

# Floreat Education



## Behaviour Policy

### FLOREAT WANDSWORTH PRIMARY SCHOOL

ADOPTED BY: FEAT Board

DATE of ADOPTION: July 2015

DATE of LAST REVIEW: December 2018

REVIEWED BY: Headteacher

DATE RATIFIED BY FEAT BOARD:

NEXT REVIEW DATE: December 2019

**Active Agents: Governing Body, Executive Principal, Headteacher, General Staff, The School**

## Contents

ADOPTED BY: FEAT Board .....	1
DATE of ADOPTION: July 2015 DATE of LAST REVIEW:.....	1
REVIEWED BY: M. Custance.....	1
DATE RATIFIED BY BOARD: .....	1
NEXT REVIEW DATE:.....	1
1. Mission Statement .....	2
2. Purpose of Policy Statement.....	2
3. Our Ethos.....	2
3.2 School Environment .....	3
4. Teaching and Learning .....	3
5. Playground .....	3
5.1 Play choices may not include: .....	3
6. Principles for effective Behaviour Management .....	4
6.1 Good Behaviour.....	4
6.2 Poor Behaviour – what we do:.....	4
6.3 Positive Handling.....	5
6.4 Items in School.....	5
7. Rewards KS1 and EYFS .....	5
8. Sanctions KS1 and EYFS.....	5
8.3 Non-Negotiables .....	7
9. Sample Behaviour Wall Chart .....	8
Appendix 1.....	8
Appendix 3 .....	1
1.1 Exclusion from School.....	5
1.2 Internal Exclusion.....	5
1.3 Temporary / Fixed-Term exclusion.....	5
1.4 Permanent exclusion.....	5
1.5 Reasons for Exclusion .....	5
1.6 Behaviour outside school.....	6
1.7 Work Set .....	6
1.8 Procedure for appeal .....	6
1.9 Pupils with special educational needs and disabled pupils.....	6
1.10 Managed move.....	6
1.11 Removal from the school for other reasons.....	7

## 1. Mission Statement

We will enable children to flourish in school by giving them a knowledge-rich academic education and developing their character strengths and virtues. Our pupils will learn how to work hard and study well, and also to be good and to do good for others. This will set them up for a future of success and wellbeing, whatever they choose to do in their lives.

## 2. Purpose of Policy Statement

This policy outlines the school's approach to children's behaviour. This includes its general aims and expectations of pupils, and the methods used to achieve them.

We view behaviour through the lens of demonstrating character virtues, enabling pupils to self-manage with honesty, curiosity, perseverance and in the service of others. We encourage pupils to set their own standards of character conduct and to meet these standards in every situation, thus developing self-pride and positive self-management as qualities underpinning personal effectiveness. We support pupils to adopt an honest and kind approach in responding to others, so that relationships are constructive and equal.

Our pupils know that they have the *right* to learn in a safe environment and the *responsibility* to support the wellbeing and learning of others. Pupils are in control of the choices they make. When they make the right choice they enjoy high self-esteem and the many rewards that are linked to making a positive contribution to serving our school. When they make a wrong choice, they know that they have let themselves and others down. They are supported to know how they can put things right and how they can make the right choice next time. We always value the child, speaking well of them and to them, encouraging the development of good character and a desire to be good.

## 3. Our Ethos

Pupils flourish within a calm and purposeful learning environment. We expect every child to be calm, respectful and ready to learn. We want children to make the most of every minute of learning time. This is achieved through the consistent use of our Calm School Code:

### CALM SCHOOL CODE

<b>Speak nicely</b>
<b>Listen carefully</b>
<b>Act kindly</b>
<b>Move calmly</b>

calm -                    in themselves, able to achieve bodily stillness and concentration  
                              in communicating with others  
                              in transition times, both in class and when moving around the school

respectful -            of themselves: maintaining dignity and high standards of personal care  
                              of other children: speaking nicely and acting kindly  
                              of staff: being polite and following instructions

of visitors: showing good manners and appropriate social responses  
of the school environment: caring for equipment and grounds

ready to learn - having the highest levels of self-management and personal organisation  
having the necessary equipment for every lesson, including PE kit  
adopting 'whole body learning' (feet flat, hands together, head upright, eyes forward)

### 3.2 School Environment

Our school is a place of success, wellbeing and fulfilment. The outdoor environment has open spaces and wonderful play equipment; the indoor school is richly resourced and impeccably maintained. Everything is designed to enable our pupils to flourish.

