

St Thomas' CE (VA) Primary School Heaton Chapel



Behaviour Policy

Document History		
Date of Change	Author	Notes (changes made)
November 2016	KM	Restorative Approaches rationale added Reviewed and agreed by Governing Board
January 2017	KM	Team Teach Approaches added
January 2020	KM	Significant revisions

Signed:

Richard A. Dwyer

Chair of Governors Spring 2020

Our Vision and Values

At St Thomas' Primary School we believe that there should be a whole school Behaviour Policy, which creates a positive atmosphere, based on a sense of community and shared values and reflecting the distinctive Christian ethos of the school. We recognise that there is an increasing number of children who have experienced trauma or highly challenging circumstances in their lives and who need additional support and understanding to help them thrive. Consistency and consensus among staff create a climate of good social behaviour and we believe each child to be a unique individual made in the image of God. We believe that pupils flourish when expectations for their behaviour are explicit and demonstrate understanding of their needs. This creates a safe, secure environment for them to develop their potential, where they work together to form a community in which everyone feels included and valued.

Aims

It is the duty and responsibility of **every adult** working within school to uphold the highest standards of behaviour around each site, to value each child and to implement this Behaviour Policy.

We have clear aims based on the above philosophy, which we believe, contribute towards engendering a sense of community:

1. We seek to uphold the values of compassion, justice and perseverance
2. Every child will be able to work and play in peace.
3. Every individual will be valued by those around them as uniquely created in the image of God.
4. A shared willingness to work towards common goals.
5. Tolerance for the beliefs of others.
6. To eradicate unacceptable behaviour from school.
7. To support every child in managing their own behaviour

In accordance with our aims, we will always endeavour to praise positive, acceptable behaviour within school. We are a Restorative Approaches School: children are trained to understand the effects poor behaviour can have on themselves and on others and to work towards restoring relationships. A system of rewards has been introduced to encourage performing tasks efficiently, moving round the school sensibly, being helpful and polite as well as for good work. These rewards take the form of praise to the individual and group, awards of certificates and/or activities within the classroom deemed as special and privileged, thanks and appreciation.

Unacceptable behaviour such as bullying, physical and/or verbal abuse, wilful defiance, damage to property (school and personal) and theft will be dealt with consistently. (See 'Serious Misconduct' section)

Class Rules

In accordance with our philosophy the class teacher consistently praises good behaviour whenever possible. He/she pays particular attention to examples of acceptable and desirable behaviour, and thereby builds up positive reinforcement of our Christian values ~~ethos~~. A set of rules formulated by the teacher and children together, is put into effect in each class and is on display, for reference. For children with particular behaviour plans, recognition that that child has been successful with certain behaviour will be recognised by the class teacher and praised.

All adults within the school learn to recognise that poor behaviour is, in itself, a form of communication which should be acknowledged as such. Children should feel that they are being listened to and their needs recognised and met.

The class teacher can use forms of praise and reinforcement such as sending a child to the Headteacher for an award, sending to other teachers for praise, speaking directly to their parents to report good progress.

Alongside the use of positive reinforcement, there is a clear precise method of reprimands, which enables children to readily identify the system. The series of reprimands is set in place and progresses if a child continues to break a class rule.

Where practicable and where appropriate (such as when a child has a My Plan), if a child in crisis needs to leave the room because they are struggling to cope, the class teacher will send for another adult e.g. the Year group TA, a member of the SLT etc to step into the room and continue the lesson so that the Teacher can support the child as the person with whom they have the closest relationship. De-escalation strategies will be used according to the Team Teach model.

Communicating and modelling good behaviours

All adults will model the behaviours they wish children to show in school. Teachers will identify what good behaviours they are looking for each day and recognise those who show those behaviours. We have a recognition (rewards/praise) system alongside our consequences system.

