

Shirley Infant School

Behaviour and Relationships Policy



Reviewed By	Laura Watts	Policy Owner	November 2024
Approved by	Cate Gregory	Headteacher	November 2024
Ratified by	LGC		November 2024
NEXT REVIEW			September 2025

We are an emotionally literate school where pupils develop the skills of self-regulation and learn from mistakes by reflecting and repairing.

We foster a sense of belonging and acceptance, so children grow to become honest, responsible citizens of their community.

Guiding principles

In our school we believe that children do well when they can. Our environment and the attachment relationships we form with our children enable them to manage their emotions in order to access their learning effectively. In turn this empowers them to be valued members who believe they can contribute positively to our community.

Behaviour is a form of communication. We do not shame children for their behaviours. We endeavour to understand, unpick and remove barriers so that all children can be successful learners and communicators. In our school, throughout all aspects of the curriculum we are mindful of ensuring all children develop the tools to self-regulate, and communicate effectively, to become emotionally literate learners. This fosters an inclusive climate for all learners.

We have developed our own curriculum for behaviour, based upon our school values of Kindness, Integrity and Respect. We aim to teach these values through everything we do, with extra learning available for children who need additional input.

We aim to provide a safe, secure and caring environment in which every child is able to learn confidently and happily in order to fulfil their potential. We recognise that children learn best in a calm, organised and nurturing atmosphere. We are a Rights Respecting School (UNICEF) and we adopt the language and behaviours that encompass a Rights Respecting School. The school adheres to the

principles of the United Nations charter for the Rights of the child and promotes children's understanding of their rights and rights respecting actions. Children learn through PSHE lessons, circle times and assembly times that they all have rights but as citizens we need to respect these rights. Through this teaching the children are responsible for making their own charters for classes and playground. This is linked to the management of behaviour in school so that children are involved in discussing the impact of their behaviour on others.

This discussion will follow a restorative approach:

1. What happened?
2. What were you thinking? What are you thinking now?
3. How were you feeling? How are you feeling now?
4. Who has been affected? How were they affected?
5. What needs to happen to put things right?

We foster a restorative learning environment that allows everyone to share their thoughts and feelings and move forward. We have Restorative Practice (RP) champions for the staff and children, who receive additional training throughout the year. RP may be carried out in different ways due to the age of the children: conversation, the power of silence, cartooning, role play.

Behaviour and relationships in school

Adults in the school aim to develop their relationships with all children so that children feel cared for and are happy to receive influence from the adults around them, in the classroom and on the playground. We value being kind and believe that kindness should be relentless. We foster the belief that making mistakes is okay, it is how we repair and rebuild from them. We know that secure attachments support mental processes; all staff are trained to have an understanding of attachment theory and the impact of ACEs on early childhood development. Building on from here, we have a trauma informed champion to provide targeted support where needed.

Behaviour needs to be taught. Our Relationships Education within our PSHE curriculum focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

All our teaching reflects the Equality Act 2010 ensuring there is no discrimination for any pupil or family with protected characteristics.

Our Children are taught in an age-appropriate way about the characteristics and values of healthy relationships, including areas such as differences, boundaries, respect, integrity, trust and kindness. Our staff Teachers take all opportunities to discuss positive emotional and mental well-being with children. The characteristics that will be taught are also reflected in our school values:

- Kindness
- Integrity
- Respect

Our 'sticky' knowledge is planned to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2020 (see appendix 1), under the broad headings of

- Families and people who care for me
- Caring friendships

- Respectful relationships
- Online relationships
- Being safe

School aim and values

We aim to make the most of Every Chance, for Every Child, Every Day. Our schools' values of Kindness, Integrity and Respect underpin and run through everything we do.

Learning Behaviours

During their time in the Infants, we encourage the children to develop our learning behaviours. These behaviours are taught through our curriculum, behaviour expectations and assemblies:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Independence • Cooperation • Curiosity | <ul style="list-style-type: none"> • Perseverance • Kind |
|--|--|

We focus on one of our learning behaviours each half term and celebrate when this learning behaviour is displayed.

