



Believe, Aspire, Learn, Achieve

Behaviour Policy Yohden Primary School

**Academic Year
2020/21**

Date approved by Governors: September 2020

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1. Aims and Objectives:

We believe that all children can learn positive learning behaviour.

We aim for all members of the school community to feel valued and respected, and that each person is treated fairly. This policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

This policy aims to help children learn and grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community, local community, wider community and international community.

Our behaviour policy is not primarily concerned with rule enforcement; it is a means of promoting positive learning behaviours and good relationships so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way and develop positive behaviour to help children achieve and lead happy successful lives.

Learning Behaviour

For most children all behaviour is learnt, can be influenced by experiences, involves making choices and that children should be given chances to improve, acknowledging the fact that sometimes we make mistakes.

We believe that learning is a personal, rigorous and continuous process where connections are made and strengthened so that we gain more knowledge, improve our skills and deepen our understanding. By developing our personal goals, purposeful thinking, experience, enquiry and enjoyment we are prepared for our future careers and life's challenges.

Learning is observing, exploring, discussing, reflecting, remembering, understanding new knowledge and skills and being able to communicate this to others. We all learn in different ways and from making mistakes!

We believe that learning can be divided into three areas:

Knowledge	Remembering facts. I know it if I can remember it.
Skills	Actions which I can practise
Understanding	Knowing why something exists, happens or works. This usually involves reflecting upon skills and knowledge. This can develop and improve overtime.

We have high expectations of behaviour at our school. Adults in school act as role models for children and therefore endeavour to model positive behaviour at all times.

We believe everyone in school can develop the following Ten Personal Learning Goals:

Personal Goals	What does this mean?
Care	To look after ourselves, others, the wider community and the environment
Respect	Know about the carrying needs of other people, other living things and the environment Be able to show respect for the needs of other people, other living things and the environment Be able to act in accordance with the needs of other people, other living things and the environment
Morality	Know about moral issues associated with the subjects they study Know about and respect other moral standpoints than our own Be able to develop their own moral standpoints Be able to act upon their own moral standpoints To explain reasons for their actions
Communication	To make their meaning plain using appropriate verbal and non- verbal forms To be able to use various tools and technologies To communicate in more than one spoken language MFL

	To communicate with a range of different audiences and in different contexts using formal and informal language
Co-operation	Understand that different people have different roles to play in groups Be able to adopt different roles on the needs of the group and on the activity Be able to work alongside and in cooperation with others to undertake activities and achieve targets a
Thoughtfulness	Be able to consider issues raised in their studies Use a range of thinking skills in solving problems To consider and report alternative viewpoints To draw conclusions and develop own reasoned point To reflect upon what they have learned and its implication for their own lives and the lives of other people Be able to identify own strengths and areas to be developed Be able to identify and act on ways of developing their strengths and overcoming their areas of development
Adaptability	Know about a range of views cultures and traditions Consider and respect views cultures and traditions of other people Be able to cope with unfamiliar situations Be able to approach tasks with confidence Be able to suggest and explore new roles ideas and strategies Be able to move between conventional and more fluid forms of thinking Be as ease with themselves in a variety of situation
Enquiry	Ask and consider searching questions Plan and carry out investigations related to these questions SCIENCE Maths HISTORY Collect reliable evidence from their investigations Use evidence to draw sustainable conclusions Be able to relate conclusions to wider issues b
Responsibility	Acknowledge our actions or lack of action and reflect upon this Reflecting upon their own actions and consider a different course of action in future
Resilience	Be able to stick with a task until it is completed Be able to cope with disappointment when they are not successful Be able to try again when they are not successful

We teach these explicitly through our PHSE curriculum; Staff use the PSHE Jigsaw thematic units of work which are structured into six half-termly themes with the whole school studying the same unit themes at the same time.

This whole school theme focuses on our learning goals and the positive behaviours we expect from our children. All of these pieces of learning are brought together to evaluate and reflect as a school, helping children to know and value who they are and understand how they relate to other people in the world. We aim for all children to develop each of the learning goals throughout the year.

This direct teaching is consolidated as we provide opportunities for children to practise and experience them in and outside of lessons.

