



## Policy Statement

Dunstall Hill Primary fosters an environment rich in learning, based upon the diversity of the school. The expectations for behaviour should reflect this, inclusive of the children, parents, staff and the wider community. The Governing Body and the staff accept this principle and seek to create an environment in the school which encourages and reinforces good behaviour.

This policy is to provide all staff with basic guidelines for dealing with pupils especially those whose behaviour has been in any way unacceptable. This may involve disobediences, lack of effort or disrespect to teachers or other pupils.

There are as many strategies as there are pupils for certain procedures may work for one child but be inappropriate for another. Yet consistency is important and the main purpose for this policy is to develop strategies towards this.

## Aims

- To develop a whole-school policy and practice based on a sense of community and shared values, supported and followed by the whole school community.
- To create an environment which encourages and reinforces good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To help children to understand the need to make positive behaviour choices in order to create and promote a caring family atmosphere in which learning and teaching can take place.
- To help children to make positive choices about their behaviour by teaching values and attitudes through a stimulating curriculum.
- To promote self-esteem, self-discipline and positive relationships.
- To encourage and reward good behaviour and positive choices.
- To treat problems, if they occur, in a sensitive and appropriate manner, encouraging improved behaviour.
- To promote equality of opportunity, eliminate racial discrimination and promote the need for positive behaviour choices, regardless of age, gender or racial background.
- To encourage the involvement of both home and school in the implementation of this policy.

## Standards of Behaviour

In looking to define suitable standards of behaviour it is recognised that these are goals to be worked towards. They are not expectations which are either fulfilled or not. In accepting this ideal we understand the differing rates of development in each individual child. Thus, the school has a central role in the children's social and moral development just as it does in their academic development. As we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.



The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school, we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

## **Key principles**

Dunstall Hill Primary School considers the following to be the key principles that underpin good practice:

- Inappropriate behaviour is not ignored by any adult within the school
- Pupils make choices about behaviour and these choices have consequences
- High expectations are set early
- Positive behaviour choices and achievement are rewarded
- Parents are worked with
- Pupils are actively involved
- There is a commitment to Equal Opportunities
- All staff are involved in supporting positive behaviour.

## **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children and differentiated to meet the needs of children of different abilities alongside clear success criteria to enable children to monitor their own progress. Developmental marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. This will support the development of an individual's self- esteem.

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, and access to resources all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Children should be involved in the process of agreeing class rules and these expectations should be explained and displayed in a prominent place in the classroom. The children should be able to use this display as a tool for self-reflection.



Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

At the end of the lesson before lunch, pupils are to return to their own classroom where any incidents of good or poor behaviour can be presented to the teacher and the Good to be Green behaviour chart adjusted accordingly. The class teacher will then line the class up, ensuring they are quiet and orderly before being dismissed for lunch.

Classrooms are used during break times where the conditions are deemed unsuitable for pupils to play outside. The class teacher is responsible for supervising their own class during these times. However, members of staff may wish to set up their own systems, within their year group or phase, to ensure that pupils are continuously supervised if they need to leave the classroom for a break. If classrooms are used during lunchtimes, then it is the responsibility of the lunch time staff to supervise all children.

## **Management of areas other than classrooms**

It is the responsibility of every member of staff to correct inappropriate corridor or playground behaviour, whichever class the child belongs to. No children should be within school during, break and lunchtimes without supervision. Children left in classrooms or other areas of the school must be supervised and are the teacher's responsibility.

At the start of school, children in EYFS will be handed over to their teacher at the classroom door. Pupils in KS1 will be dropped off by their parents at the schoolgate and walk round to KS1 playground. Pupils in KS2 will be dropped off by their parents at the school gate and walk round to the junior playground. Pupils from KS1 and KS2 will enter school, drop of their coats in their locker and go straight to class. This will ensure that there are no opportunities for inappropriate behaviour in and around school.

Unacceptable lunchtime behaviour will be reported to the class teacher in the first instance. The class teacher will decide the appropriate action, in accordance with the Good to be Green behaviour system, or sanction to be applied. The class teacher will assess the seriousness of the incident and refer to the phase leader/Headteacher if deemed necessary. If an incident is deemed serious, then the class teacher will ask the lunchtime supervisor to report it directly to the appropriate phase leader or member of SLT where the phase leader is unavailable. If an incident that is deemed serious occurs at lunchtime when the class teacher is unavailable, then the lunch time supervisor must use their discretion and refer to SLT if necessary. Where possible, the Deputy Head Teacher and Assistant Head Teacher are to be a physical presence at lunchtimes and to liaise with senior supervisors.

