

*The*  
**Hawthorns**  
Primary School

## Behaviour Management Policy

Agreed and Adopted by the Governing Body on :...11<sup>th</sup> July 2017.....

Signed : ...D Nnabuife.....

The policy will be formally reviewed on: ...July 2020.....

## Behaviour Management Policy

At Hawthorns Primary School our core principles for behaviour are that:

- All adults manage the behaviour and expectations of pupils. This ensures that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity
- Everyone ensures the systematic and consistent management of behaviour by setting clear boundaries and following school policy
- The pupils feel safe and develop their ability to assess and manage risk appropriately and to keep themselves safe
- A collegiate positive ethos in the school supports appropriate behaviours
- Behaviour is seen as a form of communication and the underlying causes of inappropriate behaviour are investigated leading to an appropriate consequence or action

### Aims

- To respect individuals' rights and responsibilities
- To value each child as an individual
- To encourage children to think about and discuss moral issues openly so that they feel confident when expressing an opinion
- To encourage children to develop qualities such as mutual respect and tolerance for one another
- To understand that rules of behaviour are upheld to enable learning to take place
- Children know the clearly stated boundaries of acceptable behaviour
- To maintain good communication between home and school in relation to behaviour

### Rules, values and expectations of behaviour

*'The Hawthorns Code'* (see *Appendix 1*) is a statement of core values agreed and approved by all stakeholders. The Code encourages the use of the words; Respect, Rights and Responsibilities when talking about behaviour.

Children will be reminded of 'The Hawthorns Code' in assemblies at the beginning of each half term with a particular focus on one aspect.

Appropriate Attitudes and life skills are reinforced through the teaching of Aspirational Qualities. Appendix 2.

### Class Management

At the beginning of each school year, *'The Hawthorns Code'* will be discussed in each class to remind children of values such as appreciating effort, respecting the viewpoint of others, encouraging good work habits and appropriate behaviour.

Rules of behaviour for each class and team are negotiated through discussion led by class teachers. The rules are signed and clearly displayed in large print for all staff and pupils to follow.

Children will be reminded about the Home/School Agreement they signed at the beginning of school or KS2. (see *Appendix 3a and 3b*).

### **Playground Management**

The playground arrangements with rotas are displayed in each area of the school. At the start of a new year these are read out to the children, discussed and explained. When necessary throughout each term they are referred to again as reinforcement. The lunchtime controllers are familiar with these arrangements and always report serious incidents to the class teacher and if necessary in accordance with the Behaviour Management Structure (*Refer to Appendix 4*).

### **Lunchtime Team**

The lunchtime controllers, their supervisor and a member of the Senior Leadership team (SLT) meet twice a term to discuss relevant issues. An agenda and minutes are produced for these meetings.

### **Playground Friends (for all children)**

The team of Playground Friends consists of Year 6 children who are trained to help other children to have happy and safe playtimes. Their role on the playgrounds includes teaching children games, being a 'listening ear' for children who are having friendship problems or are feeling lonely and to report any serious problems to teachers or lunchtime controllers on duty.

This may include using a Peer Mediation process to support children in resolving their own conflicts. Peer mediation is effective in changing the way pupils understand and resolve conflict in their lives. Changes include improved self-esteem, listening and critical thinking skills, and a positive school climate for learning, as well as reduced disciplinary actions and less fights. These skills are transferable outside of the classroom. Types of problems may include: rumour and gossip, relationship problems, classroom or extracurricular disputes.

Playground friends act as a role model for the younger children and are recognisable by wearing red caps.

Playground Friends are selected from Year 5 in the Spring/Summer terms and undergo training by qualified members of staff before shadowing the previous year's groups. They will then take over the role in the September of the next academic year.

### **Circle Time**

Circle time can be used as an effective way of resolving a number of behavioural issues and is an important part of the PSHE curriculum.

