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| **Dale Community**  **Primary School**  **Behaviour Policy** |

**Head Teacher: Louise Foster**

**Chair of Governors: Russell Langley**

**Policy Approved by: Governors Behaviour and Safety Committee**

Policy reviewed by: Governors Behaviour and Date: 22 March 2022 Safety Committee

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Safety Committee

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Safety Committee

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Safety Committee

**BEHAVIOUR**

1. **Aims**

Our school aims to:

* Inspire a love of learning
* Build a strong community
* Celebrate our diversity
* Provide life changing opportunities
* Achieve in all areas of school life

This policy aims to achieve this by:

* Creating a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
* Establishing a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
* Outlining the expectations and consequences of behaviour
* Providing a consistent approach to behaviour management that is applied equally to all pupils
* Defining what we consider to be unacceptable behaviour, including bullying and discrimination

To achieve effective learning, good behaviour in school is essential and is part of good practice in every aspect of school life.

1. **Legislation, statutory requirements and statutory guidance**

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

* Behaviour in schools: advice for headteachers and school staff 2022
* Searching, screening and confiscation: advice for schools 2022
* The Equality Act 2010
* Keeping Children Safe in Education
* Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
* Use of reasonable force in schools
* Supporting pupils with medical conditions at school
* Special Educational Needs and Disability (SEND) Code of Practice
* Section 175 of the [Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/section/175), which outlines a school’s duty to safeguard and promote the welfare of its pupils
* Sections 88 to 94 of the [Education and Inspections Act 2006](http://www.legislation.gov.uk/ukpga/2006/40/section/88), which requires schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils’ property
* [DfE guidance](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online" \l "behaviour-policy) explaining that maintained schools must publish their behaviour policy online

1. **Purpose & Principles**

This policy determines our whole school response to rewarding, challenging and monitoring behaviours in a way that ensures consistency.

We recognise that misbehaviour will be addressed as follows:

* With confidence and consistency
* In a positive and appropriate way
* Taking account of the individual needs of the child
* Through restorative conversations, repairing relationships, reflecting on incidents and giving strategies to use in the future

Through the RSE/RHE curriculum pupils will be taught about: consent, respectful behaviour, body confidence, self-esteem and healthy relationships – in order for children to ‘flourish’.

It is essential that throughout the school, all stakeholders (not just staff but pupils, parents and visitors) should support and follow the school behaviour policy.

1. **Definitions**

Terms referred to within this policy are defined as follows:

**Misbehaviour**

* Disruption in lessons/learning time, in corridors between lessons, and at break and lunchtimes (on site or off site)
* Non-completion of classwork or homework
* Poor attitude
* Incorrect uniform
* Possession of banned items. These are:
* Sweets/chocolate
* Cosmetics (e.g. sprays, make-up)
* Money
* Mobile phone

**Serious breaches:**

* Repeated breaches of the school rules
* Any form of bullying
* Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
* Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
* Sexual comments
* Sexual jokes or taunting
* Physical behaviour such as interfering with clothes
* Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
* 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
  + Lighters
  + E-cigarettes or vapes
  + 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)

NB. For more information on search procedures, see ICT acceptable use policy

**Bullying**

* The repetitive, intentional harming of 1 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

For further information see Anti-bullying policy

**5. Roles and responsibilities**

**5.1 The governing board**

The governing board is responsible for:

* Reviewing this behaviour policy in conjunction with the headteacher
* Monitoring the policy’s effectiveness
* Holding the headteacher to account for its implementation

**5.2 The headteacher**

The headteacher is responsible for:

* Reviewing this policy in conjunction with the Behaviour and Safety committee
* Approving this policy
* Ensuring that the school environment encourages positive behaviour
* Ensuring that staff deal effectively with poor behaviour
* Monitoring that the policy is implemented by staff consistently with all groups of pupils
* Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
* Providing new staff with a clear induction into the school’s behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
* Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
* Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
* Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

**5.3 Teachers and staff**

Staff are responsible for:

