



# BEHAVIOUR POLICY

**This policy should be read in conjunction with the following:**

Anti-bullying Policy  
Suspension and Permanent Exclusion Policy  
Online Safety and Acceptable Use Policy  
SEND Policy  
Safeguarding Policy

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## PART ONE – OUR VISION

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Joydens Wood Infant School is committed to working closely with the whole school community to build positive and strong relationships which promote high standards of behaviour. The children work collaboratively to create a positive school culture whereby their achievements, in line with our school values, are regularly celebrated. The adults aim to take a non-judgemental, curious and holistic approach towards behaviour; focussing on the feelings and emotions that might drive certain behaviour. The school policy is understood and supported by everyone to maintain the school's vision of *creating a happy and safe place to learn and grow.*

### Values

Our Values underpin our school's everyday practice from teaching and learning to every child's personal, social and emotional development.

- **Ready:** being on time to school, having excellent attendance and showing outstanding behaviour for learning
- **Respectful:** respecting others for who they are regardless of our differences, being kind and helpful towards others and listening to each other and adults
- **Responsible:** being good role models, taking ownership of our learning, looking after our school and demonstrating kindness by helping others to do the same
- **Resilient:** taking on challenges by putting in lots of effort, striving to improve and recognising our own and others' achievements, no matter how big or small

### Respect

An ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave is embedded into our school's everyday life. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school.

Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

### Record Keeping

Every child's behaviour is logged if:

- They have caused persistent disruption
- A behaviour incident has occurred
- There has been a change in their behaviour
- Their behaviour has caused concern

A child's behaviour log is an important record of children's behaviour and provides essential evidence if parents or outside agencies become involved. Each incident is clearly recorded on the school's electronic system, CPOMs.

### Policy Aims and Objectives

For all staff to have an understanding that:

- Behaviour is a form of communication of a particular emotional need and it is our job to be able to respond accordingly to this
- Maintain clear boundaries and expectations around behaviour

*"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress"*



## **SMSC and British Values**

We recognise that providing our children with rich Spiritual, Moral, Social and Cultural development is essential to preparing them to be well rounded and respectful British Citizens. We ensure that Democracy, The Rule of Law, Individual liberty and Mutual Respect is intertwined into our school's ethos; including the Behaviour Policy and behavioural expectations of our children, staff and school community.

## **PSHE**

As part of our PSHE education, all classes participate in MyHappyMind sessions as well as extra circle time activities taking place when the need arises that directly address the following issues (at an age-appropriate level):

- Radicalisation
- Mental Health and Well Being
- Being Safe
- Behaviour
- Bullying
- Teamwork
- Aggression
- Ethnicity
- Racism

## **Addressing Radicalisation**

Children's own views and stereotypical views are challenged – they are educated to think and behave in ways which are conducive to a harmonious school community and society. Our school assemblies, SMSC provision and PSHE address issues and enable a healthy view of others; opportunities are provided to enable children to explore coercive and intimidating behaviour and how to deal with these (at an age-appropriate level).

## **RSE**

Children are taught Relationships Education throughout their time at our school. It is interwoven into our PSHE curriculum and enables them to understand how to develop positive relationships with their peers and those around them. It enables them to understand the difference between right and wrong and supports them in understanding when relationships aren't ok and how to report these. Our team are aware of the challenges of

## **Child-on-Child Abuse**

It is important to recognise that abuse isn't always perpetrated by adults; children can abuse other children and it can happen both inside and outside of educational settings and online. This is referred to as 'child-on-child abuse' (formally known as peer on peer abuse) and can include:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse
- sexual violence, such as rape, assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as 'sexting' or 'youth produced sexual imagery')
- 'Upskirting' which involves taking a picture under someone's clothing without them knowing; this is usually with the intention of viewing their genitals or buttocks for sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence and anyone of any gender, can be a victim
- initiation/hazing type violence and rituals.



