



## Behaviour & Discipline Policy

May 2018

# SVPS - Behaviour Management Policy

At Sherwell Valley, we are: **Inspiring one another to achieve our potential**

There are three foundations to our work

1. The **belief** that all our pupils **can** become confident and effective learners
2. The **ambition** that all our pupils **will** become confident and effective learners
3. The **actions** that ensure that all our pupils **do** become confident and effective learners

All our actions will have an emphasis on **Team-work** and on **Coaching**.

## Rationale

At Sherwell Valley Primary School we aim to provide clearly stated expectations of what constitutes acceptable behaviour combined with effective strategies for managing behaviour.

We have six whole-school Golden Rules:



We expect “Sherwell Valley children” to uphold these rules at all times. At the start of each term, time is dedicated across the school to reinforce these – children are reminded of the behaviour that is expected at our school. These rules are displayed in all classrooms and around the school, and are constantly referred to.

We aim to:

- provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- nurture children towards positive self worth, self-confidence as learners and to help each to mature socially and emotionally
- encourage children to consciously reflect on their behaviour and empower them to understand that it is within their control to make good choices
- provide a rich, varied and creative curriculum, combining excellence in teaching with enjoyment of learning
- secure high levels of achievement for all pupils

We encourage pupils to:

- develop responsibility for their own behaviour
- develop an understanding of the need for responsible behaviour (safety, thoughtfulness etc.)
- develop respect for others
- develop positive attitudes
- develop a co-operative and collaborative mindset and approach
- develop an effective range of strategies for dealing with problems.

Whilst the discipline and behaviour of the class is, primarily, the responsibility of the class teacher, all the staff are collectively responsible for ensuring that all pupils learn to be considerate to others and behave appropriately. We know that to be effective these expectations must be consistently followed by all members of staff and visitors to the school.

We understand that every adult in the school must act as a good role model in their own behaviour and actions. We also understand that the best way to deal with poor behaviour is to establish a positive ethos where pupils are valued for being good. Therefore all staff should always endeavour to remark on good behaviour and manners, and to commend children for their positive actions.

Proactively dealing with behaviour issues before they occur e.g. by planning high quality, motivating lessons, by consistent use of praise around the school and by establishing a high quality learning environment ensures that incidences of poor conduct are minimised..

### Atmosphere/Ethos

The way that adults speak to pupils (and about pupils), and the way that adults allow pupils to speak to each other, directly impacts on the self-esteem, confidence and motivation that a pupil has, which in turn impacts on the pupils behaviour. We have the same expectations for ourselves as for children around our "Golden Rules and model the whole-school rules in our own behaviour:

<b>We are Gentle</b>	We avoid shouting
<b>We are Kind and Helpful</b>	We find ways to show kindness to children
<b>We Listen</b>	We make time to listen to children and one another
<b>We are Honest</b>	We don't mislead or say things that are not true to children
<b>We Work Hard</b>	We are well-prepared, punctual and attentive
<b>We Look after Property</b>	We keep learning environments well organised

Therefore at Sherwell Valley we strive to ensure that:

- all staff have high expectations of pupil behaviour and pupils' ability to make progress
- we commit to providing a calm and safe place for children to learn
- teachers deliver lessons in an engaging, active learning, confident, enthusiastic and fun way
- teachers constantly and consistently praise the whole class and each pupil in the class
- teachers and other adults use positive language when talking about pupils learning and behaviour, both in front of and away from pupils
- **all adults** act as good role models for pupils: the way that they speak, dress, behave, etc.
- we support one another in managing our own emotions and know that regulating our own emotions is hard-work.
- we use the 'parent on our shoulder' principle in our response to challenging behaviour.
- any negative comments only refer to the behaviour that the pupil has displayed and not about the pupil personally
- pupils are constantly informed about how successfully they are achieving the learning intention within lessons and given support and guidance where appropriate
- teachers do not use particular subjects or activities as a sanction, as this undervalues that subject/activity
- all pupils leave the class at the end of the day feeling good about what has been achieved, and secure about their place in the class
- adults never use sarcasm to embarrass a pupil and never publicly ridicule a pupil
- adults avoid shouting, except in extreme situations, (remembering the less we raise our voice the more effective it is if we have to)
- in every possible situation, e.g. class, playground, Assembly Hall, **ALL adults model** the behaviour they expect from our pupils

## Promoting Good Behaviour

We aim to encourage positive behaviour amongst all our pupils, and key to this is the principle of “**Relentless Routines**”

We use and value routines to help us ensure an orderly, efficient and safe learning environment.

