

DALLAM CP SCHOOL



Positive Behaviour Policy (Inc. Suspension and Exclusion)

Reviewed by Governors	01.02.24
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DALLAM COMMUNITY PRIMARY SCHOOL BEHAVIOUR POLICY including procedures for exclusion

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1. Aims

This policy aims to:

1. Support staff members' **understanding** of why children may be behaving as they are
2. Provide a **consistent approach** to response to behaviour
3. **Define** what we consider to be unacceptable behaviour, including bullying
4. Outline **how pupils are expected to behave**
5. Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
6. Outline our system of **rewards and responses to behaviour**

These aims are essential to ensure that all pupils can benefit from the education and development opportunities provided by school.

At Dallam Community Primary School we understand that all children behave in ways that are dependent upon their lived experiences and childhood development. We have adopted a trauma informed approach across school to ensure that every child develops positive mental health and resilience. We are always mindful when dealing with undesired behaviours, that this may be an indication that the child is anxious and/or dysregulated

We:

1. Support children to make sense of their experiences
2. Find appropriate ways to manage their feelings, understanding the reasons behind these emotions and the presenting behaviours
3. Create an environment of safety, connection and compassion at all times
4. Build strong, positive, supportive relationships
5. Ensure that children maintain the capacity to learn, despite difficult events that may occur

Where staff suspect that a child's inappropriate behaviour is indicative of a mental wellbeing issue or a special educational need, they should refer to the pathway for mental health support or SEND in school.

2. Legislation and statutory requirements

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

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

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE Guidance: Suspension and Permanent exclusion from maintained schools
- EEF recommendations: improving behaviour in schools

3. Definitions

Unacceptable behaviour is defined as:

- Choosing not to follow the Dallam School rules
- Repeatedly refusing to follow adult requests/instructions
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or completing work to a standard well below normal
- Inappropriate attitude towards adults and other children

Serious incidents are defined as:

- Repeated breaches of the Dallam School rules
- Inappropriate language
- Any form of bullying
- Sexual assault/harassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Discriminatory / racial	Racial/homophobic/sexist taunts, graffiti, gestures
Sexual	Explicit sexual remarks, sharing of images, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching, sharing explicit images
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, sharing unwanted images

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

4. Roles and responsibilities

The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Governing body will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

The Head teacher

The Head teacher is responsible for reviewing and approving this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (Appendix 1).

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff support children effectively when presented with undesired or unacceptable behaviour. The cycle of monitoring will reflect this.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Ensuring that children understand that each day provides a fresh start
- Establishing routines that support children's transitions throughout the day
- Emphasising the positive among children and colleagues, including public praise for good behaviour
- Being consistent in ensuring that low-level behaviour does not disrupt learning
- Managing behaviour that challenges in a calm, trauma informed manner.
- Making it clear at all times that it is the behaviour of which they disapprove, rather than the child.
- Recording behaviour incidents on CPOMS (see Appendix 2)
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Understanding the development, emotional and cognitive needs of children, especially young children;
- Being aware of what is 'typical' behaviour and to be aware that some kinds of behaviour may arise from a child's special needs (the SENDCO will advise all staff on specific strategies to be used to support any individual children.)
- Monitoring continuously the behaviour of the whole group, even when working with a small group/ individuals

- Providing an attractive, stimulating learning environment which is well organised, enabling children to demonstrate good behaviour and encouraging children to take responsibility for resources and equipment
- Making sparing and consistent use of reprimands - not shouting or raising their voice in a threatening or intimidating way, taking care to be firm but kind and most importantly listening to establish the facts

Parents

Parents are expected to:

- Work with the school to manage behaviour concerns
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils

The following Dallam School rules are displayed around school, in all learning spaces and corridors as a reminder to all:

- I do as I am asked first time
- I listen well
- I work well with others
- I always do the best I can

These school rules support our values which underpin everything that we do and are revisited regularly in assemblies and with parents/carers and Governors. Our values are: Respect, Honesty, Inclusivity, Kindness, Resilience, and Ambition.

Rewards

Pupils are rewarded for positive behaviour with PALS points (Positive Attitude to Learning points).