Consistent daily practice

- We foster and build positive relationships
- We set clear routines and consistencies across the school
- We support and teach children behaviour skills, including self-regulation
- We recognise children's feelings and validate these through labelling them
- We set limits on behaviour if needed

Positive Practices

- We welcome every child, to give them every chance, every day
- We ensure children feel they have a secure base at SIS with reliable adults who believe in them
- We teach a robust PSHE curriculum, rooted in wellbeing
- We follow a clear progression of behavior skills being taught
- We adopt a trauma informed practice

Recognitions

We as a school recognise effort not achievement. We use positive praise for expected behaviours. We believe in positive notes as opposed to policing the children. Our philosophy for our school is we teach behaviour and individualised for the child. We believe that children need certainty and consistency and this can look different for different children. We understand that both extrinsic and intrinsic motivation play a significant role in learning. We aim to build on from extrinsic motivators to enhance intrinsic motivation when pupils are ready. We use rewards and recognitions to celebrate children's achievements through a range of systems:

- Verbal positive praise
- Whole class rewards/targets (linked to values)

- Sparkle Cards – Year R
- Dojo points – Year 1
- Animal raffle – Year 2
- Celebration assembly – Star of the Week, Learning Behaviour of the week, Handwriter of the week
- Stickers
- Learning behaviour recognition
- Headteacher award tokens (received after five Headteacher awards)
- **Parent communication:** teacher notes, postcards, MME, photocopied work, phone calls home

Behaviour management strategies and approaches

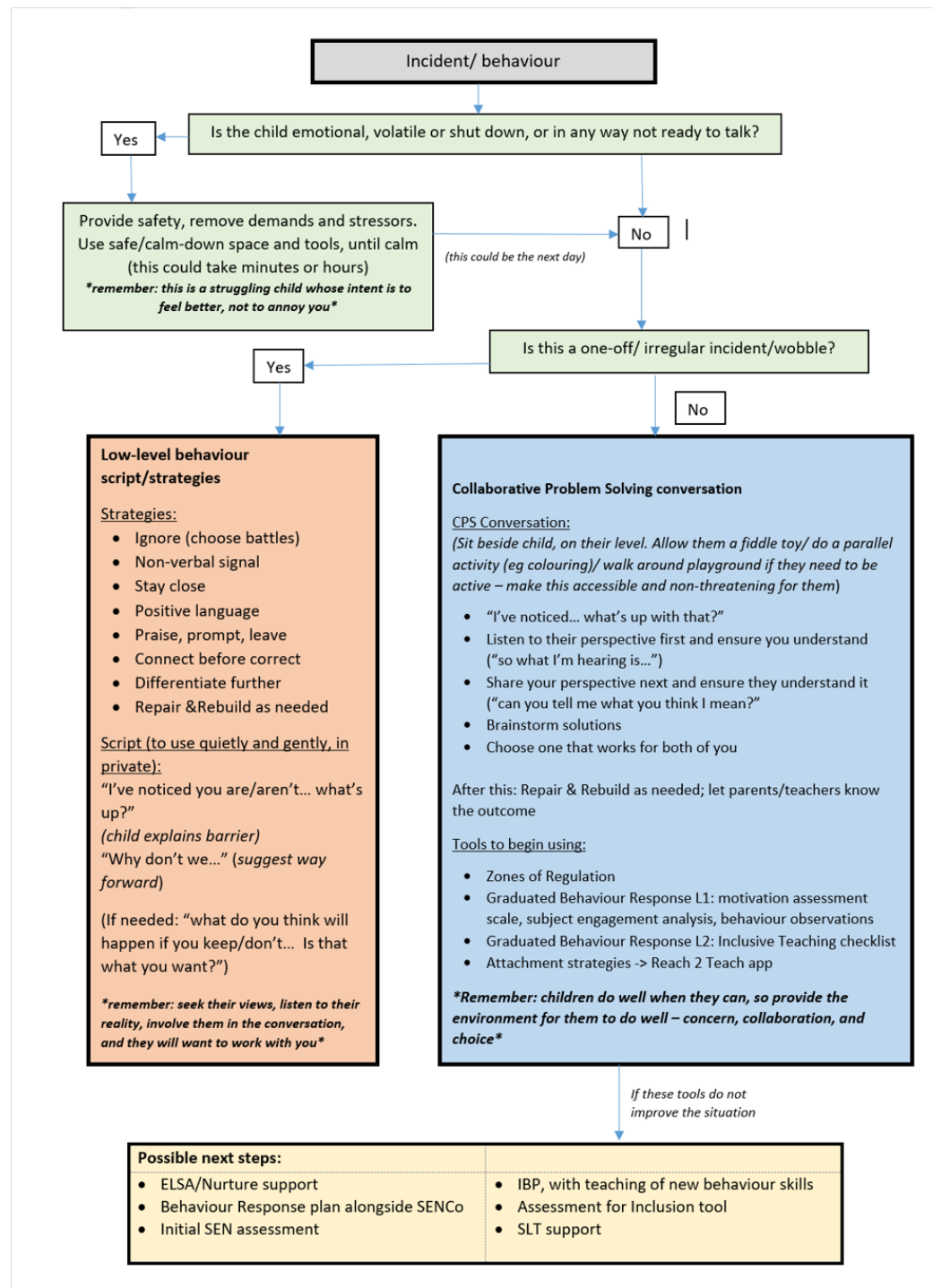
We believe that behaviour management is part of our everyday teaching and learning, underpinned by the Teaching Standards and universal provision all staff will provide for our children. We set a culture that provides visible consistency to ensure all staff, children and stakeholders know 'this is how we do it here'. Each class draws up its own Positive Classroom charter, where the class decide together what children would be thinking, saying, doing and feeling in a positive classroom, and explore the barriers to this. This is revisited during circle times and PSHE lessons when needed, for example at the start of a new term.