We have developed whole-school routines for the starts of sessions and for movement around the site:

- Mornings
- Playtimes
- Lunchtime

Smart Walking is expected as children move around the school and from the playground to the building

We teach and practice routines. We design routines to be simple and memorable, usually consisting of no more than three elements to remember.

The four in-class routines that we focus on in particular are these:

- Getting the class silent and ready for instruction - Silent signal, Countdown, Eyes on me
- Setting the class off to work e.g. TROGS (Time and Task, Resources, Outcomes, Groupings, Stop Signal)
- Reflective questioning
- Drawing out Success Criteria - WAGOLL, teacher scribes, self identify - confident, stretch, challenge.

In line with research (that has shown that there are seven shifts in adult behaviour that have the greatest impact on children) we make a priority of:

- Deliberately noticing something new about each child
- Focusing positive attention on effort, not achievement
- Stopping yourself from telling the children how their negative behaviour makes you feel
- Refusing to shout
- Introducing more non-verbal cues
- Focusing positive recognition on those going over and above
- Ending the lesson with positive reflections every time

During P.S.H.C.E. Lessons and Circle Time, pupils are explicitly taught how to become good citizens. They also learn how to empathise with others; manage their emotions; problem solve; deal with conflict and manage anger.

In Circle Time sessions, teachers support pupils to raise self-esteem, boost confidence, deal with friendship issues, and issues such as bullying and racism. Circle time also enables pupils to acquire good oracy skills, again useful when avoiding conflict.

Throughout our teaching we reinforce the 4 school Values: “Confidence”, “Co-Operation”, “Enjoyment” and “Respect”. These Values are displayed in all classrooms and around the school – and underpin everything we do at school.

School Assemblies are used to explicitly teach values and further enhance and sustain a sense of community and a positive ethos. Throughout the whole curriculum, pupils are taught to collaborate, listen and respect each other’s opinions.

## Rewarding and Celebrating Good Behaviour

The school praises pupils for good learning and good behaviour at every opportunity. We also reward pupils with stickers, certificates, cups etc. **These are the only materialistic rewards that we give.** We want pupils to recognise that the real rewards come from the praise they get from both staff and parents, which gives them confidence and makes them feel proud of themselves. The feeling they get from their own achievements and the positive way that they are valued by the people around them, has long term effects that in turn affect the way that they relate to others. At the same time, all staff strive to ensure that the giving of rewards is balanced, fair and equitable (e.g. we do not ‘over reward’ disruptive pupils).

### ***Rewards Include:***

- verbal praise/congratulations, explaining why they are being praised
- House Points (up to Y1) and Class Dojo Points (from Y2 upwards)
- rewarding pupils as 'Star of the Day' / 'Star of the Week'
- sending pupils with good work to other classes, Assistant Headteachers, Deputy or Head
- providing pupils with the opportunity to share their best work with the school as part of Good Work Assemblies. Assistant Headteachers award special stickers to pupils either for their consistent good work or behaviour, or to acknowledge outstanding effort
- displaying best work around the school
- awarding pupils with medals/certificates from interests outside of school during Headteacher's Assemblies,
- informally speaking to parents at the end of the day to praise their child (or through a telephone call or letter)
- publishing pupils work or their successes in the School Newsletter
- child being chosen as a monitor
- applying for and being selected as a Year 6 Prefect: to act as a role model at all times and to support staff and pupils in any way
- being voted as a School Councillor by their class
- being voted as a House Captain/Vice-Captain by their peers
- receiving a Governors' Merit Award at the end of the year
- receiving a Writers' Tie for significant progress in Writing across a term
- receiving termly attendance certificates
- participating in the Year 6 "Reward Trips"
- being awarded The Phil Cole Cup (for outstanding contribution to school life) or The Maggie Harrity Trophy (for determined efforts at school) at the Leavers' Assembly, which parents are invited to attend.