COVID Addendum

PHSE lessons will take place twice a week throughout the first half term of the autumn term. These lessons will involve circle time and be based upon the recovery units in the Jigsaw scheme to enable a smooth transition back to school for everyone.

2. Classroom Charter

At the beginning of the academic year each class draws up their own class charter which:

- has positive language
- is developed and agreed to by the whole class
- is not more than five simply worded rules which generally apply to all situations
- is displayed prominently and frequently referred to when talking about behaviour
- is applied consistently and modelled by all staff

3. Recognising Personal Development and Roll of Honour

We recognise children who achieve positive learning behaviours during weekly celebration assemblies. Throughout the week, children are nominated by their teachers, other children and people in our school community to be added to the roll of honour when they have developed their personal skills around the weekly theme. This roll of honour is prominently displayed in each classroom and in a whole school display.

Sharing Assembly:

Each week children will be given the opportunity during Sharing Assembly to share good examples of the learning they have carried out in class. Teachers select children who have gained new knowledge, skills or understanding or who have demonstrated one of the personal learning goals and they share their work to the rest of the children in the Key Stage.

Head Teacher's Award:

Class teachers select pupils who they think have made outstanding progress and achievement to receive special recognition. These children are then given a special 'Head Teacher Award' which is given during celebration assembly each Friday. The nominated children attend a special tea party with the Headteacher to share their work. Parents receive a postcard from the Headteacher, informing them of their child's achievement.

Privilege Time:

On the last Friday of every half term, children who have demonstrated our personal learning goals, school values and ethos are rewarded for their positive behaviour.

Children are able to choose an enriched alternative curriculum across the school day. Each session runs for 45-60 minutes and involves a variety of activities which include different subject such as: sports, history, cookery, reading and pottery etc.

4. Teaching Learning Behaviour

We recognise that some unacceptable behaviours can be *more likely* if children's needs are not being met outside of school [See Safeguarding Policy 2019]

The school employs a number of strategies to develop personal learning behaviours and to ensure a safe and positive learning environment. We employ each strategy appropriately to each individual situation.

The Classroom Environment

- Feelings chart which is consistent across the school and used each day
- Tables in mixed ability groups so children can communicate with a range of children
- Well organised accessible classroom with clearly labelled resources which support individual learning
- Personal belongings stored in lockers in corridors neatly
- Clocks in every classroom
- Children's work valued in up to date classroom displays
- List of children's roles: monitor, mentors, class council, Eco buddies
- Reading Area with books which are changed regularly
- Clear desk policy where everything is put away at the end of the lesson by all children and teachers /staff or left in an orderly manner in preparation for the next lesson

COVID Addendum

Due to guidance from the government seating arrangements will be altered so all children face the front. Reading areas may also be altered.

Supporting Learning

Use of Give me Five to gain whole class attention

- Eyes looking
- Lips closed
- Hands still
- Ears listening
- Minds awake

Visual timetable – which are used by the whole class in all classrooms. Some individual children may also use a personalised visual timetable. These timetables have consistent pictorial representations to enable consistency across school.

Displays:

- feelings chart
- personal goals - examples of children developing these added to over the year
- class charter
- working walls with worked examples
- IPC display showing the process of learning
- reading chart
- timetables eg for using IT equipment

Use of emotional wellbeing questionnaire to use in developing

- motivation
- empathy
- social skills
- self-regulation
- interpersonal skills

Use of circle time and reflection time

Circle time is a part of our PHSE curriculum giving the children time to share and discuss issues. Circle time will be undertaken by all children during their PHSE lessons each week.

COVID Addendum

Mindfulness time

Children will be given the opportunity to undertake mindfulness activities at the beginning of each morning and afternoon to ready them for their learning.

Consequences

If children display behaviours that are not within keeping with our positive learning behaviours the following consequences may be used:

- A polite reminder to change their behaviour.
- A verbal warning.
- Time out in the classroom in a designated area to think about their behaviour.
- Time out in another classroom to think about their behaviour.
- Time out with a member of the SLT with their work to complete.
- Parent contacted.
- Secluded to work at the Guidance and Learning Centre at Easington Primary School
- Exclusion

Class teachers will contact parents if any time out was given due to their child's behaviour.