### **Dealing with conflicts**

The use of positive language and consistent expectations of behaviour from all staff keeps situations of conflict to a minimum. Good behaviour is encouraged by praise and rewards and good behaviour is recognised and highlighted to all children. Children are encouraged to resolve conflicts by listening respectfully to each other. (*Appendix 5. The Restorative Approach*).

### **Prejudice or Hate-Related Incidents**

With due regard for the principles of the Equality Act 2010 we take all such incidents seriously. Parents are always informed if their children are involved and if appropriate actions may result under the Prevent Policy. Issues will be addressed immediately in PSHE lessons in relevant year groups.

## **Rewards**

Positive aspects of behaviour are emphasised and a wide range of rewards are accessible to all pupils.

Each class or team may have its own individual system of rewards. These may include stickers and certificates, which are used for motivating good working habits, praising good work and rewarding children for attitudes of behaviour such as being helpful, kind, considerate or polite. There is a whole school house point system and also the Headteacher's Award, which is given out in assemblies to one child from every class every week to reward a high standard of work or behaviour.

In addition, in order to promote the Aspirational Qualities, pupils will be recognised for demonstrating a particular quality in their behaviour or learning in whole school assemblies.

Parents are informed of significant progress made in work and behaviour.

## **Sanctions**

Alongside reward systems, sanctions are in place to deal with incidents of unacceptable behaviour in the classroom or in the playground.

### ***Examples of unacceptable behaviour:***

- Disruptive behaviour in the classroom
- Racial harassment – *refer to Equal Opportunities Policy*
- Anti-social behaviour: bullying (*refer to Appendix 6*), fighting, swearing, stealing, spitting etc.

Pupils are made aware of the distinction between sanctions for minor and more serious misbehaviour and they are applied fairly and consistently. Most forms of misbehaviour are minor and are therefore dealt with by the class teacher. A warning will precede a sanction and a record of minor misbehaviour will be cleared at the end of a day. However children who persist in misbehaviour frequently in one day or over a number of days will be sent to a member of the Senior Leadership Team (SLT).

### **Sanctions used at Hawthorns**

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- The writing of apologies
- Missing playtime at break or lunch
- Confiscation of inappropriate items
- Being sent to work in another class (by agreement with that teacher)
- Sanctions at home agreed with parents
- A child may be assigned a Behaviour Record by their teacher for a set period of time as a means of reporting his/her behaviour on a daily basis to keep parents informed and involved.
- Behaviour mentoring by one of the Senior Leadership Team
- In extreme cases only, temporary or permanent exclusion.

Senior leaders record details of serious behaviour incidents in the Behaviour Log Book. The log book is a hard bound record book where each incident is numbered, dated, signed and any witness statements will be attached. Parents will be informed if their

child is recorded in this book. The Behaviour log book is stored in the headteacher's pigeon hole within the staff room.

The Behaviour log book will be regularly monitored by the headteacher as part of the school's self-evaluation process and a summary report will be reported to the Governors. The analysis report will identify numbers of incidents, which year groups, involvement of SEN pupils and will give a breakdown which involved bullying (including cyber bullying) and prejudice or hate-related incidents.

Bullying incidents will be recorded in the Bullying Incident Book and kept in the Headteacher's office.

### **Physical Intervention**

Staff can intervene with any pupil to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. Refer to the Care, Control and Physical Intervention policy.

### **Behaviour Management of SEN pupils**

Consistently poor behaviour may require action through the SEN system of referral.

We use an inclusive positive approach to meeting emotional and behaviour needs for SEN pupils.