* Creating a calm and safe environment for pupils
* Establishing and maintaining clear boundaries of acceptable pupil behaviour
* Implementing the behaviour policy consistently
* Communicating the school’s expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
* Modelling expected behaviour and positive relationships
* Providing a personalised approach to the specific behavioural needs of particular pupils
* Considering their own behaviour on the school culture and how they can uphold school rules and expectations
* Recording behaviour incidents promptly
* Challenging pupils to meet the school’s expectations

The senior leadership team (SLT) will support staffs’ decisions in response to behaviour incidents and ensure that staff receive induction, development and support (including regular training on behaviour)

**5.4 Parents and carers**

Parents and carers, where possible, should:

* Support their child in adhering to the school’s behaviour policy
* Inform the school of any changes in circumstances that may affect their child’s behaviour
* Discuss any behavioural concerns with the class teacher promptly
* Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
* Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school’s policy, and working in collaboration with them to tackle behavioural issues.

**5.5 Pupils**

Throughout the school year, pupils will be continually made aware of the following aspects of our behaviour culture:

* The expected standard of behaviour they should be displaying at school
* That they have a duty to follow the behaviour policy
* The school’s key rules and routines
* The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don’t meet the standards
* The inclusion support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated practice sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school’s behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction into our routines, rules and expectations will be provided for pupils who are new arrivals at any point within the school year.

**6. Behaviour expectations**

The three school rules are displayed in every classroom and around the building. These are:

* Ready

(All children should be ready to learn)

* Respect

(All children should show respect for everyone and everything)

* Safe

(All children should keep themselves and others safe)

At the start of each year, each class will discuss and agree what Ready, Respect, Safe means for their class using age appropriate language and concepts. Behaviour expectations and our school rules will be regularly discussed during whole school assemblies.

This policy will also be adhered to outside of school and the same high standards of behaviour will be expected e.g. on residential visits, school trips and at sporting events.

The behaviour policy and behaviour expectations will be shared with staff as part of their initial induction. Training for all staff will take place on an annual basis.

**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 challenging behaviour may be differentiated to cater to the needs of the pupil.

The school’s special educational needs co-ordinator will evaluate a pupil who exhibits challenging 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, an educational psychologist, 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.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

**8. Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

**9. Staff guidelines to promote positive behaviour**

* + All staff are expected to meet and greet pupils when they arrive e.g. in the classroom in the library, at the Office, in the dinner hall. This will ensure that all children feel respected, included and will be ready to learn. The first interaction of the day that you have with a child must be positive.
  + The school rules will be clearly displayed around school and they will be regularly referred to so that children understand the meaning of Ready, Respect, Safe.
  + Each class will have a visual timetable clearly displayed that allows every child to be aware of daily routines and expectations for their learning (display horizontally rather than vertically).
  + Teachers will have clear daily routines and transitions for stopping the class.
  + In line with the school SEND policy, class teachers must be aware of and make reasonable adjustments for children’s special needs.
  + All resources will be well prepared in advance so that staff can remain in the classroom and the transition between activities will be seamless and without necessary distraction.
  + Staff will model appropriate behaviour to allow children to learn how to use good manners, make the right choices and follow the school rules.
  + Staff will supervise and escort pupils within and outside the school including the use of toilets, cloakrooms and lockers.
  + Staff will be on the playground ready to collect their children at 1.10pm and five minutes before the end of playtime.
  + Children will be given responsibilities and roles both inside and outside of the classroom e.g. monitors, to contribute to the management of the school.
  + Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
  + A common language is used across our school to promote positive behaviour and ensure consistent responses.

**10. Establishing routines to teach good behaviour**

Routines allow pupils to quickly accomplish day-to-day tasks. Routines also help to create smoother transitions between activities and therefore allow fewer opportunities for disruptions to occur. In addition, when pupils are expected to complete routine tasks they have the opportunity to learn greater responsibility and more self-management skills. Routines can also positively affect academic performance. When children are in a predictable daily routine and know what to expect each day, they will not worry about ‘what if’ scenarios resulting in reduced stress.

**10.1 In the classroom**

At the start of an academic year, all class teachers will decide their expectations within the classroom. Once these have been decided they will be communicated clearly to the class (orally and visually), taught sequentially, practised repeatedly and mistakes corrected. It is important to regularly revisit and reinforce these expectations throughout the school year.

