

The Olive Tree
Primary School

Behaviour, Sanction and Exclusion Policy



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Primary School

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.

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 sanction 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

(refer to Graduated Response to support - appendix 7)

Exclusion and internal reflection

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 reflection

This is the supervised reflection time for a pupil. Internal reflection is a measure taken to enable pupils to reflect on their behaviour choices supported by an adult. This period of reflection and support is aimed to calm, nurture and relax the situation in order for the pupil to return to class and make positive choices with their behaviour.

Suspension

A suspension is when a pupil is temporarily removed from the school and is an essential behaviour management response. Where a suspension 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 suspend a child.

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

- In response to a serious breach of the School's Behaviour and Sanction and Exclusion Policy
- When the Head of School initiates an internal reflection, suspends or excludes a pupil they must, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the Head of School must now, also without delay after their decision, notify the social worker and/or Virtual School Head (VSH) as applicable.
- When the Head of School suspends or excludes a pupil, they must also notify the Local Authority (LA) admission services without delay. Legislative changes mean that this must be done regardless of the length of a suspension.
- Guidance on the role of a social worker and VSH, during trust board meetings and Independent Review Panel (IRP) meetings.
- Guidance on managed moves, what they are and how they should be used.
- Clarified guidance on the use of off-site direction⁵ as a short-term measure that can be used as part of a school's behaviour management strategy.
- Further guidance on the practice of involving pupils so that any excluded pupil is enabled and encouraged to participate at all stages of the suspension or exclusion process, considering their age and ability to understand.

- Guidance for trust boards to ensure that they review data to consider the level of pupil moves and the characteristics of pupils who have been excluded to ensure the sanction is only used when necessary, as a last resort.
- 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 Head of School (or, in the absence of the Head of School, the member of the Senior Leadership Team who is acting in that role).
- A suspension or an exclusion may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the Behaviour, Sanction & Exclusion 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
 - Persistent disruptive 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
 - Use or threat of use of an offensive weapon or prohibited item outlined in the school's behaviour policy.
 - Bullying
 - Racist abuse
 - Abuse against gender orientation or gender reassignment
 - Abuse relating to disability
 - Indecent behaviour

This is not an exhaustive list and there may be other situations where the Head of School makes the judgement that suspension or exclusion is an appropriate sanction.

Exclusion

An exclusion is when a pupil is no longer allowed to attend the school (unless the pupil is reinstated). The decision to exclude a pupil permanently is a serious one. There are three main types of situations in which permanent exclusion may be considered.

- In response to a serious breach or persistent breaches of the school's Behaviour, Sanction & Exclusion Policy;

- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school;
- 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 misbehaviour, including bullying.

Pupils with Special Educational Needs and Disabilities (SEND), including those with Educational Health Care (EHC) plans

- The school will make reasonable adjustments for pupils with a disability (as per the Equality Act, 2014)
- The school will use its best intentions to ensure that pupils with SEND have appropriate provision, including any support in relation to their behaviour management, due to their special educational need/s
- The school will engage proactively with parents/carers in supporting the behaviour of pupils with SEND
- If the school has concerns regarding behaviour that may result in a suspension or exclusion, it should consider what additional support or alternative provision may be required. This will involve assessing the suitability of provision for said pupil
- The school will liaise with external professionals/agencies as they deem appropriate
- If the pupil has an EHC plan, the school will liaise with the local authority about any behavioural concerns, at an early stage
- The school will request an early annual review meeting if the pupil is at risk of suspension or exclusion

Suspension/permanent exclusion procedure

- Suspensions are of a fixed term nature and are of short duration.
- The Head of School to notify parents/carers of a pupil's suspension or permanent exclusion immediately.