Adults will also reinforce good behaviours using the following strategies in the following ways:

1. Check in at the classroom door
2. Partial Agreement Script – see Appendix G
3. Saying 'Grace' in the classroom at the start of lunchtime
4. Check out at the end of the day

Recognition and consequences

Children will be introduced to a system of rewards. This may be through the giving of stars or stickers with a 'treat' at the end of the week/term (such as golden time, extra playtime, extra showbox, etc) A chart/poster will be displayed in class showing the class rules and examples of 'good behaviour' and the rewards that can be obtained will be added as is fitting in each class. Parents will be notified of their child's rewards via Class Dojo, an online award and communication system. Teachers may also use strategies from the list below.

Recognition of good behaviour (in no order)

1. Class Dojo
2. Toy or other praise item on desk
3. Name on board
4. Sending child to Senior Leaders

Consequences of poor behaviour (in order)

Amber

1. Verbal warning
2. Second verbal warning
spend 5 minutes of next playtime with an adult*
3. spend 5 or more minutes of next playtime with adult on duty, send any unfinished work home with a note of explanation and/or lines, write letter of apology, list of rules, appropriate reparation such as tidying the classroom, helping younger children, extra responsibilities. The opportunity to repair any break down in relationship by apology as well as receiving forgiveness should always be available.

Red

See later section on Red- Serious Misconduct

At each stage, children will be given an opportunity to meet with the class teacher and talk through their behaviour. It is important that the class teacher has the closest relationship with each child. If children are repeatedly sent out of class they develop a relationship with the Senior Staff at the expense of the class teacher. At the end of each day, children on **Amber** will be told that the punishment is now ended and they have a 'clean sheet' for next day with the proviso that if incidents have occurred in the last part of the day sufficient time has not elapsed for this to happen and consequences may continue into the following morning.

For the **Amber** stage the class teacher keeps a record of the child's name in their cardex file and these records are reported to parents (also at any other appropriate sharing of information, such as at end-of-year teachers' meetings.)

Alongside the reward system will be a system for the consequences of poor behaviour. We do not deem all consequences to be "punishment" but some are an opportunity to make things right. We also believe that forgiveness is an important aspect of our behaviour management strategy and children are encouraged to express forgiveness and to be forgiven by the child/teacher/adult involved.

At the end of each day, it is important for any child on **Amber** to be told that the consequences/punishment is now ended and they have a 'clean sheet' for next day. However, if an incident occurs later in the afternoon consequences may be implemented the following day. Occasionally events are more serious and lengthier investigations take place.

*If playtime is outside, children to stand next to staff (on duty) if wet, then outside their ~~staffroom~~ classroom

Risk Assessments

Where teachers consider that the behaviour of a particular child poses a risk to the safety of themselves or others, especially in different environments such as school trips, swimming, outdoor learning and playtime, a risk assessment must be completed outlining the measures that will be taken to support good behaviour. These are saved on the school computer network.

My Plans and Individual Behaviour Plans

Children with needs that impact their behaviour will have an individual plan aimed at supporting their needs and providing strategies for when they are 'in crisis' or 'struggling.' This will be created with the input of the Behaviour Support Service, the class teacher and the SEND lead teacher.

Lunchtime

The practice of praising and acknowledging good behaviour continues during lunchtimes. The midday assistants praise children who behave well at the lunch table, line up well, tidy away efficiently etc. Good behaviour stickers are awarded wherever appropriate. The Midday Supervisor also keeps a note of the names of children who are exceptional for their helpfulness, consideration etc.

When unacceptable behaviour occurs at lunchtime, a clear code of procedures similar to the class rules applies.

1. If a child's behaviour causes concern in the playground or at the lunch table the MDA will warn them, explaining why there is a problem and how it can be corrected.
2. If the poor behaviour continues indoors despite the warning, the child may be moved to another table. If outdoors they will stand with a midday assistant for 5 minutes. The child may also be made to apologise for his/her behaviour, and/or make amends by doing community service in the playground or lunch hall.

3. If their behaviour does not improve at this point they are sent to the Midday Supervisor who will investigate the problem and decide on the appropriate course of action. If a child's name is reported several times within a short period of time, the class teacher must be informed of the way it has been dealt with at the end of that lunchtime. The class teacher will then decide whether the matter needs to be brought to the attention of the Phase Leader. Records will be kept in the classteacher's cardex until and unless the incidents become habitual patterns of poor behaviour when the teacher will log the concerns as a CPOMS incident to bring it to the attention of senior leaders.