If a child is sent for time out with a member of the SLT, this member of staff will contact parents.

A fresh start is given to all children at the start of each session to enable children have the chance to demonstrate good learning behaviour.

COVID Addendum

Due to the inability to mix children from different class groups, time out in other classrooms will not be possible. Consequences during this time will be:

- A polite reminder to change their behaviour.
- A verbal warning.
- Time out in the classroom in a designated area to think about their behaviour.
- A further time out in the classroom.
- A member of the SLT to be notified and will immediately contact parents.

If a child is unable to continue to display good learning behaviour parents will be asked to take their child home for the remainder of the day in line with the school risk assessment.

Around School

Children walk in corridors and are polite and considerate towards others. They walk quietly around school so we do not disturb the learning of others. All staff ensure children walk calmly and considerately.

COVID

Restrictions are in place on children moving around the building. Any movement around school will be in a calm and quiet manner following the one system in place and keeping to the left.

PE Lessons and Break Time

Children stop when a whistle is blown. Children are encouraged to line up calmly at the end of breaktimes and PE lessons. Children are taught to co-operate and play using rules.

Playtime Mentors

Mentors set out equipment for other children to play games. They take care of equipment and put it away at the end of breaktimes. Mentors encourage others to play games and to play with others.

COVID Addendum

On our return to school in September 2020 playtime mentors will be suspended due to children not being able to mix outside their class groups.

Lunchtime

Lunchtime supervisors apply the school policy as above.

At the start of lunchtime children line up in their classrooms and are taken to the toilets by their teachers. Here they wash their hands and walk quietly around school to get to the dinner hatch. Here they are met by a dinnertime supervisor where they inform the kitchen staff of their preferred meal.

In the lunch hall children are taught table manners including:

- eating with knife and fork
- speaking using an inside voice

COVID Addendum

Children will be taken to the toilets by their teachers. Here they will wash their hands. They will then walk quietly back to their classrooms. Children who are having a packed lunch from home will get their lunch boxes from their lockers.

An assigned lunchtime supervisor will arrive at the classroom with the lunch trolley, containing the hot lunches for those children having school lunch. Children will remain in their seats as the dinners are served. The children will eat their lunches at their desks. Lunch staff will encourage the use of knives and forks and speaking using quiet voices. A calm environment where children remain in their seats will be developed. Children will be asked to bring their lunch trays to the trolley one at a time and packed lunches will be asked to return their bags to their lockers.

Children will be encouraged to clean their tables and ensure the floor is clear.

Once the allotted time for lunch is finished the children will line up in the classroom then walk calmly, led by the dinnertime supervisor to the yard for playtime.

Ten minutes before the end of the children's lunchtime, the assigned supervisor will take the children to wash their hands and walk the children back to their classrooms ready for afternoon learning.

On the playground/field

Lunchtime supervisors organise games to help children develop socially. They monitor behaviour and apply de-escalation strategies before any incidents wherever possible.

During wet break time they supervise children playing games from a games box in each classroom. In EYFS a range of activities are provided.

5. Very Challenging Behaviour Definitions:

In cases of very serious challenging behaviour, the Headteacher or members of the Senior Leadership Team [SLT] will be informed immediately. Staff will complete a behaviour incident log. They need to record factually

what happened, behaviour and consequences in detail. The Headteacher /SLT may also record any incident as a major incident in line with the Local Authority procedures.

Lunch time staff share concerns with the class teacher of any child expressing behavioural concerns. They will complete a record and hand to class teacher /HT /SLT as appropriate before leaving work.

These incidents are recorded on CPOMS by the class teacher.

Serious defiance

The child has repeatedly refused to respond to the following

- Direct re focussing
- Humour
- Warnings
- Assertive non-verbal signals
- Classroom management strategies
- The child has made a clear public intent to defy authority and directions and is taking control over what is happening.

Conflict with peers

The child has become verbally or physically confrontational with another child. Their behaviour will be threatening, they will be abusive and involvement in learning activities has stopped. The adult has to take action to stop the situation from escalating.

