



Approval Date	Next Review Date
24/09/25	September 2026

Listen, Love, Learn

At Our Lady's –

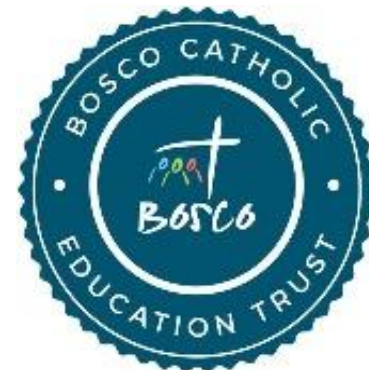
We are inspired, strengthened and encouraged by our Catholic faith.

We place Jesus at the centre of everything we do and say, **listening** to Him with our hearts.

We spread **love** everywhere we go, valuing and caring for each other.

We strive to be the best **learners** we can, using and celebrating our God given gifts.

"For he who is mighty has done great things for me, and Holy is his name" Luke 1: 49



"It is not enough to love the young; they must know that they are loved."

Don Bosco

Aims:

- *To create an environment ethos which encourages and reinforces good relationships and communication, in accordance with our Gospel values.*
- *To enable each pupil to reach their full potential by enabling them to work in a positive and caring environment.*
- *To promote self-esteem, self-discipline and positive relationships.*
- *To make our school a safe, caring and inclusive environment for all pupils.*
- *To ensure that the school's expectations and strategies are widely known and understood.*
- *To develop pupils who can regulate their emotions and interact positively with others at school and in their wider communities.*

These aims are reinforced by our values of:

Love- everyone understands that they are known and loved and will be treated with kindness and respect and will treat others accordingly.

Listen- Responsibility/ honesty and trust

Learn- enjoyment and love of learning - 'Better Never Stops'

These standards of behaviour are shared with the children during PSCH lessons, assemblies and Circle Time.

Legal and Statutory Framework

This Behaviour Policy is written with reference to, and in accordance with, the following statutory and regulatory documents:

- Education Act 1996
- Education and Inspections Act 2006
- School Standards and Framework Act 1998
- Equality Act 2010
- Children and Families Act 2014
- Keeping Children Safe in Education (DfE, latest edition)
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2022)
- Searching, Screening and Confiscation: Advice for Schools (DfE, 2022)
- Use of Reasonable Force in Schools (DfE, 2013)
- Special Educational Needs and Disability (SEND) Code of Practice (DfE, 2015)

The policy also reflects the expectations of the Bosco Catholic Education Trust and the principles of the Equality Act 2010, ensuring that all pupils are protected from discrimination on the basis of gender, race, ability, sexual orientation, or background. For any further information on our Trust Policies, please see the [Bosco Website](#).

Purpose:

We recognise that behaviour is a form of communication, and that behaviour and mental health/well-being are inextricably linked. We recognise that the visible behaviour is only the surface part of what needs to be understood to address that behaviour. We recognise that visible behaviours are influenced by many factors, such as adverse experiences, additional learning or sensory needs. We ensure staff knowledge and understanding is developed through regular professional development.

We recognise that behaviour is a function of being able to manage emotions, and we therefore, aim to actively teach 'self-regulation' in the school environment. We recognise that behaviour is part of the mental health and well-being of an individual. We recognise that supporting the development of positive behaviour means supporting the mental health of children in our school.

We recognise that positive behaviour and the well-being of children is a whole school responsibility and endeavour; this policy describes our collective approach and states what is expected of all staff when promoting positive behaviour and well-being.

We aim to promote positive social behaviour, prevent and manage negative behaviour, and provide appropriate and timely support to children experiencing difficulties with behaviour.

Strategies for Implementation:





These strategies are the fabric of our daily practice and work together to form the safe, secure environment needed for children to reach their potential.

- We set high expectations of behaviour for learning and interaction and adults model this consistently.