Children who misbehave on the playground will be entered into the lunchtime incident folder. This will be reported to the class teacher as above. A child whose name appears in regularly in the incident folder will have their parents informed about their concerning behaviour at lunch and break times. A discussion will be held with parents about actions which can be taken to support their child at lunch and break times e.g. reward chart, behaviour plan etc.

The infant incident folder will be kept with Miss Hughes and the junior incident folder will be kept in Mr Fellows office. It is the responsibility of the teacher on duty to complete any entries deemed necessary and to return the folder.



## School Rules

Classroom rules and procedures should be designed at the start of each school year, with the children, to make it clear how they can achieve acceptable standards of behaviour.

Rules and procedures will:

- Be kept to a necessary minimum,
- Be positively stated, telling the children what to do rather than what not to do.
- Actively encourage everyone involved to take part in their development.
- Have a clear rationale, made explicit to all.
- Be consistently applied and enforced throughout the school day.
- Promote the idea that every member of the school has responsibilities towards the whole.

The following list of rules are for whole school and will influence the class rules. Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour. There are six agreed rules at Dunstall Hill Primary School which are applied in all areas of school, by all members of staff.

1. We will always try our best and allow others to do their best as well.
2. We will always treat others how we wish to be treated ourselves.
3. We will always line up and move around school quietly, sensibly and in single file on the left hand side of the corridor, without disturbing others.
4. We will let everyone play happily and safely.
5. We will always do our best to look smart, by wearing our school uniform and sensible shoes.
6. We will always be polite to each other and will follow instructions given by adults in school.
7. We will respect each other and each other's' property.
8. We will always sit quietly in assembly.

## Responsibilities of staff

Effective behaviour management is the responsibility of all staff within the school and the policy must be implemented constantly and consistently. Classroom management and teaching methods have an important influence on the children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play



in cooperation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

The role of staff when children are outside their classroom is crucial to maintaining good behaviour. Staff are expected to go out and collect their classes on time and at all times and insist on children entering school in a quiet and orderly fashion. When leaving the building, classes must be lined up and taken out in a similar fashion. Inappropriate behaviour will never be ignored and will always be dealt with in line with school policy.

When moving through the school, it is the responsibility of all staff to ensure that all of the pupils are quiet and being sensible. The teacher is responsible for moving the class through the corridors in a stop, start fashion, where the teacher can see all of the pupils all of the time. For example, when walking around a corner, the teacher will ask the pupil leading the line to stop before the corner and then position themselves on the corner so that they can see all of the pupils. The teacher will then instruct the class to continue moving to the next appropriate point – allowing the teacher to see all of the class all of the time. This will ensure that the teacher is aware of the behaviour of all of the pupils in the line and act appropriately if pupils choose to ignore the school rules.

## **Good to be Green Behaviour System**

We use the 'good to be green' behaviour system in school as it is a consistent and fair behaviour system. All staff follow the 'good to be green' system.

- It praises those who always get it right and supports children who are struggling and it provides opportunity for children to change their behaviour.
- It is easy to use (quick for supply teachers or PPA teachers to take on board) and easy for children to understand.

### How it works

Each class has their own chart with the children's names displayed. Each day is a fresh start, all children start with a green card.

The class will agree their class rules during the autumn term – these should be linked to the school rules.

If a child breaks a class/school rule or shows inappropriate behaviour a verbal or visual warning is given. The yellow card of that child could be placed half way round if in the classroom as a visual prompt.

If the behaviour continues after the warning, the yellow card is placed in front of the child's good to be green chart.

At this point the child has another chance to turn the behaviour round and go back to green. If the behaviour continues then the child will go onto a red card in front of the good to be green card

There needs to be an agreed consequence for a red card depending on the child .....usually a time out in the class or if too disruptive to the current learning, time out in another class.



If a red/yellow card occurs at playtime then the child needs to either remain with a member of staff on duty or asked to sit on a designated bench for time out/reflection time. Red and yellow cards must be recorded in the class, therefore lunchtime supervisors/teachers/teaching assistants at playtimes need to inform the class teacher if a red card has occurred (see Management of Areas Other Than the Classroom). During time when pupils are in sets, there also needs to be clear communication between the set teacher and class teacher of any incidents that have occurred so these can be recorded.

Parents will be informed if their child has received a red card verbally at end of day or by phone. SLT will be checking on children that receive red cards to support them. (e.g talk to parents/report card/pastoral support etc). The class teacher will inform a member of SLT if they are concerned about a child's number of red cards.

A third red card in a day the child needs to be sent to the Head teacher.