For serious misdemeanours the Senior lunchtime supervisor will take the child to the Headteacher or Deputy Head who will, in turn, investigate and deal with the matter as soon as is practicable. A record will be kept of the incident by the SLT member dealing with it on CPOMS and any action taken as above (eg consequences), and the class teacher kept informed. Parent/Carers of children receiving such punishments will be contacted by the Class teacher/Phase Leader/Deputy Headteacher/Headteacher to discuss the problems.

Playtimes/midday

When unacceptable behaviour occurs at playtime, a clear code of procedures similar to the class rules applies.

1. If a child's behaviour causes concern in the playground the adult on duty will warn them, explaining why there is a problem and how it can be corrected.
2. If the poor behaviour continues despite the warning, the child may be withdrawn from playing with other children for 'time out' so they can think about their behaviour and how to improve it. This may mean accompanying an adult for a while, The child may also be made to apologise for his/her behaviour, and/or make amends by doing community service in the playground.
3. If their behaviour does not improve at this point they remain with the adult on duty who will investigate the problem and decide on the appropriate course of action. If a child reaches Amber 3 the class teacher must be informed at the end of that playtime. The class teacher will then decide whether the matter needs to be brought to the attention of the Phase Leader. Records will be kept in the classteacher's cardex until and unless the incidents become habitual patterns of poor behaviour when the teacher will log the concerns as a CPOMS incident to bring it to the attention of senior leaders.

For serious misdemeanours the duty adult will take the child to the Headteacher, Phase Leader or Deputy Head who will, in turn, investigate and deal with the matter as soon as is practicable. A record will be kept of the incident by the SLT member dealing with it on CPOMS and any action taken as above (eg consequences such as loss of independent play, apology, tidying up equipment), and the class teacher kept informed. Parent/Carers of children receiving such punishments will be contacted by the Class teacher/Phase Leader/Deputy Headteacher/Headteacher to discuss the problems.

Red- Serious Misconduct

Unacceptable behaviour such as bullying, physical and/or verbal abuse, wilful defiance, repeated or violent fighting, damage to property (school and personal) and theft happen only rarely at St Thomas' school due to the positive reinforcement of good behaviour. However, it is essential to have systems in place to deal with incidents or series of incidents of this nature. It should be noted that where a child demonstrates poor behaviour as a result of crisis at home, SEND (including mental illness) or particular aggravating circumstances, the procedure may well differ according to the child's needs and any personal plans they may have.

If a member of staff sees serious misconduct as outlined at the beginning of this paragraph, then the children concerned will be sent to the Headteacher or in their absence Deputy Head or member of the Senior Leadership Team. The School keeps a secure record of the behaviour and the action taken, creating a CPOMS incident. The child's parent/carer will be contacted that day if possible, outlining

the problems and requesting them to make an appointment to come to school to discuss the incident. A programme of appropriate actions to rectify the child's poor behaviour will be agreed by the Headteacher, parents and child (where appropriate). Consequences may include an Internal Exclusion where the child would be withdrawn from their class for a period of time, such as an afternoon, to learn under the supervision of a member of staff (Please see Internal Exclusion appendix). Depending on the incident or incidents, a warning of exclusion may be given during the meeting with parents.

The decision to exclude must take into account both the severity and repetition of misbehaviour. If the problem occurs during lunchtime, the process and outcome will be the same, with exclusion during lunch break being a sanction, only used after notice is given and a full investigation.

Extreme Situations

In accordance with the Education Act 1997 Section 14, Circular 10/98, there will be occasions when teachers or other designated adults may use such ~~force~~ physical 'restraint' to guide a child to a place of safety and to protect their dignity or to 'hold' when they are at risk of harming themselves, others, property or are causing a serious disruption.