These different aspects are referred to in our PSHE/RSE Curriculum (at an age-appropriate level) to ensure our children are effectively taught when and how to raise concerns.

All staff are trained to recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports in line with our child protection policy. Our staff understand the importance of challenging inappropriate behaviours between children that are actually abusive in nature.

## **Bullying**

Bullying is a type of behaviour, repeated over time, that intentionally hurts another individual or group. If left unaddressed, bullying at school can have a serious impact on a young person's mental health, self-esteem and ability to thrive in education.

Bullying can/may:

- Be physical abuse, such as: hitting, kicking, shaking, biting
- Be emotional abuse, such as: name calling, spreading rumours or social inclusion
- Involve intimidation or threats of violence
- Involve racial, sexual or homophobic abuse
- Be perpetrated by an individual or a group
- Take place online or via technology (aka cyberbullying)
- Be motivated by real or perceived differences
- Involve an imbalance of power
- Disproportionately impact children with SEN and disabilities

The Education (Independent School Standards) Regulations 2014 and Section 89 of the Education and Inspections Act 2006 both require schools and education settings to prevent bullying amongst pupils through the implementation of an effective anti-bullying policy.

Where bullying outside school is reported to school staff, it should be investigated and acted on "to such an extent as is reasonable", in accordance with the school's anti-bullying policy; this includes cases of cyberbullying.

## **Dealing with bullying**

School staff, headteachers and governors are best placed to decide how best to respond to the particular issues that affect their pupils. There is no single solution to bullying which will suit all schools. Each case will be dealt in conjunction with the Anti-Bullying Policy and Behaviour Policy

The following disciplinary steps can be taken:

- official warnings to cease offending – recorded on the school's system
- miss playtimes/lunchtimes – recorded on the school's system
- Exclusion: lunchtime exclusion (sent home for lunch), fixed-term exclusion or permanent exclusion – recorded on the school's system and reported to the local authority

## **Intervention - Discipline and tackling underlying issues of bullying**

- Our school applies disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account the age of the pupil, any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety **of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.**



## **PART TWO – ROLES AND RESPONSIBILITIES**

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To ensure our behaviour policy is successful, we outline the expectations below:

### **Staff**

- to follow and adhere to the policy at all times; maintaining clear boundaries and expectations
- to ensure a consistent use of language is used by all adults (Appendix 1)
- understand that children may require different methods of support regarding their behaviour and be aware and willing to implement additional intervention where appropriate
- demonstrate our school values as part of everyday practice and remind children of their responsibility to do the same
- treat each child as an individual and with respect and encourage each child to treat others with respect
- work closely with parents and listen to them and discuss their child's needs with them
- work closely as a team and communicate about children's individual needs
- work with colleagues from other agencies in the best interests of each child
- pay particular attention to the transition period for children – as they prepare to move to a new year group
- Acknowledge children's difficult feelings when a behaviour incident has occurred e.g. anger and hurt
- acknowledge the needs of a quiet withdrawn child as well as an outgoing child
- engage in a 'restorative justice' approach; having a conversation with children to talk about poor behaviour they may have demonstrated and how they can improve on this in the future using the feelings reflection form (Appendix 2)

### **Pupils**

- to be responsible and begin to self-regulate their behaviour
- to ensure that our school values are part of everyday life
- to recognise the value of cooperation and friendship
- to understand and be involved in the development of appropriate rules
- to be aware they are in charge of their own behaviour and the choices that they make

### **Parents/Carers**

- to understand and support the Behaviour Policy
- to work together with the school to support the needs of their child
- to seek appropriate advice and support regarding children with additional needs
- to have a consistent approach between home and school, particular if their child is presenting challenging behaviours
- to support the children's learning to help them achieve their full potential