- 100 PALS = Dallam yellow badge
- 200 PALS = Dallam green badge
- 300 PALS = Dallam red badge
- 400 PALS = Deputy Head Teacher's badge
- 500 PALS = Head Teacher's gold badge
- 600 PALS = Chair of Governors badge
- 700+ PALS = Picture gallery

All children place their picture on the appropriate star in the main corridor. Children who have received more than 700 PALS points join our outstanding achievement picture gallery.

PALS badges are awarded in Monday's **Celebration Assembly** and recorded in **Mrs Downey's Book of Excellence** and the newsletter each week.

Children can be rewarded in many other ways; praise, special jobs, post cards home, phone calls to parents, special class responsibilities and stickers.

5. Strategies

We use a wide range of strategies to support children to behave appropriately in school. This is underpinned by a system which is known as **RIP and PIP** by staff in school.

We provide a positive environment where children feel safe to make mistakes. We use praise consistently and genuinely to highlight and reward good behaviour in public (PIP – praise in public). We understand that some children do not respond well to praise in public so we adapt this strategy as needed.

Where children are experiencing difficulties, we use a range of pre-emptive strategies to help them regulate their behaviour and follow our Dallam School rules. Children who need more support to help them to focus might be asked to move to a quiet space or next to a positive role model. Where it becomes necessary to correct a child's behaviour, children will be reminded in private about behaviour concerns (RIP – reprimand in private).

Strategies include but are not limited to:

- Aim to deal with any behaviour concerns as soon as possible
- Adopt a calm approach with a quiet voice
- Ask the child / children involved to explain what has happened if they are able, ensuring that all parties have a fair hearing
- Support the child or children in expressing their feelings with words, modelling vocabulary and ensuring they have time to formulate what they are saying
- Encourage children to listen carefully to each other
- Support them to find a solution to the problem themselves
- Praise children for listening to each other and for the suggestions they make
- Speak firmly, but kindly to the child whose behaviour is causing concern and explain why the behaviour is unacceptable, reminding them of what behaviour is acceptable in these circumstances
- Ensure that children know that it is the behaviour which is causing disapproval, rather than the child
- Leave the child with an expectation of good behaviour in future

For our youngest children in EYFS, the curriculum has a strong emphasis on teaching appropriate behaviours in different situations. Responses to behaviour will be adapted to be appropriate to the age and understanding of the child (see Appendix 3).

There will always be children for whom strategies need to be more personalised, particularly within designated provision classes. For these children, personalised plans are developed and agreed with parents. Some considerations will be:

- Closer than usual liaison with parents to understand the child's whole day
- Use recognised ASD strategies to support understanding of behaviour
- Simplify or break down rules
- Greater flexibility around responses to behaviour to reflect each child's individual needs
- Additional recording behaviours in a way that they can be analysed and triggers identified (ABC charts)
- Adjusting environments and teaching approaches to avoid triggers

6. Responses to Behaviour

At Dallam Community Primary School we will not tolerate behaviour which disrupts learning. The Senior Leadership Team will support staff in responding to behaviour incidents. The school may use one or more of the following responses to behaviour in response to unacceptable behaviour:

- Planned / tactical ignoring; closely monitored and timed
- A verbal reprimand
- Moving the child for a short period of time – to work with an adult who will engage them in a purposeful, supported activity to explore their behaviours
- Asking the pupil to go to a quiet space for a short period of time to reflect on their behaviour. This should be for the least amount of time possible and followed up with a member of staff speaking to the child about their behaviour
- Directing the child to work in a link class for a timed period with the opportunity to reflect on behaviours
- Expecting work to be completed at home, or at break or lunchtime
- Reflection time at break or lunchtime, or after school
- Referring the pupil to a senior leader
- Letters or phone calls home to parents
- Completing work with a senior leader for all or part of a day
- Agreeing a pastoral support plan (see Appendix 4)
- Development of a Team Teach behaviour plan in consultation with parents

Off-site behaviour

Where a pupil has behaved inappropriately off-site when representing the school, such as on a school trip, responses to behaviour may be applied on return to school. When pupils are learning off-site, close contact is maintained with school and Senior Leaders may still be called on to support. Where behaviour prevents a designated provision child from safely travelling on LA transport to and from school, parents will be asked to collect their child.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will respond to this behaviour in accordance with this policy.

