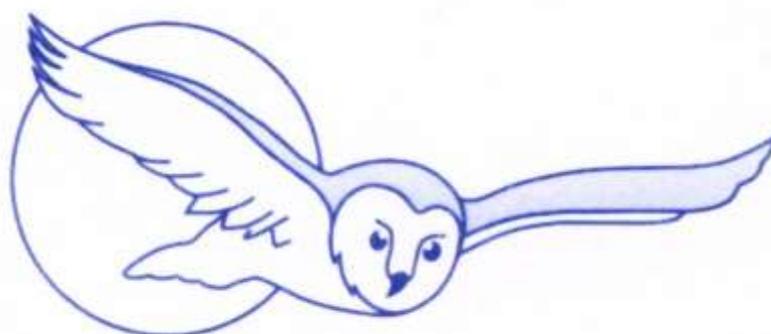


# Stanbridge Primary School

## BEHAVIOUR MANAGEMENT STRATEGY

Including: Positive Behaviour, Serious Behaviour,  
Exclusion of Pupils and Anti-Bullying



Signed (Chair):	Name: Mrs F Lindsey-Clark	Date: 16/01/17
Signed (Headteacher):	Name: Miss F Bertham	Date: 16/01/17
Ratified: by Curriculum	Next Review: Term 3 (16/17)	

Signed (Chair):	Name: Mrs M Todd	Date: 06/02/17
Signed (Headteacher):	Name: Miss F Bertham	Date: 06/02/17
Ratified: by Full Governing Body	Next Review: Term 3 (16/17)	

## Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices</b>	Behaviour Policy	<b>Date:</b>	06/02/17
EIA CARRIED OUT BY:	F Bertham	EIA APPROVED BY:	F Bertham

### Groups that may be affected:

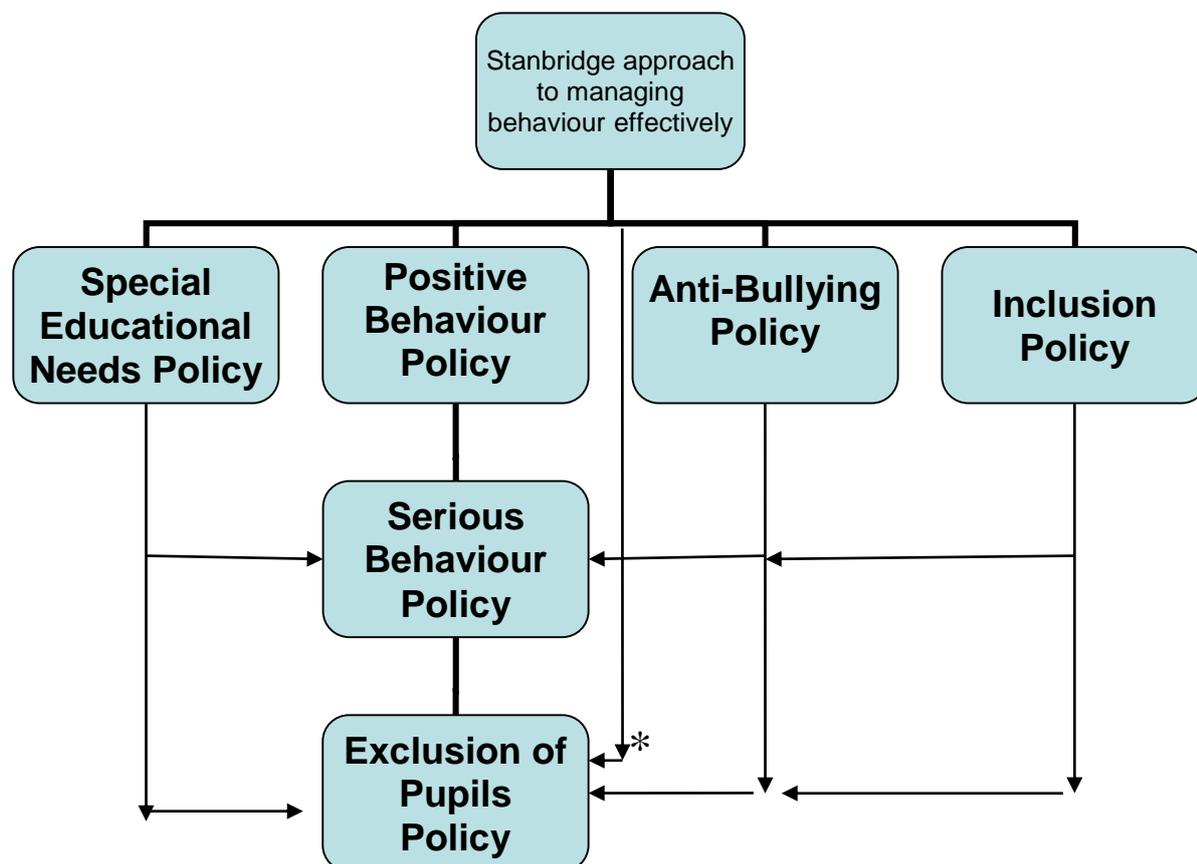
<b>Are there concerns that the policy could have a different impact on any of the following groups? (Please tick the relevant boxes)</b>	<b>Existing or potential adverse impact</b>	<b>Existing or potential for a positive impact</b>
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
<b>Gender Reassignment</b> (transgender)		
<b>Marriage and civil partnership</b>		
<b>Pregnancy and maternity</b>		
<b>Racial Groups</b> (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
<b>Religion or belief</b> (practices of worship, religious or cultural observance, including non-belief)		
<b>Gender</b> (male, female)		
<b>Sexual orientation</b> (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.