The sequence below will be followed for all pupils. Parents will be informed when Stage 2 is needed.

- 1) Behaviour consistently adheres to school values and class charters
- 2) Flowchart and use of Micro-scripts, including use the Reach to Teach app to give extra insight
- 3) Targeted provision, in collaboration with Inclusions team and Inclusive teaching strategy planning
- 4) Move to the Graduated Behaviour Response resources

If a child is not following our school values of kind, integrity and respect, staff will use the micro script to unpick the early signs of a child who is off track with the behaviour expectations. A script helps all staff to be consistent in their approach and remain emotionally neutral. A script should leave the pupil thinking about their actions and knowing the adult believes they are able to behave positively. It allows staff to deal with difficult behaviours while protecting the relationship they have with the pupil. We recognise that our response needs to take into account the needs of the pupil at the time and their ability to receive and process the guidance being given.

Flowchart for implementation of behaviour strategies:



Micro-scripts

- Are you being kind, safe, respecting?
- Low level behaviour script (see flowchart)
- Collaborative conversations (see appendix A)
- Zones of Regulation
- It's not okay (it's okay to feel..., it's not okay to...)

Kind, Safe, Respecting

Our behaviour practice is rooted in our school values, and from the off start we aim to teach these to the children:

Kindness- We think about others when we act and go out of our way to help

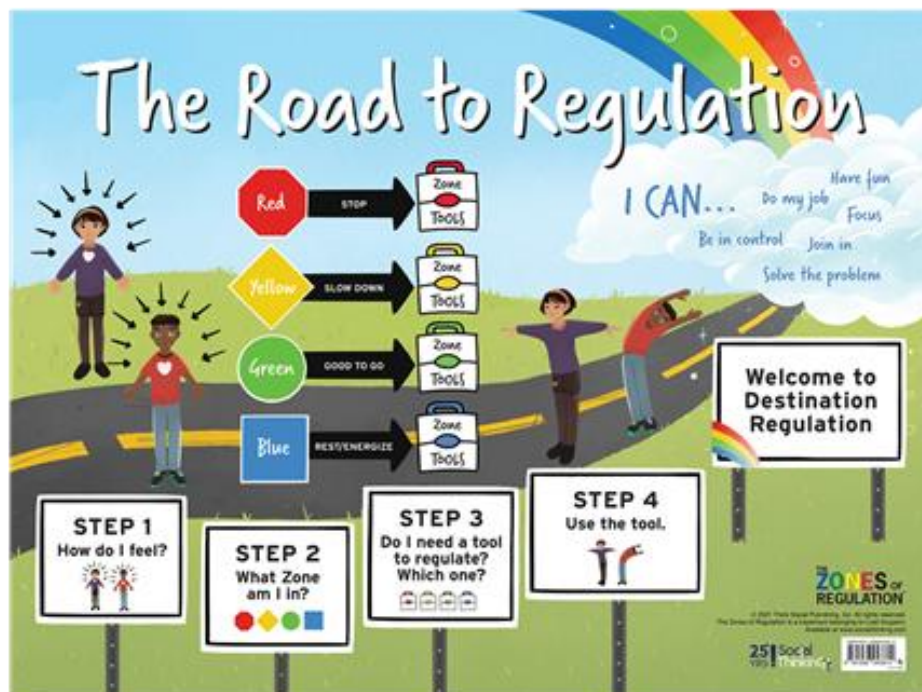
Integrity - We have the courage to do the right thing even when it feels difficult

Respect - We accept others for who they are including when they are different from us

To facilitate the children awareness and understanding of the limits to behaviour, staff will use the micro-scripts of Are you being kind? Are you ready? Are you being safe?

Zones of Regulation

We use the Zones of Regulation in all classrooms and learning spaces, to help children learn to recognise and name their emotional state, and to learn the ways that they can most effectively regulate their state when feeling dysregulated. This may mean they need the support of an adult to co-regulate their behaviour at times. Through our 'Wellbeing Wednesdays' we teach the children about the zones then classes create individual strategies to draw upon. We teach children about big and small feelings through our PSHE sessions, alongside the colour gradients to explore feelings words and language.