The use of 'force'/physical restraint is likely to be legally defensible when it is required to prevent:

- self-harming;
- injury to other children, service-users, staff or teachers;
- damage to property;
- an offence being committed; and
- in school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

Recording Poor Behaviour

- Routine Lunchtime incidents should be recorded by the Class Teacher on their cardex following information from the Midday Supervisor on each site directly after lunch. MDAs should report incidences to the Supervisors via a class notebook at the Infants and a year group notebook at the Juniors which will be handed to the Supervisor at the end of each lunchtime. Supervisors are then enabled to spot patterns in behaviour and report back to the relevant teachers at the end of lunchtime.
- Repeated poor behaviour or serious incidents of poor behaviour should be recorded in the Incidents book by the Midday Supervisor– kept locked in the office on each site, and also recorded as an incident on CPOMS with the relevant staff, including the Class Teacher to be alerted. The relevant staff to 'alert' should be: Head, Deputies and Phase Lead.

Physical Interventions

(DESIGNATED PERSONNEL INCLUDE ALL PERMANENT TEACHING STAFF AND THE HEADTEACHER)

Designated Personnel at St Thomas' have all received appropriate training in Care and Control through the Stockport Behaviour Support Service (Team Teach). Classroom assistants and midday staff must send for another member of staff if they find themselves in a situation outlined above. It is advisable that a third person should be present to detail the event for the sake of records which must be kept until 75 years after the birth of the individual being restrained.

After an incident requiring reasonable 'force' or restraint, an Incident form will be completed and the parents informed immediately. Incident forms will be saved to The Safeguarding Folder on the Staff Shared Area under Restraint Records then uploaded as a document onto the secure CPOMS system.

Key staff are trained in holding techniques as part of de-escalation strategies where a child is not coping. The following paragraph summarises the Team Teach philosophy:

"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".

(George Matthews - Director)

We expect that, through continual use of positive reinforcement of good behaviour, incidents of this nature will be very rare.

A full explanation of the procedures used within Care and Control are outlined in the following pages.

Decision to exclude

Please see our Care and Control Policy.

The decision to exclude lies with the Headteacher, or in their absence, the Deputy Head teacher on each site. In these very rare instances the procedure below (Appendix A) will be followed.

At St Thomas' we believe that all our children have the right to a quality education and the right to be supported in order to improve their behaviour. It is hard to meet a child's right to that education when they have been excluded. There are times when children go through periods of crisis or have special needs which mean that they struggle to behave conventionally. Allowances must be made for these eventualities in the tailored support we offer each child- even when that support appears to contradict the Behaviour Policy.

We would like our parents, staff, governors and children to understand that needy children should be understood, that teachers must engage with the children and consider themselves to be teachers of Special Educational Needs.

All specific matters around each individual child are to be considered confidential and cannot be shared with other children or parents. We acknowledge that this can be difficult as parents struggle to understand the accounts that their child may bring home about the behaviour of other children. It is very easy to leap to conclusions about needy children and to consider that there have been no consequences resulting from behavioural incidents.

Examples of poor behaviour

In all cases of poor behaviour outdoors the class teacher must be notified as soon as possible

Amber 1	
Classroom	Lunchtime/Playtime
Off task-fiddling, wandering	Spoiling games
Disturbing other children	Name calling
Attention-seeking behaviour	Attention-seeking behaviour
Not sharing	Ignoring adults
Being unpleasant	Being unpleasant
Talking at inappropriate times	Failure to respond to the whistle
Lacking respect for others	Lacking respect for others
Name calling * unless hate crime	Name calling * unless hate crime

Amber 2 and 3	
Classroom	Lunchtime/Playtime
Repeating any of above	Repeating any of above
Lying	Lying
Open Defiance	Open Defiance
	Late return to class
Causing distress to others e.g. teasing	Causing distress to others e.g. teasing
Leaving room without permission	In the building for no good reason
Stealing – first offence	Stealing– first offence
Fighting- low level	Fighting- low level
Spitting	Spitting
Swearing	Swearing
Deliberate Assault of child	Deliberate Assault of child
Misuse of equipment	Misuse of equipment
Rudeness and insolence	Rudeness and insolence
Amber 3 is when incidents are more prolonged and serious	Amber 3 is when incidents are more prolonged and serious