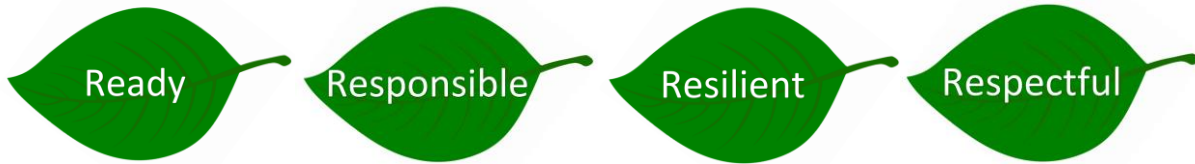
### **Section 89 of the Education and Inspections Act 2006**

The school must:

- Have measures to encourage good behaviour and prevent all forms of bullying amongst pupils,
- All measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents
- Ensure bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying policy

## PART THREE – PRAISE AND POSITIVE REINFORCEMENT – WHOLE CLASS INITIATIVE

- At the start of the new academic year Class Teachers will discuss with the children the class rules linked to our school values – discuss what these mean in an appropriate way for each year group
- Values leaves, shown below (Appendix 5) will be displayed in each classroom with a corresponding pouch attached for children to collect tokens



- At the beginning of each term the class will decide on 3x rewards they can earn as a class e.g. extra Golden Time, a movie afternoon, extra playtime etc.
- These rewards are written up 3 times and placed, covered up, on the class reward board
- 1x token is rewarded to a child when he/she demonstrates one of the school values. This can be rewarded by any member of staff
- The child will take a token from the class jar and place it into the corresponding pouch under the values leaf
- When a pouch is full, the teacher nominates a child to uncover one of the rewards on their class reward board
- When the class find '3 of a kind', the class wins that reward
- Class Teachers then find a suitable time within that week to carry out the reward
- The counters are emptied and the children begin again to work towards filling up a pouch
- The quicker the pouches are filled, the sooner they will receive a reward and the more rewards they can receive overall
- Tokens can also be rewarded via Class Dojo using the Ready, Responsible, Respectful or Resilient buttons. These can then be physically added to the pouches via the counters at a time decided by the Class Teacher



- Classes will also have a gold star above their leaves (Appendix 5). Children will be able to have their name pegged to the gold star if they demonstrate any particularly outstanding behaviour or attitude towards their learning. If a child's name reaches the gold star then they are nominated and have the chance to win the Headteacher's Award that week