Emotion Coaching

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. When children struggle, we aim to use the language of emotion-coaching to validate their feelings and help them move on:

- 1) Recognise the child's feelings
- 2) Validate the feelings and label them
- 3) Set limits on behaviour (if needed)
- 4) Problem solve with the child




Boundaries

Children need to gain self-awareness of how their behavior affect themselves or others. Experiencing feelings of intensity is not a bad thing, our long term aim is to help children reduce the intensity of these emotions. While we teach the children that it is okay to have big feelings, there will be times that we need to set a limit on behavior. Our system is non-punitive, yet we understand that some actions need a sanction. While we believe a sanction/consequence is needed, these will come from a supportive place. When an action is needed to be put in place for a child, this may not be immediate as the child may still be in a crisis state. At the point of action, staff will ensure that a consistent approach is adhered to ensure that it ties in with our practice of 'It's okay to feel...it is not okay to...'

Explain : to be clear about what you need to do

Remind : you may need to cooperate with an adult for support

Action : an action is needed when your big feelings are affecting others

Reflective Action	Restorative Action	Protective Action
		
A chance to stop, think and reflect	Restorative Practice with an adult or a peer	When we are not being kind, safe or respecting

Responding to emerging needs

We recognise some pupils will require personalised recognitions to help support their learning. These will be decided between the child and class teacher and discussed with parents/carers. Some pupils will require an Individual Behaviour Plan tailored to their personal needs. This will be developed, implemented and reviewed with parents/carers. Reasonable adjustments will be made where necessary, this may include provision mapping, risk assessments and other alternative behaviour expectations. Sometimes it may be appropriate for our Emotional Literacy Support Assistants to support the wider team with teaching of specific social, emotional or behavioural skills for a period of time. Class teachers will complete a pastoral referral form with identified strategies already tried, where appropriate, to identify further strategies which may need to be considered. Parents/carers will be informed when children are receiving additional teaching to support behaviour.