- The DFE regulations allow the Head of School to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year .
- Once a suspension has commenced, the Head of School may bring it to an end earlier, provided that the Trust Board has not met yet for an IRP meeting to consider if the pupil should be reinstated.
- Within 15 days of being notified, the Trustees must convene a meeting to consider reinstatement - this is in respect of all permanent exclusions from the School and all suspensions that would lead to a student being suspended for over 15 days in a school term or missing a public examination (see appendix 8).
- The Trustees must convene a meeting, within 50 days of being notified, to review suspensions which would lead to a pupil being suspended for over five days but not over 15 days in a school term **if** a parent/carers has expressed a wish to make representations (see appendix 8). If representations are not requested, the Trustees will not have the power to reinstate a pupil.
- Following a suspension, parents/carers are contacted immediately where possible. A letter will be sent by post giving details of the suspension and the date the suspension ends. Parents/Carers have a right to make representations to the Board of Trustees and the Local Authority (LA) as directed in the letter.
- A return to School meeting will be held following the expiry of the suspension and this will involve a member of the Senior Leadership Team and other staff where appropriate.
- During the course of a suspension, where the pupil is to be at home, parents/carers are advised that the pupil is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/carers.
- Work will be provided by the class teacher.
- If a suspension 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 classroom support staff will be assigned to support the child(ren) for the remainder of the suspension 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 assessed on a case by case basis).

Appealing a suspension or permanent exclusion decision

- Appeals can be made to an independent review panel (IRP).
- Where requested by a parent/carers, 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 or fail to reconsider the exclusion following a direction from a panel within 10 school days, 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/carers alleges discrimination (under the Equality Act 2010) in relation to a suspension 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).

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. For further information, refer to updated DfE guidance on suspensions and permanent exclusions from maintained schools, academies and pupil referral units in England including pupil movement and Alternative Provision. To refer to DfE guidance on Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement for further information, guidance and support.

Section 6

Positive handling

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

On certain 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 themselves, 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 Head of School 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.

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, cigarette papers, vape pens, 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), Individual Education Plan (IEP), Pupil Education Plan (PEP) or their Individual Positive Handling Plan (IPHP). Further to this, pupils may have a risk assessment to support their individual learning and needs.

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 2 school days, a member of the extended leadership team should have spoken to the staff member and made a log on CPOMS to confirm the accuracy of the

incident and a member of the extended 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.
- 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 School 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
- support with toileting requirements.

Section 7:

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 the '**Keeping children safe in education (KCSIE)**' statutory guidance and the Safeguarding and Child Protection Policy found on the school's website.

Reporting Sexual Violence and Sexual Harassment

All serious incidents involving Sexual Violence or Sexual Harassment will be addressed immediately, 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

A record will be made on CPOMS of an incident 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 name of the parent/carer contacted in relation to the incident
- the effectiveness and any consequences of the use of potential interventions

Serious Violent Crime

Our staff have the necessary safeguarding and KCSIE updates training. They use morning 'meet and greet' sessions to observe pupils' behaviour and are aware of indicators, which may signal that children and young people are at risk from or involved in serious violent crime. They may include increased absence from school, a change in friendships or

relationships with older individuals or groups, a significant change in wellbeing or signs of assault and unexplained injuries, attention deficit, involvement in drugs and alcohol, changes to income and poverty.

We will ensure that we carry out **'justified, proportionate and reasonable'** searches in our school where appropriate following the guidance on Searching, Screening and Confiscation available from the DFE.

We will work in partnership with the local Police, Social Care, Early Help and other key partners to identify timely intervention for our students at risk of exploitation and violent crime. We will consult the NPCC- When to call the police and also share any intelligence with the police using the form below.



Partner Agency
Intelligence Form.doc

Section 8

What are ACEs?

Traumatic experiences in childhood and teenage years may put children at risk for violence, chronic health problems, mental illness, and substance abuse in adulthood. These traumatic experiences are known as adverse childhood experiences (ACEs). These experiences can affect children for years and impact their potential in life. ACEs may take many forms, including:

- experiencing violence, abuse, or neglect
- witnessing violence in the home or community
- having a family member attempt or die by suicide

Also included are aspects of the child's environment that can undermine their sense of safety, stability, and bonding such as growing up in a household with:

- substance use problems
- mental health problems
- instability due to parental separation or household members being in jail or prison

Raising Awareness of ACEs

The first step to helping young people at risk for ACEs is for everyone in our communities to better understand these experiences. ACEs are far more common than many people realise. About 6 in 10 adults surveyed reported experiencing at least one ACE before age 18, and nearly 1 in 6 of them reported experiencing four or more different types of ACEs.