- We invest in the quality of our relationships, between adults and children, among children and among adults. All staff understand the need to establish and maintain good relationships with all children
- We recognise, celebrate and reward positive behaviour and interaction, through our use of merit awards, the school house point system and a range of individual and whole class reward systems.
- We implement a consistent approach to promoting positive behaviour and managing negative behaviour across the school. Our consistency lies in our shared understanding of what influences behaviour, our best endeavours to meet the needs of the children in our care and the systems implemented across the school promote positive and manage negative behaviours, including the use of shared scripts to respond to anti-social behaviours. Our daily routines are consistent and supported by clear visuals, promoting a sense of safety and security. We prepare children for transitions and changes using social stories and visual timetables. (EEF Improving Behaviour...)
- We teach a broad and balanced curriculum to develop the learning skills and knowledge of all children. Teaching is engaging, adapted and differentiated to ensure that all children can access learning opportunities and that children have appropriate access points to learning that will lead to the experience of success.
- We ensure that teaching and learning are well paced and that review and practice opportunities are woven in at every stage, as we understand the importance of managing the cognitive load in the process of learning. We understand learning differences, and ensure that a range of strategies are used to remove any barriers to learning, such as visual prompts, separate, low distraction workspaces, sensory breaks, brain breaks or coloured paper and exercise books. We use teacher modelling and clear feedback to ensure that children know how to complete learning tasks and what they need to do next.
- We explicitly teach the meta-cognitive learning behaviours which enable children to achieve and succeed, including perseverance, collaboration, the importance of a positive growth mindset and the value of learning from setbacks and mistakes
- We promote individual and collective resilience in children through the teaching of a Well Being Curriculum based on the four main areas of Relationships and Sex Education, Digital and media literacy (e-safety), Physical health and wellbeing, Emotional health and wellbeing.
- We teach children about feelings, emotions and self-regulation from the Early Years/Foundation Stage and through to Year 6, using the Zones of Regulation programme as the foundation and developing the language of emotional literacy. The Zones of Regulation programme teaches children that all feelings and emotions are valid, how to recognise and name a range of emotions, what may trigger individual emotional responses and strategies to self-regulate our emotions.

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The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
			
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

We recognise that achievement in this area will look different for each individual child, and we aim to recognise and reward progress. In doing so, all staff take neurodiversity into account. Notes home to recognise and celebrate positive contributions and behaviours. Teachers use WOW cards to share recognition of positive behaviour. These are sent home in response to specific or continuous positive behaviour. We celebrate positive 'Behaviour for Learning' through assemblies for example Head teacher's Merit assembly Certificates are awarded to celebrate good or improved work/ excellent attitudes and Behaviour for Learning. These pupils are celebrated as role models for the rest of the school community. This incorporates our Golden Rules and Good Citizenship.

Rewards & Sanctions

Rewards

As a whole-school approach, our reward system is built around the use of Dojo points. This system provides a consistent and engaging way to recognise positive behaviour, sustained effort, and personal growth. Every child has the opportunity to earn points throughout the school day, creating a culture in which good choices are noticed, celebrated, and clearly understood.

The Dojo system is simple, transparent, and inclusive, enabling pupils to see how their actions contribute to a positive school community. Dojo points are awarded specifically in line with Catholic Social Teaching (CST) principles, helping children connect their daily behaviour with the Gospel-rooted values at the heart of our mission. Pupils may earn points for:

- Showing solidarity by supporting or including others
- Demonstrating stewardship by caring for the environment or school resources

- Promoting the dignity of others through kindness, respect, and compassion
- Acting with justice, responsibility, or courage in their learning and relationships

Through this approach, the reward system not only encourages positive conduct but also nurtures the moral and spiritual development of every child, reinforcing the principles that guide both our school and the wider Trust.

Dojo Milestones and Star Badges

As pupils accumulate Dojo points, they work towards key milestones that are recognised through the award of special star badges. These badges provide a tangible and meaningful way for pupils to celebrate their achievements and reflect their commitment to living out Catholic Social Teaching in daily school life.

- Bronze Star – 75 Dojo Points
- Silver Star – 150 Dojo Points
- Gold Star – 300 Dojo Points

These badges are presented during the school's weekly Merit Assembly, where pupils are recognised in front of their peers. This public celebration helps to build confidence, encourage continued effort, and reinforce the positive values that underpin our school community.

Sanctions

Our sanctions system is designed to provide fair, consistent, and proportionate responses when behaviour does not meet our school's expectations. Sanctions are used to help pupils understand the impact of their actions, repair relationships, and make positive choices in the future. They are never used to humiliate, discriminate, or shame, and always reflect the principles of the Equality Act 2010.

The school recognises that effective behaviour management is rooted in strong relationships, clear expectations, and early intervention. Staff use de-escalation strategies wherever possible, including those supported through Team Teach training, to prevent situations from escalating. When sanctions are required, they are applied with professionalism, sensitivity, and regard for individual needs.