We do not tolerate bullying or harassment or any type of racist behaviour. We have clear procedures to deal with incidents. Pupils are continually reminded what to do and who to speak to if incidents arise. We log all incidents and work in partnership with parents wherever necessary so that issues are resolved at the earliest stages and never take root.

We do not allow pupils to refer to other children as 'girlfriends' or 'boyfriends' or to engage in any talk or play related to adult relationships. We will actively prevent children forming exclusive gangs or groups.

## 4. Teaching and Learning

A calm climate for learning is achieved when pupils self-manage and can learn independently. This is the starting point of all activities at Floreat, planned for explicitly and embedded into school life. The strategies we use include:

- providing a learning environment that is tidy and well ordered, fostering independence
- providing a taught curriculum on character and an ethos for flourishing
- providing opportunities for pupils to work in silence
- planning pro-actively for calm transitions in class, school and playground
- adopting a range of strategies such as choral singing to inspire joy, harmony and focus
- building a team identity and incorporating team building activities into the curriculum

## 5. Playground

We want play and leisure time to be enjoyable and relaxing for the children; a time when they can demonstrate character virtues in a spontaneous way. We provide a play environment with structured games as well as free choice activities and all staff are required to actively facilitate positive play.

### 5.1 Play choices may not include:

- Chasing games such as 'tag' or 'it'
- Boyfriend/girlfriend games or references
- Play fighting of any kind
- Moving around in groups
- Linking arms
- Hiding
- Gangs or exclusivity

Children are only sent in from play or referred to a senior member of staff if they refuse to follow adult direction, are unsafe, or have been involved in a dangerous incident. Playground staff deal with incidents on

the playground and ensure that pupils enter school ready for learning. Playground incidents are never dealt with during learning time. See **section 8** for sanctions related to playground incidents at break times.

## 6. Principles for effective Behaviour Management

To achieve our aim for a calm school all staff are required to manage behaviour consistently and affirmatively.

### 6.1 Good Behaviour

#### Good Behaviour – what we do:

- Use the four positive directives in the 'Calm School Code' in order to manage pupil behaviour affirmatively.
- Use reward, praise and encouragement *at every opportunity* to foster self-esteem and motivation.
- Take personal responsibility for managing behaviour and refer children to more senior staff only in accordance with agreed procedures.
- Provide a role model of calm self-management in all relationships with children, parents and other staff.
- Clarify the rights and responsibilities that underpin our calm, safe school: *Everyone has the right to feel safe at all times, to learn successfully and be treated with dignity and respect. Everyone has the responsibility to enable this to happen.*
- Acknowledge any personal deficiencies in behaviour management and seek support formally by speaking to the Headteacher.
- Report any evidence of ineffectual or inappropriate behaviour management that compromises the wellbeing and progress of pupils anywhere in the school.
- Employ rewards and sanctions in a fair and consistent way. Always applying the minimum sanction to restore character virtue.
- Exercise positive handling (restraint) of a child only in strict accordance with statutory regulations.
- “I need your help please...”

Communicate pro-actively with parents and show a willingness to work in a constructive partnership with them for the benefit of the child. Discuss poor behaviour in private, engaging the parent to support the child and the school.