ACEs have many long-term consequences. ACEs put individuals at risk for chronic health problems, mental illness, and substance use problems in adulthood. For example, there is evidence that these childhood stresses can put people at risk for heart disease and depression later in life. ACEs can also negatively impact education and job opportunities.

Fortunately, educating youth-serving and faith-based organisations, coaches, and caregivers and raising community awareness about ACE prevention and helping children and youth who have experienced ACEs, can help children and youth grow up and thrive in a safe, stable environment.

How to Help Prevent ACEs

The good news is that ACEs are preventable. The harmful effects of ACEs can affect everyone in our communities, and everyone can help prevent them. By implementing ACE prevention strategies and acting quickly when an ACE happens, communities can help all children and youth reach their full potential.

Section 9

Making sensible choices: online behaviours, radicalisation and PREVENT

Online behaviour

To support pupils learning at the school, pupils have access to learning technologies. Pupils behaviour online is a part of their ability to regulate themselves and make sensible choices. Pupils learn about keeping safe online, responsible use of technology and access ESafety lessons and assemblies as part of the national curriculum. Further information can be found on the **ESafety Policy** found on the school's website. Online behaviours form a part of this policy and the rewards and sanctions within. We will also refer to the school's Safeguarding and Child Protection Policy as well as DoFE guidance on [sharing nudes and semi nudes](#).

Radicalisation and PREVENT

Radicalisation is the process through which a person comes to support or be involved in extremist ideologies. Children can be exposed to different views and receive information from various sources. Some of these views may be considered radical or extreme.

School leaders and staff have a responsibility to protect children from harm. This includes becoming radicalised and/or being exposed to extreme views. Leaders and staff are aware of the process of radicalisation and that it may involve being groomed online or in person, exploitation, including sexual exploitation and psychological manipulation. Anyone can be radicalised but there are some factors which may make a young person more vulnerable. These include being easily influenced or impressionable, having low self-esteem or being isolated, being disrespectful or angry towards family and peers, having a strong need for acceptance or belonging and experiencing grief such as loss of a loved one. If deemed necessary, the school will follow The Prevent Duty, [Prevent Duty for England and Wales](#). Pupils access age appropriate learning within the school curriculum during lessons, assemblies and P4C.

Further information can be found at [Educate Against Hate](#), [NSPCC Learning](#) and our Safeguarding and Child Protection Policy on the school website.

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. Pupils will continue to access the curriculum as 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 behavioural incident results in swifter escalation. This may also involve the administration of an enhanced support package.

Level 1 - Class teacher Sanctions:

1. Verbal warning
2. Use of 'Good to be green' charts/traffic light system - move name/photograph to yellow
3. Use of 'Good to be green' charts/traffic light system - move name to Red
4. Once the pupil's name has turned red on the 'Good to be green' charts/traffic light system, they receive a 'Time out' where the teacher decides an appropriate cause of action. This may include: time out of classroom (supervision in another class/lone workstation/catch-up work/parent/carer discussion (end of day)

Persistently unacceptable behaviour will result in Level 2 sanction



Level 2 - School Character Education Lead Intervention

1. If the pupil is involved in 3 incidents of poor behaviour (3 consequences involving red and during any half-term) they must complete a behaviour reflection sheet ('Think sheet' 'see appendix 2) and go to the School Character Education Lead (CEL) for a reflection, which will be overseen by the Phase Leader
2. The Class Teacher/School CEL will work with the pupil to create a Individual Behaviour Plan (IBP)
3. The Class Teacher will share the IBP with parents/carers to discuss.
4. During lunch time the pupils will participate in reflection time with a designated adult.
5. At the end of each week (at least over a two week period) the pupil/class teacher will review the IBP and / or monitoring log with the CEL to discuss whether improvements have been made and decide if the child is ready to return to level 1. The parent/carer will be notified of any decision.