Please refer to our Safeguarding Policy for dealing with allegations of abuse against staff for more information. The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil. The school Positive Handling Policy outlines circumstances where this may be necessary.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be in accordance with the child's behaviour plan which has been discussed with parents.
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see Positive Handling Policy)

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to good order in the school. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

7. Pupil support

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

The school's SENDCO, together with SLT class staff and parents, will evaluate a pupil who is struggling to regulate their behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, educational psychologists, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Children in danger of suspension or exclusion

We understand that disruptive behaviour can be an indication of unmet needs. We aim to intervene early and try to identify whether there are any causal factors. This might involve working with other agencies to support the child and family.

Challenging behaviour which persists despite interventions will result in a Pastoral Support Plan being implemented with parental involvement.

If the behaviour continues, suspension or exclusion will be considered in line with the DfE publication: **Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022**

A suspension is where a pupil is temporarily removed from the school

- A pupil may be suspended for one or more fixed periods¹⁴ (up to a maximum of 45 school days in a single academic year).
- A suspension does not have to be for a continuous period.
- A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.
- Where suspensions are becoming a regular occurrence for a pupil, the Headteacher will consider whether suspension alone is an effective sanction for the pupil and whether additional strategies could be put in place to address behaviour.
- A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

Typical circumstances that may result in a suspension include but are not limited to:

- Physical assault against a pupil

- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).

The decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The decision will be made by the Head Teacher and shared with parents and Governors. Where exclusions happen, we will take reasonable steps to set and mark work for the first five days. Alternative provision will be arranged for the sixth day (see Appendix 7) for parent Information about the use of suspension and Permanent Exclusion.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of the headteacher, including suspension or permanent exclusion, will be made in line with the principles of administrative law, i.e., that it is: lawful; reasonable; fair; and proportionate.

Cancelling exclusions

The headteacher may cancel any suspension or exclusion that has already begun, but this should only be done where it has not yet been reviewed by the governing board. Where an exclusion is cancelled, then:

- Parents, the governing board, and the LA will be notified without delay and, if relevant, the social worker and VSH;
- Parents will be offered the opportunity to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled;
- School will report to the governing board once per term on the number of exclusions which have been cancelled. This will include the circumstances and

reasons for the cancellation enabling governing boards to have appropriate oversight and;

- The pupil will be allowed back into school.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings. All children are supported by a programme of 'early transition' where they move into their new class before the end of the summer term.

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

Training

All staff are provided with training and refresher sessions on child development, attachment and trauma so that they can understand root causes of children's behaviour.

Our staff are provided with training on managing behaviour, as part of their induction process. Key members of staff are Team Teach trained and this training is updated regularly.

Behaviour management will also form part of continuing professional development. A staff training log is held in the school office.

Monitoring arrangements

This behaviour policy will be reviewed by the Head Teacher and full Governing Body every year. At each review, the policy will be approved by the Head Teacher.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the full governing body every year.

Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Positive Handling Policy
- Anti-bullying policy

APPENDIX 1: Written Statement of Behaviour Principles

This written statement of behaviour principles is reviewed and approved by the full Governing body.

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, responses to behaviour and reasonable force are used consistently by staff, in line with this Behaviour Policy and the Positive Handling Policy
- The Behaviour Policy is understood by pupils and staff
- The Behaviour Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions and think about the reasons behind why they acted in that way
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

APPENDIX 2: Behaviour Log

Persistent low level behaviours and more serious behaviour incidents will be logged on CPOMS. Staff logging any incident will record the following information:

- Pupils name
- Name of the member of staff reporting the incident
- Date
- Where the incident took place
- When the incident took place? (Before school, after school, lunchtime, break time)
- What happened
- Who was involved (using initials for other children)
- What actions were taken, including any responses to behaviour
- Any follow up action including details
- People informed of the incident

Staff may use various charts to tally the type and frequency of low level behaviours and seek to understand patterns and triggers. These charts will be stored securely and discreetly in the classroom.