We work to the principle of praising in public and correcting in private, where this is possible and appropriate.

We teach the principle of 'Over and Above' and rewarding and recognising children who are 'over and above' in their following of the school rules. We recognise standard behaviour with a 'Thank you' (or similar affirmation: e.g. 'That's right').

### **House Reward System:**

The House/Dojo Points system is the main reward system across the school and encourages pupils to both work together as a team, as well as working towards their own personal goals. All pupils (and staff) are allocated a House when they join the school and remain in that House until they leave. The four houses are as follows:

**AMBER**

**EMERALD**

**RUBY**

**SAPPHIRE**

House Captains and Vice Captains are allocated for each House from Year 2 and Year 6, through a democratic voting system. Pupils can be awarded House/Dojo Points from any member of staff for their good behaviour, effort, achievements, etc.

Parents can also access Class Dojo from home – and can see when their child has received a Dojo Point, and the reason for this. Messages can also be sent home to parents via Class Dojo – celebrating successes or letting parents know that a child's behaviour has not met our expectations. Parents can then respond to this message as appropriate.

House/Dojo Point totals are collated by classteachers – and each class has a winning House each week. These are tabulated in the Friday Assemblies and a marker is placed on the Cumulative Board. A Cup is awarded to the winning House at the end of each year.

### **Dealing with Poor Behaviour**

**Consistent Adult Behaviour** is absolutely key to everything we expect. Our principle is: "Visible consistency, visible kindness"

Our consistency is in-line with our emphasis on team-work. We recognise that we all at times have to adjust our preferences and habits for the good of the team.

We take a consistent approach to reprimands and sanctions:

1	Reminder	A reminder of rules delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. (Take initiative to keep things at this stage)
2	Caution	Delivered privately. Making aware of behaviour, clearly outlining consequences. Use the phrase 'Think carefully about your next step'
3	Last Chance	Private conversation, giving final opportunity to engage. Positive choice offered and reference to previous examples of good behaviour. 'Stay two minutes' after class as part of this stage.
4	Time Out	Short time in a thinking spot, in another room, or at side of field of play. Few minutes to calm down, breathe, look at situation from a different perspective and compose themselves.
5	Repair	Discussion at breaktime, or a more formal meeting.

We make consistent use of colleagues and senior staff.

We support one another with children's behaviour. We are a team. Behaviour is a key priority for our SLT and won't be ignored. We recognise that we all need the support of others at times however experienced we are.

We want children to behave well with all adults in the school and do not want to undermine that aim by passing children up the hierarchy as this works against the certainty we want to provide children. **However, there will be times when it is absolutely right to call upon the support of colleagues.**

When we involve colleagues or senior staff we have two possibilities:

- Time Out: Child sent to colleague/senior staff but not to discuss the behaviour, rather simply to supervise the pupil until the teacher has time to speak to them.
- United front: Support requested from colleague/senior staff to stand alongside in response so that the child sees the united front.

Throughout the school, we use a **Consistent Quiet Signal** – this being a non-verbal standard signal for being still and silent (the RWI raised hand). We use it relentlessly and we expect it consistently: asking for silence is a red-line event. If compliance is not rapid, we do not continue with the raised hand, instead we use a verbal cue: Count down - 'Eyes and ears this way'.

We have **Consistent Classroom Expectations**. We always expect appropriately focused attention and body language in class, always bearing in mind the different concentration spans of different age groups. We expect chairs to be 'four on the floor'. We expect children to sit properly and not slump.

We recognise that responding to defiant or angry behaviour is significantly challenging and we support one another to do this. We try to follow the principles below when speaking to a child about their behaviour:

- I noticed you are...
- It's the rule about... (that you are breaking)
- You have chosen to...(consequence of continued behaviour)
- Do you remember last week when you...
- That's who I need to see today
- Thank you for listening

We know that sometimes we have simply to ensure children know that their behaviour has been wrong and that it has had an impact:

- You did this - and that's wrong
- It makes me feel disappointed...