**10.2 Outside the classroom**

Movement around the school including on the stairs:

* Walk on the left-hand side
* Walk one behind the other in a line
* Walk in silence when moving around school during lesson time – when walking to and from assembly, when walking to the library, when walking to PE lessons indoors

Lining up on the playground when the whistle is blown:

* First whistle - Stop moving (still and quiet)
* Second whistle – Walk to your lining up area
* Stand one behind the other

Assemblies:

Entering

* Led into the hall by the teacher or TA
* Enter the hall in silence
* Stand in a line facing the front and sit when directed by the teacher or TA
* Wait in silence until the assembly begins with the class teacher or TA supervising
* The doors will be closed at the start time (9.50am/10.45am) and any classes arriving after this time will not be admitted

No children can be sent to assembly part way through e.g. when they have finished an intervention.

Leaving

* All children will turn to face the door in silence and turn to face their teacher or TA
* Assembly for Years 1, 2, 3: Classes from Year 3 and Year 1 will leave first
* Assembly for Years 4, 5, 6: Classes from Year 4 and Year 6 will leave first
* All children exit in silence

**11. Response to and recording of positive behaviour**

Expectations of positive behaviour form the basis of our reward system.

**11.1 Stars**

Children will earn the right to put their name on the stars for *excellent* behaviour, exceptionally hard work and going over and above when following the school rules. If children reach Star 5, they attend afternoon tea with the Head Teacher in the staffroom on a Friday afternoon. Star 5 is a big achievement and should only be for those who display over and above excellent behaviour. This gives the class something to aspire to.

Children will work all week and try to reach Star 5 and then the names will be reset ready for the following week. Children cannot have stars taken away once they have earned it!

(This is the normal procedure but as a result of the Covid-19 pandemic cake boxes are delivered to the relevant children).

**11.2 Collaborate**

Classes can earn letters to spell the word ‘Collaborate’ by working together as a team e.g. showing good listening to each other, doing well in group tasks such as lining up, behaviour in assembly. As soon as the final letter is earned by the class the activity stops and collaborate time commences. This can be any game that involves the whole class and will take up to 10 minutes. No child will sit out of collaborate as they have worked together as a team to earn this time.

**11.3 Top table at lunchtime**

Kitchen staff are able to choose children to sit on a ‘top table’ for their excellent behaviour in the Dining Room (good manners, helping others).

**11.4 Positive Feedback**

Positive feedback to a child about their behaviour can take many forms including verbal praise, stickers, certificates, positive phone calls home, notes home, positive feedback to parents at the end of the day.

**12. Response to and recording of negative behaviour**

**12.1** When negative behaviour is observed and ‘normal’ classroom/behaviour management strategies have not worked, this ‘process’ will be followed:

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| **Reminder** about the rules and expectations “At Dale, we expect you to listen so that you are ready to learn.’ |
| **Warning** – “Think carefully about the choices that you are making.” |
| **Last chance** – “This is your last chance for you to self-manage your behaviour; I can help you if you need it.” |
| **Time to think**– To be given in the classroom in an identified spot or into the classroom of an identified colleague:   * Year 1 swap with Year 4 * Year 2 swap with Year 5 * Year 3 swap with Year 6 |
| The child should take a time to think card with them (either 5, 10 or 15 minutes) and reflection sheet with them (if appropriate). “We’ve agreed \_\_\_ minutes time to think because \_\_\_\_\_\_\_\_\_\_. Can you do this by yourself or do you need help?” |
| **Repair** – This is the consequence (see Appendix 1) but must also involve a restorative conversation (see the process in 8.2). |

This process will be clearly displayed in all classrooms. It will be smaller than the stars to focus on the positive rewards, rather than the negative consequences.

**12.2 Banned and prohibited items** (for details outlining these items see section 4)

If a member of staff has reason to believe that a child is in possession of any item banned or prohibited by the school, a search can be made (following search procedures outlined in ICT acceptable use policy) and the appropriate consequences given (see appendix 1).