## Steps to Dealing with Behaviour Incidents

Step 1	Strategies and adjustments	Dealt with by
<b>Examples of types of behaviour</b> <ul style="list-style-type: none"> <li>● Calling out/interrupting</li> <li>● Unkind words/hands (mild)</li> <li>● Inappropriate language (mild)</li> <li>● Refusing/not following instructions (mild)</li> <li>● Poor choices that may affect focus</li> <li>● Behaviours are typically shown as 'one offs'</li> </ul>	<ul style="list-style-type: none"> <li>● Remind children of the school values and working towards the whole class reward</li> <li>● Visual and/or verbal cue to the child that you want them to make a good choice; remind what this could look like</li> <li>● Warning if the behaviour continues that they will need to have 'thinking time' during their next play – delivered privately to make them aware of the consequences if they persist</li> <li>● Ensure time is given for children to adjust their behaviour &amp; reward with positive praise &amp; 1x counter to reinforce and acknowledge the positive change in their behaviour</li> </ul>	Adults in Class (Class Teacher or Support Staff)
<b>Step 2</b> <b>Examples of types of behaviour</b> <ul style="list-style-type: none"> <li>● Persistent step 1 behaviours which do not seem to be improving, despite strategies being implemented</li> <li>● Disrespect/defiance</li> <li>● Persistent disruption of learning</li> <li>● Hurting or causing injury</li> <li>● Fighting</li> <li>● Aggressive behaviour – physical or verbal</li> <li>● Damage/inappropriate use of equipment</li> <li>● Theft</li> </ul>	<ul style="list-style-type: none"> <li>● Child to have 'thinking time' where they complete a reflection form (Appendix 2a) at the start of their next play time with an adult</li> <li>● Agree on a resolution &amp; return for the rest of play</li> <li>● If a child is not ready to access the reflection form initially, they may need to choose a calming activity e.g. go to a calm down corner (Reading Nook) with resources (Appendix 4), sensory path in main corridor, choose an activity from Appendix 2b. After 5 minutes (use visual timer) revisit reflection form</li> <li>● Change of voice – seek support from another staff member to speak to the child(ren) &amp; complete reflection form – this does not need to be SLT</li> <li>● Parents <b>must</b> be informed by the Class Teacher at the door or via a phone call on the same day of an incident</li> <li>● Record behaviour incident on CPOMs &amp; Consider raising child at whole school provision map meeting and/or SEN Clinic.</li> <li>● <b>If 5 behaviour incidents have been recorded on CPOMs in a term, Class Teacher to arrange a meeting with parents/carers to discuss.</b></li> </ul>	Adults in Class (Class Teacher or Support Staff)
<b>Step 3</b> <b>Examples of types of behaviour</b> <ul style="list-style-type: none"> <li>● Persistent step 2 behaviours</li> <li>● Bullying</li> <li>● Any form of discriminatory language or negative attitude towards others based on race, ethnicity, gender, religion etc.</li> <li>● Any form of peer-on-peer abuse/violence</li> <li>● Endangering themselves or others, including adults</li> </ul>	<ul style="list-style-type: none"> <li>● Inform Headteacher/SLT</li> <li>● Calm down time and Reflection Form completed with SLT</li> <li>● A Behaviour Support Plan (Appendix 3) may be deemed necessary</li> <li>● Meeting with parents/carers to be arranged with SLT and Class Teacher</li> <li>● Record incident on CPOMs</li> <li>● Nurture strategies to be implemented by FEL if appropriate, class teacher to liaise with FEL.</li> </ul>	HT/SLT in conjunction with the Class Teacher
<b>Step 4</b> <b>Examples of types of behaviour</b> <ul style="list-style-type: none"> <li>● Persistent Step 3 behaviours presented with little to no impact after step 1 and 2 strategies and adjustments have been made</li> </ul>	<ul style="list-style-type: none"> <li>● Inform Headteacher</li> <li>● Implement/amend Behaviour Support Plan</li> <li>● Referral to other agencies may be deemed necessary</li> <li>● Reduced timetable/fixed term exclusion may be deemed necessary</li> <li>● Record incident on CPOMs</li> </ul>	HT/SLT
<b>Step 5</b> <b>Examples of types of behaviour</b> <ul style="list-style-type: none"> <li>● All Step 4 strategies exhausted</li> </ul>	<ul style="list-style-type: none"> <li>● Permanent exclusion or suspension in line with Government Guidance may be considered</li> </ul>	HT