Sanctions may be used when a pupil's behaviour:

- Disrupts learning or prevents others from learning
- Shows disrespect towards others
- Damages property or the school environment
- Goes against the values of the school or the expectations set out in this policy
- Causes harm or poses a risk to themselves or others

Sanctions are applied progressively and proportionately. They may include:

- Verbal reminders and redirection
- Time to reflect or calm down
- Loss of privileges or playtime

- Restorative conversations to repair relationships
- Recorded behaviour incidents
- Meetings with parents or guardians
- Referral to senior staff where necessary

Where behaviour is persistent or serious, the school may implement additional support plans, pastoral interventions, or involve external agencies, ensuring that responses remain supportive, lawful, and aligned with safeguarding expectations.

In line with Trust expectations, sanctions are:

- Consistently applied across the school
- Monitored regularly to ensure fairness and effectiveness
- Used with regard to individual needs, including SEND, pastoral circumstances, and safeguarding considerations
- Aligned with the Equality Act 2010, ensuring no pupil is treated less favourably because of gender, race, ability, sexual orientation, background, or any protected characteristic

Through this approach, the school maintains a calm, purposeful, and inclusive environment where pupils learn to take responsibility for their actions and grow in character, resilience, and respect for others. Please see below for further clarification and detail on the 6 steps process each teacher will follow as seen in the appendix 'Managing situations where behaviour/ work does not meet expectations'.

Responding to anti-social behaviour - reactive approaches and strategies

The school-wide proactive strategies outlined above promote pro-social behaviour throughout the school for the majority of pupils for the majority of the time they are in school. However, we recognise that at times, and despite our best endeavours, the behaviour of some pupils will not exemplify these standards, and will need a consistent response. The first responsibility for managing behaviour is in the classroom, and is shared between all the adults in the classroom, as directed by the class teacher. All staff follow these steps:

1. A general reminder of the expectations delivered to the whole class, with reference to our school's Golden Rules / Class rules.
2. Low level disruption: Acknowledge and refocus - A clear verbal script is delivered privately to the child. Acknowledge the feeling: I can see you might be feeling...
Reminder of the rule; The rule is we don't shout out in class I know you can do this, you did it yesterday/this morning/last week If the rule is broken again, I will have to speak to you about it at play time/take you to/take you to do your work in ...
3. Repeated low level disruption: teacher tells the child privately that they will discuss the behaviour at break time.
4. Escalating/persistent/difficult or dangerous behaviour: De-escalation and reflection out of class. For more serious or persistent behaviour, a child may need to be out of class for the rest of the lesson, in order to protect the learning and well-being of others and allow the child to take a break and 'reset'. Depending on the level of behaviour, the child can take a break at a table outside the classroom with an adult supporting or the de-escalation strategies planned for the child can be followed. SLT can support this process

if needed. Children must be supervised by an adult at all times. Protective or educational consequences, such as a supported playtime, a shorter playtime, working outside the classroom, will be applied as appropriate. Children who need this level of behaviour support will have an individual behaviour plan and/or risk assessment in place.

5. Where appropriate, following incidents in the classroom or on the playground where there has been conflict, staff support children to reflect on what has happened. The voice of the children is essential to this process. Children are encouraged to consider their thoughts or feelings at the time and think about who and in what way others may have been affected. Children are then supported to think about what they might do to make it right. A range of strategies may be used to guide children through this process including comic strip conversations, social stories or structured problem solving. Zones of Regulation is used to help children understand links between emotions and actions and consider an alternative response.

Break and Lunch times

The pupils are expected to follow the school's behaviour expectations at break time and lunch time. Staff on the playground are in attendance to proactively support children with their behaviour and self-regulation. Staff who are supporting positive behaviour at playtime at times need to step in to remind children of behaviour expectations or observe that their behaviour indicates that they need some help.

Play leaders from Year 6 are appointed and trained to promote and model positive play. The Zones of Regulation language is useful for enabling a conversation about emotion/behaviour and supporting children to take time out to calm or reset. For example:

Step 1: Reminder of rules/expectations.

Step 2: Acknowledge and refocus: Acknowledge the feeling: I can see you might be feeling...