**12.3 Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

* Taking part in any school-organised or school-related activity (e.g. school trips)
* Travelling to or from school
* Wearing school uniform
* In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

* Could have repercussions for the orderly running of the school
* Poses a threat to another pupil
* Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

**12.4 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

* It poses a threat or causes harm to another pupil
* It could have repercussions for the orderly running of the school
* It adversely affects the reputation of the school
* The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

**12.3 Restorative conversations**

This is a follow up approach to deal with a given issue. It should be a positive meeting and be conducted calmly.

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| It should establish:   * What happened * What the child was thinking * How the child was feeling * How the child’s behaviour has impacted classmates and teachers (including letting the class teacher/classmates down) * What can be done next time to make things better |

**12.4** The Inclusion Officer who is ‘on call’ is available to support children during the time out and reflection time if needed.

**13.Serious breaches**

The above process may not be applicable in some circumstances e.g. theft, fighting, deliberate damage to property, physical assault (against a member of staff or pupil), unacceptable language/behaviours aimed at members of staff/pupils (sexualised or racist language or behaviours), bullying, sexism, sexual violence (rape, assault by penetration, or sexual assault – intentional sexual touching), and sexual harassment (unwanted contact of a sexual nature – comments, jokes, taunting, interfering with clothes- **refer to Child protection and safeguarding Policy Section 7, for actions to be taken when there are incidents of child-on-child sexual abuse**). Serious breaches of behaviours are logged on Integris. This will be analysed on a half-termly basis.

**13.1** Complex issues that require further investigation will be referred to the Inclusion Officers, in order to ensure the response is proportionate, considered, supportive and decided on a case-by-case basis. Both victim and alleged perpetrators will be listened to so that appropriate support will be given to all of the pupils involved, strategies in place to support the victim, and alleged perpetrators behaviour is changed.

**13.2** Every staff member has the responsibility to fill in the correct paperwork for physical aggression directed towards themselves (see Abuse, aggression and violence incident report).

**13.3** In some cases, where the behaviour is extremely violent or challenging it may be necessary to impose a fixed term exclusion (see Appendix 2).

**13.4** Only a member of the senior leadership team can stop a child from representing the school at sporting events following discussions with the Sports Team.

*Appendix 1*

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| **Lunchtime and playtime** | **Who deals with it and what do they do?** | **Consequence** |
| Low level playground misbehaviour e.g. rough play, teasing, unsafe play, unkindness, going out of bounds, interfering with games | Member of staff who witnesses the behaviour on the playground.  *This does not need recording on Integris.* | Choose from:   * Verbal reprimand * Time out *alongside* the member of staff |
| Swearing (non-sexualised, not directed with malice)  Targeted maliciousness | Member of staff who witnesses the misbehaviour or who is informed of the misbehaviour deals with the incident and *records on Integris by the end of the school day*.  Inform the class teacher at the end of playtime/lunchtime. | Lunchtime seclusion awarded by the person who sees the behaviour. The lunch seclusion can be immediate. Decision made about the amount of lunchtime seclusion e.g. Lunchtime seclusion for the rest of the lunchtime or lunchtime seclusion from the moment *and* the next day etc. If necessary, take advice from Inclusion Officers and SLT |
| Serious incident e.g. fighting, physical assault (against a member of staff or pupil), sexualised language, racist language, bullying, directed swearing at a pupil or adult, sexual violence, and sexual harassment | Member of staff who witnesses the behaviour will refer immediately to the Inclusion Officers.  Member of staff who witnesses the misbehaviour will inform the class teacher at the end of playtime/lunchtime.  Inclusion Officers investigate and record on Integris. Inclusion Officers (and SLT if necessary) decide the consequences. | *In order to teach children to take responsibility for their actions, there must be a consequence regardless of who is to blame.*  Immediate removal from the playground.  There must be:   * Verbal reprimand from a member of SLT * Playtime and/or lunchtime seclusion * SLT and class teacher to meet with the parent   If necessary:   * Seclusion from lesson   For damage to property, the family will be charged to replace the item.  SLT and Inclusion Officer may consider a referral to external agencies e.g. Early Help, Social Care, report to Police.  The Head Teacher is able to suspend or permanently exclude.  *Refer to Child Protection and Safeguarding Policy for actions to be taken when incidences of child-on-child sexual violence and harassment.* |

