



Behaviour, Discipline and Exclusion Policy



Document Control

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Section 1

Introduction

Intent:

Vision, Values & Ethos

Along with The Olive Tree's motto 'Believe You Can',

"The vision for the school is one where a respect for excellence in learning pervades all aspects of school life. "

The school has an Islamic ethos which is underpinned by our six core values: *Peace, Trust, Fairness, Equality, Respect and Compassion.*

Although these are 'Islamic values' they are universal, applicable to individuals of any faith or no faith. These values sit hand in hand with the core British Values, ensuring our children develop into well rounded British Citizens.

Our commitment:

The staff and trustees are committed to creating a safe and healthy environment where behaviour is managed effectively to ensure the best possible progress for all of our pupils whatever their needs and abilities so that they are valued, respected and seen as equal members of the school.

The school behaviour policy is, therefore, designed to support the way in which all members of the school can live and work together positively.

Implementation:

A Consistent Approach

At The Olive Tree, we deal with all behaviour consistently in order to create the firm boundaries children need to feel safe, thrive and learn. This policy is driven and led by the Principal and the school's leadership team.

- We celebrate when our children are following the school guidelines.
- We use a calm, assertive approach when responding to children who have broken the school guidelines.
- We model good behaviour at all times.
- We have the highest expectations of behaviour in our school from staff, pupils, parents, carers and visitors.

- We understand that some children will need additional support in order to learn to make the right choices and that all children will learn at different rates.
- We focus on positive behaviour (catch them being good).
- We have an agreed hierarchy of consequences to guide our responses to a child's behaviour.
- We involve parents and carers in the positive management of a child's behaviour.
- We apply consequences consistently and fairly with positive reinforcement taking priority over the use of sanctions.
- We give children the opportunity to reflect on their choices and make changes if necessary.

How do we teach children about the right and wrong choices?

At The Olive Tree, children are taught about right and wrong choices in every area of the curriculum and in particular through Philosophy for children (P4C), Relationships and Health Education (RHE), Religious Education (RE) and through assemblies. When children join the school, we issue them with our Home School Agreement that sets out what is expected and from whom. All children, their parents and staff are asked to sign the agreement to symbolise the partnership.

House Teams

All children are placed in a house team at the start of the year. These houses are named after the core Islamic Values of the school: Fairness, Trust, Peace, Respect, Compassion and Equality. Children can accumulate house points over each week and these will be totalled and announced at the Celebration assembly. The winning 'House' each term will have a celebration to mark their achievements. These house teams link to the positive reinforcement approach via the use of Class Dojo.

Pre and Post School

The behaviour policy extends to the time before and after school as well as during the school day. Action will be taken if children are involved in incidents on their way to and from school.

Lunchtime

The school guidelines, rewards and consequences will apply during lunchtime. Children will be supervised at all times. The supervision of the children at lunchtime will be the responsibility of the senior lunchtime supervisor, along with a team of lunchtime supervisors. Clear and effective communication between staff on duty at lunchtime and other staff is essential.

Any child who consistently chooses to behave in an unacceptable manner will be reported to the class teacher by the designated lunchtime supervisor. The staff on duty

at lunchtime will provide appropriate activities for the children and ensure conformity to the school's behaviour and discipline policy at all times.

Parental Involvement

Parental involvement with all aspects of children's behaviour in school is central to the success of our policy. Our behaviour policy is shared openly via the school website.

Recording of behavioural incidents

The school uses a system called CPOMS as a means of recording behavioural incidents as and when required. With the exception of lunchtime supervisors, who record behavioural incidents manually in a given behaviour book, all members of staff are expected to ensure CPOMS is used to record behavioural incidents where a sanction has been applied to ensure consistency and effectiveness of record keeping.

Reporting to Governors and the Board of Trustees

The school ensures open communication with the Board of Trustees via regular meetings and Principal's termly Report outlining any behaviour sanctions which have been put in place.

Monitoring, evaluation and review arrangements

The senior leadership team will monitor the implementation of the policy. It is expected that all staff will fully implement the policy at all times in school, striving for consistency and continually aiming for increasingly high standards of behaviour throughout school. The policy will be evaluated and necessary changes made to either the written policy, or the practice in school. This policy will be reviewed annually or as required.