The school takes safeguarding of pupils extremely seriously. This policy should be read in conjunction with the Child Protection and ICT/Internet Safety Policies.

## Flow chart for Positive Behaviour Management

Stanbridge Primary School promotes positive behaviour in partnership with parents/carers. This flow chart illustrates the focus on positive support. We recognise that where this is not effective, sanctions must be in place to highlight our high expectations and, in extreme cases, exclusion may be necessary. Our policies clearly link as illustrated below.



\*  
Serious incidents can move straight to exclusion at Headteacher's discretion

### Contents:

Positive Behaviour Policy	Page 4
Examples of Positive/Negative Behaviours	Page 7
Anti-Bullying Policy	Page 8
Serious Behaviour Policy	Page 14
Exclusion of Pupils	Page 16

## Positive Behaviour Policy

### Rationale:

The governors and staff of Stanbridge Primary School seek to create a positive atmosphere in which children feel safe, secure and happy and are given the maximum opportunity to learn, while developing self-discipline and respect for themselves, for others and for the environment. This combined strategy draws together four key policies: Positive Behaviour, Serious Behaviour, Exclusion of Pupils and Anti-Bullying.

### Purposes:

- To enable high quality learning and teaching opportunities for everyone in school
- To help every child develop a pride in themselves, their class and the school as a whole
- To create a caring environment where there is mutual respect
- To take pride in our school environment and have respect for the property of others
- To reinforce efforts to behave positively and learn well
- To work positively with parents to promote good behaviour
- To ensure consistency of approach and understanding by all adults and children in school

### Behaviour for Learning:

By positively reinforcing good behaviour, expectations are modelled across the school day. Every child has good behaviour recognised and begins afresh every day. All staff recognise good behaviour through praise and rewards. Children are sent to other members of staff to receive praise or rewards for good learning behaviour. Each class works with the teacher to create a 'contract' for behaviour that will ensure successful learning.

Our whole school "**Golden Rules**" are shared during assemblies and are displayed around the school. These are:

- **Everyone has the right to work without distractions**
- **Everyone has the right to feel happy and safe**

All adults endeavour to reinforce this guidance at all times around the school.

At all times the class teacher has responsibility for ensuring a positive learning environment, which may result in them using alternative strategies to achieve this.

### Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. When the overall climate is friendly but firm, disruptive behaviour is far less likely to occur. When it does, our experienced teachers use a variety of strategies and skills to curb such behaviour.

Good behaviour is at the centre of our school ethos. Our rewards and sanctions help to manage behaviour effectively every day. When challenging behaviour persists, staff members and Senior Leaders will follow the Serious Behaviour Policy. If an incident of bullying is reported, the school follows procedures within the Anti-Bullying Policy to ensure support and sanctions are in place and the behaviour is changed as swiftly as possible and in partnership with parents/carers.

## **Rewards:**

Rewards are most effective if they immediately follow the desired behaviour, and if the child in question really does find the reward rewarding! Verbal praise and approval are valued rewards, and can be accompanied by an appropriate physical gesture if the child responds well to this. This can be reinforced by other staff (including learning assistants) - children love to receive praise from others as well as their teacher.

Each class teacher establishes a reward system appropriate to the age range of the class. Each of these systems will incorporate positive praise and have a visual reminder of the tiered sanctions (see below).

Particularly good work and/or behaviour by a class, group or individual child is reinforced and rewarded by the Headteacher, who praises the child(ren) verbally and gives a certificate/ sticker or postcard. The Headteacher encourages teachers to send children to the office to share outstanding work.

Children who **consistently** work hard, demonstrate school values or regularly complete home learning will be nominated for an Aim High and Fly award (A certificate is given out in assembly with parents present).

All Star Awards are presented weekly to member of each class. These are earned through demonstrating a school value or persevering with challenging work in class (A certificate is given out in assembly with parents present).

House points are regularly awarded to children demonstrating team working skills of the values of our school. These are counted and celebrated weekly in the Headteacher assembly.

## **Sanctions**

We make every effort to ensure that sanctions are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive.

### **The 'tiered' process for sanctions is as follows:**

There are 3 tiers of sanctions with Stage 1 being the first stage and Stage 3 being the last. Each class teacher (KS1 & KS2) will use their discretion according to the individual situation. A simplified version is used in the Foundation Stage. Teachers may also skip steps for serious misdemeanours in consultation with a member of the Senior Leadership Team. A teacher may decide to keep a child back at playtime or lunchtime to finish/catch up on work due to behaviour issues or motivational issues. The term 'detention' is not used, however high expectations are set for the completion of work linked to a child's ability.