Behavioural management is based on an individualised approach using different strategies:

- Observation and recording of behaviour patterns.
- A behaviour plan or as part of a SEN support plan
- Implementing a structured visual approach of motivators/rewards etc. to encourage good behaviour.
- A visual approach of what triggers certain feelings and how to deal with these emotions e.g. What makes me Angry? This includes agreed actions with the pupil about what to do if they experience emotions that lead to unwanted behaviours.
- De-escalation by defusing anger at the point at which the early warning signs of an angry outburst are identified for example by the use of calming techniques or time in the Nurture Room.
- Very occasionally, there will be times when all appropriate measures are in place to reduce the probability of an outburst, and we as staff need to step in when a child is a danger to themselves or to others. This is when we would use a Team Teach approach (safe handling/restraint), which is carried out by staff members who have received training. The pupil would be escorted by two members of staff to the Nurture Room to calm them down. Only when they have regained control of their emotions and are ready to go back into class, will they be allowed. Parents are always informed if this action has had to be taken with their child.

The school would plan to have staff who have undertaken Team Teach training in the vicinity of a child who may need this intervention. However, as a duty of care all staff have the right to intervene, where not doing so will result in harm to the child, themselves or others. (See Care, Control and Physical Intervention Policy)

### **Communication with Parents/Carers.**

Communication to parents/carers concerning the behaviour of their child should be held in a discreet manner and all information kept in confidence.

### **Early Years Foundation Stage**

The behaviour management policy takes into consideration the child's stage of development, social skills and school experience. Therefore, in managing behaviour in the Early Years Foundation Stage we:

- Value each child as an individual and take account of their stage of development.
- Allow for a period of learning and understanding of rules, expectations and routines.
- Promote, acknowledge, praise and model good behaviour.
- Set clear expectations and age appropriate sanctions on an individual basis.
- Will record Serious Incidents in line with the whole school policy.
- Put in place strategies to support and improve behaviour.
- Communicate behaviour incidents to the parents and keep them informed.
- Introduce children to a conflict resolution approach.

### **Malicious Accusations Against School Staff**

Pupils that are found to have made malicious allegations against staff will have breached the aims and expectations of this policy. This will be taken very seriously and will incur an appropriate sanction in relation to the nature of the accusation, see page 4. This may include exclusion.

### **Exclusions**

Any exclusion will be at the recommendation of the Head teacher following a serious breach of the school's rules or policies which harms the education or welfare of the pupil or others in the school. (See Appendix 7)

### **Disruptive behaviour away from school premises**

The Head teacher has the power to regulate pupils' behaviour whilst off school premises if this is reasonable. This includes disruptive behaviour from pupils on their way to and from school and for behaviour outside the school, not on school business, particularly if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole, or if it is deemed to be damaging to the reputation of the school.

Disruptive behaviour away from the school premises includes the inappropriate use of social media or other use of the internet (For example snapchat, whatsapp, facebook, skype, Instagram, on-line gaming chat rooms etc) to cause harm, upset or bullying to groups or individuals (staff or pupils) or to bring the school reputation into disrepute.

Although the school can regulate misbehaviour off the school premises, the school can only give sanctions when the pupil is on the school site or under the control of a member of staff, for example, on a school trip.

### **Management of this policy**

This policy is a statutory policy required by law and has been determined to be reviewed by the schools governing body every three years.

This policy will be published on the school website and be publicised, in writing, to staff, parents and pupils annually in September. This Behaviour policy acknowledges the school legal duties under the Equality Act 2010 and those in respect of safeguarding and supporting pupils with special educational needs.

The policy was agreed and adopted at a Governors Meeting on: .....11th July 2017...

This policy will be formally reviewed on: .....July 2020.....

### **References**

- Legislation- Section 88 of the Education and Inspections Act 2006 requires every Governing Body to ensure that its school pursues policies designed to promote good behaviour and discipline among pupils.
- Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. Schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children.
- Special educational needs and disability code of practice: 0 to 25 years 2014
- Equality Act 2010
- EYFS Statutory Framework 2017
- Keeping children safe in education. Sept 2016
- DFE (policy) Children outside mainstream education (alternative provisions). Sept 2015
- DFE (guidance) Behaviour and discipline in schools: guide for Governing Bodies. Sept 2015
- DFE (guidance) Behaviour and discipline in schools guidance. Jan 2016
- DFE (policy) School behaviour and attendance: parental responsibility measures. Jan 2017