- (Hold silence)
- I know that you don't want to be doing those things, I want to see...
- What do I want you to remember?
- OK, we're done now

If someone else is hurt or damaged by a child's behaviour, then a longer **Restorative Meeting** could be appropriate. There are eight main questions to discuss:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

For younger children we may well use fewer questions but in particular focus on: Who has been affected? And What can we do to make things right?

### **The Role of Leadership**

Although the responsibility of ensuring positive Behaviour Management is shared across the whole staff, the Headteacher and members of the Senior Leadership Team have a responsibility to '**lead from the front**'.

The S.L.T. will assess staff's needs and build into the school's Professional Development Programme opportunities to discuss and learn about behaviour.

Senior staff will ensure that they are highly visible at particular times of the day, to noticeably reinforce good behaviour and swiftly manage any poor conduct by pupils. Critical times are at the beginning and end of the school day, break times and movement to and from assembly. Senior Leaders regularly walk around the building, going into classrooms and supporting teachers in their application of this policy.

If pupils do have to be reprimanded regarding inappropriate or anti-social behaviour, this should be done in a constructive manner; condemning the behaviour without humiliating or "putting down" the child. **Staff should not shout at children**, the only exception to this is if the child or another child is in danger. A raised voice or tone should only be used in exceptional circumstances. The raised hand signal should be used to calm and quieten the children down and raised voices should be avoided.

Using the above techniques, most children will respond more co-operatively and with less resentment than if they were constantly being criticised for any negative behaviour.

Praise should be used as a reward, in conjunction with the school House Point System. These should be given out for good behaviour, extra effort and co-operative behaviour, and not just for work of a high standard.

### **Recording Poor Behaviour**

It is important that we hold accurate behaviour records. When a child's behaviour falls below expectations - any incident of rudeness; harm to another person or their property; or deliberate defiance - should be recorded on CPOMS by the classteacher or Teaching Assistant.

If an incident occurs at lunchtime, Meal Time Assistants must inform the classteacher. The Headteacher, Deputy Head and/or Assistant Head's should be informed of major incidents, even if they are resolved, in order that they can overview the situation.

Where appropriate, the parents will be invited to discuss their child's behaviour and therefore it is essential that records are kept carefully.

## **Walking Classes/Groups of Children Around the School and on School Visits**

Pupils walk around corridors quietly and sensibly, one behind the other.

All pupils must **always** be in sight of the lead adult (this means that the adult will have to constantly reposition themselves and may start at the front of the line but drop to the middle as pupils walk past).

Use of praise should be loud and consistent.

When groups of pupils do not travel in silence and praise does not work, pupils must be made to line up again if necessary.

Adults should avoid 'chatting' with pupils if pupils are walking quietly into assembly or the classroom and endeavour to role model the behaviour expected of pupils.

Pupils' behaviour around the school is as important as in class and sets the standard for behaviour at the destination they are heading for (e.g. playground, classroom, assembly etc). Picking up on the 'little' things such as walking around the school helps pupils to understand that high standards are the norm at our school. At the same time it is important that adults regularly explain to pupils why we expect them to walk in silence.

## **Running in School**

At Sherwell Valley Primary School our policy is that children walk in school to ensure that they are safe. In exceptional circumstances when a child "runs" from a classroom, or away from an activity, an adult will usually not run after a child but follow at a distance. If the child can be persuaded to return to the classroom, the adult should accompany them and inform the class teacher. If not the adult should wait until the child feels ready to return.

## **Children Leaving the School Site**

On the rare occasion that a child runs from the school site an adult will follow at a safe distance. The adult should watch the child to know where they go. If possible, persuade him/her to return to school and provide a quiet time to talk about why they ran. If the child will not return, stay as close as possible and wait for assistance. The police and the child's parents/carer will be contacted. (see Communication)

## **Emergency Procedures**

When an adult needs additional support in school they will usually use the telephone system to contact a colleague or send a child to the next classroom. In addition to this system we have red cards in our classroom. If additional support is needed then the card will be sent with a child to another class or the school office. Additional adult help can then be organised. If an adult has to follow a child out of the school building, a mobile phone can be used to inform and call for assistance.