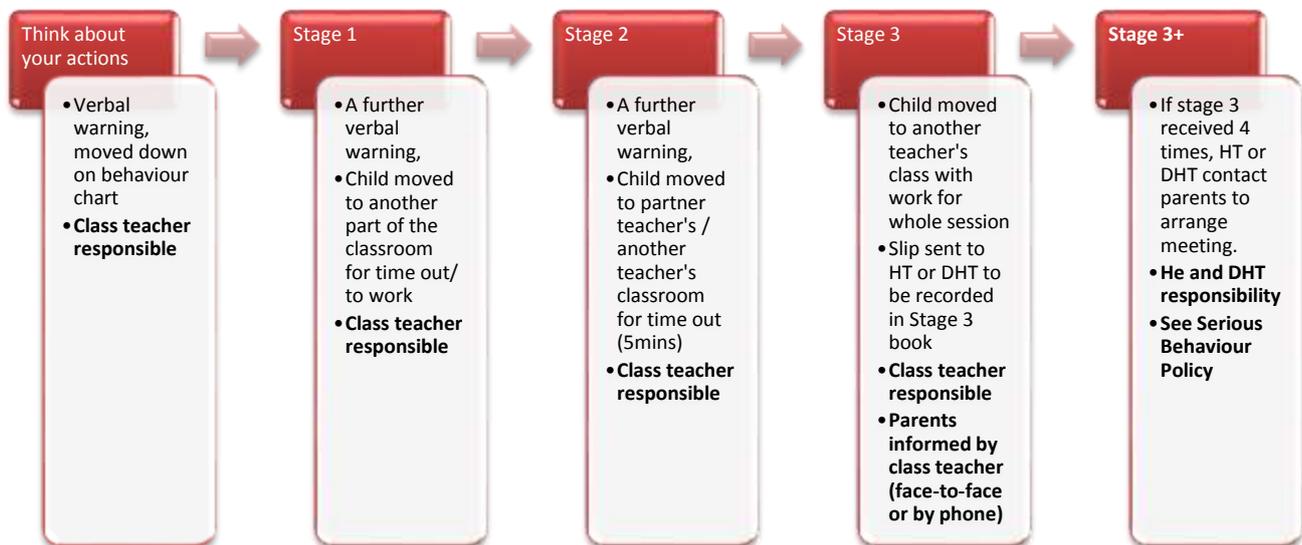
Stage 1- child is asked to move to a different seat and consider how their actions are impacting on the learning of others (this should only be for a short period).

Stage 2- child is asked to spend 5 minutes in another class (usually partner teacher's class) to further consider how their actions are impacting on the learning of others.

Stage 3- child is asked to work in a different class for the remainder of the session.

***See flow diagram below***

At Stage 3, the Headteacher discusses the incident with the child and a playtime may be missed at the Headteacher's discretion. Parents will be contacted and the incident will be recorded in the Stage 3 book. If a child receives four Stage 3 Sanctions in any one new term, a formal meeting is called and the Serious Behaviour Policy is then followed.



### Playtimes/Lunchtimes

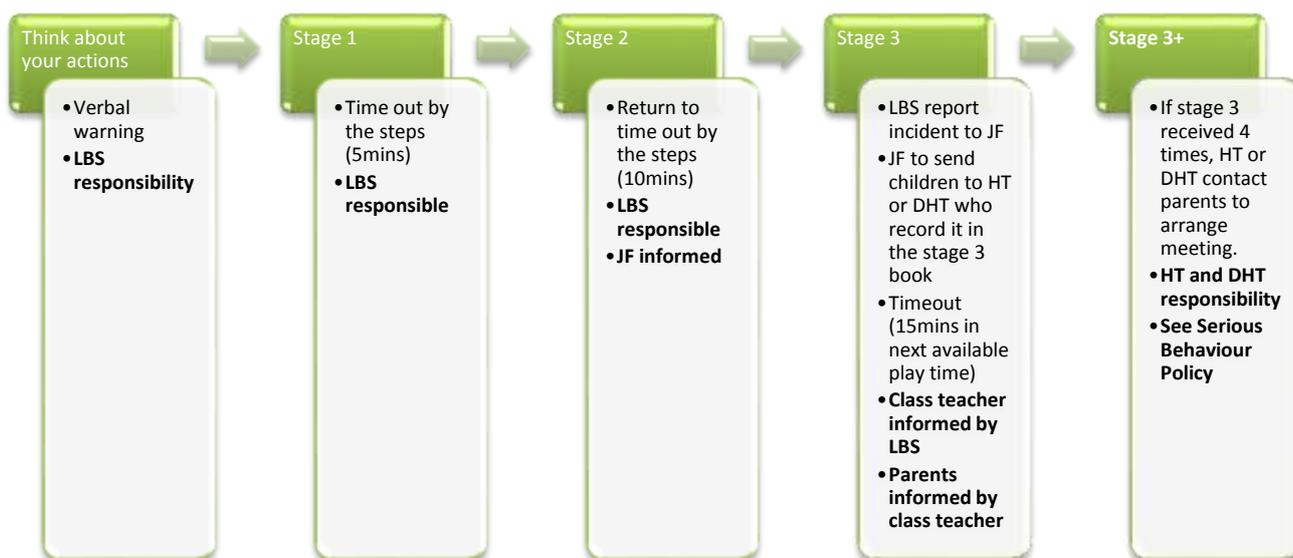
Lunchtimes are a time for promoting social skills in the playground, dining hall and classrooms. We have a number of games and planned activities led by the children and Lunch Break Supervisors. Children go to the dining hall in an orderly fashion. We encourage good manners in this social situation. The Lunch Break Supervisors have rewards for good behaviour – stickers, certificates and Golden Table Award each week.