### **School Policies**

- Attendance policy
- Home School Agreement
- Care, Control and Physical Intervention Policy
- SEN Policy
- The Prevent Policy
- Safeguarding Policy
- ‘All in One’ E-Safety Policy
- Equality Objectives Policy

## Appendix 1

### The Hawthorns Code

1. Right: to have fun learning in a pleasant, welcoming atmosphere  
Responsibility: to make sure that we as a school community take responsibility for our learning and are friendly to everyone
2. Right: to feel good about ourselves; to feel safe and never be afraid  
Responsibility: to make sure that we play sensibly, we include others and show zero tolerance towards bullying
3. Right: for each child to be respected regardless of age, gender, race, disability etc  
Responsibility: to be helpful, polite and show respect for the feelings and opinions of others
4. Right: to have the freedom to play with whomever we choose and to know who to turn to if we have problems  
Responsibility: to play co-operatively and to sort out our problems and still be friends
5. Right: to learn in a clean, aesthetically-pleasing and cared for environment  
Responsibility: to respect our school environment by taking care of property and by caring for the wildlife in our school grounds

# When children leave school, will they be able to know everything they need to succeed?

The Hawthorns School aims to give our children the reading, writing, maths, ICT and science skills needed to be competitive in the high-tech workforce of the upcoming generation. They will have developed good study habits that will serve them well in further education. But are they prepared for life? We are aiming to instil in our children the attributes and skills, as well as the knowledge, which will enable them to be successful adults in today's society. Skills that can be transferred across all disciplines enhance their learning and create well-rounded human beings. We have called these skills *'Aspirational Qualities'*. We feel that children (and adults!) should be constantly aspiring to develop these life skills in deeper and more sophisticated ways. We believe that the development of these qualities will be instrumental to children at the Hawthorns becoming well-rounded individuals with a healthy self-esteem and the capacity for lifelong learning.



## Our Aspirational Qualities



1. **Persisting** *Keep trying!*
2. **Managing impulsivity** *Take your time!*
3. **Listening with understanding, being empathetic.** *Treat others as you would like to be treated.*
4. **Thinking flexibly: create, imagine, innovate** *Be imaginative!*
5. **Thinking about thinking (metacognition)** *Time to think*
6. **Striving for accuracy** *Do your best!*
7. **Questioning** *Ask questions*
8. **Thinking and communicating clearly** *Be clear about what you're saying*
9. **Gathering data through the senses; using and applying knowledge** *Learn from all experiences*
10. **Responding with wonderment and awe** *Find wonder in the world.*
11. **Taking responsible risks** *Don't be afraid to try!*
12. **Thinking interdependently** *Work together!*
13. **Well-balanced** *Work, rest, play!*
14. **Finding humour** *Laugh a little!*



These qualities are beautifully illustrated by stunning photographs which are on display throughout the school as a reminder to the whole school community, and are also becoming fully integrated into lessons and all of school life.



This project is sponsored by Michael Hardy Property Estate Agents [www.michael-hardy.co.uk](http://www.michael-hardy.co.uk)



**THE HAWTHORNS PRIMARY SCHOOL  
HOME/SCHOOL AGREEMENT  
(EYFS/KS1 Version)**

PLEASE RETAIN ONE SIGNED COPY FOR HOME AND RETURN THE SECOND SIGNED COPY TO SCHOOL.

Name of child .....

**The School's Agreement**

The School aims to:

- create a safe and happy environment
- encourage your child to do their best at all times
- ensure that your child is well taught and that their needs are met
- encourage your child to develop a sense of responsibility and to be considerate to others
- keep you informed of your child's progress and welfare
- communicate promptly in the event of an emergency
- implement all policies fairly
- be welcoming and offer you opportunities to become involved in school life.