### 6.2 Poor Behaviour – what we do:

- Our core values form the basis of all communications relating to behaviour.
- Give time for a child to engage ('calm compliant') so that contrition and a change in behaviour is genuinely appropriated (eg: ask for an apology only when the child is able to respond).
- State clearly what the poor behaviour is and how to correct it.
- Discuss problems/reprimand pupils in a private space away from others – address one pupil at a time.
- Use positive directives telling children what to do, rather than what *not* to do.
- Keep the focus on the primary behaviour. Tactically ignore the non-verbal secondary behaviour. Any form of confrontation or argument must be avoided.
- Sarcasm, humiliation and put-downs are strictly not allowed.
- Use a calm, quiet voice wherever possible and a controlled, raised voice only where necessary to achieve a positive behavioural outcome.
- Apply sanctions that are clear, reasonable and appropriate to the behaviour. These may be deferred if necessary or helpful, for example, until the following playtime.
- Allow the consequences to do the teaching – avoid oppressive talk.
- Always re-establish relationships after correction.

### 6.3 Positive Handling

Physical force should only be used within the strict safety guidelines of the Positive Handling Policy. All staff are required to be familiar with the contents of this policy and to abide by it at all times. The policy is always available on the school's website.

### 6.4 Items in School

Children are not allowed to bring in sweets, crisps, chocolate, sugary drinks or chewing gum. Pupils must not bring anything from home other than that specified by the school. Snacks, toys, electronic games and mobile phones are not allowed.

## 7. Rewards KS1 and EYFS

No sweets will be given as rewards in school, on the playground or during after-school clubs.

### In School Rewards

- Verbal praise
- Name under happy face (see appendix 1 for an example of a Wall Chart for Behaviour)
- Class sticker chart completed = teacher reward (at teacher's discretion)
- Table points/other class motivators (at teacher's discretion)
- Attendance certificates (end of year)
- Rainbow Assembly Certificates (weekly)
- Enamel Superstar Badges for pupils who always self-manage (tbc)
- Head Boy and Girl
- Stickers on individual wall charts
- Marbles in the jar (class treat)
- Children with additional needs will be given a 'smiley face' chart
- Prize Box for consistently outstanding behaviour or work

## 8. Sanctions KS1 and EYFS

### 8.1 Class Time Sanctions

It is a firm expectation that staff manage behaviour in class through effective teaching and pupil management. Pupils should only leave class as a last resort for serious/persistent disruptions to learning or unsafe behaviour. The following table outlines the steps that should be taken when dealing with disruptive or unsafe behaviour. **However, staff may use their discretion to employ different strategies if the steps below are not effective or practical for a particular pupil.** If staff need support with managing behaviour they should seek guidance from a member of Senior Leadership to ensure that all pupils flourish and the calm school code is upheld.

Stages	Steps to be taken by staff
<u>Stage 1 - All staff</u> Disruption to learning/unsafe behaviour (one-off/occasional)  Serious disruption to learning/unsafe behaviour (one-off/occasional)	<ol style="list-style-type: none"><li>1. Name under '<b>Improvement Arrow</b>' (see appendix 1 for an example of a Wall Chart for Behaviour)</li><li>2. '<b>Minute to manage</b>' taken out of room with 1 minute timer then back into class.</li></ol> <p><i>At this point only use talk where it is specifically targeted at moving the behaviour forward otherwise move through procedure without discussion or negotiation.</i></p>