Section 2

Positive reinforcement

The use of positive reinforcement is crucial in reducing negative behaviours both in the classroom and around school. The use of Class Dojo as a behaviour reward scheme is there to reduce the need for negative behaviour sanctions.

Rewards and Praise

To ensure a positive stance towards managing children's behaviour, we use a combination of reward and praise which may include:

- Specific praise - both written and verbal
- Stickers / certificates
- Celebrating children's success with their peers, other adults
- Feedback from teachers to parents
- Individual rewards (such as small prizes, raffle tickets etc)
- Whole class rewards

- Star of the week certificate (in assembly)
- Dojo points
- Good to be green charts

Section 3

Sanctions

Whilst every effort must always be made to use positive reinforcement, praise and reward to manage children's behaviour, it is recognised that there are times when the school will need to apply the use of sanctions. In order to ensure consistency and the appropriate use of escalation (of sanctions) all school staff are required to follow the escalation procedure shown in Appendix 1.

Section 4

Exclusion and internal seclusion

This section of the policy informs the School's use of exclusion. It is underpinned by the shared commitment of all members of the School community to achieve a very important aim;

To ensure the safety and well-being of all members of the School community, and to maintain an appropriate educational environment in which all can learn and succeed.

Internal seclusion

'Seclusion' is the supervised confinement of a pupil, away from others. This applies when the behaviour is all of the following:

- of immediate necessity
- for the purpose of the containment of severely concerning behaviour
- for behaviour which poses a risk of harm to other.

Internal seclusion is a measure taken to reduce the negative behaviour by removing the pupils from their peers. This 'removal' period is aimed to calm, nurture and relax the situation in order for the pupil to return to class and learn from their negative behaviour.

Exclusion

Exclusion is always the last resort of behavioural sanctions, however where exclusion is considered to be a valid sanction, the checklist contained in appendix 4 along with Government guidance will be considered before making the decision to exclude a child.

The decision to exclude a pupil will be taken in the following circumstances;

- In response to a serious breach of the School's Behaviour Policy

- If allowing the student to remain in School would seriously harm the education or welfare of the pupil or others in the School.
- Exclusion is an extreme sanction and is only administered by the Principal (or, in the absence of the Principal, the member of the Senior Leadership Team who is acting in that role).
- To restore order and calm following an unreasonably high level of disruption.
- Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the Behaviour Policy;
 - Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the pupil's behaviour
 - Verbal or physical abuse of other pupils or school staff
 - Aggression towards other pupils or staff leading to the possibility of physical or emotional harm
 - Indecent behaviour

This is not an exhaustive list and there may be other situations where the Principal makes the judgment that exclusion is an appropriate sanction.

Exclusion procedure

- Exclusions are of a fixed term nature and are of short duration.
- Principal to notify parents of a pupil's suspension or permanent exclusion immediately.
- The DFE regulations allow the Principal to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year .
- The Trustees have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term or missing a public examination.
- The Trustees have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.
- Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Board of Trustee and the Local Authority (LA) as directed in the letter.
- A return to School meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Leadership Team and other staff where appropriate.
- During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/guardians.

- Work will be provided by the class teacher. If exclusion goes beyond the five days then Day 6 provision will be put into place. If possible a designated area in school will be used for the teaching and learning of the child. Full access to the usual curriculum for the age of the child will be provided by the school. A member of support staff will be assigned to supporting the child(ren) for the remainder of the exclusion period. Once the period is over full support will be given to the child to ensure smooth integration back into the mainstream system.
- School is to consider any reintegration transitions, which may be needed (to be assess on a case by case basis)

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situations in which permanent exclusion may be considered.

1. The final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).

2. When a serious criminal act has been committed, the school will involve the police in any such offence.

Appealing an Exclusion decision

- Appeals can be made to an independent review panel.
- Where requested by a parent, a SEND expert needs to be appointed by the local authority or academy trust to advise the independent review panel.
- The independent review panel can uphold the decision to permanently exclude a pupil; recommend that The Board of Trustees reconsider its decision; or direct The Board of Trustees to reconsider its decision.
- Where The Board of Trustees decides not to offer to reinstate a pupil following a direction from a panel to reconsider its decision, the panel is expected to require an adjustment to a schools budget or payment of £4000 towards the cost of alternative provision.
- Where a parent alleges discrimination (under the Equality Act 2010) in relation to a fixed period or permanent exclusion, they are able to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

General factors the School considers before making a decision to exclude.