Reminder of the expectation; we are kind/respectful I know you can do this, you did it yesterday/this morning/last week

Step 3: You need to take some time to calm and keep yourself and others safe (direct to one of the benches).

Step 4: It is never OK to use that voice/push/hit etc. If support is needed to remove a child from the playground, a member of SLT should be called.

Supporting the behaviour and self-regulation of children with additional needs

This policy is written to support the needs of all children in our community. However, there are times when the whole school and class systems are not enough to support and manage the needs of an individual child. When a child's behaviour indicates the need for additional support, the following graduated response will be followed:

- Meeting between Inclusion Team and class staff to discuss how the behaviours are presenting and identify additional personalised supportive strategies.
- Meeting between parents/child/Inclusion/class teacher to discuss behaviour needs and strategies, and establish SMART targets. Further meetings should take place regularly to monitor progress towards the targets and set new targets. The voice of the child and working closely with parents are key to the success of this process.

- External agency support is sought by the Inclusion Team after discussion with our school Educational Psychologist. The Learning Behaviour Advisory Team (LBAT) and/or Educational Psychology Service (EPS) should be contacted in the first instance.
- If a child is at risk of exclusion (AROE), the Fair Access team is informed. A small amount of additional funding can be requested from the Fair Access Team to support a child in school in these circumstances.
- If evidence emerges that the wider family would benefit from further support, the Learning Mentor will support with an Early Help referral.

Severe behaviour and hate incidents

The following is a list of severe, unacceptable behaviours. All severe behaviours are referred straight to the Headteacher or a member of SLT. The response to and consequence for these incidents are at the discretion of the Headteacher and will be based on factors such as the age and level of understanding of the child and whether the behaviour has occurred before. All severe behaviours will be recorded on CURA and the Headteacher or a member of SLT will contact parents.

- Racist or homophobic language
- Physical violence towards others
- Verbal abuse/swearing towards others
- Threatening behaviour towards others
- Sexual harassment or abuse
- Stealing
- Willful damage to property
- Persistent disruption or disturbance in the classroom or other areas of the school
- Refusal to carry out appropriate learning tasks
- Leaving class or school without permission
- Confirmed cases of bullying

Anti-Bullying

Our school is committed to creating an inclusive, respectful, and safe environment in which every member of the community is free from discrimination, harassment, and bullying. In line with the Equality Act 2010 and the expectations set out by the Trust, we uphold the principle that no pupil, staff member, or visitor should experience unfair treatment on the basis of gender, race, ability, sexual orientation, background, or any other protected characteristic.

Bullying of any kind is unacceptable and will not be tolerated. This Behaviour Policy sets out a clear and comprehensive approach to preventing, identifying, and responding to bullying. The policy is designed to be understood by all members of the school community, consistently applied by staff, and regularly monitored to ensure its effectiveness.

To meet the Trust's expectations, the school implements the following commitments:

- **Clear definitions and procedures** for recognising, reporting, and addressing bullying, including discriminatory bullying.
- **Proactive measures** to protect pupils from bullying and discrimination, with particular attention to protected characteristics and vulnerable groups.
- **Consistent application** of sanctions, support strategies, and restorative approaches, ensuring fairness and transparency.

- **Regular monitoring and review** of bullying incidents, patterns, and outcomes to evaluate the impact of our practice and strengthen our preventative work.
- **Education and awareness** through curriculum, assemblies, and pastoral programmes to promote respect, empathy, and understanding.
- **Partnership with parents and carers**, ensuring concerns are taken seriously and addressed promptly.

Through these measures, we aim to foster a culture where pupils feel safe to speak out, confident that concerns will be addressed, and secure in the knowledge that our school actively protects their right to learn and thrive without fear of bullying or discrimination.

(The Academy's Anti-Bullying Policy outlines practice and procedures in relation to incidents of bullying please see the [Bosco website for more information](#)).

Exclusion

An **internal exclusion** will be applied at the discretion of SLT. In this situation, the child is taken out of their classroom for a specified period of the day (morning or afternoon), in order to preserve the safety and well-being of all concerned. The child will remain with a member of SLT or in another class to complete their learning. Where possible, they will then complete the work they would have been doing in class. In the event of a child needing to be removed from the class, parents/carers will be contacted.

An **external exclusion** (fixed term) will be applied at the discretion of the Headteacher. In the event of an external exclusion, parents/carers should collect the child from the school office and have a meeting with a member of the SLT where the decision to exclude is explained. A reintegration meeting will be held with a member of SLT, the child and parents on the return to school and a plan to prevent recurrence of the difficult or dangerous behaviours is co-produced by parents, staff and the child.