	<p>3. If unable to work in class = work for the rest of the lesson in <b>partner class</b></p> <p>4. If unable to work in partner class = <b>SLT</b> room/office (time paid back at lunchtime)</p> <p>5. Pupil allowed back into next lesson, however if behaviour/disruption repeated, pupil will be removed to partner class/senior teacher for rest of the session (internal exclusion), <b>parents informed</b>.</p> <p>If behaviour does not improve then proceed to Stage 2.</p> <p>Behaviour logged in an <b>Individual Behaviour Log</b> (see appendix 2) when appropriate.</p>
<u>Stage 2 – Assistant Heads / Head of EYs</u> Persistent disruption to learning/unsafe behaviour	<ul style="list-style-type: none"> <li>• Behaviour logged in an <b>Individual Behaviour Log</b> (see appendix 2)</li> <li>• Parents meet a member of the SLT and/or Class Teacher – action plan agreed</li> <li>• Teachers or senior leaders inform the headteacher of the child who should now be formally monitored. The name of the pupil will go onto the <b>Central Behaviour Record</b> (appendix 5)</li> <li>• Internal exclusions as necessary to protect learning of others</li> <li>• Team Around the Child form completed if appropriate; referral to Behaviour and Learning Support Service; Educational Psychologist engaged</li> <li>• Provision Map created and/or request for EHCP submitted if appropriate</li> </ul>
<u>Stage 3 – Headteacher</u> Persistent disruption to learning/unsafe behaviour  Critical incidents <b>FIXED TERM/PERMANENT EXCLUSIONS</b>	<ul style="list-style-type: none"> <li>• Investigate and make a decision about consequences</li> <li>• Behaviour logged using a <b>Serious Incident Report</b> (see Appendix 3) or in an <b>Individual Behaviour Log</b> (as appropriate)</li> <li>• Parents called into school</li> <li>• Reference to LGB, as required</li> <li>• The <b>Central Behaviour Record</b> will be kept updated with the name of the pupil and the relevant actions.</li> </ul>

## 8.2 Break Time Sanctions

Playground staff should always take an active role in engaging with pupils, creating opportunities for character development and physical pursuits. Although outdoors, the notion of a calm school is still imperative when engaged in play and pupils should be guided through any disruptive or unsafe behaviour choices using positive directives. As with managing classroom behaviour, pupils should be guided through the following steps to make good choices. Similarly, adult discretion should be employed when the strategies below are not effective with particular pupils during break times (e.g. a pupil with special needs).

Stages	Steps to be taken by staff
<u>Stage 1 - All staff</u> Disruption to others play/unsafe behaviour (minor)/unkind behaviour  (one-off/occasional)	<ol style="list-style-type: none"> <li>1. Staff to speak to the pupil/s involved and facilitate a dialogue between pupils as necessary. e.g. 'I am sorry I...' / 'It would make me feel better if you...' Pupils should then be directed to activities that they can engage with in a positive manner. This may involve asking them to relinquish toys/equipment.</li> <li>2. If there is another occurrence of undignified behaviour the pupil is to be given a <b>'Minute to manage'</b> whilst sitting on a bench</li> </ol>



	<p>(staff to be mindful of weather conditions). The child should then have an opportunity to reflect on their behaviour with the same adult and be guided to move onto a positive activity.</p> <p>3. If unsuitable behaviour persists, the pupil is to remain with a staff member throughout their break time, engaging in adult directed activities with them (e.g. playing football or dancing).</p> <p>Behaviour logged in an <b>Individual Behaviour Log</b> (see appendix 2) when appropriate.</p>
<p><u>Stage 2 – Headteacher/SLT</u> More serious/unsafe behaviour</p> <p>(one-off/occasional)</p>	<ul style="list-style-type: none"> <li>• Pupil to be taken to Headteacher/SLT for the remainder of their break/appropriate time (depending on incident).</li> <li>• Behaviour logged in Behaviour logged in an <b>Individual Behaviour Log</b> (see appendix 2) when appropriate.</li> <li>• Parents informed by class teacher at the end of the day</li> <li>• Pupil's behaviour monitored by class teacher and playground staff during proceeding break times</li> <li>• Teachers or senior leaders inform the headteacher of the child who should now be formally monitored. The name of the pupil will go onto the <b>Central Behaviour Record</b> (appendix 5)</li> </ul>
<p><u>Stage 3 – Headteacher</u> Critical incidents (one-off/occasional)</p> <p>Such incidents could lead to <b>FIXED TERM/PERMANENT EXCLUSIONS</b></p>	<ul style="list-style-type: none"> <li>• Pupil taken to Headteacher/SLT</li> <li>• Investigate and make a decision about consequences</li> <li>• Behaviour logged using a <b>Serious Incident Report</b> (see appendix 3)</li> <li>• Parents called into school</li> <li>• Reference to LGB, as required</li> </ul>

Adults should use their experience and knowledge of the pupil to decide whether an incident is minor (stage 1) or more serious (stages 2 or 3). They should consider which steps to resolve the issue best fit the behaviour displayed. Repetitive Stage 1 behaviour should be brought to the attention of the pupil's class teacher and SLT to ensure that action is taken to support the pupil to develop positive choices during break times.