Graduated Behaviour Response

We follow the Graduated Behaviour approach recommended by Hamwic, which ensures that behaviour is addressed using the least intrusive measures first, beginning with the class teacher reviewing their provision and the child's barriers.

GBR L1: assessments in class to unpick issues/barriers. Respond to this information by modifying the environment/approach/provision/planning

GBR L2: with support from phase leader: inclusive checklist, risk assessment, classroom environment

GBR L3: with support from the Inclusions team: write response plan, share with all adults who interact with the child.

GBR L4: Individual Behaviour Plan and personalised behaviour targets

GBR L5: IEP or EHC plan in place and reviewed annually with multi-agency support

Special Educational Needs

Although we have clear expectations of what is appropriate or acceptable behaviour we recognise that children are individuals with very different experiences. For some children, their behaviour is communicating to us that there is a problem and due to this they may need a different approach. The commonality of approach and consistency of all adults in the school environment will help children to feel secure and learn what is expected. Depending on the severity of the child's difficulties, the following behaviour strategies may be appropriate:

- behaviour charts
- personal points/rewards
- certificates
- key person in the school to celebrate with
- behaviour contracts
- home/school diary
- setting and reviewing of targets with child and parent/guardian

The class teacher, with the support of the SENDCo or Headteacher as appropriate, can put all of the above into practice. At times, it may be necessary to involve the LA, outside agencies to implement a behaviour plan to support a child. Liaison with parents to achieve their support is vital to the process of behaviour modification. In extreme cases to support the child we may look at alternative provision for short term placements with behaviour specialist settings.

Roles and Responsibilities

Our staff will:

- Be kind/compassionate and empathetic towards themselves, the children and the wider community
- Intentionally listen when a child is communicating something
- Provide challenge and boundary alongside support and nurture
- Lead by example and respond to behaviour with a clear and consistent approach at all times.
- Embedding our school values of kindness, integrity and respect to enable staff to feel confident in the behaviours to teach and acknowledge.
- Sharing the ethos of the school with the school community.
- Encouraging pupils to have high standards of their own and others' behaviour.
- Understanding that everyone has rights and responsibilities and encouraging pupils to take responsibility for their actions.
- Use Restorative Practice to ensure everyone has the opportunity to share their thoughts and feelings to move forward
- Establishing clear boundaries of acceptable and appropriate behaviour to ensure the safety of everyone in the school community.
- Raising awareness of appropriate behaviour and promoting it through positive reinforcement. Supporting pupils to make the right choices.
- Ensuring consequences for inappropriate behaviour take account of individual needs, age and stage of development, together with an understanding of the pupil's specific and personal circumstances.
- Understanding every pupil has the right to learn but no pupil has the right to disrupt the learning of others.
- Understanding everyone has a right to be listened to, to be valued, to feel and be safe.
- Protect everyone from disruption or abuse.
- Identifying and providing, for pupils, staff, governors, parents and visitors, a framework of procedures which effectively manage instances of both positive and negative behaviour. Creating and maintaining a positive learning environment where pupils and adults receive positive feedback and discuss learning of behaviour openly.

Our children will:

- Understand and engage in Restorative Practice to restore friendships, rebuild relationships and repair harm
- Know and understand that it is okay to make a mistake, it is what we do to repair the harm

Our parents will:

- Sign the home school agreement to upholds our aim, values and learning behaviours
- Work with the school to best support their child

Our Governing body will:

- Ensure the set policies are reviewed, upheld and meet statutory guidance
- Will support the school leaders in monitoring and reviewing low level and extreme behaviours holding head teachers to account in Governor meeting
- Regularly review safeguarding cases including physical restraint incidents and exclusions and permeant exclusions
- Champion a joined up community approach

Off-site expectations

On school outings and in public places the children will be expected to behave in the same way that they do at school. We uphold the same high expectations and will use the policy as it stands now matter where the children are.