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| **Classroom** | **Who deals with it?**  **Any further actions?** | **Consequence** |
| Low level classroom behaviours e.g. disrupting the learning of others, refusal to work, damaging equipment (e.g. snapping a pencil). When misbehaviour is observed and ‘normal’ classroom/behaviour management strategies have not worked e.g. parallel praise, moving to a different place, ‘teacher stare’, moving yourself nearer to the child. | Class teacher/TA in class | Follow the Behaviour Policy:  Reminder  Warning  Last chance  Time to think (Y1 swap with Y4, Y2 swap with Y5, Y3 swap with Y6) |
| If you have followed this process resulting in time to think and when the child returns to class there is no improvement in their behaviour  Class teacher/TA to complete Integris with the action taken by the end of the school day. | The children should be sent to the Inclusion Officers with work to complete for a length of time set by the class teacher/TA. |
| Repeated misbehaviours where the behaviour policy has been followed and resulted in ‘time to think’ but the behaviours continue over a period of time. | Class teacher/TA to complete Integris with the action taken by the end of the school day. | Choose from:   * Verbal reprimand * Miss playtime * Complete missed or unsatisfactory work whilst missing a privilege * A meeting with parents (class teacher to arrange)   Plus, a restorative conversation. |
| Serious incident e.g. theft, significant damage to equipment, swearing, targeted maliciousness, physical assault (against a member of staff or pupil), fighting, sexualised language, sexualised behaviours, racist language, bullying, sexual violence, and sexual harassment | Immediate removal from the classroom/area within school.  Member of staff who witnesses the behaviour will refer immediately to the Inclusion Officers.  Inclusion Officers investigate the incident and record on Integris. Consequences decided by the Inclusion Officers or in the case of a serious incident, SLT. | *In order to teach children to take responsibility for their actions, there must be a consequence regardless of who is to blame.*  There must be:   * Verbal reprimand from a member of SLT * Seclusion from lesson in the Community Room * SLT and class teacher to meet with parents * Playtime and/or lunchtime seclusion   If necessary:   * Further internal seclusion * Complete missed or unsatisfactory work whilst missing a privilege e.g. trip, end of half term film/treat   For damage to property, the family will be charged to replace the item.  SLT and Inclusion Officer may consider a referral to external agencies e.g. Early Help, Social Care, report to Police  The Head Teacher is able to suspend or permanently exclude.  *Refer to Child Protection and Safeguarding Policy for actions to be taken when incidences of child-on-child sexual violence and harassment.* |

*Appendix 2*

**Suspension/Permanent Exclusion policy**

Rationale

This policy is an appendix of Dale Community Primary and Stonehill Nursery Federation Behaviour and Discipline Policy; it deals with the policy and practice that informs the school’s use of suspension/permanent exclusion. It is underpinned by the shared commitment of all members of the school community to achieve a very important aim;

To ensure the safety and well-being of all members of the school community and to maintain an appropriate educational environment in which all can learn and succeed.

**Introduction**

The decision to suspend/permanently exclude a pupil will be taken in the following circumstances:

* In response to a serious breach of the school’s Behaviour Policy
* If allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the School.

Suspension/permanent exclusion is an extreme sanction and is only administered by the Head Teacher (or, in the absence of the Head, the member of the Senior Leadership Team who is acting in that role). Suspension/permanent exclusion may be used for any of the infringements of the Behaviour Policy;

* Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil’s behaviour
* Verbal or physical abuse of other pupils or school staff
* Aggression towards other pupils leading to the possibility of physical or emotional harm
* Indecent behaviour.

This is not an exhaustive list and there may be other situations where the Head Teacher makes the judgement that a suspension/permanent exclusion is an appropriate sanction.

**Suspension procedure**

Most suspensions are of a fixed term nature and are of short duration. The Derby City Council regulations allow the Head Teacher to suspend a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the School and all suspensions that would lead to a student being excluded for over 15 days in a school term or missing a public examination.

The Governors have established arrangements to review suspensions that would lead to a student being suspended for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following suspension, parents are contacted immediately where possible. A letter will be sent by post giving details of the suspension and the date the suspension ends. Parents have a right to make representations to the Governing Body and the LA as directed in the letter.