## **Communication**

When a new behaviour issue arises it is important that staff realise that everyone is part of the solution. Adults should not stand back and simply watch but become involved. However, too many adults can become an audience which only reinforces poor behaviour.

If the behaviour can be predicted, alert colleagues to the problem and share the most effective strategies to employ.

Assistant Head Teachers should be made aware of the issues rapidly. As far as possible, inform other adults if you need to follow a child from the room or out of school; use the phones and let the School Office know. Challenge any child who appears to be out of class for no good reason and inform their class teacher promptly.

## **Physical Intervention**

If a member of staff has been involved in physical intervention then they must complete a Physical Intervention Form promptly to ensure that our record keeping is accurate and up to date. Staff will also be offered the opportunity to talk through the event as a form of counselling. Forms must be returned to the School Business Manager. Counselling is available for any member of staff who requests it.

## **Individual Behaviour Plan – IBP**

When a child exhibits poor behaviour on a regular basis, and the Behaviour Policy has ceased to be effective, an Individual Behaviour Plan must be completed by the group of adults involved with the child. The plan must be shared with the parents and signed by them to demonstrate their agreement. These are available from the SENDCo or School Office.

## **The Legal Position**

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all circumstances.
- A punishment must be reasonable and proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- Subject to the school's Behaviour Policy, the teacher may discipline a pupil for any misbehaviour when the child is: taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school. Or misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

## **Prohibited Sanctions**

***The Children Act specifically prohibits use of:***

- Corporal punishment.
- Deprivation of food and drink.
- Withholding medication or medical care.
- Requiring children to wear distinctive or inappropriate clothing.
- Restrictions of communication/visits from their parents.
- Imposition of fines except by direction of the Courts.
- Intimate physical searches.
- Physical Restraint.

Physical restraint should only be used to prevent a child from harming themselves or others. If you need to restrain a child you should only use minimal force in order to avoid injury.

## **Support Systems for Pupils with Additional Needs**

For some pupils who may have a range of needs that require support from different agencies, it may be appropriate to involve other agencies such as the Local Authority Inclusion Team, Social Care, CAMHs etc. However, this school recognises that many children with additional needs require the security of boundaries and the same high expectations for behaviour.

## **Pupils with Special Education Needs**

At Sherwell Valley Primary School we understand that the majority of pupils with Special Educational Needs require the same proactive Behaviour Management as all other pupils, and that many pupils such as those with ADHD and ASD thrive on having clear and precise boundaries.

Pupils with Special Educational Needs relating to behaviour are given specific targets on their Individual Education Plan (I.E.P.) to support them in making progress in this area. As part of this I.E.P. they may also have their own individual reward and sanction system which has been determined by the classteacher and SENDCo/Pastoral Support Worker, with the involvement of the pupil and parents. They may also be allocated a 1:1 Teaching Assistant for a certain percentage of the week and/or receive additional support/outreach from an external agency.

### **1:1 Teaching Assistants**

1:1 Teaching Assistants at Sherwell Valley Primary School play a valuable role in supporting pupils to overcome certain barriers to learning. This includes emotional, social and behaviour problems, as well as attendance issues. They work with individuals, in class and sometimes on a one to one basis or as part of a group. They focus on developing pupils' self-esteem and confidence and equip them with strategies to overcome their difficulties and to form healthy, safe and happy relationships with other children and adults.

### **Pastoral Support Service**

The school-based Pastoral Support Worker is dedicated to improving the emotional wellbeing of pupils, their families and our whole school community. She gives our children opportunities to explore their problems through talking, creative work and play. Sessions enable pupils to cope now and make better-informed decisions about their lives and help prevent emotional and behavioural issues. Sessions also help pupils to develop more effective communication skills and the ability to develop better relationships. The Pastoral Support Worker will listen to pupils, offer advice and strategies reassure them and make a note of their concerns. If any child protection concerns are raised during a session, one of our Designated Child Protection Officers are informed and will take the necessary action.