When children are externally excluded for a fixed term, school will provide learning activities to be completed at home.

Permanent exclusion will be applied at the discretion of the Headteacher in the most exceptional circumstances.

Physical Intervention and Positive Handling

We maintain clear and comprehensive procedures for the use of reasonable force. These procedures reflect the principles of the Equality Act 2010 and the statutory guidance issued by the Department for Education, including *Use of Reasonable Force in Schools* (DfE, 2013).

The school is committed to providing an inclusive environment where pupils are protected from harm and where staff act with professionalism, fairness, and consistency. A number of staff are trained in **Team Teach**, enabling them to use recognised de-escalation strategies and, when absolutely necessary, safe physical interventions. Team Teach training supports staff in preventing situations from escalating and ensures that any physical intervention is used safely, proportionately, and only as a last resort.

Reasonable force may be used by trained staff **only when necessary** to prevent a pupil from:

- Causing harm to themselves or others
- Causing serious damage to property

- Committing an offence
- Seriously disrupting teaching, learning, or the maintenance of good order

In line with statutory DfE guidance and Trust expectations:

- Any use of reasonable force must be **proportionate, lawful, and the minimum required** to reduce immediate risk.
- Physical intervention is used **solely as a protective measure**, never as a disciplinary sanction.
- Staff are expected to apply this policy consistently and with regard to pupils' individual needs, ensuring that no pupil is treated less favourably because of gender, race, ability, sexual orientation, background, or any protected characteristic.
- The school monitors the use of reasonable force to ensure that practice remains safe, appropriate, and aligned with the Trust's commitment to safeguarding and equality.

All incidents involving reasonable force are:

- Recorded promptly and accurately
- Reported to the Headteacher
- Communicated to parents or guardians as appropriate
- Reviewed to evaluate effectiveness and ensure compliance with Trust and DfE expectations

Through these measures, the school ensures that pupils are safeguarded, staff are supported, and the values of respect, dignity, and inclusion—central to both OLQOH and the Bosco Catholic Education Trust—are upheld at all times.

The Academy's Positive Handling Policy outlines our policy and approach in this area for more information please see the [Bosco website for more information](#).

Exclusions and Suspensions

In circumstances where a pupil's behaviour constitutes a serious breach of the Behaviour Policy, or where allowing the pupil to remain in school would seriously harm the education or welfare of others, the Headteacher may consider a suspension or permanent exclusion. Decisions relating to suspensions and exclusions are made in accordance with statutory Department for Education guidance. The school ensures that all actions are lawful, reasonable, proportionate, and free from discrimination, in line with the Equality Act 2010.

This Behaviour Policy provides a summary of the school's approach. For full details—including procedures, parental rights, review processes, and statutory timescales—please refer to the **Suspension and Exclusion Policy**, available on the Policies page of the [school website](#).

Monitoring behaviour and self-regulation

The impact and implementation of this policy is carefully monitored, as well as behaviour and behaviour incidents across the school. CURA tools are used to monitor recorded incidents of anti-social behaviour. This information will be used to identify emerging patterns of negative behaviour and emerging individual needs. Classroom and wider school provision and practices will be adjusted accordingly. Fortnightly meetings with SLT meetings are also used to monitor standards of behaviour and self-regulation and progress in this area. Additional needs are identified and support planned accordingly.

Expectations for Parents and Guardians

In keeping with the values of Our Lady Queen of Heaven Catholic Primary School and the principles set out by the Bosco Catholic Education Trust, parents and guardians are essential partners in promoting high standards of behaviour, respect, and personal responsibility. The school and Trust recognise that a strong, collaborative relationship between home and school is fundamental to ensuring the wellbeing, safety, and success of every pupil.

Parents and guardians are expected to:

- Support the school's mission, ethos, and Behaviour Policy, reinforcing the importance of respect, kindness, and responsibility at home.
- Work constructively with the school to uphold a positive and orderly learning environment for all pupils.
- Encourage their child to follow school expectations, attend regularly, arrive punctually, and be prepared for learning each day.
- Communicate promptly and respectfully with the school regarding any concerns about behaviour, bullying, or pastoral matters, enabling issues to be addressed swiftly and appropriately.
- Model courteous and respectful behaviour towards staff, pupils, and other members of the school community, reflecting the Catholic values that underpin the work of OLQOH and the wider Trust.
- Support the school's actions when addressing behavioural concerns, including attending meetings when requested and working in partnership to secure positive outcomes for their child.