Signed: ..... (Headteacher)

**The Parent/Guardian's Agreement**

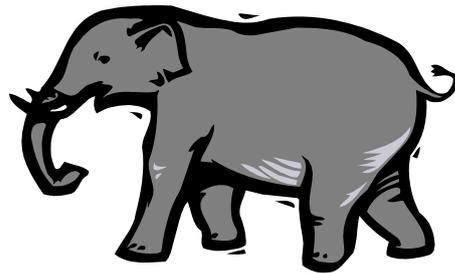
I/we aim to:

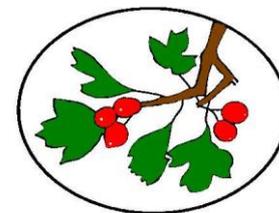
- ensure that my child comes to school regularly and on time, avoiding absences during term times
- inform the school promptly of my child's absence (on the first day)
- inform the school of any circumstances which might affect my child's work or behaviour
- support my child with their homework e.g. reading
- ensure that my child wears school uniform
- attend parents' evenings and discussions about my child's progress
- support school policies and rules, including those on behaviour
- help my child understand and follow the school's internet safety rules.
- am aware of the schools responsibilities in regards to safeguarding procedures through the publication of the schools safeguarding policy on the schools website
- send my child to school fully equipped with reading book, water bottle and PE Kit

### **The Pupil's Agreement**

- I will try to get ready quickly for school
- I will try to remember my reading book, water bottle and my P.E. Bag
- I will try hard with all my work
- I will help to keep our school clean and tidy
- I will try to be kind, friendly and helpful
- I will remember to ask my teacher if I need help
- I will follow the school's internet safety rules.

Child to write/sign name here:.....





**THE HAWTHORNS PRIMARY SCHOOL  
HOME/SCHOOL AGREEMENT  
(KS2 Version)**

**The School's Agreement**

The School aims to:

- create a safe and happy environment
- encourage your child to do their best at all times
- ensure that your child is well taught and that their needs are met
- provide a range of after-school activities
- encourage your child to develop a sense of responsibility and to be considerate to others
- keep you informed of your child's progress and welfare
- communicate promptly in the event of an emergency
- implement all policies fairly
- be welcoming and offer you opportunities to become involved in school life.

Signed: .....  
(Headteacher)

**The Parent/Guardian's Agreement**

I/we aim to:

- ensure that my child comes to school regularly and on time, avoiding absences during term times
- inform the school promptly of my child's absence (on the first day)
- inform the school of any circumstances which might affect my child's work or behaviour
- support my child with their homework when necessary
- ensure that my child wears school uniform
- encourage my child to join school clubs which interest them
- attend parents' evenings and discussions about my child's progress
- support school policies and rules, including those on behaviour
- ensure the school's rules about using the internet safely and with respect for others are followed be aware of the school's responsibilities in regards to safeguarding procedures through the publication of the school's safeguarding policy on the school's website
- send my child to school fully equipped with reading book, water bottle and PE Kit

Signed: .....(Parent/Guardian)

### The Pupil's Agreement

I aim to:

- attend school regularly and on time
- bring everything I need to school each day
- wear the correct school uniform
- look after my belongings in school
- do all my classwork and homework as well as I can
- be polite and helpful to others
- take care of school equipment and keep the school clean and tidy
- follow the school and class rules
- treat others with respect and consideration at all times
- take responsibility for my own learning
- follow the school's internet safety and respectful use rules

Child's Name ..... Class .....