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Principal will;

- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account the school policies.
- Allow the pupil to give her/his version of events where possible.
- Check whether the incident may have been provoked.

If the Principal is satisfied that on the balance of probabilities the pupil did what he or she is alleged to have done, exclusion will be the outcome.

Sexual violence and Sexual Harassment

The use of Whole school assemblies, dedicated days/afternoons and Relationships and Health Education lessons will provide education provision and the culture of our school, making clear the types of behaviour which are never acceptable. Further information is found in **Part five** of '**Keeping children safe in education (KCSIE)**' document pg 104. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping children safe in education 2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf)

Reporting Sexual Violence and Sexual Harassment

All serious incidents involving Sexual violence or Sexual Harassment will be recorded on CPOMS and reported to parents/carers.

In deciding what constitutes a serious incident, staff should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident
- effect on the pupil or member of staff
- protection of the child immediately

An initial record should be made of an incident within 24 hours on CPOMS including:

- the name of the pupil
- details of the pupil's behaviour and reactions
- any interventions required such as removal of the child
- the date, time and location
- a description of the incident and its duration
- details of any methods used, or steps taken, to avoid the need to use the measure
- the name of the person who used the measure and of any other person present when the measure was used

- the effectiveness and any consequences of the use of potential interventions.

Section 5

Managed Moves

What is a managed move?

A managed move is a **voluntary** agreement between schools, parents/carers and a pupil, for that pupil to change school or educational programme under controlled circumstances. Managed moves are often used as an alternative to permanent exclusion; the result is that no exclusion is formally logged on the pupil's school record.

A managed move is different to the power of a school to direct a pupil off-site for the improvement of their behaviour. This is a particular power given to maintained schools under *section 29(3) Education Act 2002* and is strictly time-limited. It is important that you clarify with the school the legal basis under which they are proposing that a child is sent to another premises for their education.

A managed move can only be with the consent of all of those involved, whereas direction off-site under *section 29(3)* can be done without the consent of the parents.

When might a managed move be appropriate?

A managed move may be suitable in the following situations:

- where a pupil refuses to attend their current school;
- where a pupil is at risk of permanent exclusion from their current school;
- where a pupil is posing a risk to the welfare of others at their current school;
- where a pupil has Special Educational Needs (SEN) and is not making progress at their current school or the school is unable to meet the pupil's needs.

What educational provision might a managed move involve?

A managed move can include the following options for the pupil:

- transfer to a new school or college with an amended learning programme;
- part-time attendance at the current school, with an individual learning and therapeutic programme elsewhere;
- full-time attendance at a Pupil Referral Unit with a view to the pupil returning to the current school or moving to a new school or college;

- part-time attendance at a Pupil Referral Unit combined with a home and community learning plan;
- home-based learning to cater for the pupil's Special Educational Needs.

What is a deferred managed move?

A school can implement a deferred move, where the move only takes place if the pupil does not keep to their side of an agreement. The plan should be clear about what the pupil is expected to do and the consequences of not sticking to the agreement.

What is the process for deciding a managed move?

As managed moves are voluntary agreements, there is no statutory scheme governing their use and no governmental guidance on how the process should work. However, best practice suggests that there should be a number of clear stages as detailed below:

1. The school appoints a facilitator to oversee a managed move agreement.
2. The headteacher informs parents or carers in writing of the situation and proposal for a managed move.
3. The facilitator and headteacher discuss options and alternatives for the pupil involved.
4. The facilitator contacts other schools or Pupil Referral Units which might be suitable and parents can input into this process.
5. The facilitator holds a home visit with parents and carers to explain the situation and options.
6. The school hosts a managed move meeting. This should be attended by a representative of the school, the pupil and his or her family, any member of the school harmed by the pupil's behaviour and the facilitator responsible for the move.
7. The managed move agreement should be drawn up and agreed to by all parties.

What might be included in a managed move agreement?

The managed move agreement should include:

- key information such as: when it will begin, where it will be and what the next steps will be;
- an adjusted individual education plan for the pupil;
- the named person responsible for implementing the agreement;
- incentives and goals for achievements under the agreement.

What are the advantages to a managed move?