Persistently unacceptable behaviour will result in Level 3 sanction



Level 3 - Initial Meeting with Class Teacher, Phase Lead/Character Education Lead (CEL)

1. Parents and carers will be invited into school to meet with the Phase Leader/CEL, Class Teacher and the pupil.
2. At this meeting, behaviour actions and targets will be agreed and reviewed twice weekly by the CEL with the child.
3. At this point the class teacher will administer the Behaviour Log tracker (Appendix 3)
4. SENDCo to observe the pupil and facilitate consultations with external agencies for advice and support (if required).
5. A weekly formal review meeting with parents will be convened to discuss improvements involving the Class Teacher and Phase Leader/CEL.

Persistently unacceptable behaviour will result in Level 4 sanction



Level 4 - Formal Meeting with Assistant Principal (AP) / Head of School (HoS)

1. Parent(s)/Carer(s) will be invited to a formal meeting with the AP / HoS and class teacher. The pupil will be placed on a formal report which must be signed daily by the teacher, AP / HoS and parents/carers.
2. School will continue consultation with external agencies for advice and support.

3. Sanctions at this stage may lead to an internal reflection / suspension. The very last course of action would be an exclusion and a comprehensive behaviour log would already be in place before this is considered.

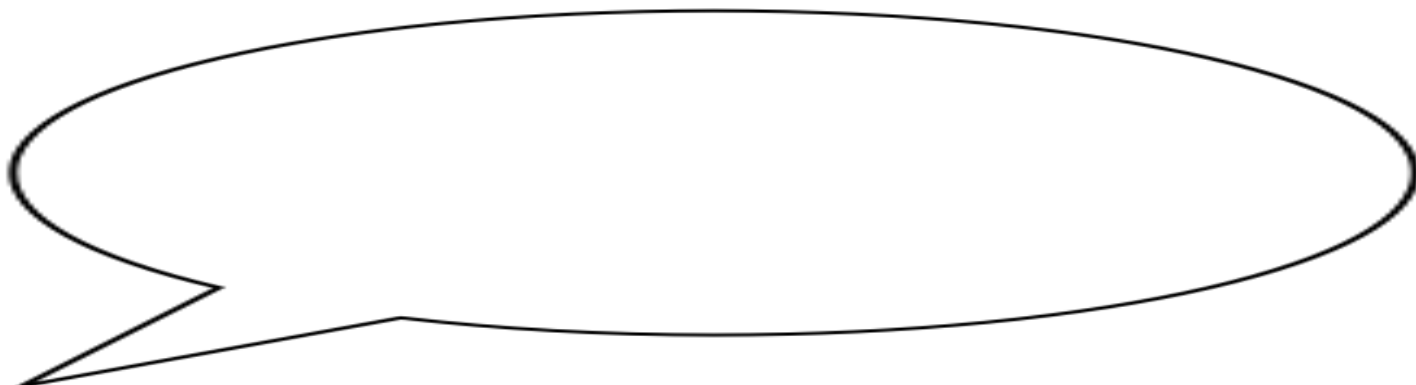
Appendix 2: Reflection- Think sheet

Name:

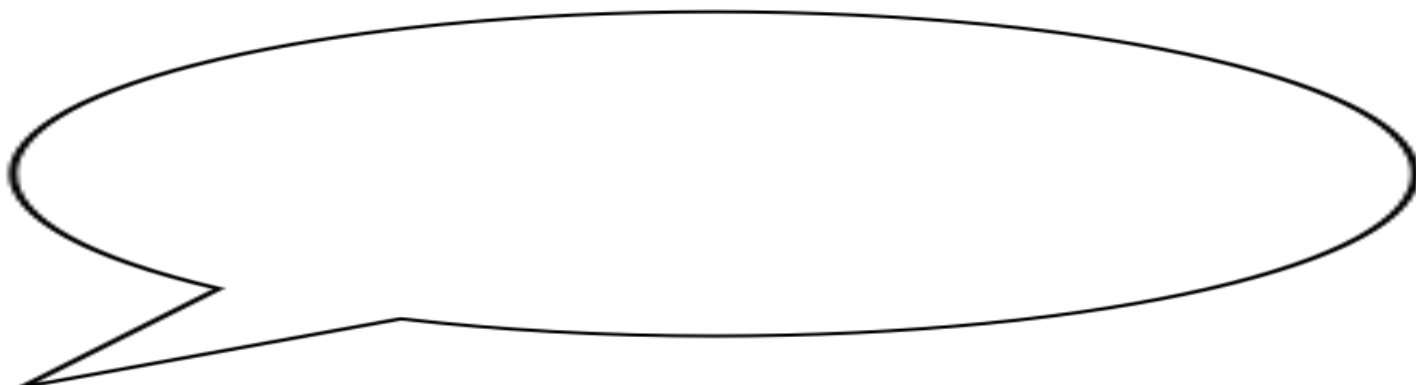
Date:

You can write and draw in each bubble.

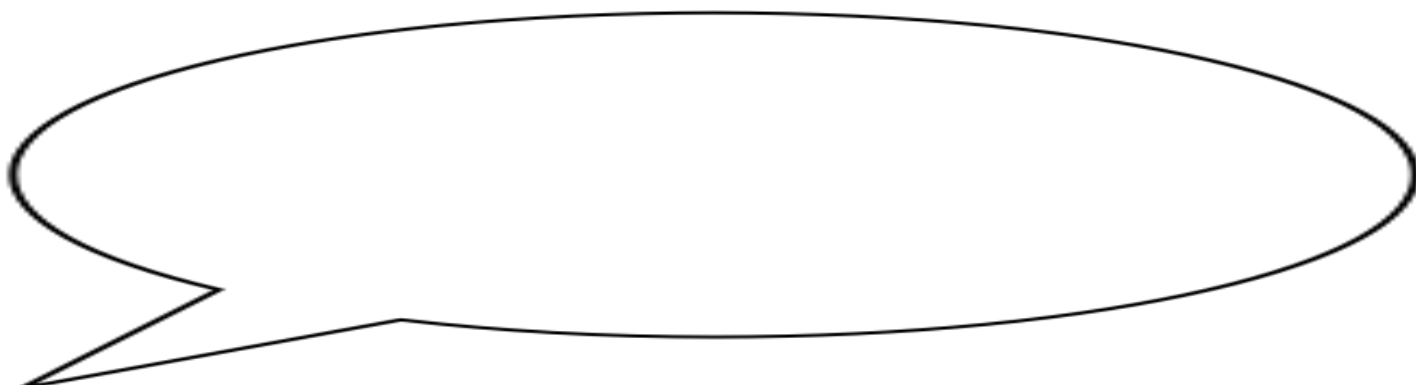
What happened?

A large, empty speech bubble with a pointed tail on the left side, intended for the student to write or draw their response to the question "What happened?".