Signed: .....(Pupil)

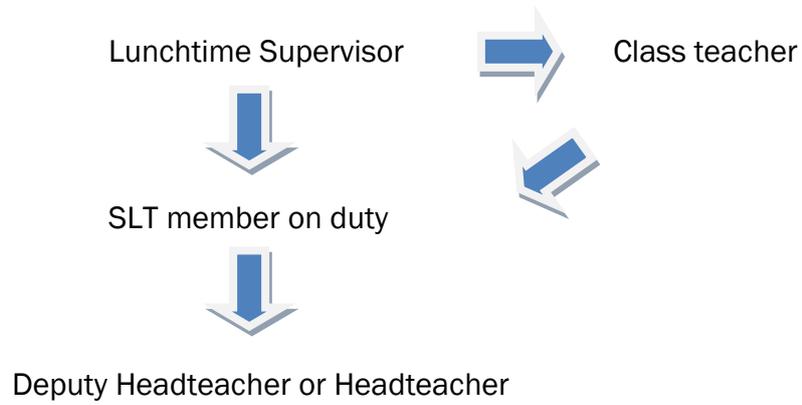
**PLEASE RETAIN ONE SIGNED COPY FOR HOME AND RETURN THE SECOND SIGNED COPY TO SCHOOL.**

## Appendix 4

### Lunchtime Behaviour Management Structure

Please always report any misbehaviour or incidents to children's class teachers.

However, when dealing with incidents which are more serious please follow the structure below depending on the severity of the incident:



The Restorative Approach

At Hawthorns Primary School we adopt the principles of The Restorative Approach; an approach to negative, inappropriate behaviour which puts repairing harm done to relationships and people at the centre of our focus. Everyone involved in an incident is taken through the 5 stages of the Restorative Approach and is therefore supported in coming to understand the harm that has been caused to all parties. This enables pupils to appreciate the consequences of inappropriate behaviour and take responsibility for how they conduct themselves.

The 5 stages are:

**What happened?** Drawing out each person’s story one at a time.

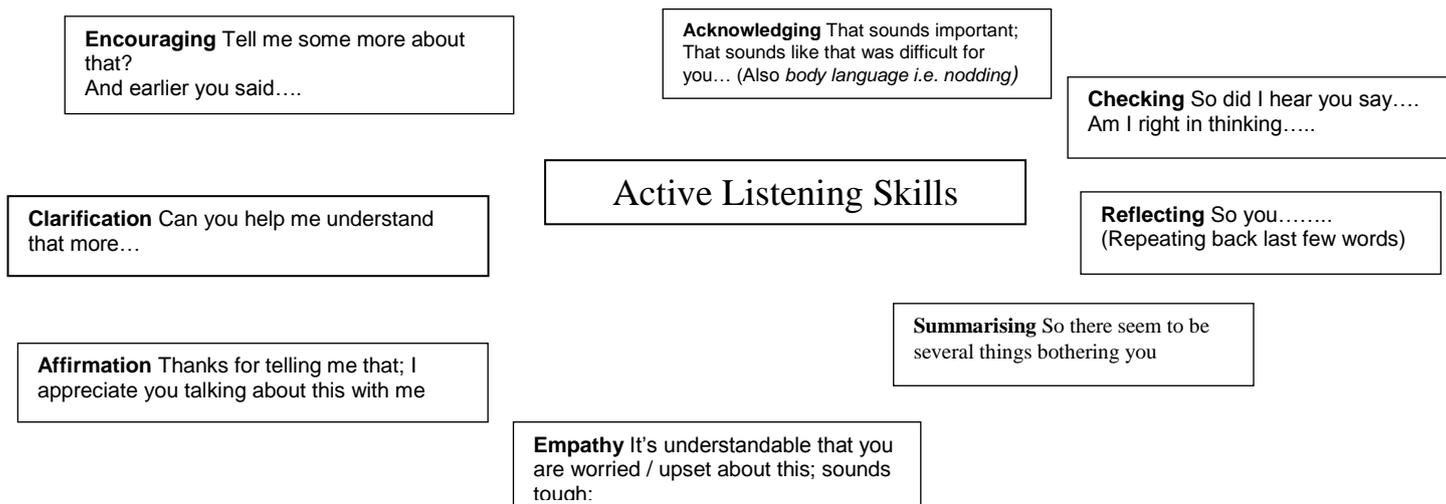
**What do you think and feel about that?** What each person was thinking at the time, before and since.