There may be the following advantages to agreeing to a managed move:

- A managed move may be a viable alternative to a permanent exclusion, because the focus is on a fresh start for the pupil and providing support and services to the pupil in their new educational placement or programme.
- Both of the schools, the parents and carers and the pupils are fully involved in the process and must agree before the managed move goes ahead.
- A managed move can ensure a transition with minimal disruption to a child's education and without the need to go down the appeals route against a permanent exclusion.

It is important that parents and pupils are fully informed before consenting to a managed move; if anyone involved are unsure, they should seek advice on this.

Section 6

Positive handling

Staff should not use physical interventions as a means of punishment under any circumstances.

On very rare occasions, it may be necessary for a member of staff to restrain a child when there is a risk that the child may seriously harm himself or herself, another person or property. Any member of staff having to restrain a child will use only the minimum force required to ensure the safety of all those involved in the incident. If restraint is used, the Principal must be notified and an incident log must be made on our behaviour management system (CPOMS). To ensure the minimal / safe use of restraint, all staff are trained in this regard.

Aims of this section

- To provide clarification to all staff, volunteers and visitors to the school on positive handling.
- To help staff feel confident about using physical interventions when it is necessary.
- To make clear the responsibility of the Principal and Board of Trustees in respect of this policy
- To support the vision and values of the trust and the school.

Defining terms

'Positive handling' covers a broad range of actions that involve a degree of physical intervention with pupils.

Staff making the decision to physically intervene to support a pupil should do so using a dynamic risk assessment. Physical intervention is usually used either to 'control' or 'restrain'.

The use of physical intervention must be in the best interest of the young person. It must be deemed reasonable, proportionate, and necessary, as a result of a dynamic risk assessment.

Physical intervention should be for the minimum amount of time necessary and should maintain a pupil's dignity.

Physical interventions include: prompts, guides, escorts and restraint holds.

Physical interventions to control pupils and to restrain them should not be a common occurrence.

Physical interventions must only be used in emergency situations or as part of an agreed positive handling plan. There should be no planned use of prone restraint unless there is a cogent reason for doing so and this should be documented in a positive handling plan.

'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as guiding a pupil out of a classroom.

'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances. For example, when two pupils are fighting and refuse to separate without physical intervention.

Positive handling techniques seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side-effect' of ensuring that the pupil remains safe.

It is lawful for staff to use physical interventions without specific training or qualifications, as long as it is deemed reasonable, proportionate and necessary. However, positive handling training is recommended which gives guidance upon the following:

- arm disengagements
- small child holds
- neck disengagements
- body holds
- clothing and hair disengagements
- two person holds
- single person holds
- separating fights

Who can use reasonable physical intervention?

1. All members of school staff have a legal power to use reasonable physical intervention. It can also apply to unpaid volunteers or parents/carers accompanying pupils on a school organised visit.

2. Schools should ensure that staff who are more likely to need to physically intervene to support a pupil's behaviour, such as a member of the senior leadership team, pastoral staff, or staff who work with pupils with SEND are appropriately trained to do so.

When can reasonable physical intervention be used?

The Children Act (2004) provides a duty for all services to work together to protect children and promote their best interests, this includes keeping children safe. As a result, the school does not encourage a 'no contact' policy as there is a real risk that such a policy might place a member of its staff in breach of their duty of care towards a pupil or prevent them taking action needed to prevent a pupil causing harm.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. A dynamic risk assessment should always be taken where the risks of a pupil injuring themselves or others is balanced against the potential risks of a physical intervention and the risk of taking no action at all. It is expected that 95% of crisis behaviours are supported by positive behaviour supports or diversion de-escalation.

A physical intervention can be used if it is deemed reasonable, proportionate, and necessary whilst being in the best interests of the pupil.

The following list is not exhaustive, nor would physical intervention be necessary on all occasions. However, it provides some examples below of situations where reasonable physical intervention could be used if deemed reasonable, appropriate and necessary to do so:

- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so,
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit,
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others,
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground,
- Restrain a pupil at risk of harming themselves through physical outbursts,
- When conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Whilst a search can be conducted without consent for items banned in the school rules, force cannot be used to search for these items.

SEND pupils

Pupils with SEND should have details of their positive handling needs within their Individual Behaviour Plan (IBP), education and health care plan (EHCP) or their Individual Education Plan (IEP).

Reporting

All serious incidents involving positive handling will be recorded on CPOMS and reported to parents/carers.