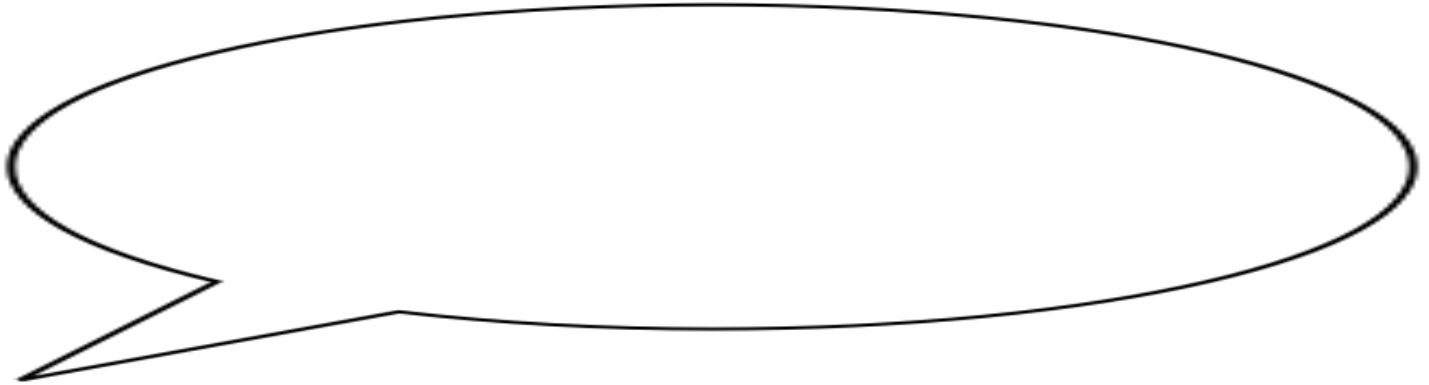
What did I do?

A large, empty speech bubble with a pointed tail on the left side, intended for the student to write or draw their response to the question "What did I do?".

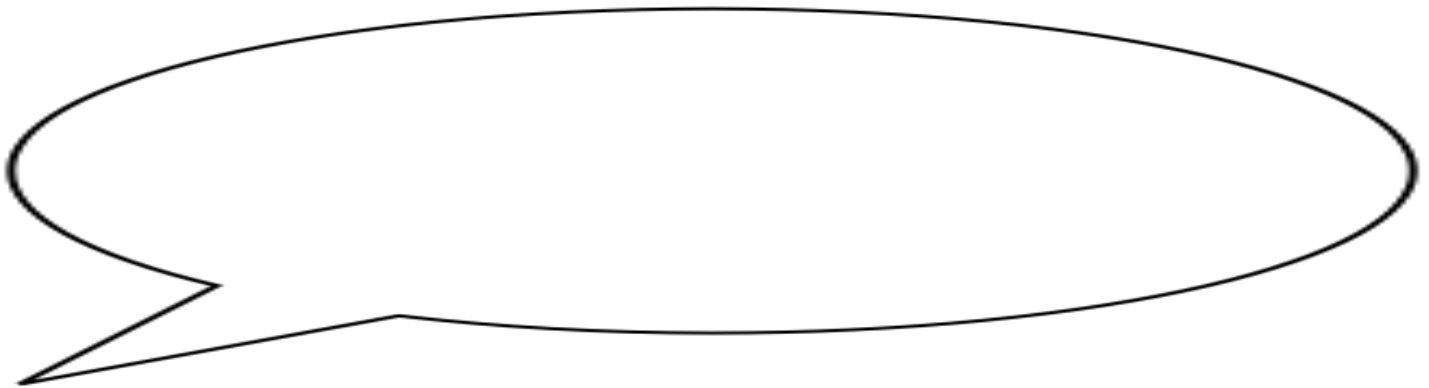
What did other people do?

A large, empty speech bubble with a pointed tail on the left side, intended for the student to write or draw their response to the question "What did other people do?".

How did it make me feel?

A large, empty speech bubble with a tail pointing towards the bottom left, intended for a student to write their feelings.

What have I learnt

A large, empty speech bubble with a tail pointing towards the bottom left, intended for a student to write what they have learnt.

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 suspension

Full consultation about the pupil's difficulties with:

- The pupil
- Parents
- Class teacher /Phase leader
- Behaviour Lead
- 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 lunchtime 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
- Individual behaviour programme (IBP) (all staff/parents/carers/pupil to be aware)
- Supervision during break times
- Positive communication 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
- Health 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