- Any unacceptable behaviour or behaviour endangering themselves or others will be dealt with at the time by the nearest member of staff with warnings and closer observation.
- In certain cases where the pupils are on an individual behaviour management plan, the teacher should prepare an individual risk assessment with additional plans and procedures which should be discussed, agreed and signed by the HT and Parent ahead of the outing.
- Every effort will be made to enable inclusion in all the activities

Child on child abuse:

In line with Keeping children safe in education, child on child abuse includes, but is not limited to:

- Bullying (including cyberbullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, shaking, biting, hair pulling
- Sexual violence, such as rape, assault by penetration etc.
- Online abuse, including facilitation, threats and/or encouragement of physical harm or sexual violence
- Sexual harassment, including sexual comments and jokes
- Causing someone to engage in sexual activity/conduct without consent
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos
- Upskirting, which typically involves taking a picture under a person's clothing without their permission
- Initiation/hazing type violence and ritual

In 2022 the NSPCC reported a 29% increase in children seeking help with child on child abuse. We understand as a school:

- it often goes unseen in schools.
- it may take place online or away from school.
- It is frequently seen as 'banter' or 'kids being kids' in some settings.

At our school, we ensure we train staff to notice the signs and understand the seriousness of child on child abuse. This is in our yearly training and refreshed training throughout the year. We uphold that dealing successfully with child on child abuse is a **whole-school** responsibility, starting with the headteacher. Our approach and view of '**it can happen here**' is fundamental in all of our record keeping. We take all early indicators seriously and closely notice patterns and changes in children.

CPOMs and reporting

All low level behaviour and extreme behaviours are monitored and recorded on CPOMS. This enables the senior and middle leaders to track patterns in behaviours and support the child with the above strategies we have discussed. These records also support the schools safeguarding policy as the behaviour could be out of character for the child or identify a change in the child which could be an indication for abuse.

Physical intervention

There are times when a pupil's behaviour may present as particularly challenging and may require restrictive physical intervention.

This DFE guidance is referred to and adhered to: Restrictive physical intervention in schools DFE Use of reasonable force Advice for headteachers, staff and governing bodies 2013. Only staff who are trained are permitted to carry out a Physical restraint. Physical restraint trained staff attend refresher training every two years.

We define restrictive physical intervention as follows:

Restrictive physical intervention is when a member of staff uses force intentionally to restrict a pupil's movement against his or her will. Section 93 of the Education and Inspections Act (2006) enables school staff to use such force as is reasonable and proportionate to prevent a pupil from doing or continuing to do any of the following:

- a) committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
- b) causing personal injury to, or damage to the property of, any person (including the pupil himself).
- c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise. The main aim of restrictive physical intervention is usually to maintain and restore safety. Trained School staff will only use this as a 'last resort' and when there are no other options available to them. If physical intervention is ever used, the Headteacher and the parents/carers will be informed and the incident recorded as set out in the guidelines.

Trained staff will use the following physical restraints as set out by our academy HAMWIC:

- Wrap
- Sitting Wrap
- Single Elbow (1 person)
- Single Elbow (2 people)
- Double Elbow (1 person)
- Double Elbow (2 people)
- Figure of 4 (2 people)

For any physical restraint form must be completed and sent via the Intranet to HAMWIC. Once received a copy of this should be loaded to the CPOMS account of the child. After the physical restraint, the child must be checked over by the first aider before going home so an accurate picture of the restraint and any after events can be reported to the child's parents/carers.

If a child has a restraint for the first time a meeting must be held with the class teach, SLT and Inclusions team to review the incident and additional support that needs to go in for the child. If this is a pattern that is reoccurring for the child the behaviour response plan should be reviewed and a new copy shared with the parents/carers.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

As stated in the 2013 guidance we understand and adhere to the fact that schools cannot:

“use force as a punishment – it is always unlawful to use force as a punishment”.