## **Appendix: Behaviour Steps and Sanctions**

Alongside positive reinforcement for appropriate behaviour, all teachers use a "Step-Up Behaviour System" to help manage classroom behaviour. This is a whole school approach to general classroom behaviour management.

After a reminder prompt and perhaps other low key responses from the classteacher, should the unwanted behaviour be repeated, the child is given a clear explanation of the consequence resulting from that behaviour.

There are agreed whole school sanctions (see below) for when a child moves up the "Stepped Behaviour System"- and beyond.

Every day is a fresh start for a child. This is backed up by clear and consistent explanations about why certain behaviour is inappropriate. Certain harmful or abusive behaviour is referred immediately to be dealt with by the Headteacher or Deputy immediately.

To support staff in setting the appropriate expectations and to ensure consistency across the school, the following steps are taken to address any negative behaviour:

### **Step 1: Low level disruption** e.g. talking; out of seat; noises; pushing etc

**Action:** Minimal low key response managed by the Classteacher:

- praise of other children
- eye contact (stern stare, raised eye brow)
- a warning glance
- assertive body language (crossed arms, frowns etc)
- name/pause technique
- being close and whispering a firm reminder
- gentle touch on shoulder/pat on back
- reminder of Golden Rules
- a quiet word
- direct to seat
- verbal explanation of what to do/not to do
- quiet unobtrusive 'What should you be doing?' or 'Are you okay?'
- not allowing them to sit with friends
- child's name is recorded on the whiteboard – on visual display where they can be moved up or down through the day as required
- have a lining up order for assemblies/playtimes
- Negative Dojo Points could be used so that child knows the teacher is disappointed

**Record:** Teachers will hold informal records of such behaviour

**Step 2: Beginning to challenge** e.g. continued low level disruption; not completing a reasonable amount of work in a set time due to behaviour; deliberate disruption e.g. trying to distract other pupils from their work; kicking a pupil under the table, etc.

**Action:** Response managed by classteacher:

- seat somewhere separate from class group
- set a time limit for improved behaviour
- reminder of expected behaviour
- encourage a return to good behaviour
- move to end of row if in assembly, large class group
- up to 10 mins additional time in class at playtime to repay behaviour, e.g. practising sitting still,

completing work, etc.

- sit in 'Time out' area in the classroom until they are ready to join back in
- take/send or get a sensible child to take to another class: 10 mins 'Time out' with their work (if already timed out in class)
- child has name on board – and up to three ticks
- child to apologise
- possible involvement of Pastoral Support Worker - possible THRIVE programme etc
- informal conversation with parent/carer

**Record:** This type of behaviour might be recorded on CPOMS as evidence: this is at teacher's own discretion, depending on child, frequency and context.

**Step 3: Serious** e.g. violence; damage to property; refusal; persistent rudeness; bullying etc

**Action:** Response usually managed by Assistant Head – or Deputy/Headteacher

- miss playtime/lunchtime
- loss of privilege
- escorted to (or send for) Year Lead, Assistant Head, Deputy Head or Headteacher (in that order)
- letter/phone call home
- possible internal exclusion (to be decided by Headteacher)
- possible playtime/lunchtime exclusion - letter from Headteacher
- involvement of Pastoral Support Worker – consideration of THRIVE programme etc
- record in "Racist Incidents Book" – see School Office
- letter of apology
- meeting with parents (Assistant/Deputy Head and Classteacher)
- consideration of an Individual Behaviour Plan
- possible involvement of external agencies

**Record:** This type of behaviour must be recorded on CPOMS as evidence, and parents informed immediately

**Step 4: Very serious** e.g. repeatedly leaving class without permission; behaviour is creating a Health & Safety risk; running out of school; fighting and intentional physical harm to other children; verbal abuse to any staff; serious theft, e.g. taking money or a mobile phone from an adult's bag; persistent bullying; persistent, deliberate disruption of other children's education which does not modify after using other sanctions.