By fulfilling these expectations, parents and guardians contribute to a safe, inclusive, and nurturing environment in which all pupils can flourish academically, socially, and spiritually.

Appendices

To promote positive behaviour and reward success in school, these procedures will be followed.

Good work / BfL –

- The class teacher will share good work / behaviour with the rest of the class; this will celebrate the best work and Behaviour for Learning from pupils.

Higher standard of work / BfL.-

- Work of a higher attainment / BfL of a pupil can be shared with the neighbouring class to celebrate and receive a sticker/ reward.

Excellent work / Consistently good BfL –

- Will be sent to a member of the Senior Management Team for recognition and praise.

Encouraging high standards through assemblies:

Gospel Assembly –

- This assembly reinforces the Gospel messages from the Church's teaching and encourages the pupil to reflect on how they are following Jesus' teachings in their own lives. This incorporates our Golden Rules and Good Citizenship.

Head teacher's Merit assembly –

- Certificates are awarded to celebrate good or improved work/ excellent attitudes and Behaviour for Learning. These pupils are celebrated as role models for the rest of the school community.

'Class assembly –

- This assembly is to share and celebrate class work with the whole school and with parents.

Managing situations where behaviour/ work does not meet expectations:

As a community we expect respect to be shown by all pupils and staff towards one another.

When pupils fail to meet these expectations the following procedures will be used to address the situation:

6 Step Strategy	
1	<p><i>Class Teacher -</i> The class teacher will deal with minor incidents that occur both in and out of the classroom e.g. unfinished work, silly behaviour. The class teacher is responsible for the management of the classroom and should employ a range of strategies to deal with unwanted behaviours before moving a pupil to step 2. Unacceptable behaviour will be put onto the school behaviour log which is monitored by the SLT</p>
2	<p><i>Focus group –</i> If a pupil persists in unacceptable behaviour, despite the class teacher’s strategies and sanctions, he / she will be asked to attend Focus Group at Friday break time to reflect on their behaviour. If a serious incident has been brought to the attention of a senior manager, they may choose to send the pupil to the focus group</p>
3	<p><i>Parent involvement –</i> The teacher should request to see the pupil’s parents/ carers about the standard of work and/ or behaviour. All teachers will record the interview on the appropriate form and ask all present at the interview to read and sign that it is a true record of the interview.</p> <p>This record is sent immediately to the office to be placed in the pupil’s file. Some teachers may feel that they wish to have another member of staff present, especially if behavioural issues are to be discussed.</p> <p>If a parent wishes to see a teacher, an appointment should be made for the first available time at the office.</p>
4	<p><i>Parent interview with class teacher and senior manager -</i> Persistent behavioural problems / focus group – SMT will write to the parents, inviting them to discuss how we can work together to resolve the issues. This will help develop links between home and school and ensure the pupils are receiving the same message from all parties.</p> <p>The Learning Mentor may meet with the child to discuss positive ways forward and agree targets and rewards. The introduction of report cards, behaviour logs or sticker charts may be used at this point. These will be kept in the pupil’s file, once completed, for future reference.</p> <p>A date will be set to review and monitor behaviour targets.</p>
5	<p><i>Parent and pupil interview with the Head teacher –</i> If there is no improvement, despite the input of staff and parents, it will be necessary for the pupil and parents to meet with the head teacher.</p> <p>*Extreme or dangerous behaviour will be referred immediately to the Head teacher and the parents will be asked to attend a meeting as soon as possible. This would be any purposeful physical or verbal abuse of pupils or staff.</p>
6	<p><i>Internal and external exclusions –</i></p>

Following a culmination of events or a serious incident the Head may decide to exclude a pupil internally or externally for a set time / number of days.

Internal exclusion - the pupil will be provided with work by their class teacher and will complete this in isolation from their class and under the supervision of a member of staff. Parents will be informed and invited to discuss the pupil's future.

External exclusion – this will be the final sanction, decided on by the Head. The Head will inform the Governors of his action. Parents will be informed and invited to discuss the future of the pupil's education at Our Lady Queen of Heaven School.