Peer on Peer abuse

Peer on peer abuse is taken very seriously KCSIE 2020 Part 1 (Para 29) and our staff are aware that children are capable of abusing their peers.

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

In this school, peer on peer abuse will not be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.

Peer on peer abuse may take different forms:

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexting, also known as Youth Produced Sexual Imagery
- Initiation/hazing type violence and rituals
- 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, either standalone or as a pattern of abuse.

To support this agenda, the following steps are taken in school to minimise these risks. The school:

- provide a developmentally appropriate relationships & sex education and health education curriculum which develops students understanding of acceptable behaviour and keeping themselves safe and will be in line with DfE guidance from September 2020.
- have systems in place for any student to raise concerns with staff, knowing that they will be listened to and valued.
- develop robust risk assessments where appropriate.
- have relevant policies in place (e.g. behaviour policy, anti-bullying policy).

Victims, perpetrators and any other child affected by peer on peer abuse will be supported by Mrs Harrison (DSL) and Mrs Temple (Deputy DSL).

Conflict with adults

The child has become verbally or physically confrontational with an adult. Their behaviour will be threatening, they will be abusive and involvement in learning has stopped. The adult has to take action to stop the situation from escalating.

Absenting from class/playground

The child leaves the group without the knowledge or permission of staff.

Bullying [see Anti-bullying Policy, Safeguarding Policy and E Safety Policy]

The child has with **malicious intent** made another child feel physically and or emotionally isolated or threatened.

Abusive behaviour

Where the child is very confrontational with another child or adult due to:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology –“cyberbullying”

This may occur outside of school and have impact upon another child in school.

Physical aggression

The child is attacking another child or adult **with an intention** to cause harm and is placing the safety of themselves and others at risk. This may be accompanied by verbal abuse and shouting.

Continual low level disruption

The child is attention seeking by calling out, making silly noises, teasing others, fiddling about with resources and needs frequent directions to bring them back onto task.

At the discretion of the Headteacher a child displaying very challenging behaviour can be secluded to work at Easington Guidance Centre or in exceptional circumstances can be excluded.

Additional Support

We recognise that some children require extra support in managing their behaviour. Some children receive extra support linked to their support plan.

Individual Behaviour Management Plans

The above measures are appropriate for most children. However some children require additional, long term support and will be provided with an Individual Behaviour Management Plan drawn up between:

- the child
- the class teacher
- Parents
- SENCO
- Headteacher / Deputy Headteacher

This will outline the additional support/strategies provided by the school. This plan will be shared with all those professionals working with the child. This plan must be shared with parents. [including absent parents wherever possible]

6. Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. For further information see the Anti-Bullying Policy.

7. Use of Force (see Restrictive Physical Intervention and Team Teach Policies)

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. (Restrictive Physical Intervention Policy 2019)

8. Responsibilities

All children in school have a completed home school agreement that is signed by both parents and children which includes:

COVID Addendum

All children and parents have completed a supplementary home school agreement to reflect the changes to responsibilities under the current circumstances.

Staff Responsibilities:

- To treat all children fairly and with respect and to be a positive role model.
- To establish and maintain positive relationships with all pupils in school.
- To deliver the curriculum so that it is interesting and challenging and at an appropriate level for all pupils.
- To display the Class Charter and refer to them when discussing positive behaviour.
- To teach the pupils the rules and routines that will be applied consistently throughout the school day and throughout the school so that pupils are in no doubt as to what behaviour is expected of them.
- To provide positive recognition, sincere and meaningful praise whenever a child is behaving according to our expectations as this is the key to motivating our children to choose appropriate behaviour and it also creates a positive atmosphere in the classroom.
- To teach children our Personal Learning Goals.
- To work closely with pupils who are misbehaving in school and establish systems (Behaviour Plans) which will help these pupils to learn appropriately.
- To inform parents of the school's learning goals and to work with them and their child to effect a change of behaviour, keeping them informed of progress.
- To reward positive behaviour by providing pupils with a range of exciting activities to be carried out during Privilege Time.