In deciding what constitutes a serious incident, staff should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident
- degree of physical intervention used
- effect on the pupil or member of staff
- the pupil's age

An initial record should be made of an incident within 24 hours on CPOMS including:

- the name of the pupil
- details of the pupil's behaviour leading to the use of the measure
- the date, time and location of the use of the measure
- a description of the measure and its duration
- details of any methods used, or steps taken, to avoid the need to use the measure
- the name of the person who used the measure and of any other person present when the measure was used
- the effectiveness and any consequences of the use of the measure and a description of any injury to the pupil or any other person, and any medical treatment administered, as a result of the measure.

Within 48 hours, a member of the leadership team should have spoken to the staff member and made a log on CPOMS to confirm the accuracy of the incident.

Within 5 days, a member of the leadership team should have spoken to the pupil and added their views to the record.

Investigating complaints

- All complaints about use of force will be investigated under the school's complaints policy. Where a member of staff has acted within the law – that is, they have used physical intervention in order to prevent injury, damage to property or

disorder; this will provide a defence to any criminal prosecution or other civil or public law action.

- If a decision is taken to suspend a member of staff, the school will ensure that the member of staff has access to a named contact that can provide support.
- The school's leadership team will consider whether a member of staff has acted within the law when reaching a decision on whether or not to take disciplinary action.
- As an employer, The Olive Tree Primary has a duty of care towards its employees. Appropriate pastoral care will be provided to any member of staff who is subject to a formal allegation following a use of physical intervention incident. Support offered will be in line with that outlined in the school's safeguarding (child protection) policy.

Other physical contact with pupils

There are occasions when physical contact with a pupil, other than when using physical intervention, is proper and necessary. There are many examples, and the following is by no means an exhaustive list:

- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use certain equipment
- to demonstrate exercises or techniques during PE lessons or sports coaching
- when administering first aid

Appendix 1: Behavioural Sanctions

At The Olive Tree, positive reinforcement is the first port of call for the management of pupils'

behaviour. Where behaviour falls below the expected level, the sanctions below will be applied.

Each incident should be treated separately and level 1 sanctions implemented in the first instance. Denial of curriculum access is not appropriate. Where sanctions have been applied, these should always be recorded on CPOMS. Although this is a hierarchical system, there may be occasions where the severity of a behavioral incident results in swifter escalation.

Level 1 - Class teacher Sanctions:

1. Verbal warning
2. Use of 'Good to be green' charts - move name to yellow
3. Use of 'Good to be green' charts - move name to Red then
4. Once the pupil's name has turned red on the 'Good to be green' charts, they receive a 'Time out' where they have to complete their work in another class. (teacher decides which class - usually partner class or year group above or below but not their Phase Leader).

Persistently unacceptable behaviour will result in Level 2 sanction

Level 2 - Phase Leader Sanctions

1. If the pupil is involved in 3 incidents of poor behaviour (3 Time outs) they must complete a behaviour 'Think sheet' (see appendix 2) and go to the Phase Leader with work provided by the class teacher.
2. The Phase Leader will discuss behavioural expectations and introduce a 2 week monitoring log in order for the pupil to improve their behaviour (see appendix 3)
3. The teacher / TA will inform parents about the monitoring log.
4. During lunch time the pupils will take part in Behavioural Circle Time activities with a designated member of staff.
5. At the end of each week the pupil will review the monitoring log with the Phase Leader to discuss whether improvements have been made and decide if the child is ready to return to level 1.

Persistently unacceptable behaviour will result in Level 3 sanction

Level 3 - Initial Meeting with Behaviour Lead (BL)

1. Parents and carers will be invited into school to meet with the BL, class teacher and the pupil.
2. At this meeting, behaviour actions and targets will be agreed and reviewed daily by the BL with the child. An individual behaviour plan (IBP) will be considered.
3. At this point the class teacher and phase leader will jointly decide on loss of privileges if necessary.
4. School will begin consultation with external agencies for advice and support if needed.
5. A weekly review meeting with parents will be made to discuss improvements.

