-social' behaviour.

It is our view that the deliberate, skilful cultivation by the staff member of positive relationships with the pupil is the cornerstone of all successful behaviour management. Staff aim to establish positive relationships from the outset.

Effective relationships are promoted through:

- Unconditional positive regard;
- Clean slate in the next lesson/no favourites;
- Respect for others, including challenge to bullying and a zero tolerance of racist, homophobic and transphobic language;
- Mentoring;
- Engaging with parents; and
- Staff modelling good behaviour.

Transition information is shared with teachers as children move from Reception to Y1, Y2 to Y3, Y4 to Y5 and Y6 to Y7 to enable relationships to start to develop as soon as the pupils move into a different class.

#### Relationship with parents

St Anne's endeavours to promote good relationships with parents and carers. Different opportunities for face-to-face meetings are built into the school calendar. We attempt to positively involve parents/carers in all aspects of their child's learning and behaviour. The Class Teacher, Tutors, SENCo/Inclusion Manager and Senior Leadership Team all play key roles in developing and supporting these positive links and enabling relationships. At times, it will be appropriate to support pupils, who are struggling to meet the expectations and standards of behaviour expected, through other means, for example, but not limited to:

- Reward or sticker charts;
- Engagement Report on SIMS;
- Involvement of other agencies (Les Voies Outreach, School Attendance Service, CAMHS, Educational Psychology Service etc.);



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- Pastoral Support Plan;

In some cases, a formal process of Determination may be the most appropriate course of action.

### 8. Responses

All staff need to ensure consistency in their responses. We recognise that preventative strategies and de-escalation techniques are more effective in changing behaviour than the use of punishments or threats, and rewards as bribes, which can be ineffective (except in the short-term). In secondary school, behaviour points can be given for consistently poor behaviour, but it is important that all members of staff give a verbal warning before issuing behaviour points, giving a chance for self-regulation. All staff will challenge inappropriate behaviour around school. It is useful if all staff give the same message, for example, insisting on tidy uniform and not listening to music in class.

We try to ensure that we offer the right responses to pupils to begin to enable behavioural change.

- Responses should have an overwhelming focus on the positive aspects of a pupil's work or behaviour;
- It is important that positive language is used to promote pro-social behaviour (use positive phrases rather than saying 'don't');
- Consequences are principally about **behaviour change** as opposed to punishments;
- Offering limited choice to pupils allows them a sense of control and gives them a voice;
- Responses should always be given in a calm and controlled manner;
- It is important that praise is **genuine**;
- The ratio of positive to negative comments should be at least 3-1;
- Staff aim to catch pupils doing the right thing;
- Praise should be precise;
- Where it is possible describe the effects of the behaviour not the behaviour itself.

### Strategies

We use a range of classroom strategies to support us in engaging learners:

- Treat pupils with respect even when they are exhibiting behaviours that challenge;
- Ignore inappropriate behaviour when noticing it would cause more disruption or as part of a planned approach. However, this must always be followed up;
- Avoid talking above background noise;
- Focus on those who are behaving and working well and praise and encourage them;
- Use eye contact, facial gesture and or signals to express approval and disapproval initially;
- Have a quiet word with the pupil who is exhibiting behaviours that challenge, telling them that the behaviour is not acceptable and should stop;
- Describe the effects of the behaviour not the behaviour itself ("*when you are making a noise or messing about, the others can't hear or learn*");
- Pupils may be given time to reflect on their behaviour in isolation from other pupils;



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- Follow up inappropriate behaviour with a pupil on their own where possible rather than in front of the class;
- Follow the Team Teach guidelines if physical intervention is needed, and only after use of de-escalation techniques;
- Where appropriate be familiar with an individual pupil's Positive Handling Plan;
- Only raise the voice in exceptional circumstances and always in a controlled manner;
- Model reflective practice and encourage learners to reflect on their actions;
- Remember that all behaviour is communication.

Primary and secondary Teachers/LSAs can award house points/merits for specific reasons, but it is important that these are valued by pupils. As such, they will be given out for exceptional engagement with learning, homework or around school.

Responses can be either positive or negative:

### Positive

- Verbal feedback;
- Star of the Week (Primary);
- Kindness Cup (Primary);
- Merits/house points earned for specific reasons;
- Certificates (give precise reasons);
- Praise postcards;
- Positive phone call home;
- Special responsibilities/privileges including monitors, prefects, pupil councils;
- Individual rewards – choose an item for number of merits minus behaviour points;
- House reward – winning house has a treat.