ABC Forms

ABC forms are used to log incidents of behaviour within DP to identify possible patterns and triggers. Staff members will log when this has been completed on CPOMS with a brief description of the type of incident.

ABC forms may also be used in mainstream classes where it becomes necessary to understand persistent behaviours and their triggers.

APPENDIX 3: Supporting A Child's Behaviour in EYFS

Taking Turns

The task of waiting for “a turn” or for an adult’s attention is geared to each child’s maturity. A very young or immature child may need one-to-one adult company while waiting for a turn, e.g., to speak to an adult or waiting for their turn on a bike. Board games with just 2 players, then 4, then 6, help children to gradually be able to wait longer for a turn or passing the items around a very small, then a bigger group.

Sand-timers make the passage of time visible and make waiting easier for young children to understand.

Sharing

Children who are used to owning all their toys at home can find it hard to understand that resources at school are to be shared. Equipment and games which are more fun with two or more children, e.g., see-saw, picture lotto, domestic play, help children to appreciate the advantages as well as disadvantages of sharing.

Politeness

Some children already use words, such as “please”, “thank-you” and “excuse me”, before they arrive at school but others need guidance and the example of adults to learn to use these phrases routinely and regularly. Children may need to learn to share and not to take more than their share (e.g., at snack time) but this may need an adult to help develop such social skills.

The routine of the session

Creating a stable and familiar environment and knowing what will happen within the school helps children feel secure and to recognise what is expected of them. It also helps them to develop a feeling of responsibility and a commitment to the well-being of others and to be aware of their own role in this. Visual timetables and aids are used in classrooms so that children understand ‘now and next’ or ‘first and then’.

Handling conflict

Children can learn techniques for handling conflicts. They need help to recognise the source of the conflict initially. It is important for adults not to make value judgements about the situation but to help both sides to see the situation from someone else’s viewpoint. They may need help to recognise that there is nothing wrong with what either of them wants to do but they have different ideas.

Once they have been helped to see the nature of the problem, children will often be willing to become involved in looking for a solution. If they cannot suggest a way out

themselves, the adult may suggest alternatives and help them to make a decision and then gradually withdraw.

It is also important for children to realise the effect their behaviour can have on others. The adult can support this by helping the child to name their feelings and helping the child to express them, making a connection verbally between the event and the feeling,

'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?'

Additionally, the adult can support children to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings, 'When you hit Adam, it hurt him and he didn't like that and it made him cry.'

If one child in the conflict has been hurt or upset, the adult will need to help the perpetrator to make amends – saying "sorry" is sometimes not possible and, in any case, meaningless but a hug or a smile can work wonders for improved relationships.

A solution to a problem which children can reach together will be much easier for them to accept than one imposed from outside by an adult. It also provides a useful message that conflicts can be resolved without quarrels and fights if they are tackled together. For some children the use of Makaton and signing may help children to understand the situation.

Rough and tumble play and fantasy play

Young children often engage in play that has aggressive themes – such as superhero and weapon play. Some children appear pre-occupied with these themes but their behaviour is not necessarily a precursor to hurtful play or bullying, although it may be inconsiderate at times and may need addressing.

The role of staff in supporting such play is:

- To develop strategies to contain play that are agreed with the children and understood by them, with acceptable boundaries to ensure children are not hurt
- To recognise that fantasy play also contains many violent dramatic strategies (blowing up, shooting, etc.) and that themes often refer to 'goodies' and 'baddies'; as such, these offer opportunities for us to explore concepts of right and wrong
- To be able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution

Involving the children

Children themselves can be given strategies to cope with the unacceptable behaviour of others by being taught to hold up their hand, palm outwards, and saying firmly, “Stop! I don’t like that.” Also, circle-time activities or the use of the Jigsaw PSHE sessions can give children opportunities to consider and reflect upon aspects of behaviour.

Continued unacceptable behaviour

Occasionally, unacceptable behaviour will continue or become more persistent. In these circumstances, it is important to bring the matter to the attention of the parents or carers in order to ensure that the child is supported in understanding expectations at home and at school.