## Challenging Behaviour and De-escalation

Planning	Trigger	Accelerated Behaviour	Calming Down/ De-escalation	Reintegration
<p><i>It is important that children are able to follow the classroom expectations and engage in lessons appropriately. In order to do this staff will ensure that the following strategies are used in the classroom.</i></p> <ul style="list-style-type: none"> <li>Plan the classroom environment to allow supervision, reduce distractions and provide a quiet space for pupils to calm down and regain their focus</li> <li>Establish clear expectations and acknowledge those children who comply</li> <li>Establish classroom routines to decrease disruptions. Ensure approaches are consistent.</li> </ul>	<p><i>It is important that staff know the children and are able to identify situations that are likely to trigger a change in a child's behaviour (the trigger).</i></p> <ul style="list-style-type: none"> <li>Remain calm, show empathy. Communicate concern for the child's well-being</li> <li>Support the child in becoming engaged in the lesson</li> <li>Provide a quiet time out area and allow extra time for the child to complete activities.</li> <li>The child may need distracting so provide opportunities for a learning break</li> </ul>	<p><i>If the child then continues to accelerate their behaviour:</i></p> <ul style="list-style-type: none"> <li>Remember not to shout, or take the behaviour personally.</li> <li>Avoid invading the child's personal space and if possible, avoid physical intervention</li> <li>Avoid reacting to the child's behaviour. If needed disengage from the child and regain composure before returning</li> <li>Use calm but serious tone when talking to the child - If the child's behaviour deteriorates and may pose a safety threat to other children or adults- Notify a member of the SLT immediately</li> <li>If needed evacuate the classroom</li> </ul>	<p><i>Once the pupil has begun to calm down and the behaviours have decreased, de-escalation should begin.</i></p> <p><i>This may include but not explicitly relate to the following. Where possible an individualised approach should always be a priority:</i></p> <ul style="list-style-type: none"> <li>Discuss with the pupil if they feel they are ready to return to their learning</li> <li>Allow the pupil time to calm down away from the classroom</li> <li>The child will be provided with work by the class teacher which should be completed with a reasonable amount of effort</li> <li>Once the child is calm a senior leader will talk to them about their behaviours</li> <li>Sanctions will be applied where necessary</li> </ul>	<p><i>Once the child is calm they will return to class</i></p> <ul style="list-style-type: none"> <li>The pupil should be helped to return to normal activities and be given the opportunity to start afresh</li> <li>Acknowledge appropriate behaviours</li> <li>Encourage and support the child in changing problem behaviours</li> </ul>
<b>RECORDING</b>	The member of staff dealing with the problem <b>must</b> complete a CPOMS log of the incident with immediate effect.			

## Thresholds

SLT will meet regularly to analyse behaviour and inform staff when children have met the following threshold:

	Action
<b>5 Behaviour incidents logged on CPOMS over one half term</b>	Parent & Class Teacher to meet to discuss behaviour (parent and teacher to determine if the child can attend that meeting too – this allows children to have ownership over their behaviour and the choices they make). An overview of actions agreed must be recorded on CPOMS.
<b>Ongoing Unwanted Behaviour</b>	SLT will review every child's behaviour in an individualised/personalised way and determine the best course of action. This could include a Behaviour Support Plan being implemented through discussion with parents.



## **PART 4 - Physical Intervention and Use of Reasonable Force**

On occasion, staff may find themselves in unforeseen or emergency situations when they have no option but to use reasonable force to manage a situation. The following guidance is outlined by the DfE in their Use of Reasonable Force Advice (2013)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### **What is reasonable force?**

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm 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.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- 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. 2 Section 93, Education and Inspections Act 2006 5
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### **Schools can use reasonable force to:**

- remove disruptive children 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; and
- restrain a pupil at risk of harming themselves through physical outbursts.

### **Schools cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.

### **It is recommended that:**

- before using force - staff attempt to use diversion or diffusion to manage the situation
- when using force - staff must use techniques and methods with which they are familiar, confident and are permitted by the school
- in exceptional circumstances (where permitted techniques are ineffective or staff are unfamiliar with the action they should take) staff manage the situation as best they can to comply with Section 550A of the Education Act 1996.
- Staff should always report and record use of physical force that occurs in unforeseen or emergency situations on CPOMS.



## **Communicating the school's approach to the use of force**

- There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used.
- As a school it is our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- Schools do not require parental consent to use force on a student.
- Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

## **Staff training**

- Schools need to take their own decisions about staff training. The headteacher may consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

## **Telling parents when force has been used on their child**

- It is up to schools to decide whether it is appropriate to report the use of force to parents however it is deemed good practice to speak to parents about serious incidents involving the use of force, these will always be recorded on CPOMS.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
  - pupil's behaviour and level of risk presented at the time of the incident;
  - degree of force used;
  - effect on the pupil or member of staff; and
  - the child's age.