### Negative

- Verbal warning;
- Behaviour points;
- Payback of time at break/lunch;
- Loss of Golden Time (primary);
- Phone call home/parent consultation;
- Move the pupil within the classroom;
- Removing the pupil from class to a buddy classroom or the TLC;
- Expecting work to be completed at home, or at break or lunchtime
- Break/lunch/after school detention;
- Placing pupil on Engagement Report;
- SLT detention;
- Internal isolation;
- Alternative provision;
- Exclusion.

Whilst we recognise the importance and efficacy of rewards, we do not want the pupils to become overly dependent on them. We try to move them from extrinsic (reward based) motivation to intrinsic motivation (self-motivated).

Sanctions and consequences are sometimes needed to deal with serious and repeated misbehaviour. In applying them we also give the opportunity to make **reparation** and to set targets for desirable behaviour. We make every effort to ensure that the imposition of sanctions and consequences is done in a manner that is uncontaminated by our own feelings of hurt and inadequacy or by negative feelings towards the pupil, and avoid shaming the pupil;



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it should **focus on what we want to see** not, what we don't want to see.

Pupils should be given the chance to make reparation with a member of staff or another pupil, when appropriate. This can sometimes mean apologising in writing or in person, or attending a restorative meeting.

### Prevention

We choose Team Teach strategies to diffuse or de-escalate potential incidents. We try to minimise the occurrences of highly challenging behaviour by:

- Establishing positive relationships with pupils;
- Creating a positive, supportive climate;
- Having well planned, meaningful lessons differentiated to meet the needs of the pupils;
- Making connections with previous learning;
- Ensuring equipment or materials needed are available and in working order;
- Having well-established routines for behaviour;
- Teaching the pupil strategies to deal with anger and frustration, including use of Time Out Cards if appropriate;
- Using appropriate humour and relationships to ensure all pupils feel a sense of belonging in their school community.

We also maintain the importance of not accepting anti-social, aggressive behaviours that disrupt both the individual's learning and that of their peers.

### Management of Serious Disruptive Behaviour and Aggression

We use many strategies and options to manage these situations. St Anne's use the principles of de-escalation set out by Team Teach (found in the Positive Handling Policy). The selection of specific management techniques depends in part on the personality and character of the individual staff member and his/her relationship with the pupil. No strategy or set of strategies guarantee success. However, the following principles inform and govern our management decisions. Selected de-escalation strategies are included in an individual pupil's Positive Handling Plan (where behaviours are serious, on-going and may require physical intervention).

- Remain **objective and calm** in both speech and actions. We recognise that firmness does not require shouting or threats.
- Attempt to see through the behaviour presented by the pupil to the possible meaning or message being expressed. So we ask ourselves what the behaviour means to help us think and respond appropriately.
- Listen and respond quietly to the pupil. Try to avoid overwhelming the pupil with loud and insistent directives.
- Avoid looking for an immediate solution unless the situation is dangerous, when we adopt a reactive strategy. If appropriate we tell the pupil that we will deal with the issues later and we re-direct them back to work. While making this decision we will be



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making an on-going dynamic risk assessment of the behaviour and the situation to minimise risk.

- At all times, when responding to behaviour, analyse don't personalise. This way we stay flexible for as long as possible avoid escalating the confrontation.
- Try to maintain positive attitudes that are constructive. We remind the pupil of previous good behaviour or similar situations that they dealt with well.
- Always remind the pupil of options and consequences. We avoid directives or threats that are unachievable – give closed choices and take-up time where possible.
- Use a range of diversionary strategies. The more unusual are likely to be the most effective. Humour is a powerful tool, when used sensitively, to pre-empt a crisis.
- Involving other people in a non-threatening way can divert the confrontation and reduce the aggression.
- It is sometimes necessary to remove the pupil from the situation. Try to do this in a neutral way, that is uncontaminated by negative or hostile feelings. Our message is **'we care about you enough to not let you be out of control or hurt yourself or anyone else'**
- Always promote physical safety and do everything possible to prevent physical injury.

### 9. Children with Special Educational Needs and Disabilities (SEND)

We expect all children to follow the school expectations. However, this will be more difficult for some children at certain times. To support pupils with difficulties that affect their behaviour, additional measures may include, but are not limited to:

- Regular meetings between teacher and parent/carers;
- Home-school contact book or chart;
- Short term goals and targets linked to their IEP;
- Involvement of external agencies;
- Individual Risk Assessment;
- Meetings with the SENCo (Special Educational Needs Coordinator);
- Alternative provision;
- Social stories.

In some cases, expectations may need to be modified to manage a child's behaviour or to help them understand the rules (e.g. where a child has a Determination, is developmentally delayed or attachment and trauma experiences affect ability to follow rules). Some pupils may not comprehend the rules and structures of the school and be unable to meet expectations even with additional support. In these cases, individual adaptations may be made in consultation with the child, the class teacher, SENCo, Senior Leadership Team and parents/carers.