**Who has been affected and how?** Who has been harmed/affected and how?

**What are the needs of those involved?** What those affected need to feel better, move on, repair harm and rebuild relationships.

**What agreement can we reach about the future?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation in their own way. All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.



This approach will be used in both conflicts between children and when a child has been disruptive in lessons or disobeyed adult instructions.

## Appendix 6

### Anti-Bullying Policy

This school takes a proactive approach to educating children about bullying, **everyone** has a responsibility to tell someone if they believe someone is being bullied. The children take part in an annual Anti-Bullying week and bullying is regularly discussed in PSHE lessons and circle time. Discussion on bullying will also include education on how to deal with cyber bullying.(refer to the school's 'All in one' e-safety policy)

**Bully:** a person or group persistently behaving in a way which does not recognise or meet the needs and rights of the other people/person who are harmed by the behaviour (This could be to meet the need for excitement, status, material gain or group process).

**Victim:** a person or group that is harmed by the behaviour of others and who does not have the resources, status, skill or ability to counteract or stop the harmful behaviour.

**BULLYING IS NOT A 'ONE OFF' ACT, NO MATTER HOW SERIOUS.**

#### Bullying - What is bullying?

- \* it is deliberately hurtful behaviour
- \* it is repeated often over a period of time
- \* it is difficult for those being bullied to defend themselves.

The particular acts become bullying when exercised through power rather than an exchange between equals.

#### Bullying - takes many forms

- \* physical - hitting, kicking, taking belongings, threats
- \* verbal - name-calling, insults, teasing, sexist, racial remarks
- \* indirect - spreading nasty stories (written and verbal), rumours, about someone, adopting an attitude that excludes someone from social groups
- \* Cyber bullying- **the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.**
- \* Extortion

#### Reasons for challenging bullying behaviour

- \* **The safety and happiness of pupils should be paramount.**  
When pupils are bullied, their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over time they are likely to lose self-confidence and self-esteem. Some may 'blame' themselves for 'inviting' the bullying behaviour.
- \* **Educational achievement may be seriously affected.**  
The unhappiness of bullied pupils is likely to affect their concentration and learning. Some children will avoid being bullied by not going to school.
- \* **Providing a model for helpful behaviour should be effective.**  
If children observe bullying behaviour going unchallenged, other pupils may learn that bullying is a quick, effective way of getting what they want. Those pupils who

are being bullied may interpret the school's inaction as condoning unacceptable behaviour. They will feel badly let down by adults in authority.

\* **Building an ethos as an effective, caring school**

No school can claim with absolute confidence that 'there is no bullying here'. Every school has some degree of bullying, even if only slight or infrequent. Parents know this. They will be reassured by a school that can demonstrate both through its behaviour policy and by the way it is carried out, that it will respond positively and effectively to bullying.

**Strategies for dealing with bullying.**

Bullying of any sort is not acceptable and will be dealt with when and if it occurs. Strategies may include discussion, circle time activities, drama activities and circle of friends.

All accusations of Bullying will be recorded in a 'Bullying Incident Book' kept in the headteacher's office. The following checklist will be used when dealing with accusations of bullying:

## Dealing with Accusations of Bullying Checklist

Victim:

Bullying behaviours by:

Date:

1	Record verbatim the account given by person reporting the bullying in the incident book and date.	
2	Check for prior history in the Inclusion folder and with previous class teacher. If you are the class teacher report the incident to a member of the SLT, if thought serious at this stage.	
3	Interview the victim and record what they say. Record out of ten how they are feeling about coming to school.	
4	If the person reporting this is not the parent of the victim, the victim's parent is to be contacted. The parent of the accused should be contacted at this time.	
5	Agree steps with the bully and victim which will solve the situation and share these with the person who reported it on the same day or next day.	
6	Arrange an agreed method for the victim to tell in the future.	
7	Arrange a class follow up on anti-bullying in PSHE lessons with no reference to those involved in the incident.	
8	Check in with the victim and bully weekly for as long as necessary. Each week record out of ten how the victim is feeling.	
9	Communicate with whoever reported the bullying behaviour after one week.	
10	If the bullying continues involve senior management who will contact the parents of the child showing bullying behaviours.	
11	Place this record in the Inclusion folder to be passed onto the next teacher.	