Any yellow or red card in a day is recorded on each child's behaviour log (Appendix 1)

However please be aware some inappropriate behaviours will go straight to a red card e.g. fighting, deliberately hurting pupils and staff and abusive or threatening behaviour towards other children and adults. These situations should go straight to Headteacher or a member of SLT in the Headteacher's absence.

If a child continues a pattern of receiving red cards, parents will become involved and an extra system put into place that will link into the 'good to be green' system.

As a general rule in the event of poor behaviour

1. Verbal warning being clear about what behaviour is inappropriate.
2. Yellow card
3. verbal warning
3. Red card
4. Time out (or appropriate consequence)

If a child has got a red card during the week he or she needs to miss increments of 5 minutes of play time or golden time.

### The Children that get it right

Each class will need to have a class tally chart that is clearly visible to the whole class. Each day a child remains on green, a green tally point is achieved. The class sticker chart can also be used as the tally chart.

When the child has 5 tally's you earn a 'good to be green' sticker that goes on their jumper and home. The relevant grid is then coloured in green to represent 5 tally's.

When a child collects a set number of stickers, he or she earns a privilege. This will be reviewed half termly based upon the number of weeks in the term, but may follow a similar pattern as below:

1. Those who earn 5 stickers, pupils receive 20 minutes Good to be Green time.
2. Those who earn 6 stickers, pupils receive 30 minutes Good to be Green time.
3. Those who earn 7 stickers, pupils receive 1 hour Good to be Green time.





A designated afternoon will be set for Good to be Green time each half term where the pupils can choose an activity to participate in. Those pupils who do not earn enough stickers over the course of the term will not take part in the Good to be Green time and will remain in the class working.

Extra rewards can be decided amongst classes for achievements of privilege cards. E.g. choose an activity with a friend, cooking, extra playtime, time in a different class etc.

Each week each class will choose the greenest person of the week or someone who has tried hard to be green (please keep a record of who is chosen in order to achieve fair coverage within the class) to go up during celebration worship on Friday.

If a child is not responding to the 'good to be green' behaviour system for SEN or behavioural reasons there still needs to be a clear, consistent behaviour system for that child with consequences and rewards that all staff involved with that child are clear about. Where possible link it into the 'Good to be green' system.

## Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Both the system of rewards and sanctions are grounded in the premise that children are responsible for their behaviour. Good behaviour necessitates the right choice being made by our children. If the right choice is made, this choice will be rewarded. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work. Each class teacher is responsible for distributing team points or good work stars for hard work in any area of the curriculum.

The following system of rewards is used to acknowledge and celebrate good work and behaviour both inside and outside school. We believe that rewards and praise, used appropriately, have a profound effect on a child's self-esteem and self-worth.

Recognition of the following rewards are presented publicly during superstar assembly:

- Attendance cup (weekly)
- Star of the week (weekly)
- Attendance certificates for 100% and 98% (Half termly and overall at the end of the year)

Possible rewards:

- Verbal praise from the teacher
- Following good to be green procedures
- Written praise via marking
- Star on star chart.
- Stickers and stamps.
- Dinnertime stickers or certificates
- Display of work
- Selection for Achievement Assembly





- Referral to Phase Leader or Deputy Head Teacher for praise/ rewards.
- Referral to the Head Teacher.
- Phone calls or informal meetings with parents.
- Exceptional behaviour certificates.
- Extra playtime
- Special playtimes - pupils bring items in to play with.
- Golden time within class (pupils bring in favourite board game to play with)
- Kite making (or equivalent activities within the classroom.)

Members of staff may also operate their own reward systems within their class rooms. This is encouraged, as long as the whole school systems are also adhered to.

## **Achievement Assembly**

A weekly Praise Assembly is held to celebrate and reward achievements, both inside and outside school. We feel that this is a crucial aspect to our school's celebrations.

## **Sanctions –**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Whole class penalties should be avoided as they can lead to resentment between individuals.
- There should be a clear distinction between minor and major issues.
- It should be the behaviour rather than the person that is punished.

The children are encouraged to see themselves as being responsible for their actions, setting standards which are acceptable in school but also in society. Good behaviour necessitates a correct choice being made. Should a child choose to behave inappropriately, they are aware that a clear and consistently applied set of sanctions will follow.

## **Incidents of Unacceptable Behaviour**

When a child is involved in an incident of unacceptable behaviour the class teacher will initially deal with the incident. If it is deemed to be of a more serious nature an incident slip (Appendix 2) will be completed by the teacher and forwarded to the appropriate phase leader or year group leader where the phase leader is unavailable. The phase leader will investigate the incident and if it is seen to be a serious incident will issue an appropriate sanction. If the incident is deemed to be of a very serious nature the pupil and slip will be forwarded to the Head or Deputy Head Teacher where the Head is unavailable.