### Behaviour Strategies at playtime/lunchtime

- 1) Thinking squares are used for immediate incidents of a minor nature for 'time-out' (up to ten minutes). When on the field, a time out zone is also used at Stage 1.
- 2) Stage 2 sanction will be given if behaviour continues (return to thinking square)
- 3) Stage 3 sanction issued for a serious offence (the child will be sent to the Headteacher).

**See flow diagram below**

Children follow the Golden Rules for playtimes and lunchtimes. Playtime guidelines are displayed around the school and have been developed and agreed by the children.



### Children with behavioural/special needs:

We strive to ensure that all children are safe, supported and nurtured in school. Whatever a child's behaviour, the whole school constantly strives to support them to improve it. With children who have special needs this will often be achieved through small steps. Some children with Special Needs will require an Individual Behaviour Plan which will have different targets, rewards and sanctions. This has to be flexible and therefore may differ from the Behaviour policy.

### Home/School Partnerships

At Stanbridge we are passionate about ensuring parents/carers and school staff work together when issues arise in terms of behaviour. School staff expect support when investigating an issue and reporting this back to parents/carers. Full investigation of any issue is essential to ensure all parties have been listened to and for staff to make a professional judgement about how to support each individual child, whilst following school policies.

If any parent/carer is not happy with the outcome of a behaviour investigation then they should make an appointment to speak to the Headteacher directly, away from the children. It is not acceptable to vent your views in front of the children or other parents/carers. It is essential that we work in partnership to successfully resolve any issues.

## EXAMPLE OF POSITIVE AND NEGATIVE BEHAVIOURS

Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school. The school places greater emphasis on rewards than on sanctions, in the belief that, in the long run, this will give the best results.

The school recognises the variety of differences that exist between children and the need to accommodate these differences. It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of cooperation among staff and between staff, pupils and parents.

The rules are being kept to a minimum and are positively stated in terms of what pupils should do.

<b>Examples of Challenging Behaviours</b>	<b>Examples of Positive Behaviours</b>
<ul style="list-style-type: none"> <li>• aggressive behaviour, which can include pushing, punching, kicking, biting, scratching and threatening behaviour;</li> <li>• disruptive behaviour, which can include screaming, tantrums, verbal abuse, non co-operation, running away;</li> <li>• destructive behaviour, which can include destruction of property and the environment;</li> <li>• withdrawn behaviour, which can include failure to respond, or avoidance of people or activities;</li> <li>• stereotypical behaviour, particularly in children with learning disabilities and autistic spectrum disorders, which can include rocking, repetitive vocalisations, ritualistic hand movements</li> <li>• self-injurious behaviour, including head banging, scratching and poking.</li> </ul>	<ul style="list-style-type: none"> <li>• co-operative behaviour with peers and adults;</li> <li>• communicating effectively with others in a kind and considerate way;</li> <li>• setting a good example for others to follow;</li> <li>• ignoring disruptive behaviour from other children;</li> <li>• listening carefully, following instructions and asking insightful questions;</li> <li>• positive friendships and kind actions towards others;</li> <li>• completing a set task and working to full potential;</li> <li>• helping others and being aware of others' needs.</li> </ul>
<b>Strategies to show disapproval of Challenging Behaviours</b>	<b>Strategies to show approval of Positive Behaviours</b>
(a) reasoning with the pupil, with clear and consistent consequences; (b) reprimand (including clear advice on how to improve); (c) temporary separation from peers, friends or others; (d) loss of privileges; (f ) prescribing additional work; (g) referral to principal; (h) communication with parents; (i) exclusion (temporary or permanent).	(a) reward appropriate behaviour as soon as possible; (b) make the pay-offs small, and attainable; (c) make the rewards cumulative; (d) make the pay-offs co-operative (i.e. encouraging the class to work together for a reward); (e) never take back a reward; (f) use the element of surprise (e.g., by giving a double reward unexpectedly).

## Anti-Bullying Policy

### 1. Definition:

At Stanbridge Primary School we accept the following as a definition of bullying:

Bullying is when someone (or a group of people) picks on you, hurts you, calls you names, threatens or says nasty things about you, takes your things and friends away **and keeps on doing it**, making you feel frightened and/or unhappy. Bullying behaviour is explained to the children as **Several Times On Purpose (STOP)**. In addition to this, children are taught to **Start Telling Other People (STOP)** if they feel they are being bullied.

It can be:

**Physical** - hitting, kicking, spitting, tripping someone up, stealing/damaging someone's belongings, etc.

**Verbal** - name-calling, insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down.

**Emotional/psychological** - excluding someone from a group, humiliation, creating a feeling of danger.

**Racist** - insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti, racially motivated violence.

**Sexual** - sexually insulting language/gestures, name-calling, graffiti, unwanted physical contact.

**Homophobic** - insulting language/gestures based on a person's actual or perceived sexuality, name-calling, graffiti, homophobic violence.

**Electronic/Cyber** - bullying by text message, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services), hate websites.

Bullying is the abuse of power by one person or a group over another.