**Action:** Taken to Deputy Head or Headteacher immediately

- meeting with parents
- Internal Exclusion at the very least
- Lunchtime/Playtime Exclusion
- possible Fixed Term exclusion
- possible withdrawal from school activities/events
- Pastoral Support Programme
- involvement of other agencies (Camhs, Chestnut, Educational Psychologist etc)
- potential for Permanent Exclusion (as a last resort)

**Record:** This type of behaviour must be recorded on CPOMS as evidence, and parents informed immediately

**Step 5: Extremely Serious** e.g. extreme danger or violence; very serious challenge to authority; persistent and dangerous behaviour; physical abuse to any member of staff; possession of weapon or drugs; any serious incident which brings the school into disrepute

**Action:** Immediate involvement of Headteacher

- involvement of all L.A. Agencies
- Fixed Term Exclusion
- possible permanent exclusion

- referral to Pupils Placement Panel (needs parent agreement)

**Record:** This type of behaviour must be recorded on CPOMS as evidence, and parents informed immediately

These stages can be by-passed at any time. . If a child shows gross misbehaviour, the Head may move to an exclusion without any earlier sanctions.

It is the school's policy to involve parents at an early stage – before the behaviour gets out of hand.

Exclusion is our ultimate sanction. Only the Head (or Deputy in his absence) can exclude a pupil. Fixed period exclusions are used first - for a maximum of 45 days in a year. Permanent exclusion is a possibility if all else fails. Following exclusion, the pupil returns to school for a specific appointment with the Head.

### **Lunchtimes**

The same steps are followed for incidents at lunchtimes. If a child reaches Step 3 the class teacher and an Assistant/Deputy Head must be informed. Ensure the child's behaviour is recorded on CPOMS

### **Procedures for Internal Exclusions**

When a pupil has gone beyond Step 3 of the “Step-Up Behaviour System”, then an Internal Exclusion will be considered. In the event of an Internal Exclusion, the pupil's parents/carers will be notified by the Headteacher or another member of the senior Leadership Team, in writing. The Headteacher will decide for how many days the exclusion will be in place and staff will be informed immediately. A timetable for the course of the Exclusion will be written up stating the members of staff who are responsible for supervising the excluded child at set times during the day.

The following procedures must be strictly adhered to if the exclusion is to be effective:

- The classteacher of the excluded child will need to set work for the exclusion
- Work from the classteacher must be left with the Deputy Headteacher before the start of the school day
- No work is expected to be set during the lunch period as the child will be eating their lunch
- Work given should be challenging but just enough for the child to complete unaided
- The child will have a couple of reading books as back up for when work is finished
- Staff supervising the 1<sup>st</sup> session from 9.00am or a member of S.L.T, must collect the excluded child from the School Office and escort them to the designated area
- Staff supervising the last session of the day will need to escort the child to the School Office at 3.15pm for them to be collected by a parent/carer. Staff do not need to wait with the child until they have been collected, as the responsibility will then fall to the Office Staff
- If the child needs to go to the toilet during a session the member of staff supervising must escort them to and from the nearest children's toilet
- During the lunchtime session the member of staff needs to escort the child to the Dining Hall to collect their lunch and then return to the designated area for the child to eat it.
- During supervision, staff should not help the child with their work or engage in conversations with them. If they are stuck they need to go onto the next questions/task, but if you feel that they are using this as an excuse to not complete the work, explain that there will be additional sanctions for incomplete work. If this occurs, please put a note with the work in the Head teacher's office
- The member of staff supervising should, where possible, bring some work with them to do, e.g. cutting out letters for a display, reading plans or other relevant documents, etc.
- If a child's behaviour becomes aggressive, violent or they leave the designated area, staff need to contact either, the Headteacher or Deputy Head immediately
- **The child should not be left unsupervised at any time.** If the member of staff supervising the next session fails to turn up, then contact a member of S.L.T. or the Office for them to arrange for someone to cover.
- **Other members of staff who pass by MUST AVOID engaging with the child either to sanction to counsel**