Pupil Responsibilities:

- To follow the school rules and routines
- To take responsibility to develop personal goals.
- To take responsibility for their behaviour and accept the consequences if they break a rule.
- To work with the staff allocated to help them resolve behaviour issues.
- To work to the best of their ability and allow other pupils to do the same.
- To be part of our School Council and represent the children's opinions.

Parent Responsibilities:

- To support the school in the implementation of this policy.
- To ensure children are at school on time and dressed in school uniform.
- To ensure children have PE shoes and swimming kit (where needed) in school.

- To work with the school to resolve any behaviour problems and so effect change.
- To be aware of the school rules and the strategies which are applied when these are broken.
- To understand the importance of our personal goals so that the praise given by the school can be reinforced at home.
- To support their child with home learning and reading at home.

9. Roles:

The role of the Headteacher:

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher, alongside the SLT in school, supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The SLT keeps records of all reported serious incidents of misbehaviour.

The Head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of governors:

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines. The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

10. Exclusions

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, September 2007). We refer to this guidance in any decision to exclude a child from school.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

The Decision to Exclude or Seclude

A decision to exclude a pupil should be taken only:

- (a) In response to serious breaches of the school's behaviour policy; and
- (b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the Headteacher or Teacher in Charge of a PRU (or, in the absence of the Head Teacher or Teacher in Charge, the most senior teacher who is acting in that role) can exclude a pupil.

At Yohden Primary School children can be taught by trained staff apart from other children during the day at Easington Guidance Centre. On considering whether to exclude a child, consideration will be given as to whether a seclusion is more appropriate. Children will be taught strategies to manage their behaviour while they are taught in the Easington Guidance Centre at Easington Colliery Primary School.

A decision to exclude a child *permanently* is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used at a last resort.

There will however be exceptional circumstances where in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

The Headteacher will consider whether or not to inform the police where such a criminal offence has taken place. They will also consider whether or not to inform other agencies, eg Youth Offending Team, social workers, etc.

Factors to consider before making a decision to exclude

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Head Teacher should:

- (a) Ensure that an appropriate investigation has been carried out.
- (b) Consider all the evidence available to support the allegations, taking account of the school's behaviour and equal opportunities policies, and where applicable, the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended. Cont'd... Page 2 of 5
- (c) Allow the pupil to give his or her version of events.
- (d) Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment
- (e) If necessary consult others, but not anyone who may later have a role in reviewing the Headteacher's decision, for example a member of the Governor's Disciplinary Committee.
- (f) Keep a written record of the actions taken (and copies of written records made by other members of staff) including any interview with the pupil concerned. Witness statements should be dated and signed, wherever possible.
- (g) Protecting victims of bullying by sending them home.

The Standard of Proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the pupil did what he or she is alleged to have done, the Headteacher may exclude the pupil. However, the more serious the allegation, the more convincing the evidence substantiating the allegation needs to be. Where a police investigation leading to possible criminal proceedings has been initiated, the evidence available may be very limited. However, it should still be possible for the Headteacher to make a judgement on whether to exclude the pupil.

Procedures Following Permanent Exclusion

The regulations allow Headteachers to exclude a pupil for one or more fixed period not exceeding 45 school days in any one school year. The limit of 45 school days applies to the pupil and not the school, therefore,

any days of fixed term exclusions serviced by a pupil in any school or PRU in the same school year will count towards the total.

However, individual exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school. OFSTED inspection evidence suggests that one to three days is often long enough to secure the benefits of exclusion without adverse educational consequences.

Exclusions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite exclusion, for which no legal arrangements exist.

A Headteacher must arrange a reintegration interview with parents during or following the expiry of any fixed term exclusion of a primary-aged pupil or more than five school days for a secondary-aged pupil. The interview should normally be conducted by the Headteacher or senior member of staff. A fixed period of exclusion must not be extended if such a meeting cannot be arranged in time or the parents do not attend.