## **Serious Incidents**

- The following are classed as very serious incidents:



- Absconding
- Bullying
- Cheating
- Defiance
- Persistent lies
- Continues disruption in class
- Physical violence
- Racism
- Stealing
- Swearing

Any child/children involved in any of the above are sent with a completed incident slip (Appendix 2) to their phase leader. The Phase Leader will issue an appropriate sanction to children who commit serious incidents. Once the serious incident has been dealt with, incident slips are forwarded to the office staff who will record the incident on SIMS and file the incident slip in the appropriate pupil record. If a Red card has been issued, parents will always be informed by the end of the day by the class teacher.

If a child persistently demonstrates unacceptable behaviour (5 Incident Slips in a half term) they will be given a behaviour monitoring card. At this point, the child's parents/ carers will also be contacted by SLT and invited to attend a meeting about their child's behaviour. The behaviour monitoring card is designed to help both the child and the parents/carers by modifying and improving behaviour.

The behaviour monitoring card will be sent home nightly and be signed by the Phase Leader weekly. If, after two weeks, there is either no improvement or deterioration in the child's behaviour, then a further meeting will be called to write an Individual Behaviour Plan (IBP). This will be signed by all parties concerned, and will outline, in detail, the expected behaviour, rewards and sanctions for the child concerned.

## Sanctions list

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. The use of sanctions should be characterised by certain features:

These are as follows:

1. Verbal warning from Class Teacher (Good to be Green)
2. Yellow Card (Good to be Green)
3. Verbal Warning from Class Teacher (Good to be Green)
4. Red card (Good to be Green) – move straight to step 5.
5. Time out within classroom (Or appropriate consequence i.e. loss of playtime)
6. Referral to Phase leader or year group leader if phase leader is unavailable – Loss of playtime/lunchtime or a number of playtimes and lunchtimes dependent on severity of incident.
7. Phone call to parent.



8. Referral to Deputy Head Teacher/Assistant Head Teacher
9. Referral to Head Teacher
10. Referral to S.E.N. Coordinator & liaison with other support agencies through Area Team  
– (meeting with parents – if not already taken place)
11. Fixed term exclusion – Lunchtime
12. Short fixed term exclusion from School
13. Long fixed term exclusion from School
14. Permanent exclusion from School

Any incident deemed to be serious (from the serious incident list above), then a red card is shown immediately and the sanction process begins at level 7.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the multi-agency support team (MAST) may be necessary. This possibility should be discussed with the inclusion coordinator or the Headteacher.

## **Pastoral Support**

Throughout the school, children who may need support in terms of their behaviour have been identified. These children will receive a programme of pastoral support to enable them to better manage their behaviour. This programme will be run, in the first instance, by the Inclusion/Behaviour Manager.

The SLT office may also be used to house pupils, on a temporary basis, whose behaviour has proved to be significantly disruptive, violent or of an anti-social nature. These pupils will be removed from their class, and will work under the supervision of the Inclusion/Behaviour Manager or the Family Support Worker. This type of in school support must only be used as a last resort for serious incidents which have been dealt with by the Senior Leadership Team. This support must not be used to house pupils for a period of 'time out', nor without the agreement of a member of Senior Leadership. Parents must have been informed that their child will be working within the SLT office for a pre-determined time period.

## **Handling Disaffection**

The following are treated very seriously:

- Disruptive Behaviour
- Unauthorised Absence
- Truancy

## **Attendance**

The Attendance Policy outlines clear procedures for contacting parents about behaviour and / or attendance problems. This is carefully monitored by the Headteacher and EFEO.



## Communication with Parents

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be recorded in the class file and communicated to the coordinator for inclusion or the phase leader, so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parents are encouraged to sign up to the 'Home School Agreement'. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation to develop suitable targets, possibly through implementing an individual behaviour plan (IBP).

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of steps which are being taken in response.

Positive partnerships with parents are crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given the opportunity to discuss the situation.

Communication with parents is essential for all discipline related issues.

## Lunchtime Supervision

The Senior Midday Supervisor is responsible at Lunchtime. There is a clear Policy for Lunchtime Supervision which is followed by all lunchtime supervisors.