### 10. 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:



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- Deliberately hurtful;
- Repeated, often over a period of time; and
- 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, comments about sexual reputation or performance, or inappropriate touching
Homophobic/transphobic	When bullying is motivated by prejudice against LGBT+ people, or against those perceived to be LGBT+.
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

We are committed to providing a caring, friendly and safe environment for all our pupils regardless of age, race and culture so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. That means that anyone who knows that bullying is happening is expected to tell the staff.

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

### 11. Exclusions

It is important to note that we have a duty of care to **all** pupils; therefore, if despite support, behaviours impact adversely on the safety and wellbeing of other pupils or adults, the Headteacher reserves the right to exclude pupils who put others at risk. It is for the Headteacher to decide whether to exclude a learner from school for a fixed period of time, in line with the existing policy, Managing School Exclusions.

Parents/carers have a clear role in making sure their child is well behaved at school. Parents/carers must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours. Parents/carers are expected



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to attend a reintegration interview following any fixed period exclusion from school.

### **12. Allegations of abuse against staff**

Allegations of abuse must be taken seriously. Schools should ensure they deal with allegations quickly, in a fair and consistent way that provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported. Where necessary, or appropriate, reference should be made to the policy: Conduct and Capability for Headteachers, Teachers and Lecturers.

### **13. 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 protocols. Please refer to our [\[safeguarding policy/statement of procedures for dealing with allegations of abuse against staff\]](#) for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

### **14. Roles and responsibilities**

#### **The Management Committee**

The Management Committee is responsible for reviewing and approving this Engagement Policy in conjunction with the Headteacher. They also monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

#### **The Headteacher**

The Headteacher is responsible for reviewing this Engagement Policy in conjunction with the Management Committee and Senior Leadership Team. The Headteacher will also approve this policy.

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

#### **Staff**

All teaching staff and Learning Support Assistants are responsible for:

- Implementing the Engagement Policy consistently;
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Recording poor behaviour incidents on SIMS.

The Senior Leadership Team will support staff in responding to behaviour incidents.

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## **Parents/carers**

Parents/carers are expected to:

- Support their child in adhering to the whole school expectations;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher or tutor promptly.



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### Appendix 1: Responses to different severity of incidents

<p><b>LOW SEVERITY</b></p> <p>Low level disruption</p> <ul style="list-style-type: none"> <li>• Defiance</li> <li>• Use of bad language</li> <li>• Name calling (pupil/pupil)</li> <li>• Play fighting</li> <li>• Minor graffiti</li> <li>• Verbal abuse – pupils</li> <li>• Leaving lesson without permission</li> <li>• Pupil refusing to work</li> <li>• Pupil refusing to leave room</li> <li>• Inappropriate behaviour at breaktime/lunchtime</li> </ul>	<p><b>MEDIUM SEVERITY</b></p> <ul style="list-style-type: none"> <li>• Persistent disruption to learning</li> <li>• Minor damage to property</li> <li>• Fighting</li> <li>• Verbal abuse – staff</li> <li>• Leaving class without permission</li> </ul>	<p><b>HIGH SEVERITY</b></p> <ul style="list-style-type: none"> <li>• Deliberate sabotage of learning</li> <li>• Bullying</li> <li>• Physical assault</li> <li>• Sexist/Homophobic/Transphobic/Racist incident</li> <li>• Theft</li> <li>• Assault – staff</li> <li>• Serious damage to property</li> <li>• Substance abuse</li> <li>• Smoking on site</li> <li>• Threatening/intimidating language</li> <li>• Weapon related incident</li> <li>• Leaving site without permission</li> </ul>
<p><b>ACTION</b></p> <ul style="list-style-type: none"> <li>• Discussion of incident with pupil;</li> <li>• Verbal warning;</li> <li>• Behaviour points (secondary);</li> <li>• Breaktime detention;</li> <li>• Refer to class teacher/tutor/SLT.</li> </ul>	<p><b>ACTION</b></p> <ul style="list-style-type: none"> <li>• Discussion of incident with pupil</li> <li>• Restorative meeting with teacher/pupil</li> <li>• Meeting with parent/carer triggered by repeat incident</li> <li>• Isolation</li> <li>• Written warning</li> </ul>	<p><b>ACTION</b></p> <ul style="list-style-type: none"> <li>○ Meeting with parent/carer</li> <li>○ Restorative meeting</li> <li>○ Multi agency meeting triggered</li> <li>○ Clear pathway in place for return</li> <li>○ Risk assessments</li> <li>○ Isolation with SLT</li> <li>○ Alternative provision</li> <li>○ Exclusion</li> </ul>