A return to School meeting will be held following the expiry of the suspension and this will involve a member of the Senior Leadership Team and other staff where appropriate (see Appendix 3 for Behaviour Plan and Appendix 4 for Reintegration Meeting).

During the course of a suspension where the pupil is to be at home, parents are advised that the pupil is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/guardians. Work will be provided by the class teacher.

**Permanent Exclusion**

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).
2. When a serious criminal act has been committed, the school will involve the police in any such offence.

**General factors the School considers before making a decision to suspend/exclude**

Suspension/permanent exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to exclude a pupil either permanently or for a suspension the Head Teacher will:

* Ensure appropriate investigations have been carried out
* Consider all the evidence available to support the allegations taking into account the school policies
* Allow the student to give her/his version of events
* Check whether the incident may have been provoked.

If the Head Teacher is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, suspension/permanent exclusion will be the outcome.

*Appendix 3*

Dale Community

Primary School

Behaviour Plan

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| Pupil Name: |  |
| Class: |  |
| Year Group: |  |
| Date Plan Starts: |  |
| Date of Reviews: |  |

|  |  |
| --- | --- |
| **Behaviour Plan** |  |
| **Skills and Talents** | **Achievements** |
|  |  |
| **Likes** | **Dislikes** |
|  |  |
| **Description of Needs** | |
|  | |
| **Concerns** | |
|  | |
| **Targets** | |
| *What are we working towards? How do we get there?* | |
| **Challenging behaviour** | **Strategies for positive behaviour** |
| *What does it look like? What triggers it?* | *How do we maintain positive behaviour?*   * *Phrases to use* * *Rewards, motivators* |
| **Rewards** | **Consequences** |
|  |  |
| **Parent and Carer Support and Views** | |
|  | |
| **This plan will be shared with** | |
|  | |

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| --- | --- | --- | --- | --- | --- |
| **Stage 1**  **Anxiety Behaviours** | **Stage 2**  **Defensive Behaviours** | **Stage 3**  **Crisis Behaviours** | **Stage 4**  **Recovery** | **Stage 5**  **Depression** | **Stage 6**  **Repair** |
| **My Behaviour:**  Signs of anxiety  Hands over ears  Hiding face  Under the table  Wrapping clothes tighter  Rocking  Tapping  Withdrawing  Refusing to speak  Dismissive  Refusing to cooperate  Adopting defensive postures  Other (please specify) | **My Behaviour:**  Display higher tension  Making noises  Moving around/pacing  Argumentative and abusive  Talking louder – higher – quicker  Adopting aggressive postures  Changes in eye contact  Breaking minor rules  Low level destruction  Picking up potential weapons  Challenges  Other (please specify) | **My Behaviour:**  Shouting and screaming  Crying  Head banging  Slapping/punching self  Damaging property  Seeking danger  Climbing  Picking up potential weapons  Grabbing or threatening others  Hurting others  Other (please specify) | **My Behaviour:**  Signs of anxiety  Hands over ears  Hiding face  Under the table  Wrapping clothes tighter  Rocking  Tapping  Withdrawing  Refusing to speak  Dismissive  Refusing to cooperate  Adopting defensive postures  Other (please specify)  \**Can revert to Stage 3 without build up* | **My Behaviour:**  Withdrawing  Refusing to speak  Wrapping clothes tighter  Hiding face  Under the table  Other (please specify) | **My Behaviour:**  Willing to communicate  Other (please specify) |
| **Strategies to use**  Remove sources of frustration  Give space  Offer reassurance  Explain clearly now and next  You talk and I’ll listen  Use humour  Talk low, slow and quietly  Divert and distract  Other (please specify) | **Strategies to use**  State desired behaviours clearly  Refocus attention to something positive  Set clear enforceable limits  Offer clear choices/ alternatives/ options  Give a get out with dignity  Remove audience  Make the environment safer and get help  Other (please specify) | **Strategies to use**  Make the environment safer  Move furniture and remove weapon objects  Guide assertively  Ensure face, voice and posture are supportive not aggressive  Other (please specify) | **Strategies to use**  Support and monitor  Give space and time  Remove sources of frustration  Listen  Other (please specify) | **Strategies to use**  Support and monitor  Give space and time  Remove sources of frustration  Listen  Other (please specify) | **Strategies to use**  Support and monitor  Choose the right time  Choose a neutral environment  Restorative Conversation  Listen  Other (please specify) |