Red	
Classroom	Lunchtime/playtime
Repeated and serious physical violence (fighting, punching)	Repeated and serious physical violence (fighting, punching)
Swearing	Swearing
Spitting on others	Spitting on others
Bullying	Bullying
Stealing- subsequent offence	Stealing – second offence
Assault to member of staff	Assault to member of staff
Repeated abuse under the 9 Protected Characteristics	Repeated abuse under the 9 Protected Characteristics
Repeated misuse of equipment	Repeated misuse of equipment
Open defiance	Open defiance

APPENDIX A

Provision for full time education for pupils who receive an exclusion of 6 days or longer.

Since September 1st 2007, the law has required that schools must ensure that formal arrangements are in place to offer full time, appropriate education, off school site for any pupil who is excluded for a period of 6 days or longer. We are required to make such provision from the 6th day of any such exclusion. This will involve provision by the Local Authority.

Day one to five of a fixed period exclusion

Parents are legally required to make suitable arrangements for the supervision of their children for all exclusions of between one and five days inclusively. The school will ensure that all parents of excluded pupils are informed appropriately of their responsibilities with regard to appropriate supervision of their child whilst excluded.

The class teacher will ensure that adequate and appropriate work is provided for completion at home during the period of exclusion. Parents should return completed work and arrange with the teacher to provide more if necessary.

From day six of a fixed period exclusion

- We will be working in partnership with other primary schools in Stockport to provide full time education for any pupil from the 6th day onwards until the exclusion ends.
- If a pupil receives allocated support, it is expected that this support will transfer with them for the duration of the exclusion.
- If there are issues of access for any pupil, we will ensure that a suitable school within the Local Authority is found.

Parents will be expected to work with the school to ensure that their child attends the alternative provision for the duration of the remainder of the fixed period exclusion. If a parent does not ensure that their child attends the provision made, it will be recorded as an unauthorised absence and dealt with by the school and Education Welfare Service with their procedures.

Planning the off-site provision

The Headteacher or class teacher will agree arrangements with the parent(s) to plan for the child continuing education during the exclusion. This planning will take place during the first 5 days of the exclusion to ensure that the pupil, parent and both schools are in full agreement with the arrangements for the child to attend the alternative school.

Reintegration Meetings

Following all instance of exclusion, the Headteacher will arrange a reintegration interview at a mutually convenient time for the school and parent. Consideration will be given to using a Pastoral Support Plan at the reintegration meeting which will look at formalising targets for the pupil, school and parent to work together to reduce the likelihood of future exclusions.

Permanent Exclusions

The guidelines provided by the Local Authority in outlining DfE Guidance will be followed:

- Following a decision to exclude permanently, school will provide work for the pupil until the 6th day of absence when the Local Authority will assume responsibility
- Parents will be notified immediately and with a follow-up letter (using the proforma supplied by The Local Authority Education Access Team)
- Chair of Governors will be notified
- Education Access Team will be notified and guidance requested to ensure the exclusion letter is correct
- Pupil Discipline Committee will be called to review the decision to permanently exclude using the procedures laid out by the Local Authority.

Reviewed: February 2020

APPENDIX B- supplementary guidance issued Autumn 2017

Revised Exclusion Guidance:

The DfE has issued revised exclusion guidance, which came into effect this week: www.gov.uk/government/publications/school-exclusion. There are no major changes to policy or practice, but they have clarified some sections clearer and changed some of the language.

The guidance clarifies that the law does not allow for extending a fixed period exclusion or 'converting' a fixed period to a permanent exclusion. Following serious incidents, head teachers may issue a short fixed period exclusion in the first instance, pending further investigation and consideration, which may be followed with a new further exclusion (either fixed period or permanent) to begin immediately afterwards, once the investigation is complete. This should be made clear in the exclusion notification letter.