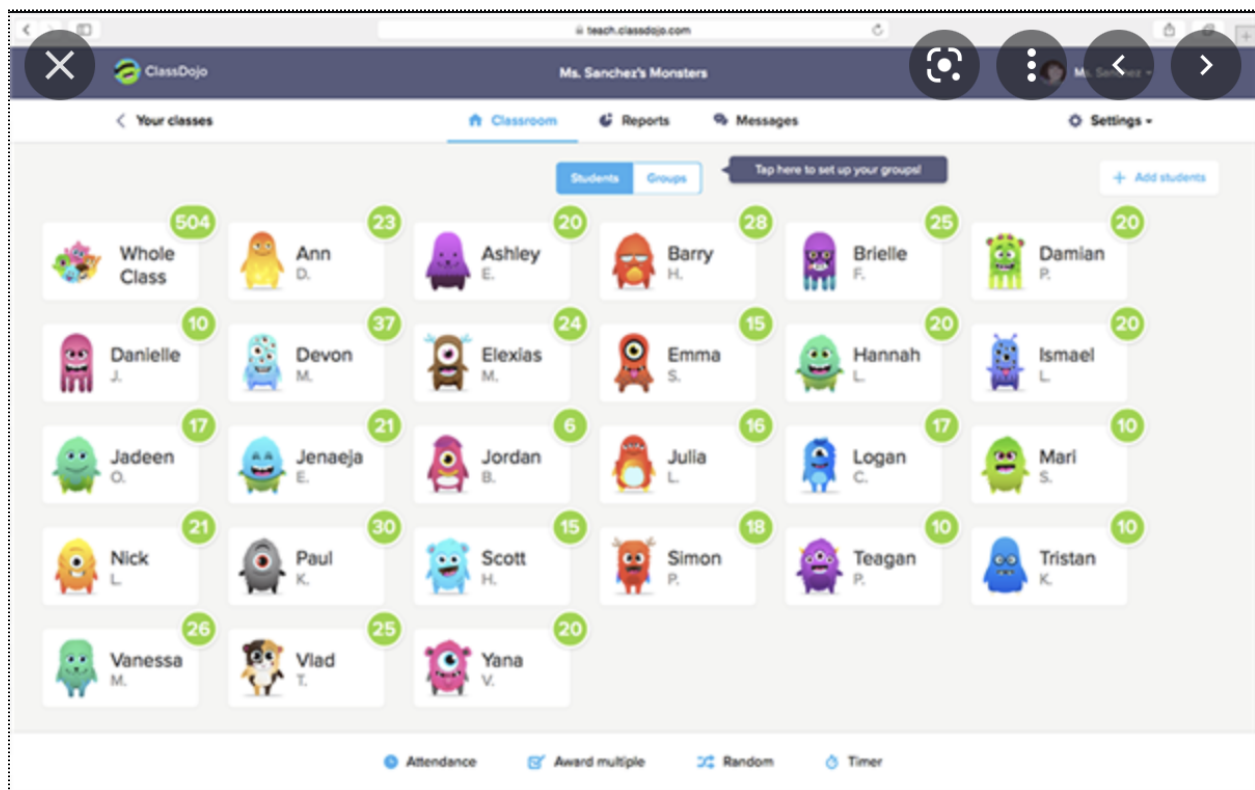
Peace - orange

Fairness - yellow

Respect - green

Equality - blue

Compassion - purple.



Appendix 6: Individual Positive Handling Plan (IPHP)

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):
--

Issues/Concerns:

Likes/Interests/ Motivators:

Triggers (describe situations/behaviours which are known to have led to positive handling being required):
--

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
--	--	--

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
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:								