Use of reasonable force as stated in the DFE 2013 Guidance defines this as: The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Extreme unacceptable behaviour

When the policy has been followed but not been successful for a pupil, the parents/carers will be informed of the incident and asked to come in to school to discuss the behaviour. The types of behaviour may include:

- Continued and deliberate defiance
- Fighting or deliberately hurting others
- Bullying
- Racism
- Deliberate damage/vandalism to school property
- Rudeness/swearing
- Theft
- Actions which are deemed to be dangerous to self or others Where one of these behaviours occurs, one of the following consequences will apply:
 - Involvement of a member of SLT/Headteacher/Deputy Head
 - Meeting with parents/carers to discuss the matter
 - Involvement of appropriate outside agency

Power to search pupils without consent

DFE searching, screening, confiscation July 2022 "Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules identify as an item which may be searched for":

- knives and weapons;

- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images.

Force cannot be used to search for items banned under the school rules.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. When exercising our powers, we consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability. If a pupil is found to be in possession of a prohibited item listed in paragraph 3, then the staff member will alert the designated safeguarding lead (or deputy) and the pupil should be supported in line with the school's behaviour policy to ensure consistency of approach.

If a search is carried out by a member of staff for a prohibited item as above it will be recorded in the school's safeguarding reporting system of CPOMS, including whether or not an item is found. The DSL will identify possible risks and initiate a safeguarding response if required. A record of each search would consist of:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

If prohibited or illegal items are found the follow protocols will be followed on page 17 of the DFE Searching, Screening, Confiscation July 2022.

The school upholds the document set out by the DFE Searching, Screening, Confiscation July 2022.

Exclusions

The Headteacher has the right to exclude a pupil from school either for a fixed period or permanently. Exclusion is a serious step and will only be used as a final sanction when the Headteacher has

determined that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school. Any exclusion will be reported to the Chair or Vice Chair of the Governing Body and to the Local Education Authority.

The Headteacher will actively reinforce and support staff in implementing and reinforcing our Behaviour Policy at all times. Professional development All staff will be fully involved in the implementation of behaviour documents. For this to happen it is important that behaviour features highly on any induction programme for new members of the school community whether they be adult or child. Staff will be provided with in-school support via their peers and the SENDCO to ensure that they have an understanding of the school's approach to behaviour management. The SENDCO will also offer additional strategies for use within the school and at home and can be instrumental in providing Reviewed September 2021 8 additional training via the Behaviour Support Team for any staff who feel that there is a need to explore this area further. The behaviour of the children at our school is monitored carefully by all staff and governors. Records of incidents are kept both in class and by the head teacher and SENDCo, and used to support parental discussions as well as target setting for individual provision. Monitoring, evaluation and review The school will review this policy annually and assess its implementation and effectiveness.

Stated by DFE (July 2022) *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*

Serious Behaviour Concerns are:

- Leaving the school premises without permission
- Showing extreme and threatening aggression
- Bringing in weapons, drugs or paraphernalia that may hurt others or intended to threaten others
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Depending on the severity of the behaviour and the child's response, the Head teacher may decide on an immediate short-term exclusion or an internal exclusion on the following day. Length of short-term exclusions will depend on several factors at the Headteacher discretion. All exclusions must be decided by the Headteacher and in line with our Exclusions Policy.

If exclusion is not deemed to be appropriate, there will at least be a phone call home by a senior leader to inform the parents/carers of their child's unacceptable behaviour and to ask them to arrange to meet a senior leader and the class teacher. If, after this meeting, the child continues to make poor behaviour choices, the child's parents/carers may be called in agreement with a senior leader to collect him/her and there may then be a short-term exclusion.

The adult who was with the pupil at the time of any misdemeanour must complete a CPOMs record as soon as possible following the incident. This will alert the relevant staff members and follow up actions must be recorded as an action.

Following a short-term exclusion, the provision and needs of the pupil will be assessed. The school will liaise with suitable outside agencies in order to ensure the environment and systems are in place so that the pupil has a successful return to school. A reintegration meeting with parents, child and senior leader will be held to discuss the planned provision for the pupil. There may also be a Behaviour Response plan agreed.