The DfE have added a new annex (Annex B) which is a non-statutory guide for head teachers to refer to when considering an exclusion. It's designed to help schools through the exclusion process and ensure that sufficient procedures are in place. Please find attached – you may find it useful to consult this guide when considering an exclusion.

Model exclusion letters:

The model exclusion letters have been updated to reflect the language of the exclusion guidance and changes to contact details (attached).

Returning to school following exclusion:

I was made aware of a couple of cases last year where pupils were not allowed to return to school following a fixed period exclusion until their parent attended a reintegration meeting. This is unlawful and would constitute an illegal exclusion. The same applies to other conditions which might be placed on a pupil's return to school, for example not allowing them to return until they apologise, or until they/their parent signs a behaviour agreement.

Exclusion reason codes:

In 2016/17, 22% of secondary fixed period exclusions were issued using the reason code 'Other'. This code should be used sparingly, for incidents where none of the other reasons code would be appropriate. I've attached the DfE exclusion reason codes and the descriptors of the type of behaviours/incidents that fall under each code.

'Other' has been used for exclusions following defiance, refusal to follow instructions, repeated misconduct etc, where the reason code should have been 'Persistent Disruptive Behaviour'. Smoking-related exclusions should be recorded as 'Drug & Alcohol related'. Whilst the reason code used for each exclusion is at the discretion of the school, can I ask that you only consider using 'Other' in cases where no other reason code would be appropriate as this will enable better analysis of exclusion reasons at both school and LA level.

See Emma Storer, inclusion, 0161 474 3971

APPENDIX C

National standard list of reasons for exclusions

This table below provides descriptors of the 12 standard reason codes for exclusion, one of which should be used to indicate the **main** reason for every fixed period and permanent exclusion issued by schools. Guidance from the Department for Education states that the 'other' category should be used sparingly and only in cases where the incident could not be described using one of the other 11 categories.

The further detail suggesting what the descriptors cover should be used as a guide only and is not intended to act as a list of incidents that would justify exclusion in every case. In reaching a decision on whether to exclude, head teachers should refer to the DfE's guidance – "Exclusion from maintained schools, Academies and pupil referral units in England – a guide to those with legal responsibilities in relation to exclusion" (September 2017).

<p>Physical assault against pupil</p> <p>Includes:</p> <ul style="list-style-type: none"> ▪ Fighting ▪ Violent behaviour ▪ Wounding ▪ Obstruction and jostling 	<p>Physical assault against adult</p> <p>Includes:</p> <ul style="list-style-type: none"> ▪ Violent behaviour ▪ Wounding ▪ Obstruction and jostling
<p>Verbal abuse / threatening behaviour against pupil</p> <p>Includes:</p> <ul style="list-style-type: none"> ▪ Threatened violence ▪ Aggressive behaviour ▪ Swearing ▪ Homophobic abuse and harassment ▪ Verbal intimidation ▪ Carrying an offensive weapon 	<p>Verbal abuse / threatening behaviour against adult</p> <p>Includes:</p> <ul style="list-style-type: none"> ▪ Threatened violence ▪ Aggressive behaviour ▪ Swearing ▪ Homophobic abuse and harassment ▪ Verbal intimidation ▪ Carrying an offensive weapon
<p>Persistent disruptive behaviour</p> <p>Includes:</p> <ul style="list-style-type: none"> ▪ Challenging behaviour ▪ Disobedience ▪ Persistent violation of school rules 	<p>Drug and alcohol related</p> <p>Includes:</p> <ul style="list-style-type: none"> ▪ Possession of illegal drugs ▪ Inappropriate use of prescribed drugs ▪ Drug dealing ▪ Smoking ▪ Alcohol abuse ▪ Substance abuse