All of the types of behaviour listed above are unacceptable and will not be tolerated at this school. Stanbridge Primary takes bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

### 2. Aims

The Governors and staff at Stanbridge Primary School believe that bullying damages the way people feel about themselves, lowers self-esteem, increases fears for safety and may affect their lives as they grow up. It is an aim for everyone to:

- Have friends
- Feel safe
- Feel able to trust one another
- Not be scared to come to school
- Expect people to be kind
- Not be made fun of
- Not be made to feel sad

### **3. Anti-bullying measures**

The following measures will be taken to create a culture where mutual respect and high self-esteem combat bullying:

- i. The **Several Times On Purpose** slogan is shared with children at all ages.
- ii. Explicitly taught PSHE/ SEAL units which address peer relationships, racism and homophobia, and bullying.
- iii. An annual Anti-bullying week and regular references in assemblies to respecting others.
- iv. Combating cyber-bullying is explicitly taught in the Y6 ICT scheme of work and whole school Safer Internet Day annually.
- v. An annual pupil survey where behaviour and anti-bullying will feature in the questions to pupils.
- vi. The work of the School Council in bringing pastoral concerns to the attention of the SLT.
- vii. Buddy systems throughout the school.
- viii. CPD on identifying and combating bullying for all staff.
- ix. Behaviour policy, child protection/safeguarding policy and procedures, SEN guidelines and school aims.

### **4. Procedures to follow**

The following, consistent approach should be used when investigating allegations of bullying:

1. As children have been made aware of the **Several Times On Purpose** slogan, they understand that they should ask for it to **STOP** as the first action. The second action is to **Start Telling Other People** so that adults are aware of the situation.
2. If bullying is suspected or reported, the member of staff who has been approached will discuss the incident with the victim and ascertain whether bullying has indeed taken place (as defined by this policy) or whether the child has been upset by a breach in the **Golden Rules**, which can be dealt with in accordance with the school Behaviour Policy.
3. Once an incident of bullying has been established, a clear account of the incident/s will be recorded and given to the Headteacher / Deputy Headteacher. The Headteacher will keep a confidential record of accusations of bullying, although these will not be passed on to any other party (Appendix 1).
4. The Headteacher / Deputy Headteacher will use the "Method of Shared Concern" (Appendix 2) to attempt a resolution where the "bully/s" empathises with the feelings of the victim and agrees to alter their behaviour. This will be considered a notice to stop, where the perpetrator can alter their behaviour without sanction in addition to those applied for breaches in the Golden Rules. Parents/Carers will be informally informed at this point, usually by phone, to reassure them that the matter is being resolved.
5. Should further incidents occur, all children involved will then be re-interviewed and the parents of both parties informed. Should conflicting reports of the incident be reported, the Headteacher will determine what has occurred on 'the balance of probabilities'. At this point, sanctions may be applied to the perpetrator/s in line with the school's Serious Behaviour Policy.

The school will review this policy annually and assess its implementation and effectiveness throughout the school.

## STANBRIDGE PRIMARY SCHOOL

### Concern of Uncertain Significance

This form should be used to record any concerns that staff may have over pupil welfare/ adult conduct which arise from odd comments or events during the school day. *Please complete and hand in to Headteacher or Deputy Headteacher on the day of the event.*

Name of Child/ Adult	Class/role	Member of staff recording issue	Date
<b>Details of issue causing concern:</b>			
<b>Any supporting or background information:</b>			

Signed.....

Date.....

**Action**

Name of SLT dealing with issue	Date
<b>Action taken and further notes</b>	



Signed.....

**Stanbridge Primary School**

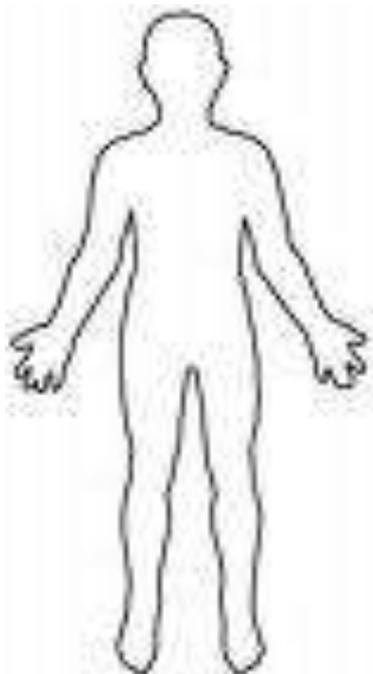
# Record of Concerns

Child's Name:

Class:

Your Name:

Please indicate any marks on diagram and label with details  
(Please indicate size, colour of mark and left/right if limbs)



Signed:

*(Person recording concerns)*

Print:

Date:

## Appendix 2 - Method of shared concern

### Three phases:

**Phase 1:** individual 'chats' (7 minutes). To reach agreement that the student concerned is having a bad time in school and agree individual action.

**Phase 2:** follow up a week later (3 minutes). Follow up to find out about effectiveness of individual action, to celebrate success and, if appropriate, set new targets.

**Phase 3:** half hour group meeting (30 minutes) - to establish long term change.

Conflict is most easily resolved when the people in conflict have a sense of a long-term future together.

### Individual Chats

1. Welcome the student into the room.
2. Establish a non-punitive, relaxed atmosphere.
3. Don't speak until you have engaged eye contact.
4. Remain neutral and calm.
5. Say "I hear you've been unkind to x. Tell me about it."

Let the student talk. Avoid closed questions. Don't question if they complain about the bullied student.