### 8.3 Non-Negotiables & School Clubs

- All adults must follow through with a direct plan of action every time
- Adults will only listen to one child at a time if dealing with a complaint
- Children must not interrupt adults / 'backchat'
- All adults use language such as 'Show me that you can have kind hands.' or 'Show me that you can make a good choice'.
- Staff must always be aware of the children having a reflection time to restore dignity i.e. appropriate time / not in direct sunlight.

Verbal warning for unsafe, unkind or undisciplined behaviour.

Appropriate phrases:

- 'X, it is now time to make a sensible choice.'
- 'I like the way Y is sitting' (deliberate praising of a child sitting close to X).
- 'X, you have a choice. Either you sit with your friends sensibly or you will be asked to move next to an adult (or away from the carpet).'

### SCHOOL CLUBS

- Pupils must display safe behaviour at all times.
- A pupil can be withdrawn from their current allocated after school or breakfast club(s) if the club provider has reported unsafe behaviour. This is at the discretion of the Headteacher /SLT.
- Verbal warnings will be followed by written warnings where parents will be notified that their child is at risk of forfeiting their place.



## 9. Sample Behaviour Wall Chart

### Appendix 1



Floreat  
Wandsworth



1

Well done for making excellent choices and following the **Calm School Code**.

Your name will be written on the board at the start of every day.



2

You are being an excellent role model!

You might receive a **sticker** for your chart or a **prize** from the prize box or you may even receive a **certificate**!

20 stickers automatically wins you a prize from the prize box.



2

Take a 'Minute to Manage'.



3

Are you able to return after 'Minute to Manage'? If not, go to your **Partner Class**.

4

Are you able to return after working in your partner class? If not, go to a member of the **Senior Leadership Team**.



5

If your behaviour does not improve then your **parents** will be called and a meeting will be arranged.

### Whole Class Reward



when you get 20 marbles in the jar.



## APPENDIX 2: Individual Behaviour Log

Name of Pupil:

Class:

This log is for:

- behaviour incidents
- meetings with parents
- relevant SEN matters
- actions for individual pupils

When logging Behaviour Incidents please note the following:

- brief details of the incident
- the impact on others
- how you notified the parents
- the consequences

Time / Date /	Incident / Meetings / Actions / Pupils & Adults involved

Appendix 3  
3. Serious Incident Report



REPORT OF SERIOUS INCIDENT – SECTION I

Name of Pupil: \_\_\_\_\_

Date of Incident: \_\_\_\_\_ Time: \_\_\_\_\_

Class: \_\_\_\_\_ Year Group: \_\_\_\_\_

Staff Involved (if applicable): \_\_\_\_\_

Other Pupil/s Involved: \_\_\_\_\_

**1. Circumstances leading to the incident.**

Describe the circumstances **leading up to** the incident (include location/s, verbal exchanges, etc, as appropriate).

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**2. Describe the serious incident that occurred after the above.**

Include all relevant information (include location/s, verbal exchanges, etc, as appropriate).

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If more than one member of staff was involved, each should record their actions separately and attach such records to this form. Are the other records attached? YES/NO

**3. Injuries (include details of medical attention)**

To pupil/s (specify names clearly if more than one pupil was involved):

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To staff:

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Did a breach of the school's **Equality and Diversity Policy** (e.g. racism) occur? YES/NO  
If yes, please complete Section II and attach to the report.