<p>Bullying</p> <p>Includes:</p> <ul style="list-style-type: none"> ▪ Verbal bullying ▪ Physical bullying ▪ Homophobic bullying ▪ Racist bullying 	<p>Racist abuse</p> <p>Includes:</p> <ul style="list-style-type: none"> ▪ Racist taunting and harassment ▪ Derogatory racist statements ▪ Swearing that can be attributed to racist characteristics ▪ Racist bullying ▪ Racist graffiti
<p>Theft</p> <p>Includes:</p> <ul style="list-style-type: none"> ▪ Stealing school property ▪ Stealing personal property (pupil or adult) ▪ Stealing from local shops on a school outing ▪ Selling and dealing in stolen property 	<p>Sexual misconduct</p> <p>Includes:</p> <ul style="list-style-type: none"> ▪ Sexual abuse ▪ Sexual assault ▪ Sexual harassment ▪ Lewd behaviour ▪ Sexual bullying ▪ Sexual graffiti
<p>Damage</p> <p>Includes damage to school or personal property belonging to any member of the school community:</p> <ul style="list-style-type: none"> ▪ Vandalism ▪ Arson ▪ Graffiti 	<p>Other</p> <p>Includes incidents which are not covered by the categories above, but this category should be used sparingly</p>

APPENDIX D

Annex B – A non-statutory guide for head teachers (DfE, Sep 2017)

Exclusion process for head teachers, academy principals and teachers in charge of pupil referral units

This non-statutory document should be read alongside the statutory guidance. This document is meant to help schools through the process and ensure that they have sufficient procedures in place.

Glossary

The term **'must'** refers to what head teachers/governing boards/academy trusts/local authorities and parents are required to do by law. The term **'should'** refers to recommendations for good practice as mentioned in the exclusions guidance.

In this document and in the exclusion guidance, **'parents'** refers to parent(s)/legal guardian(s)/foster carer(s) of pupils under 18, as well as to pupils over 18, and the term **'governing board'** includes the governing body of a maintained school, management committee of a PRU and the academy trust of an academy.

Early Intervention

You¹ must establish a behaviour policy and should have processes for identifying and supporting pupils' additional needs.

Things to consider

- Does the school behaviour policy clearly set out behaviour expectations and sanctions and reflect the requirements of the Equality Act 2010?
- Are governors/staff (including sixth form staff in school sixth forms) clear about their roles and when to escalate issues/involve parents?
- Is the behaviour policy understood by pupils and parents?
- Are sanctions monitored to identify any inconsistency or potential discrimination (e.g. Special Educational Needs and Disability (SEND) or ethnicity)?
- Are systems in place to identify pupils showing persistent poor behaviour and if there are any underlying causes?

Further sources of information

Departmental advice on setting the behaviour policy

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

What maintained schools must publish online <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

¹ At a maintained school or PRU, the head teacher must determine the behaviour policy in accordance with the principles set out by the governing board. An academy trust must have a behaviour policy but it is up to the academy trust to decide who is responsible for drawing up the policy.

What academies, free schools and colleges must publish online

<https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>

You should have a system in place to ensure you are aware of a pupil showing persistent poor behaviour or not responding to low level sanctions.

Things to consider

Are underlying factors (for example SEND, family issues or bullying) or specific triggers (for example the time of day or specific lessons) affecting behaviour? Are staff working with the pupil aware of any behavioural trigger points, relevant issues and the ways in which they should be managed?

- Are staff aware of mechanisms for escalation and referral routes to access external support?
- Have I ensured that this pupil's parents are aware of their behaviour issues?
- Should I request a special educational needs (SEN) assessment, a multi-agency assessment or external support (e.g. counsellors or alternative provision)?
- Did I consider if the pupil was a looked after child? (E.g. did I engage with foster carers or children's home workers, the local authority that looks after the child and the local authority's virtual school head?)
- Is the use and effectiveness of any support and sanctions properly recorded and regularly reviewed?

Further sources of information

Guidance on the use of alternative provision

<https://www.gov.uk/government/publications/alternative-provision>

You should have a clear process in place for exclusion.

Things to consider

Are there clear processes and templates in place to:

- monitor the 45 day exclusion rule, including exclusions received from other schools?
- manage serious behavioural incidents when I am not available?
- avoid wherever possible the permanent exclusion of those with Education, Health and Care plans or Statements of Special Educational Need and looked after children.
- inform the parents, governing board and local authority (depending on length of exclusion), clearly setting out all reasons for the exclusion?
- give up-to-date links to sources of impartial advice for parents?
- reintegrate excluded pupils after a fixed period exclusion and support pupils' future behaviour?
- arrange, at short notice, suitable full-time alternative education for pupils receiving exclusions over five days?