The school's obligation to provide education continues and must be met during a fixed term exclusion. For exclusions up to 5 consecutive days, work should be set and marked. During this period the parents of the excluded pupil must ensure that he/she is not found in a public place during normal school hours without reasonable justification. Parents are subject to a fixed penalty notice fine if they fail to do this. Where a pupil is given a fixed term exclusion for 6 consecutive days or longer, the school has a duty to arrange suitable full-time educational provision from and including the 6th school day of the exclusion. All schools have agreed arrangements in place to meet this requirement. The day 6 cover arrangements should be included in the Schools Behaviour Policy. Notification of all fixed term exclusions must be provided to the LA at the time of the exclusion.

Marking Attendance Registers Following Exclusion

Where pupils are excluded for a fixed period for more than 5 consecutive days and alternative provision is made and the pupil attends it, they should be marked using attendance Code B (Education Off-site).

Pupils who are permanently excluded must not be deleted from either the admission register or the attendance register until the appeal process has been completed. From the 6th day of the exclusion they should be attending the LA provision and should be marked using the attendance Code B (Education Off-site). If the pupil does not attend the LA provision they should be marked absent using Code E. Lunchtime Exclusion Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime.

A lunchtime exclusion is a fixed period exclusion (deemed to be equivalent to one half of a school day) and should be treated as such, and parents have same right to be given information and to make representations. A lunchtime exclusion for an indefinite period, like any other indefinite exclusion, would not be lawful. Arrangements should be made for pupils who are entitled to free school meals to receive their entitlement which may mean, for example, providing a packed **lunch**.

When exclusion is not appropriate

Exclusions should not be used for:

- (a) Minor incidents such as failure to do homework or to bring dinner money;
- (b) Poor academic performance;
- (c) Lateness or truancy;
- (d) Pregnancy;
- (e) Breaches of school uniform rules or rules on appearance (for example, relating to jewellery, body piercing, hairstyles etc), except where these are persistent and in open defiance of such rules. (Pupils may be sent home, their parents first having been contacted, as recorded authorised absence to change clothes without being excluded; this should be for no longer than is necessary, otherwise it may amount to an unofficial exclusion)
- (f) Punishing pupils for the behaviour of their parents, for example where parents refuse, or are unable, to attend a meeting.

Behaviour Outside School

Pupils' behaviour outside school on school business - for example on school trips, away school sports fixtures, or work experience placement - is subject to the school's behaviour policy. For behaviour outside school, but not on school business, a Headteacher **may exclude a pupil if there is a clear link between**

that behaviour and maintaining good behaviour and disciplinary among the pupil body as a whole. This will be a matter of judgement for the Headteacher. Pupils' behaviour in the immediate vicinity of the school, or on a journey to or from school, can be grounds for exclusion.

Pupils who are permanently excluded must not be deleted from either the admission register or the attendance register until the appeal process has been completed. From the 6th day of the exclusion they should be attending the LA provision and should be marked using the attendance Code B (Education Off-site). If the pupil does not attend the LA provision they should be marked absent using Code E.

Lunchtime Exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime. Lunchtime exclusion is a fixed period exclusion (deemed to be equivalent to one half of a school day) and should be treated as such, and parents have the same right to be given information and to make representations. Lunchtime exclusion for an indefinite period, like any other indefinite exclusion, would not be lawful. Arrangements should be made for pupils who are entitled to free school meals to receive their entitlement which may mean, for example, providing a packed lunch.

Looked After Children

Looked After Children as a group are no less able than their peers but they often underachieve. They can fall behind through missing school and are more likely to be at risk of exclusion. Permanent exclusion from school can place great strain on care placements resulting in even more disruption in their lives. That is why it is vital that schools and social workers work together in partnership with other professionals and try every practicable means to maintain them in school and to exclude them only in the most exceptional circumstances.

In cases where a Looked After Child is excluded, anyone who is legally defined as a parent will have the right to make representations to the governing body and to Appeal.

Even where the Local Authority does not have parental responsibility, the child's social worker should be informed about any exclusion. The designated teacher for looked after children will be able to advise on the legal status of pupils in public care in the school.

No child in care should be excluded from a school without discussion with the Local Authority to ensure that there is suitable provision available elsewhere.