All serious incidents must be reported to the Senior Midday Supervisor in the first instance, who will liaise with Phase Leaders and SLT as necessary. All incidents which happen at lunchtime will be dealt with in line with the Behaviour Policy as follows:

- Unacceptable lunchtime behaviour will be reported to the class teacher in the first instance. The class teacher will decide the appropriate action, in accordance with the Good to be Green behaviour system, or sanction to be applied. The class teacher will assess the seriousness of the incident and refer to the phase leader/Headteacher if deemed necessary. If an incident is deemed serious, then the class teacher will ask the lunchtime supervisor to report it directly to the appropriate phase leader or member of SLT where the phase leader is unavailable. Where possible, the Deputy Head Teacher and Assistant Head Teachers are to be a physical presence at lunchtimes and to liaise with the senior supervisor.



## **Physical Intervention and Restraint (See Policy)**

If a child violently attacks another child or adult and becomes a danger either to him / herself or others and does not respond to requests to calm down, then physical restraint may be necessary. The child should be removed from the situation as soon as possible and a member of SLT notified immediately. Immediate action will be taken to involve parents.

A Serious Incident/Physical Restraint form must be completed and the situation discussed with the Head Teacher. If any member of staff has been injured / assaulted in the process of physically restraining a child, the correct documentation must be completed as soon as possible. The Senior Leadership Team will work with the member of staff and parents to devise an action plan to meet the child's needs. This may include the involvement of other agencies.

Please see 'Physical Restraint Policy' for further guidance.

## **Bullying**

Please refer to the anti-bullying policy.

## **Racial / Sexual Harassment**

Racial / sexual harassment will not be tolerated. All incidents are recorded and dealt with promptly in line with the School Behaviour Policy and the LA Policy.

The curriculum for P.S.H.E. and Multi-Cultural Education is designed to foster appropriate and responsible behaviour and to deter offensive behaviour.

## **Race Equality Policy**

The Race Equality Policy is clearly outlined within the School's overall Policy for Multi-Cultural Education.

School aims to promote Race Equality through the strategies outlined within the Policy for Multi-Cultural Education. Racial Discrimination is not tolerated and all incidents are recorded and dealt with in line with this School Behaviour Policy.

## **Monitoring Racist Incidents**

Racist incidents are recorded on the Serious Incident Slip

RI 1: Internal Record – is completed as an internal record.

RI 2: Severe or Repeated Incidents – is completed for incidents judged to be severe or part of a pattern and a copy forwarded to WCC.

RI 3: Summary Report – This is submitted on a termly basis to WWC to give a termly analysis of incidents and action taken.

## **Pastoral Support Programme**



A Pastoral Support Programme is a school based intervention to help individual pupils to better manage their behaviour. It is overseen by the SEND Coordinator and involves the identification of precise and realistic behavioural outcomes for particular children with on-going problems. The SEND Coordinator will liaise with parents and external agencies as necessary.

## **Exclusion**

The decision to exclude a child (fixed term or permanent) is taken when the child:

1. is in response to a serious breaches or persistent breaches, of the school's behaviour policy; and
2. where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school
3. after a range of alternative strategies have been tried (See Sanctions)

Before deciding to exclude, the Head Teacher should:

1. consider all the relevant facts and firm evidence
2. allow the pupil to give their version of events
3. check whether an incident appeared to be provoked by racial or sexual harassment
4. consult others if necessary
5. keep detailed notes at all stages

Exclusion can be:

1. Short Fixed Term – Arrangements for setting and marking of work must be made.
2. Lunchtime exclusion – This should be normally no more than 5 School days and must include arrangements for children on Free School Meals.
3. Long Fixed term exclusion from School – This can be up to 45 days in a School year and arrangements for setting and marking work must be made

## **Procedures for excluding a pupil**

For all exclusions:

1. Parents must be telephoned on the same day
2. The relevant letter must be sent to the parents within 1 day
3. The relevant letter with form EX1 must be sent to children's services, Clerk to Governors' Discipline Committee, Area Team and Chair of Governors.
4. Exclusions over 5 days automatically require a Governing Body Disciplinary Committee meeting.

## **Reintegration**

A process of planned support and progress reviews is in place for all children following exclusion.



## **The Governing Body Discipline Committee**

1. Exclusions of less than 6 days – a meeting will be convened if parents request it
2. Exclusions between 6 and 15 days – the Clerk must organise a meeting between day 6 and day 15
3. Exclusions of over 15 days – the Clerk must organise a meeting between day 6 and day 15
4. Exclusions of more than 1 in a term with the total number of days exceeding 6 – a meeting must be organised

Please also refer to the child protection and safeguarding policy when using this information. This policy will be reviewed by governors annually:







## Appendix 2

### Incident Slip

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

Incident:

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Referred to: \_\_\_\_\_

Action taken:

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### Incident Slip

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

Incident:

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Referred to: \_\_\_\_\_

Action taken:

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