**Report Completed by:**

**Name:** \_\_\_\_\_

**Role:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Serious Incident – Follow-up Action**

**a. Parents notified of incident.**

Time: \_\_\_\_\_

Date: \_\_\_\_\_

By Whom: \_\_\_\_\_

By Phone/In Person: \_\_\_\_\_

**b. Post incident support for member/s of staff.**

Date: \_\_\_\_\_

By Whom: \_\_\_\_\_

**c. Post incident support for pupil/s affected.**

Pupil's Name: \_\_\_\_\_

Pupil's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

By Whom: \_\_\_\_\_

By Whom: \_\_\_\_\_

**Headteacher sign:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## REPORT OF SERIOUS INCIDENT – SECTION II

(To be completed in addition to Section I if a breach of the Equality and Diversity Policy has occurred)

**Pupil's name:** \_\_\_\_\_

**Date of incident:** \_\_\_\_\_

Victim(s)		Perpetrator(s)	
Number of male pupils		Number of male pupils	
Number of female pupils		Number of female pupils	
Number of male staff		Number of male staff	
Number of female staff		Number of female staff	
Other (eg parents / visitors) - males		Other (eg parents / visitors) - males	
Other (eg parents / visitors) - females		Other (eg parents / visitors) - females	
Other (specify)		Other (specify)	
<b>Ethnic group(s) of victim(s) – please tick, or if more than one put the number</b>		<b>Ethnic group(s) of perpetrator(s)– please tick, or if more than one put the number</b>	
White British		White British	
White Irish		White Irish	
Any other White		Any other White	
Indian		Indian	
Pakistani		Pakistani	
Bangladeshi		Bangladeshi	
Any other Asian		Any other Asian	
Black Caribbean		Black Caribbean	
Black African		Black African	
Any other Black		Any other Black	
White and Asian		White and Asian	
White and Black Caribbean		White and Black Caribbean	
White and Black African		White and Black African	
Any other mixed		Any other mixed	
Chinese		Chinese	
Traveller		Traveller	
Any other ethnic group (specify)		Any other ethnic group (specify)	
<b>Place incident occurred</b>			
Classroom		Corridor	
Playground		Outside school	
Dining Room		Cyber incident	

Category of racist incident e.g. racially motivated bullying			
Name calling		Physical abuse	
Inciting others		Abuse of personal property	
Jokes		Graffiti	
Use of racist language		Distribution of offensive material	
Refuse to co-operate, sit next to		Abusive letter(s)	
Cyber incident - e-mail, (mobile) phone calls / texts, social networking sites			
Other – please use this space to elaborate:			
Action(s) taken – tick more than one box if appropriate			
Oral reprimand		Internal report	
Formal apology		Police involvement	
Removal of graffiti		Exclusion from activities	
Detention		Fixed term exclusion	
Involvement of parents/carers		Permanent exclusion	
Other action taken – please specify			
Racist incident reported by – please tick			
Staff		Other – please specify	
Pupil			
Any other supporting information not covered above should be recorded here			

## Section II Completed by:

Name: \_\_\_\_\_

Role: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## Checklist:

- Original report filed in the **Positive Handling and Serious Incidents** folder (admin office) (Section I must be completed for all incidents. Section II should only be completed and attached if a breach of the **Equality and Diversity policy** occurred) ☐
- Copy of report filed in the pupil's file ☐
- Copy of report filed in the staff member's file ☐
- Photos of any injury sustained by staff and/or pupil/s attached (if applicable) ☐
- Photos of any damage to property attached (if applicable) ☐

## Appendix 4

### 1.1 Exclusion from School

Floreat Wandsworth follows the Department for Education statutory guidance (2015) on exclusion. The link to this guidance is here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

In addition to this, Floreat Wandsworth, follows the procedures for exclusion laid out by Wandsworth LA. This information is here:

[http://www.wandsworth.gov.uk/downloads/download/1300/school\\_exclusions\\_for\\_children\\_with\\_send](http://www.wandsworth.gov.uk/downloads/download/1300/school_exclusions_for_children_with_send)

Floreat Wandsworth is committed to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff can flourish. Everyone is treated fairly and with respect.

We will work in partnership with parents to ensure that behavioural expectations are clear and parents can reinforce them with their children. This includes our strong emphasis on character development which enables pupils to conduct themselves with dignity and kindness.