6. Say "So, it sounds as if x is having a bad time in school."

As soon as they agree, move on to step 7. If they say it's his/her fault, accept their viewpoint but still point out that they are having a bad time.

7. Say "I was wondering what you could do to make things better for x."

Accept suggestions. Don't bargain or question. Don't discuss how.

8. Say "OK, I'll see you next week to find out how you are getting on."

Most common suggestions include:

- I'll stick up for him/her
- I'll stop bullying him/her
- I'll be friends with him/her

Use this method on the main protagonists initially and see what results you get and the effect this has on less involved individuals. The art of it is to say as little as possible but listen to the child's responses.

## **POLICY FOR DEALING WITH SERIOUS BEHAVIOUR PROBLEMS**

### **INTRODUCTION;**

The Stanbridge Primary School Positive Behaviour Policy is intended to encourage children to make positive choices and, through appropriate rewards and sanctions and the involvement of parents, provide a framework for children to learn self-discipline and respect. For almost all of the children this policy, which has its strength in its supportive nature and whole school application, is successful. However, there are some occasions when it is necessary to apply the serious clause that is indicated in the policy. This policy explains the structure and processes of the serious clause, which, like the "mainstream" policy, must be applied consistently.

### **DEFINITION OF "SERIOUS BEHAVIOUR":**

The following inappropriate behaviour can be classed as "serious" and would therefore warrant the sanctions of the Serious Clause:

- Racial abuse
- Verbal abuse of an adult
- Extreme behaviour (e.g. violence, running away, vandalism, deliberately dangerous activities etc.)
- Bullying, that is the repeated physical or verbal abuse of victim(s) by person(s)
- Persistent disobedience or destructive behaviour.

### **SANCTIONS:**

Incidents of the above behaviour, although rare, must be dealt with firmly and immediately. The child concerned must be sent to the Headteacher (or, in his/her absence, the Assistant Head) and a clear account given of what has occurred. The Headteacher will investigate whether or not the offence is deemed to warrant the serious clause and, if it does, then the following action will be taken:

#### **SBP – Stage 1**

- Headteacher investigates by talking to all those involved in the incident including the victim(s), possible perpetrator(s) and observers.
- Headteacher records the incident in the serious behaviour logbook.
- If appropriate the Headteacher informs the parents/carers of the victim(s) and perpetrator(s). This will usually be done by telephone and outcomes recorded.
- Parents are given the opportunity to discuss the incident with the Headteacher and/or class teacher.
- Victims may be mentored by an appropriate member of staff if necessary.
- The incident will be talked through with the perpetrators and mentoring given if appropriate.
- A suitable sanction from the Good Behaviour policy will be imposed.

## **SBP – Stage 2**

Same procedures as first incident with the addition of:

- Parents/carers of perpetrator will be notified in writing that any repetition of the offence will result in a report card. Parents will be encouraged to visit the Headteacher to discuss the situation and an action plan will be jointly drawn up to support the child.
- The action plan will include appropriate sanctions and rewards to encourage good behaviour.
- Parents will be given a copy of this policy and the action plan.
- The class teacher, and other adults who regularly deal with the perpetrator e.g. support staff, will keep a behaviour log until the behaviour is deemed satisfactory.

## **SBP – Stage 3**

Same procedures as first incident with the addition of:

- Parents/carers will be informed that the child is on 'Report'.
- The child is issued with a 'Report Card' which is to be presented to the member of staff responsible for him/her at the end of each session, play time, lunch, for a comment and a signature.
- At the end of a given period (day/week), the child must take the card to the Headteacher for comment and signature.
- Further sanctions from the Good Behaviour policy or from the list below may also be appropriate.
- The child may be given an **internal exclusion** (a period of time working in another environment). This would be used as a preventative strategy to enable the child to comply with the school Golden Rules. This would be actioned in partnership with the child's parents/ carers
- By now the Special Needs Code of Practice will have been implemented and it is probable that the child will be on School Action. Consideration will be given to a possible referral to the Educational Psychologist (School Action + S.E.N. Code of Practice) if this has not already occurred.

## **SBP – Stage 4**

Same procedures as first incident with the following possible actions as appropriate.

Either:

- Further report cards to be issued

**OR:**

- Parents/carers will be informed in writing that further behaviour of a similar nature will result in a Headteacher's exclusion at lunch time or day(s)' duration up to a maximum of 15 days.
- Education Welfare Officer will be informed.

## **SBP – Stage 5**

- Following further discussions with the parents/carers and if a written warning has been given (Stage 4 - Serious Behaviour Policy) the child will be excluded. The exclusion can be for a maximum of 15 school days in one term, and must meet the requirements of the LA and DfE regulations (See Exclusion of Pupils Policy).
- The Education Welfare Officer will be informed and asked to make a home visit to support the child and the family. We will seek the support of the School's Home/School Support worker if appropriate.
- The Chair of Governors will be informed.
- Governors will be informed at the next available Governors' meeting if there has been an exclusion but not given details in case there is a subsequent appeal.
- The Headteacher will discuss with the child and the parents the conditions which the child will be expected to adhere to when he/she is re-admitted to school. A contract will be drawn up.