Where a pupil with a EHCP is permanently excluded, the Head Teacher should use the period between his or her initial decision and the meeting of the Governing Body to work with the LA to see whether more support can be made available or whether the Statement can be changed to name a new school. If either of these options is possible, the Head Teacher should normally withdraw the exclusion.

Disabled Pupils

Schools have a legal duty under the Disability Discrimination Act 1995 not to discriminate against disabled pupils by excluding them from school because of behaviour related to their disability. This applies to both permanent and fixed term exclusions. A disabled person is defined as someone who has a physical or mental impairment which has a substantial adverse effect on his or her ability to carry out normal day to day activities.

The definition includes people with sensory impairments, and also hidden impairments (for example, mental illness, or mental health problems, learning difficulties including ADHD, dyslexia and in conditions such as diabetes or epilepsy). Discrimination occurs where a person treats a disabled pupil less favourably than other pupils for a reason which relates to their disability, without justification. It also means failing to take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers. What constitutes a reasonable step will depend on the circumstances of each case. (The Disability Rights Commission (DRC) has published a Code of Practice which explains and illustrates school's duties to disabled pupils, including in relation to exclusion).

Permanent Exclusion

- The LA should be informed of a permanent exclusion on the first day by telephone, followed up on the same day by e-mail.
- A Pupil Proforma and Risk Assessment (attached) must be completed by the school and emailed to the LA, on the day of the exclusion.

- The EX1 report outlining the reasons for the exclusion must be completed within 3 school days.
- A member of the Pupil Discipline Committee must represent the Governing Body at any subsequent appeal hearings which will also be attended by the Head Teacher;
- An excluded pupil should be allowed to attend the meeting and present their case, if he or she wishes and the parent agrees;
- The LA has the right to make representations to the Pupil Discipline Committee and any subsequent Independent Appeal Panel and offer advice on the appropriateness of the exclusion, including the way in which other schools have responded to similar incidents.
- For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Headteacher should also advise the 'home' LA of the exclusion.

The Area Co-ordinator in the School and Governor Support Service will act as the LA representative at meetings of the Pupil Discipline Committee when permanent exclusions are the subject of discussion.

Fixed Term exclusion of less than 5 days, in total, per term

- A meeting of the Discipline Committee should be convened when representations are made by parents or in situations where the exclusion has caused the pupil to miss an opportunity to sit a public examination.
- Work should be set and marked during the period of the exclusion. Parents of a pupil found in a public place during normal school hours on the specified dates of the exclusion without reasonable justification may be issued with a fixed penalty notice from the LA.

Fixed Term exclusions between 6 and 15 days, in total, per term

- Work should be set and marked during the first 5 days of the exclusion. Parents of a pupil found in a public place during normal school hours on the specified dates of the exclusion without reasonable justification may be issued with a fixed penalty notice from the LA.
- From the 6th school day of the exclusion until the end of the exclusion the school must provide suitable full-time education.
- The Discipline Committee will only be convened when parents/guardians request a meeting to make representations to allow the exclusion to be reviewed or in situations where the exclusion has caused the pupil to miss an opportunity to sit a public examination. If a meeting is requested the Committee must meet no later than 50 school days after they were notified.

Fixed Term exclusions of more than 15 days

- Work should be set and marked during the first 5 days of the exclusion. Parents of a pupil found in a public place during normal school hours of the first 5 days of the exclusion without reasonable justification may be issued with a fixed penalty notice from the LA.
- From the 6th school day of the exclusion until the end of the exclusion the school must provide suitable full-time education.
- In view of the serious nature of incidents that result in exclusions of more than 15 days, Governing Body meetings should be held within 15 days of notification. This would ensure that Governors are aware that a particular pupil is at risk of permanent exclusion and be involved in both the monitoring of the Pastoral Support Programme and the identification of additional support, both internally and from other agencies, for such pupils.

An EX1 report must continue to be completed and circulated within 3 school days.

12. Monitoring and review

The Headteacher and SLT monitor the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. Incidents of misbehaviour are recorded on CPoms by staff. Where an incident form is completed by lunchtime supervisors this will be uploaded to CPoms by the office staff. Major incident forms will also be added to CPoms.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every **two years**. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

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