During the session, if the unacceptable behaviour continues:

- Consider separating the child for a short period of time – explain to the child, firmly but kindly, the reason for the separation and ensure that the child is kept with an adult who will engage them in a purposeful, supported activity,
- Explain to the child that s/he will be able to return to her/his friends when the activity is finished;
- At the end of the period of separation, leave the child with the expectation of good behaviour in the future;
- Discuss the matter with the parent/carer and ask for their support in ensuring that the child understands that the repeated behaviour is unacceptable.

It may be necessary to monitor the situation in school, through regular observations, in order to gain a clear picture of the circumstances of the inappropriate behavior and to understand why it might be occurring. Parents or carers should be advised of this, as well as of the period of time for which monitoring will take place. At the end of the monitoring period, the outcomes will be discussed with parents or carers.

If necessary, a clear plan will be devised to support the child in supporting behaviour. Such a plan should:

- Be drawn up by the class teacher along with the SENDCO and the parents/carers and, if appropriate, the child
- The plan should set out clearly the desired change in the child’s behaviour, together with what the child can expect if they make an effort to improve (for example, a “special time” each day with a favourite toy)
- The plan should have a specified date for review by the school and parent or carer
- It may be necessary, in certain circumstances, to consult the advice of other professionals and, if so, to seek the agreement of the parent or carer

- At the same time, school will signpost parents or carers to other services which may be available to them, for example, through Children's Centres, should they require support in supporting behaviour at home.

Rewards and praise

School believes that children will learn better in an atmosphere of positive encouragement and in one which develops self-esteem. Equally, children are to be encouraged to recognise that good behaviour is the norm, and is expected.

Children's behaviour will be encouraged through:

- Verbal praise from an adult and reasons given for the praise immediately after the good behaviour;
- Smiles, facial expressions and positive body language;
- Praise given when rules are adhered to, rather than admonition when they are not;
- The encouragement of children to praise each other;
- Attention of parents/carers drawn to the good behaviour where possible.

Often, it is possible to improve the behaviour of a child by praising the behaviour of others – instead of saying 'Ben, don't bend your name card', say, 'I like the way Adam is holding his name card so carefully.'

APPENDIX 4: Whole School Responses To Behaviour

<p>Level 1 may be displayed as:</p> <ul style="list-style-type: none"> You have not followed the school rules. You have continued to not follow the school rules despite having warning from staff. You have chosen to do something wrong on purpose. You have used ICT inappropriately i.e. the wrong programme. 	<p>These responses should be worked through sequentially.</p> <ul style="list-style-type: none"> Non-verbal Warning. Praise appropriate behaviours in others Staff will remind you of the school rules. Verbal warning Time for reflection away from others or in a neighbouring class– followed up with a simple debrief. Complete any missed work in break time and debrief Loss of playtime 1min, 3mins 5 mins record kept in the classroom. 	<p>These responses to behaviour will be applied by the Class Teacher, Teaching Assistants and the Midday Assistants.</p> <p>Incidents to be recorded on C-POMS</p>
<p>Level 2 may be displayed as:</p> <ul style="list-style-type: none"> You have carried out a persistent and/or intentional disruptive or harmful action. You have been seen by an adult hurting another child/calling them names. You have sworn at someone or called them names for the first time. You have persistently misused I.C.T. E.g. using inappropriate or wrong programme. 	<p>These responses should be worked through sequentially.</p> <ul style="list-style-type: none"> Sent to work in neighbouring classroom. Parents informed by class teacher at the end of the day. Sent to work in KS leaders classroom Agree with parents a report card/reward chart (KS1/EYFS) After school detention to be agreed with HT /Parents (Upper KS2) 	<p>These responses to behaviour will be applied by class teacher/ Senior Leadership Team.</p> <p>Incidents to be recorded on CPOMS</p> <p>Parents should be informed by class teacher at the end of the day</p>
<p>Level 3 may be displayed as:</p> <ul style="list-style-type: none"> You have persistently and significantly disrupted learning in the school despite additional supporting strategies You have done something extremely dangerous towards another child or adult or have deliberately hurt them. You have repeatedly sworn or name called You have bullied another child including online / racist / homophobic incidents. You have sexually harassed someone or behaved in a sexually harmful way. You have broken the law whilst at school. You have left the school grounds without telling a member of staff. 	<p>These responses should be worked through sequentially.</p> <ul style="list-style-type: none"> Sent to the Head Teacher for conversation/ time out of class. Parents/carers invited in to discuss behaviour. Decision to be made if a positive handling plan should be put into place. ABC forms completed Lose privileges such a school trips, representing school in events or attending after school clubs. A pastoral plan in place. Receive a fixed term exclusion. Permanently excluded and be asked to move school 	<p>These responses to behaviour will be applied by the Head Teacher/Senior Leadership Team. The most serious incidents and any suspensions or exclusions will be discussed with the Chair of Governors</p> <p>One or more of the corresponding sanctions will apply.</p> <p>Class team meeting will be called to discuss strategies.</p> <p>Parents will be informed by Head Teacher and invited in for a meeting, followed by regular PSP meetings.</p> <p>Links may be made with SENCO /Safeguarding team.</p>