### **SUBSEQUENT OFFENCES OF A SIMILAR NATURE:**

Subsequent offences which are not resolved by the actions taken above and which clearly put staff and/or children at risk of constant mental or physical harm, or the buildings and equipment at risk of destruction or damage, can result in only one outcome: permanent exclusion. This is to be considered as a very last resort, and it may be that further short-term exclusions are first appropriate. At this stage, appropriate external agencies such as Behaviour Support, the Education Welfare Officer and the Educational Psychologist should be consulted before any decision is taken.

Should it be necessary to permanently exclude a child, the national procedures as laid down by the DfE must be followed.

### **Possible internal sanctions to be used in addition to those listed in the Positive Behaviour Policy**

- Placing a child in another class for a short period of time.
- Long term loss of play time.
- Exclusion from class treats/golden time.
- Exclusion from extra school activities e.g. clubs, discos etc.
- Exclusion from residential trips.
- Extra supervision at break/lunchtimes (resources permitting).

### **Physical Restraint (Please also see Physical Contact and Reasonable Force Policies)**

All possible measures should be taken to avoid any form of physical restraint of children. Section 93 of the Education Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do the following:

1. Committing any offence that would be deemed as an offence for an older pupil

2. Causing personal injury to, or damage to the property of, any person (including the pupil himself), or
3. 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 DfE guidance on use of reasonable force in schools will be used if this is needed. Physical restraint will be used as the very last resort and all efforts will be made to defuse any incidents. **Team Teach trained staff may use agreed physical intervention to take the child to a safe place where they can calm down.**

### **Conclusion**

The occasions when it will be necessary to reach the concluding stages of this policy are very rare, since most children who find themselves facing serious clauses will respond positively to the sanctions imposed. Although the above policy is intended for the tiny minority of children who fail to respond to the Positive Behaviour Policy, the expectation is still to enable children to learn how to behave appropriately and to encourage them to live within the rules which have been negotiated around the principles of listening, co-operating, mutual respect, being safe and being responsible.

## **POLICY FOR EXCLUSION OF PUPILS**

***We have adopted the South Gloucestershire standard procedure and policy for exclusion of pupils.***

The following staged approach to discipline will be used where there is a build up of unacceptable behaviour over a period of time, although there should be no assumption that a pupil will automatically move from stage to stage. If behaviour does not improve with the support outlined in this document, a child will move to a higher stage of the procedures. It is important in implementing this approach that careful consideration is given at each stage to the action to be taken, not only the sanctions which are necessary to modify pupil behaviour, but also the support a pupil requires to meet their educational needs.

Particular consideration should be given where special educational needs are identified: the procedure includes consideration of the link with the various stages of the Code of Practice and its programme of Individual Education Plans with targets and appropriate action. If fixed term or permanent exclusion is contemplated for a pupil with special needs, and for whom the advice of an external agency has already been sought, contact should be made with the school's Educational Psychologist to consider whether a statutory assessment should be undertaken with the view to a child being made the subject of a statement.

This policy should be read in conjunction with the Inclusion Policy.

### **STAGE A**

- Head discusses pupil with staff concerned.
- Head considers pupil's individual circumstances and needs. This might include discussion with SENCO and consideration of whether one of the stages of the Code of Practice is appropriate, possibly as an alternative to the Staged Discipline Procedure, and/or whether outside agencies might be involved.
- If Staged Discipline Procedure is appropriate, Head sees pupil; advises him/her formally that he/she is at risk of exclusion from school.
- Head writes home, advising parents/carers that he/she is informing Chair of Governors that child is at risk of exclusion from school. Copies of letters to Chair of Governors or nominated Governor and Principal Educational Welfare Officer (EWO).
- A Pastoral Support Plan is considered and written if this is felt necessary to aid the behaviour of the child.
- Head sees parents/carers.

### **STAGE B**

- Head discusses pupil with staff concerned.
- Head sees pupil; advises him/her formally that he/she is at risk of exclusion from school.
- Head writes home, advising parents/carers that he/she is informing Chair of Governors that child is at risk of exclusion from school. Copies of letters to Chair of Governors or nominated Governor and Principal EWO.
- The Pastoral Support Plan is reviewed and updated, adding new or changed targets and strategies; this may be on the advice of the SENCo or outside agencies involved.
- Head sees parents/carers.

## STAGE C

- Discussions in school about pupil.
- Head considers pupil's individual circumstances and needs. This might include discussion with SENCO and consideration of whether one of the stages of the Code of Practice is appropriate, possibly as an alternative to the Staged Discipline Procedure, and/or whether outside agencies may be involved.
- If Staged Discipline Procedure is appropriate, Short Fixed Term Exclusion (up to 5 days) implemented; Head sees pupil; explains reason for exclusion.
- If possible, Head contacts parents/carers by telephone; invites them in to school to explain reasons for exclusion; parents/carers take pupil home.
- Head writes home to parents/carers. Copies; Principal EWO, Chair of Governors.
- Home visit by EWO (in cases where requested by parents/carers or pupil is on officer's current caseload, or where parents/carers are making representation to the LA).
- Head considers appropriate action on a pupil's return to school, including any clarification of expected behaviour and consideration of provision to meet pupil's needs.