Persistently unacceptable behaviour will result in Level 4 sanction

Level 4 - Formal Meeting with Deputy Principal (DP) / Principal (P)

1. Parent(s)/Carer(s) will be invited to a formal meeting with the DP / P and class teacher. The pupil will be placed on a formal report which must be signed daily by the teacher, DP / P and parents/carers.
2. School will begin / continue consultation with external agencies for advice and support.
3. Sanctions at this stage may lead to an internal seclusion / temporary exclusion (which may mean being placed in another school locally).

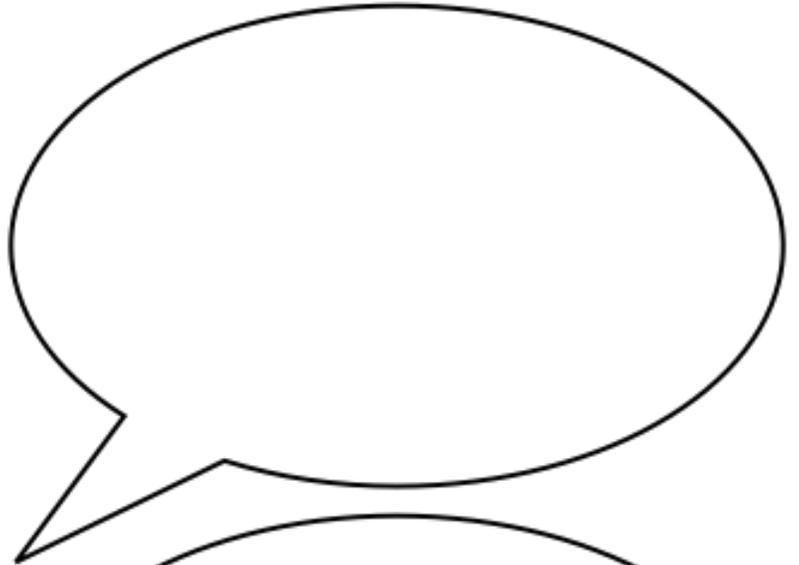
4. The very last course of action would be a permanent exclusion and a comprehensive behaviour log would already be in place before this is considered.

Appendix 2: Think sheet

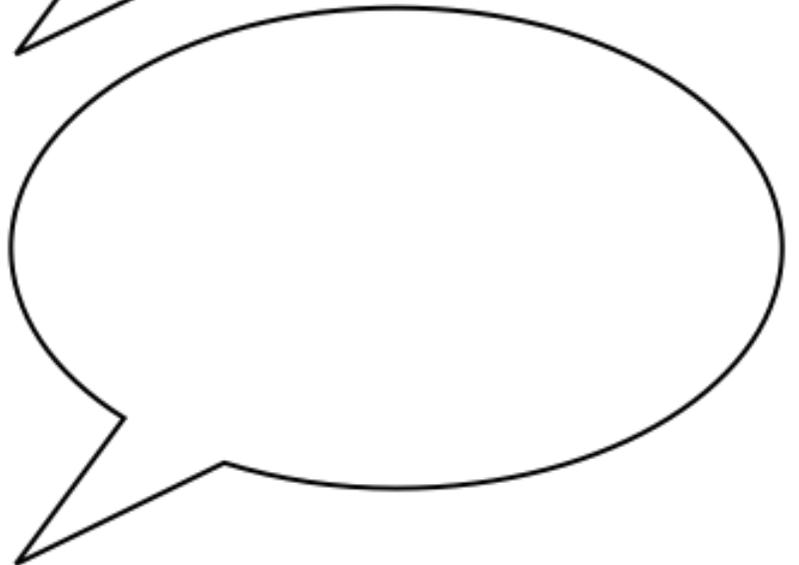
Name:

Date:

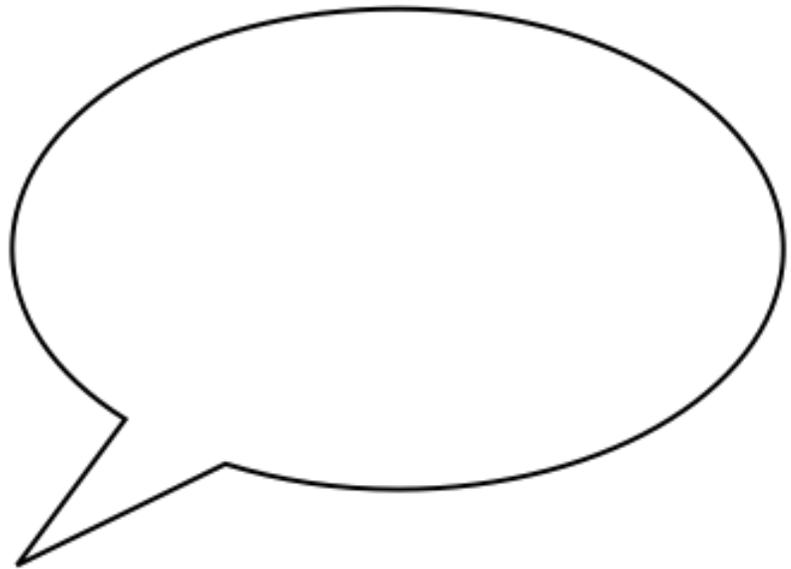
What did I do wrong?