APPENDIX 5: Designated Provision Responses to Behaviour

The aim of all staff intervention is the elimination of inappropriate behaviour, and the maintenance of a positive atmosphere, where learning can take place unhindered.

Within the classroom, a low key, discouraging response is less disruptive to the concentration of the class than a high level response.

In order to behave appropriately, the children must first know what is expected of them. For children new to school or for children experiencing difficulties, rules may need to be simplified or broken down. They will probably react best if, at first, they are taught just one rule that they can remember and adhere to. Older children will probably react best if the rules are discussed and negotiated with them.

When dealing with conflicts or attempting to prevent or discourage a problem behaviour it is important that the teacher demonstrates the ability to remain calm, manage the conflict and model good behaviour to the pupil. Always call for support from other staff within class, neighbouring D.P. class or S.L.T. for support. Use change of face to de-escalate situations.

It is not possible to devise an intervention policy where every specific behaviour is addressed by a specific response, because there are too many variables such as age, cause, circumstances and frequency of occurrence. It should also be taken into consideration if the child has re-acted impulsively or if the incident was deliberate. The school's policy must allow for flexibility, with regard to individual children, and yet must aim for over-all consistency of implementation. Teachers should use own judgement and assess situations using their knowledge of the child and their own skills and training, always calling for help if needed.

These steps are to be used but may need to be adjusted to meet the needs of individual children. If so then we would follow the agreed actions detailed on the child's individual behaviour plan.