All pupils have the right to be safe and stress-free in school. The school has a duty of care to keep every child completely safe. Parents expect nothing less. As part of the school's duty of care, exclusion will be used when all other strategies to support safe behaviour have been exhausted. Exclusion is always a formal procedure and in every case it will be reported to governors and the Local Authority. In every case, exclusion from school will trigger the engagement of all available agencies to support a positive change in behaviour for the child.

#### **Reasons for exclusion:**

- Serious breach of the school's rules or policies
- Serious risk of harm to the education or welfare of the pupil or others in the school

This can either be a very serious incident or the repetition of serious incidents. Any exclusion will be the decision of the Headteacher. Parents will be notified immediately either in person, or by telephone, and this will be followed up with a formal exclusion letter.

### 1.2 Internal Exclusion

Internal exclusion is when a pupil must work away from their class for a fixed amount of time. This will be in a different classroom. An internal exclusion is a discretionary measure, where a pupil's behaviour is very unsafe or causing persistent disruption to learning. Parents will always be notified.

### 1.3 Temporary / Fixed-Term exclusion

A temporary / fixed term exclusion is when a child is excluded from school and must remain at home for a fixed amount of time. This will always be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

### 1.4 Permanent exclusion

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with the CEO and Chair of the Governing Body as soon as possible in such a case.

### 1.5 Reasons for Exclusion

A decision to exclude a pupil, either internally, for a fixed period or permanently, is seen as a last resort by the school. The physical and emotional wellbeing of our pupils and staff is our primary concern. We are committed to enabling all pupils to flourish in calm classrooms where the culture for learning is positive and rates of progress high.



Any decision to exclude will follow a range of positive strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff
- Possession or use of a weapon, including any kind of knife
- Persistent bullying
- Deliberate and persistent disruption of learning

The Governing Body will be informed of all exclusions on a termly basis; additional consultation may also take place about key incidents with the Chair of Governors.

If the Headteacher decides to exclude a pupil he will:

- Ensure that there is sufficient recorded evidence to support the decision.
- Explain the decision to the pupil if the pupil is in the state of mind to listen to the decision.
- Contact the parents, explain the decision and ask that the child be collected.
- Send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion, including the length of the exclusion and any terms or conditions agreed for the pupil's return.
- In cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked.
- Plan how to address the pupil's needs and integration back into their class on his/her return.
- Plan a meeting with parents and pupil on return ('reintegration meeting').

### **1.6 Behaviour outside school**

Pupils' behaviour outside school on school business e.g. on school trips, at sports events, is subject to the school's behaviour policy. Poor behaviour in such circumstances will be dealt with as if it had taken place in school.

### **1.7 Work Set**

When a pupil is excluded for more than one day, work will be set by the school within a reasonable time-scale and this should be returned to the school when the exclusion is over. If a child is excluded at the end of a school day, then it may not be possible to arrange for work to be set until the following morning.

On the sixth continuous day, the school is responsible for providing education for the pupil, which could be at another local school, the pupil referral unit or by providing home education.

### **1.8 Procedure for appeal**

If parents wish to appeal the decision to exclude, the matter will be referred to the Governing Body and handled through the school and LA appeal procedure. See guidance documents at the top of this policy.

### **1.9 Pupils with special educational needs and disabled pupils**

The school must take account of any special educational needs when considering whether or not to exclude a pupil. The Headteacher will ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

### **1.10 Managed move**

In cases where the Headteacher and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent's failure to engage in strategies implemented by the school are resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the Headteacher may consult with the Local Authority and propose a managed move to another school. This is not exclusion and in such cases the Headteacher may assist the parents in placing the pupil in another school.

The Headteacher may send a pupil home, after consultation with that pupil's parents and a health professional, as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time.

## SCHOOL CENTRAL BEHAVIOUR RECORD

If a pupil is persistently unsafe and/or persistently disturbs the learning of others then the Headteacher must be informed. This pupil will then be formally monitored with clear actions in place. Staff will be kept updated on who is on the Central Record and the relevant actions.

[illegible]