Further sources of information

Information on school discipline and exclusions issued by the Department for Education
<https://www.gov.uk/school-discipline-exclusions/exclusions>

Coram Children's Legal Centre

http://www.childrenslegalcentre.com/index.php?page=school_exclusions

ACE Education also run a limited advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time. Information can be found on their website:
<http://www.ace-ed.org.uk/>

National Autistic Society (NAS) School Exclusion Service (England) can be contacted on 0808 800 4002 or via schoolexclusions@nas.org.uk

Independent Parental Special Education Advice <http://www.ipsea.org.uk/>

You should ask the governing board whether it has a clear process in place for considering reinstatement following an exclusion.

Things to consider

- Do governors have an understanding of the exclusion process to enable a review within deadlines?
- Would governors benefit from additional training, including on the Equality Act 2010?
- Is there a clear and timely system in place to enable parents to make representations?
- Are there up-to-date templates for notifying parents of the decision and explaining next steps?

APPENDIX E- Internal Exclusion

Name of child:

DoB:

Start date/ time	End date/ time	Length of internal exclusion																
<p>Reason for Internal Exclusion (please circle)</p> <table border="0" style="width:100%"> <tr> <td>Persistent disruptive behaviour</td> <td>Physical abuse – pupil</td> </tr> <tr> <td>Verbal abuse – pupil</td> <td>Physical abuse – staff</td> </tr> <tr> <td>Verbal abuse – staff</td> <td>Racist/ Homophobic incident</td> </tr> <tr> <td>Bullying</td> <td>Theft</td> </tr> <tr> <td>Inappropriate use of IT</td> <td>Defiance</td> </tr> <tr> <td>Damage to property</td> <td>Verbal aggression</td> </tr> <tr> <td>Fighting</td> <td>Physical aggression</td> </tr> <tr> <td>Other (specify)</td> <td></td> </tr> </table>			Persistent disruptive behaviour	Physical abuse – pupil	Verbal abuse – pupil	Physical abuse – staff	Verbal abuse – staff	Racist/ Homophobic incident	Bullying	Theft	Inappropriate use of IT	Defiance	Damage to property	Verbal aggression	Fighting	Physical aggression	Other (specify)	
Persistent disruptive behaviour	Physical abuse – pupil																	
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Bullying	Theft																	
Inappropriate use of IT	Defiance																	
Damage to property	Verbal aggression																	
Fighting	Physical aggression																	
Other (specify)																		
<p>Brief details of incident</p>																		
<p>Action taken – where internal exclusion took place? what did pupil do? (think sheet/ class work/ other) who supervised?</p>																		
<p>Parent informed – phone/ in person/ letter/ email</p> <p>Action taken at home?</p>																		
<p>Outcome - Recorded on CPOMS</p>																		
<p>Post-incident learning -</p>																		

Protected Characteristics under the Equality Act 2010

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy & maternity
- Race
- Religion and/or belief
- Sex
- Sexual orientation



APPENDIX G

Partial Agreement Scripts- scenarios

Sometimes children make personal comments which can easily upset us / offend us

“You can’t tell me what to do, you’re just...”

“This lesson is boring...”

“My dad says I don’t have to do what you say”

We can meet the child halfway by partially agreeing with them...’May be you are finding this lesson boring, but I have to teach speech marks. What would help?”

The Script:

1. **I notice/can see you are...** (having trouble getting started/wandering round the classroom/ struggling to get going.)
2. **It was our rule about** (staying on task/lining up/ leaving our toys at home) **that you broke.**
3. **Do you remember last week when you...** (arrived on time every day/stayed on the carpet for phonics/got the sticker)
4. **That is who I need to see today.**
5. **Thank you for listening.** (THEN GIVE THE CHILD TAKE UP TIME.)