## **Exclusion Policy**

A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school. The school is responsible for communicating to pupils, parents and staff, its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation.

### **Reason for Exclusion**

A serious breach of the school's rules or policies which harms the education or welfare of the pupil or others in the school. Any exclusion will be at the recommendation of the Headteacher.

### **Temporary Exclusion**

A temporary exclusion should be for the shortest time necessary; Ofsted evidence suggests that 1-3 days is usually enough to secure benefits without adverse educational consequences.

### **Persistent or Cumulative Problems**

Exclusion for a period of time for persistent or cumulative problems would be imposed only when the school has already offered and implemented a range of support and management strategies. These could include:

- Discussion with the pupil.
- Mentoring (pupil mentoring).
- Discussions with parents.
- Target setting.
- Checking on any possible provocation.
- Sanctions. (Refer to the Behaviour Management Policy)
- Mediation.
- Internal exclusion.
- Referral to specialist behavioural support
- Pastoral Support Programme
- Referral to Educational Psychologist
- Investigation of possible SEN through a range of agencies

### **Single Incident**

Temporary exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases, the Headteacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Headteacher will check whether the incident may have been provoked, for example by bullying or racial harassment. If necessary, the Headteacher will consult someone who will not later be asked to review the Headteacher's decision.

### **Permanent Exclusion**

A permanent exclusion is a very serious decision and the Headteacher will inform the Chair of Governors before enforcing it. As with temporary exclusion, it will follow a range

of 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.
- Carrying an offensive weapon.
- Persistent bullying.
- Racial harassment.
- A malicious allegation against a member of staff.

### **The Decision to Exclude**

If the Headteacher decides to exclude a pupil, he/she will:

- Ask the pupil to give his/her version of events.
- Ensure that there is sufficient recorded evidence to support the decision.
- Inform the Chair of Governors.
- Explain the decision to the pupil.
- 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 and any terms or conditions agreed for the pupil's return (see guidelines for exclusion and follow the appropriate Model letter).
- 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 on his/her return.
- Plan a meeting with parents and pupil on his/her return (a reintegration meeting).

An exclusion should not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority.

### **Behaviour Outside School**

Pupil's behaviour outside school on school business, e.g. school trips, at sports fixtures, is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school. For behaviour outside the school, not on school business, the Headteacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole, or if it is deemed to be damaging to the reputation of the school.

### **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. We have a legal duty under the Equalities Act 2010 not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Headteacher should 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.

'Reasonable steps' could include:

- A behavioural plan tailored to their individual needs.
- Developing strategies to prevent the pupil's behaviour.
- Requesting external help with the pupil.
- Staff training.

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

### **Marking Attendance Registers following Exclusion**

When a pupil is excluded temporarily, he/she should be marked as absent using Code E.

### **Planned Move**

A managed move is a 10 week trial placement agreed with another school. If the placement is successful the child may stay at the other school. If the placement is not successful the child will return to the original school. See also guidelines on planned moves.

### **Procedure for Appeal**

If parents wish to appeal the decision to exclude, for temporary exclusions parents can contact the governors. If parents wish to appeal a decision regarding Permanent Exclusion, they can request a review from the Pupil Discipline Panel. If parents perceive that their child has been excluded for reasons connected with a diagnosed or undiagnosed SEN, they may request the presence of an SEN expert to attend the Panel meeting. The contact number for the Local Authority Exclusions representative will be included in the initial letter informing parents of the exclusion. Parents can obtain further help and advice from Democratic Services at Wokingham Borough Council.