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| **Agreement:**  Parent Name:  Parent signature:  Date: | | Staff name:  Staff signature:  Date: | |
| **Reviews of the plan:** | | | |
| **Review**  **Date** | **Comments** | **Action taken:** | **Who was present at the review meeting** |
|  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_ Year Group: \_\_\_\_\_\_\_\_\_ W/C: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- |
| **Targets:** | | | | | |
| **RAG rate lessons:** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **am** |  |  |  |  |  |
| **Break** |  |  |  |  |  |
| **am** |  |  |  |  |  |
| **Lunch** |  |  |  |  |  |
| **pm** |  |  |  |  |  |
| **Seen by:** | **Inclusion Officer** | **Inclusion Officer** | **Inclusion Officer** | **Inclusion Officer** | **Member of SLT** |

*Appendix 4*

**Reintegration Meeting following an Exclusion**

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| --- | --- |
| **Pupil’s Name:** | **Year Group:** |

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| --- |
| **Present at meeting:** |

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| --- |
| **Date meeting held:** |

|  |  |
| --- | --- |
| **Details of Exclusion:** | |
| **Dates:** | **No. of days:** |

|  |
| --- |
| **Behaviour which resulted in exclusion being given:** |

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| --- |
| **Has the work set during exclusion been completed and returned?** |

|  |
| --- |
| **Reflection (child to complete in the meeting or when back in school)**  *What happened?*  *How were you feeling at the time?*  *Who else was involved?*  *How do you feel now?*  *How can you make it better?* |

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| --- |
| **Actions by School:** |
| **Actions by Parent:** |
| **Actions by Pupil:** |

**Agreed actions are needed to ensure there are no further breaches of the school’s behaviour policy and that the education or welfare of pupils or others in the school are not seriously harmed.**

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| --- |
| **Is a risk assessment needed?**  **Date of completion**  **Review date** |
| **Is the pupil identified on the At Risk Register?** |
| **Is the Local Authority aware of the exclusion?** |

|  |  |
| --- | --- |
| **Signed:** | **Position in School:** |

|  |  |
| --- | --- |
| **Parents:** | **Pupil:** |

**Record of the meeting (please tick)**

|  |  |
| --- | --- |
| **Copy to the parents** |  |
| **Copy placed in the pupil’s school file** |  |

**Strategies and Interventions to try in school**

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| --- |
| Consistent rules and routines  121 time with an adult the child has a positive relationship with / dedicated time for children  Working with parents  Praise and celebrate success  Reward chart  Identifying trigger points  Countdown spots  Choose board with a selection of motivators / fiddle toys  Breakfast Club  Visual timetable  Time out card  Group changes / places in the classroom  Managed Move  Re-integration meeting following exclusion |
| Assessment / screening  Boxall Profiling  Nurture group or intervention based on the results of the screening  121 time with an adult the child has a positive relationship with / dedicated time for children  Behaviour plan, regularly reviewed with parents and child / Report cards as suggested in EEF document  In-class support  Zones of Regulation 121 or as an intervention  Mentoring / counselling (internal or external referral to Build Sound Minds etc.)  Personalised timetable  Re-integration meeting following exclusion  Safe space access  Working with parents  Class changes  Referral to Newton’s Walk PRU for Behaviour Support |
| Reduced timetable, regularly reviewed and with clear targets  Alternative provision  Early Help Assessment  Referral to Educational Psychologist  Re-integration meeting following exclusion  Risk Assessment  Working with parents  121 time with an adult the child has a positive relationship with / dedicated time for children |

**Strategies to try at home**

|  |
| --- |
| Having a clear routine  Reward chart  Limiting time on devices  Dedicated 121 time with a parent |

***Please use the intervention booklet to signpost parents to support agencies and services that are appropriate.***