What could I have done better?



How can I fix this?



Appendix 3: Behaviour log (1)

Name:

Date:

You must get your behaviour log signed by your teacher and a parent each day.

Week 1:

Day:	Morning:	Lunchtime:	Afternoon:	Teacher / Parent signature:
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Week 2:

Day:	Morning:	Lunchtime:	Afternoon:	Teacher / Parent signature:
Monday				
Tuesday				

Wednesday	  	  	  	
Thursday	  	  	  	
Friday	  	  		

Appendix 3: Behaviour log (2)

Improving My Behaviour Log

- 1- I will focus in my lessons and ask the teacher if I am struggling.
- 2- I will listen to and follow instructions given by an adult.
- 3- I will not distract or disrupt the learning of others or be distracted by others.



Name _____
 Class _____
 Week beginning _____

Points code 0 = totally unacceptable (no co-operation during the session) 1 = unacceptable (very limited co-operation) 2 = unsatisfactory (co-operation for part of session) 3 = Acceptable (co-operated) 4 = Good (did more than required) 5 = Excellent (exceptional behaviour)

Timetable	Monday	Tuesday	Wednesday	Thursday	Friday
Entering class / registration	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Morning session (1)	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Assembly	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Morning break	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Morning Session (2)	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Lunch in dining room	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Lunchtime break	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Afternoon session (1)	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Afternoon session (2)	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Teacher comment					
Signature					
Parent/ guardian comment/ Signature					

Appendix 4: Checklist of actions to consider prior to exclusion

Full consultation about the pupil's difficulties with:

- The pupil
- Parents
- Class teacher /Phase leader
- SENDCo
- Principal and Deputy Principal

Has all possible action within the school been taken and fully documented?

For example:

- Specific goal setting with the pupil and all staff aware of goals, including lunch time supervisors
- Self-report by the pupil
- Emphasis on building positive behaviour (including written evidence) linked to regular meetings with pupil, parents and teachers involved
- Support from SENDCo
- Contract between pupil/parents/school
- Individual behaviour programme (all staff to be aware)
- Home-school programme with parent reward for success
- Supervision during break times
- Positive letters home when behaviour is appropriate
- Guidance for parents on how to support the pupil, e.g., with reading, homework
- Counselling with teacher
- Social skill development from teacher

Consultation with, for example

- Education welfare Service
- Learning support service
- Educational psychology (School Psychological Service)
- Child and family consultation service
- Social services
- School medical services

Appendix 5: Positive reinforcement - Class dojo points.

These points can be given out for pupils showing positive behaviour. They pupils are sorted into their house team and given a certain class dojo 'monster' representing the colour of their house team.