Appendix 7: Graduated Response

Graduated Response

Behaviour	Consequence/Sanction
Example Behaviours Not following instructions, snatching, arguing, raised voice, poor choice, etc.	Step 1 <ul style="list-style-type: none"> Give instruction calmly to start/stop behaviour. Give 5 secs to respond and give instruction again. Again give 5 secs to respond, if child responds then praise, if not give logical consequence (below). Placed onto amber on whole class system. Removal of toy/cease to the activity (logical consequence). If a member of staff can see that the child is beginning to escalate, redirect them to another task.
Example Behaviours Refusal, defiance, low level aggression, mild name-calling/unkind words	Step 2 <ul style="list-style-type: none"> Time out/Quiet time – identify appropriate place for this in school. Needs to be appropriately timed (2 mins), use visual timer, e.g. egg timer. If quiet in quiet time/time out for allocated time, tell child to return to class (giving child opportunity to make the right choice) and praise for being quiet for allocated time.
Example Behaviours Continued behaviours where time out has been used several times and proved ineffective. If a child displays a higher level of aggression the child will be moved to red immediately	Step 3 <ul style="list-style-type: none"> Taken to identified member of Senior Leadership Team in school for a set period (no more than 1 hour). This gives the child the opportunity to then go back and make the right choice.
Example Behaviours Biting, hitting teachers, prolonged periods of aggression, swearing, verbal abuse.	Step 5 <ul style="list-style-type: none"> Isolation/internal exclusion
Example Behaviours Several days of being sent to isolation/internal exclusions. If the child engages in severe aggressive behaviour that results in physical injuries, damages property, or uses extreme verbal aggression.	Step 6 <ul style="list-style-type: none"> Formal exclusion.

Levels of Behaviour

Level of Behaviour	Strategies/Graduated Response
Level 0 (Doing as expected, on task, etc)	<ul style="list-style-type: none"> Praise. Thumbs up, etc. Proximity praise. Class system reward. Individual system reward (as soon as target reached). Give responsibility for a task.
Level 1 (making noises, tapping equipment, etc)	<ul style="list-style-type: none"> Continue with Level 0 strategies. Planned Ignoring Read body language. Intervene early. Communicate with child. Talk low, slow and quietly. Give clear, calm instruction of behaviour you want to see. Use appropriate humour. Divert and distract – introduce another activity/topic. Use of Feelings cards. Warning. Logical Consequence (ensure this is followed through. After, give child another opportunity to get the instruction right). Use of Class consequence system. Use of individual consequence system (Behaviour Chart)
Level 2 (Refusal, tantrums, defiance. Low level aggression, mild name-calling/unkind words)	<ul style="list-style-type: none"> Continue with Levels of Behaviour State desired behaviour clearly. Set clear enforceable limits. Offer alternatives and options. Offer clear choices. Give a get out with dignity. Use of quiet time/time out within classroom or just outside.
Level 3 (Continued behaviours where time out has been used several times and proved ineffective)	<ul style="list-style-type: none"> Continue with Level 0, 1 & 2 strategies. Taken to Senior Leadership Team (this needs to not be a positive/nice experience with a real consequence) for specific time. Then taken back to class to have the opportunity to get it right.
Level 4 (Biting, hitting teachers, prolonged periods of aggression, swearing, verbal abuse)	<ul style="list-style-type: none"> Continue with Level 0, 1, 2 & 3 strategies. Internal exclusion given for a specific time (then needs to be given the opportunity to go back and get things right).

Appendix 8:

A summary of the governing board's duties to review the headteacher's exclusion decision

Conditions of exclusion

Governing board duties

Does the exclusion meet any of the following conditions?

- It is a permanent exclusion
- It is a suspension that alone, or in conjunction with previous suspensions, will take the pupil's total number of days out of school above 15 for a term
- Will the suspension or permanent exclusion result in the pupil missing a

Yes

No

The governing board must convene a meeting to consider reinstatement **within 15 school days** of receiving notice of the suspension or permanent exclusion.³⁸

*If the pupil will miss a public exam or national curriculum test, the governing board must take reasonable steps to meet **before** the date of the examination. If this is not practical, the chair of governors may consider pupil's reinstatement alone.³⁹

Will the suspension(s) take the pupil's total number of school days out of school above five but less than 16 for the term?

No

The governing board must consider any representations made by parents and has the power to consider the reinstatement of the pupil.

Yes

Have the pupil's parents requested a governing board meeting?

Yes

No

The governing board must convene a meeting to consider reinstatement within 50 school days of receiving notice of the suspension.

The governing board is not required to consider the suspension but does have the power to consider the reinstatement of the pupil.