Modifications that may be made to support the child are: independent work station, one to one support, counselling, mental health referral, ELSA sessions, changes to the environment within and beyond the classroom and/or a reduced timetable. The arrangements that are put into place will be reviewed on a weekly basis to ensure that the needs of the pupil are continuously being met.

In line with the school's Inclusion Policy and Exclusions Policy, permanent exclusion would only be considered after extensive use of behaviour support and in discussion with a range of agencies. It will be used if deemed necessary in consultation with the Local Governing Committee, Local Authority and Trust Board.

Permanent and Fixed Term Exclusions

The school adheres to the current guidance on Social Inclusion. It is rarely necessary to exclude a pupil for unacceptable behaviour except in extreme circumstances. Where this is necessary the Head teacher only may exclude from school for one or more fixed periods. The Head teacher may also exclude a pupil permanently.

If an exclusion becomes necessary, the parent will be informed immediately by a phone call and on collection of the child will receive a letter. If a pupil has a social worker or if a pupil is looked-after, the headteacher must now, also without delay after their decision, notify the social worker and/or VSH, as applicable. The reasons will be explained and advice given to parents regarding representations that can be made. The Headteacher will also inform the Chair of Governors, HAMWIC and the LA giving details of the exclusion.

Our practice is underpinned by the Duties under the Education and Inspections Act 2006 Under the Education and Inspections Act 2006, headteachers of maintained schools and pupil referral units must determine measures to be taken with a view to:

- promoting, among pupils, self-discipline, and proper regard for authority,
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- securing that the standard of behaviour of pupils is acceptable,
- securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- otherwise regulating the conduct of pupils.

Permanent exclusions can be used to help achieve these aims when they are absolutely necessary, as a last resort.

The headteacher's powers to use exclusion under the DFE July 2022 Suspension and Exclusion for maintained and academies states:

Under this policy and legal guidance only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with

the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.

Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made

Suspension

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year).

A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy. The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered

Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

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

For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative

provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

Off-site direction

If it is necessary to seek additional support for a child, then an Off-site direction would take place. This would be the school requiring a pupil to attend another education setting to improve their behaviour. During the off-site direction to another school, we ensure we dual register the pupil. Code B would be used for any off-site educational activity, if the provision is an approved educational activity that does not involve the pupil being registered at any other school. In all cases we would follow the Suspension and permanent exclusions documentation July 2022.

The policy will be promoted and implemented throughout the school. Reading to support the writing of this policy includes:

- Paul Dix: 'When the Adults Change, Everything Changes'
- Education Endowment Foundation: 'Improving Behaviour in Schools, Guidance Report'
- DFE Behaviour in schools: 'Advice for head teachers and school staff' July 2022
- DFE Suspension and permanent exclusions July 2022
- DFE Searching, Screening and Confiscation July 2022
- the Education Act 2002, as amended by the Education Act 2011;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006;
- the Education Act 1996

This policy has been discussed and agreed with all school staff representatives and with the school trade unions, professional associations and whole school community, including stakeholders. It is available to all staff in the school and any prospective applicant.

Appendix A

Collaborative Conversation Script

Class: _____ **Child:** _____

Recurrent unhelpful behaviour: _____

(Sit beside child, on their level. Allow them a fiddle toy/ do a parallel activity (eg colouring)/ walk around playground if they need to be active – make this accessible and non-threatening for them)

Strategies I will use to ensure they are comfortable:

Script I will use:

- Empathy: "I've noticed it's been hard for you to... what's up with that?"
- Listen to their perspective first, drill for more to clarify, ensure you understand ("so what I'm hearing is...")
- Define the problem: share your concerns
- Invitation: brainstorm solutions
- Choose one that is realistic and works for both of you
- End on a positive – communicate belief in the child

Finish on a warm and positive note, expressing belief in the child:

Barriers/Issues I might encounter, and what I could do about them:

A summary of the governing board's duties to review the headteacher's exclusion decision