## STAGE D

- Discussions in school re continuing misbehaviour.
- Reference will be made to the Pastoral Support Plan and targets reviewed against the behaviour.
- Head considers pupil's individual circumstances and needs. This might include discussion with SENCO and consideration of whether one of the Stages of the Code of Practice leading to referral to, for example, the Educational Psychology Service and the Pupil Referral Service is appropriate.
- If Staged Discipline Procedure is appropriate, Longer Fixed Term Exclusion (up to 10 days or if total of exclusions is 10 days or more in any one term) is implemented. Head explains position to pupil.
- Parents/carers invited to school to discuss reasons for exclusion; take pupil home. Parents advised that a Governors' disciplinary panel will be convened.
- Head writes to parents/carers, setting out reasons for exclusion. Copies to Principal EWO, Chair of Governors, members of Governors' sub-committee.
- Governors' sub-committee meets with parents/carers, pupil, school staff, EWO, to discuss child's future. Assurances as to future behaviour sought.
- Head considers appropriate action on a pupil's return to school, including any clarification of expected behaviour and consideration of provision to meet pupil's needs.

## STAGE E

- Permanent exclusion. Education Service Procedures apply.
- In normal circumstances, the pupil will be present throughout, unless the parents wish otherwise.
- The Headteacher will be invited to explain the reasons for the decision and to give details of the action taken by the school to investigate the alleged incident.
- If appropriate, details will also be provided of what steps the school has taken to deal previously with a pupil's behaviour and if any other agencies have been involved (i.e. permanent exclusion is the last resort).
- An opportunity will then be provided for all present to ask clarifying questions (i.e. to ensure that the details are clear, but not to enter into debate as to whether the school acted appropriately).
- The parents/carers will then be invited to put to the Governors and the LA anything they wish to be taken into account, including whether or not they feel that matters have been dealt with fairly, or any other circumstances.

- An opportunity will be given for all to ask any questions of the parents/carers or pupil which are relevant or appropriate to the alleged incident or incidents.
- The Governors will then reach their decision independently (i.e. all others should withdraw, including the LA representative).

## **FOR PUPILS WITH STATEMENT OF SPECIAL EDUCATIONAL NEEDS**

Where a pupil with a Statement of Special Needs receives a fixed term exclusion, the relevant Case Officer in the Special Education Section will be sent copies of all relevant documentation.

Where a permanent exclusion is being contemplated for a pupil with special educational needs, consideration will be given to whether it would be appropriate to forward an Annual Review prior to any decision on exclusion. (This would clearly not apply in an emergency situation.)

### **Glossary of Terms**

**FIXED TERM EXCLUSION:** A fixed period exclusion means that the pupil has been excluded for a predetermined number of school days. The Education Act 1997 sets a limit for fixed period exclusions of up to 45 school days in a school year.

**PERMANENT EXCLUSION:** Permanent exclusion means that the Headteacher has decided a pupil should not return to the school. The decision is made by the Headteacher but is subject to consideration by the Governing Body of the school and the LA; both have the individual power to overturn that decision and reinstate a pupil.

All evidence relating to the Exclusion of a child must be written, signed and dated. It should give an accurate and objective account of the events leading to the exclusion, and specific reasons.

**STAGED DISCIPLINE PROCEDURE:** This is the term for stages A to E and gives detail to the escalation of disciplinary actions.

**PASTORAL SUPPORT PLAN (PSP):** This is a plan to support any child who is at risk of exclusion. The plan will include targets and methods of support.

**INDIVIDUAL EDUCATION PLAN (IEP):** This is a plan to support any child with Special Educational Needs and provides targets for next steps in learning along with a programme of support.

**INDIVIDUAL BEHAVIOUR PLAN (IBP):** This is a plan to support any child who has specific behaviour needs. It identifies targets, actions and support in partnership with parents/carers.

**CODE OF PRACTICE:** This relates to the Special Needs assessment system to identify those children with additional learning needs.

**SENCO:** This stands for Special Educational Needs Co-ordinator.

**Statutory Guidance – School Exclusion**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion from maintained schools academies and pupil referral units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

**Section 3. The head teacher's power to exclude**

1. Only the head teacher of a school (or deputy) can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.
2. Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.
3. The behaviour of pupils outside school can be considered as grounds for exclusion. This will be a matter of judgement for the head teacher in accordance with the school's published behaviour policy.
4. The head teacher may withdraw an exclusion that has not been reviewed by the governing body
5. Any decision of a school, including 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 exclusions and a school's wider legal duties, including the European Convention of Human Rights); rational; reasonable; fair; and proportionate.
6. Head teachers must take account of their legal duty of care when sending a pupil home following an exclusion.
7. When establishing the facts in relation to an exclusion decision the head teacher 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'.
8. Under the Equality Act 2010 ("the Equality Act") schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.
9. In carrying out their functions under the Equality Act, the public sector equality duty means schools must also have due regard to the need to:
  - eliminate discrimination and other conduct that is prohibited by the Equality Act;
  - advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
  - foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.
10. These duties need to be taken into account when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages affecting one group, where this can be shown to be a proportionate way of dealing with such issues

- 11.** Head teachers and governing bodies must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.
- 12.** It is unlawful to exclude or to increase the severity of an exclusion for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment / ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions before they are reinstated. Pupils who repeatedly disobey their teachers' academic instructions could, however, be subject to exclusion.
- 13.** 'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.
- 14.** Maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour. A pupil can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents. However, the threat of exclusion must never be used to influence parents to remove their child from the school.