Trust - red

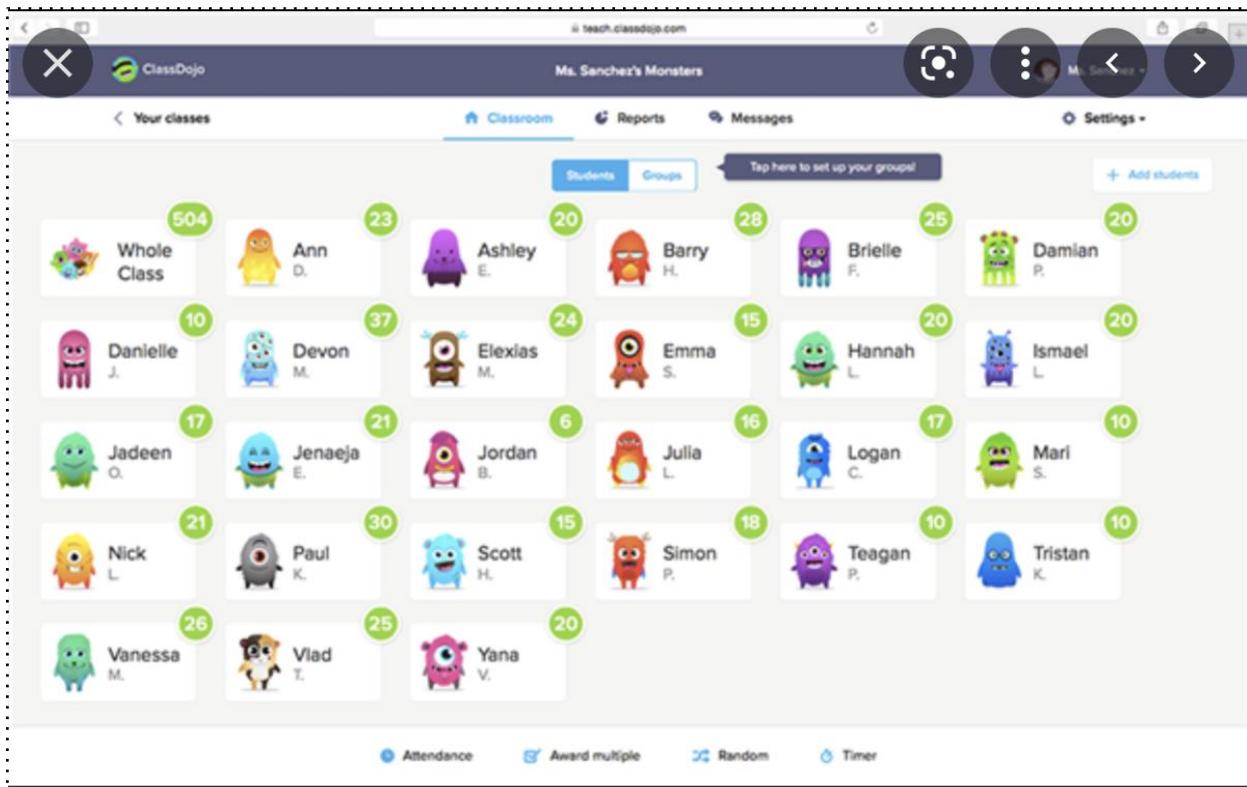
Peace - orange

Fairness - yellow

Respect - green

Equality - blue

Compassion - purple.



Appendix 6: Individual Behaviour/Positive Handling Plan

Name:	Class:	Year:
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Date Plan Written:
Contributors to plan:

Objectives:

Additional Information (e.g known medication/epilepsy/asthma/nose bleeds etc):
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Issues/Concerns:

Likes/Interests/ Motivators:

Triggers (describe situations/behaviours which are known to have led to positive handling being required):
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Preferred supportive/de-escalation strategies: (Describe strategies/classroom organisation which, when and where possible, should be attempted <u>before</u> positive handling techniques are used)

Verbal advice Consequences Reassurances C.A.L.M - talking/stance/space Choices/limits Other:	Symbol support Break Distraction Planned ignoring Take up time	Transfer adult Humour Sensory resource Success reminder
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Preferred Handling Strategies (describe staff response/holds)		
Technique	Standing/sitting	Recording System
Breakaway Techniques:		

Physical Intervention Agreement (complete only if required):

Evaluation (complete during review):
 Number of incidents recorded:

Risk Assessment		
A* Please highlight potential hazard level of "issues/concerns" noted in this plan:		
HIGH	MEDIUM	LOW
B* Please highlight risk factor		
Likely/Frequent (occurs repeatedly/event only to be expected)	=High risk	
Probable (not surprised- will occur several times)	=High risk	
Possible (could occur sometimes)	=Medium risk	
Remote (unlikely, but conceivable)	=Low risk	
Improbable (so unlikely that probability is close to zero)	=Low risk	

A*	B*		A*	B*		A*	B*	
High +	High =	High	Med +	High =	High	Low +	High =	High
High +	Med =	High	Med +	Med =	Med	Low +	Med =	Med
High +	Low =	High	Med +	Low =	Med	Low +	Low =	Low
			Overall risk assessment =					
			Date:					
Any further actions required:								