Designated Provision Responses to Behaviour

<p>Level 1 may be displayed as:</p> <ul style="list-style-type: none"> You are displaying low level behaviours You have not followed the class / school rules. (May need simplified version of rules linked to personal targets) You have lost control of your emotions and become angry or agitated. 	<p>These responses should be worked through sequentially.</p> <ul style="list-style-type: none"> Non-verbal prompts including use of symbols. Staff will remind you of the rules / expectations. You may have a personal reward chart to help you to follow the rules. We will use de-escalation strategies which are found on behaviour plans or passports. You might spend time working with your key worker or a familiar adult to re-enforce expectations or to discuss your worries or anxieties. Use outside space or sensory activities to help calm situation. 	<p>These responses to behaviour will be applied by the Class Teacher, Teaching Assistants</p> <p>Record of behaviours will be recorded on ABC Chart as needed alongside de-escalation strategies /adjustments made.</p>
<p>Level 2 may be displayed as:</p> <ul style="list-style-type: none"> You have carried out persistent and /or disruptive or harmful actions to people or property You are losing control of your emotions frequently and are hitting out at other children or adults. You are displaying high levels of emotion and anxiety and are finding it difficult to regulate. You have been seen by an adult hurting another child/calling them names. You are displaying a range of disruptive behaviours over a week. (Use weekly behaviour record indicating types of behaviour as needed.) 	<p>Strategies depend on child and staff knowledge and judgement.</p> <ul style="list-style-type: none"> Review environment/ strategies etc. and adjust as needed. Missing measured amount of activity choose/or playtime. Use of reflection /quiet area in class using timer Finishing work not completed. Firm word with member of SLT/or familiar member of staff from outside of own class. Continue to use reflection time with key worker /staff member and class de-escalation strategies. When the child is calm encourage and support the child to put things right, e.g. apologise, tidy up (again staff judgement needed as to whether this is appropriate) Discuss case with HT/SLT Consider whether an individual behaviour plan is needed 	<p>These responses to behaviour will be applied by the Class Teacher, Teaching Assistants, DP LEAD</p> <p>Record of behaviours will be recorded on ABC Chart to consider triggers alongside de-escalation strategies /adjustments made. Note on CPOMS to inform that ABC chart has been completed with brief description of type of incident. .</p> <p>Parents contacted by class team to discuss incident, de-escalation strategies and personalised approaches used.</p> <p>Class team meeting will be held to discuss strategies and ways forward.</p> <p>ABC Forms will be analysed and discussed with Head Teacher and D.P. lead half termly</p>
<p>Level 3 may be displayed as:</p> <ul style="list-style-type: none"> You have done something extremely dangerous towards another child or adult. We have needed to use your positive handling plan to keep you or others safe. You have bullied another child. You have broken the law whilst at school. You have deliberately hurt another child or adult. You have left the school premises deliberately. 	<p>Use strategies from Positive Handling plan as appropriate.</p> <ul style="list-style-type: none"> Call for assistance Use change of face strategy. Calming down time will be given. Parents/Carers will be informed and will be asked to come in to discuss behaviour and review plan. Consequences would be discussed and agreed by CT/DP LEAD/HT in liaison with parents. An Individual behaviour plan with clear targets and strategies could be written or reviewed. 	<p>These responses to behaviour will be applied by the Head Teacher, D.P. LEAD, Senior Leadership Team, class team and Parents and Carers. . The most serious incidents and any exclusions will be discussed with the Chair of Governors</p> <p>ABC forms to be completed and recorded on C-POPMS as above. Appropriate paper work need to be filled in for any positive handling incidents.</p> <p>Injury forms completed as needed.</p> <p>Consequences will be discussed following incident and agreed upon – this will be linked to child's needs, developmental stage and understanding.</p> <p>Class team meeting will be called to discuss strategies.</p> <p>Parents will be in formed by Head Teacher and invited in for a meeting.</p> <p>Advice may be sought from local authority via Annual Review or Extraordinary Review.</p>

APPENDIX 6: Information for Parents about Suspension and Exclusion

Principles

Suspension and Exclusion are responses to behaviour used by the school only in cases deemed as serious breaches of the school Behaviour Policy. A student may be at risk of exclusion from school for:

- Verbal or physical assault of a student or adult;
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme unacceptable behaviours which are deemed outside the remit of the normal range of responses to behaviour.

A suspension from the school can only be authorised by the Head Teacher. If the Headteacher is unavailable to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available.

The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and responses to behaviour within the school.

The school regularly monitors the number of suspensions and exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Notification of an Exclusion

Parents will be notified as soon as possible of the decision to suspend a student and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day.

In the case of an exclusion parents will be notified by the Head Teacher in a face-to-face meeting.

A student who has been suspended or excluded will have the reason for his/her suspension explained to them by a member of staff so that they understand the nature of their unacceptable behaviour.

The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. School Home Support Practitioner, Attendance Service or the Local Authority. It is hoped that in most cases following an exclusion, the child will

be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.

The Chair of Governors, LA, Virtual School Head, social worker (if applicable) and relevant school staff will be notified of all suspensions and exclusions the same day of the production of the letter.

Students Returning from a Suspension

All students returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

Exclusions

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a Head Teacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident.






If your child has been permanently excluded, be aware that:

- the school's governing body is required to review the Head Teacher's decision and you may meet with them to explain your views on the exclusion
- if the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- the school must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of an exclusion

Appeals

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

Forms and templates

Positive handling forms	
ABC form	 abc form - Jan 24.docx
ABC analysis form	 abc analysis form Jan 24.docx
Pastoral Support Plan template	 PSP format Jan 24.doc
Exclusion letter template	 exclusion letter template Jan 24.docx
Search for Prohibited Items Record	 search for prohibited items rec
Racial/homophobic/sexual bullying templates	