## **What happens if a pupil complains when force is used on them?**

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force 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.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance (see the 'Further sources of information' section below) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

## **Parental Engagement**

In the event a child has needed physical intervention the Class Teacher, alongside a member of SLT, will meet with the child's parent and discuss a Behaviour Support Plan. This is to ensure that parents are aware of what steps the staff will go through to ensure that all other options are exhausted (where possible) before physical intervention occurred. All behaviour management plans will be discussed with parents and be accompanied by a regularly reviewed risk assessment.



## Vulnerable Pupils

Every child is very different and some children require additional support, different strategies to help them keep the school rules/follow them. Our school ensures that all children are treated equally and fairly but recognises that some children will have additional barriers preventing them from being able to follow the school's behaviour steps without supporting strategies/adult intervention.

The school will support our vulnerable pupils by following the guidance provided by external agencies e.g. Specialist Teaching and Learning Service to ensure that the learning environment, strategies used by the teachers and other adults are effective in enabling a vulnerable child to learn the difference between positive and negative behaviour. Children with Special Educational Needs may be at high risk of not being able to adhere to the school's behaviour policy independently therefore it is essential that the school work in partnership with the parents and the child to build a bespoke approach to enable them to begin to regulate their behaviour independently.

Where Behaviour Support Plans are implemented they will follow the same PDAR (Plan, Do, Assess, Review) structure as a Personalised Plan.

Risk Assessments will be considered for vulnerable children.

### Exclusion

Who can decide to exclude a pupil?

Only a Headteacher can exclude a pupil. If the Headteacher is absent the power rests with the most senior leader who should make it clear that they are acting in the Headteacher's absence.

When is exclusion appropriate?

Advice should be sought from Kent Inclusion and Attendance Adviser if a long-term or permanent exclusion is likely so that all alternatives to exclusion and further support can be explored. A decision to exclude a pupil permanently should only be taken:

***In response to a serious breach or serious breaches of the school's behaviour policy; and if allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school.***

Children who fail to respond to any of the remedial actions implemented by the school face exclusion for anything up to five days. If this refusal is persistent, this could result in permanent exclusion.

<https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/exclusion-and-reintegration/guidance-on-exclusion>

### Sanctions

When the guided strategies have not made an impact then Sanctions may be required. Sanctions are clear to the children to ensure they know what is acceptable and unacceptable behaviour. It is important that all staff follow the behaviour and anti-bullying policy, to ensure that it is consistently and effectively used. This allows the children to feel that they have been treated fairly and enables them to feel safe within our school community.

When sanctions are necessary, it is important to be fair and consistent. It is important to protect the relationship with the child and to protect the child's self-esteem.

If a child persists with their inappropriate behaviour or if a child has been aggressive or violent towards another child or adult, a member of SLT or the Headteacher will be informed and they will become involved in dealing with the situation. At this point a bespoke program is established involving the school and the parents in order to do the best for the child (Behaviour Support Plan).

It is important at each stage that the sanctions are explained to the child and that they are aware what will happen next if they do not adjust their behaviour. In all cases of serious unruly behaviour parents will be informed.

- Any child that persists in aggressive or other unacceptable behaviour faces possible exclusion from school in accordance with Kent guidelines.
- In determining whether a punishment is reasonable, section 91 of The Education and Inspections act 2006 says 'the penalty must be reasonable in all the circumstances and that account must be taken of the pupils age, any special educational needs or disability they may have, and any religious requirements affecting them.'
- Where the above interventions have not worked, schools will involve Specialist Outside Agencies.

Permanent exclusion will be considered in accordance with LA guidelines for the following offences:

### Standard List of Reasons for Exclusions – Revised September 2020.

Reason for Exclusion	Possible Examples
Physical assault against a pupil	fighting, obstruction and jostling, violent behaviour, wounding
Physical assault against an adult	obstruction and jostling, violent behaviour, wounding
Verbal abuse/threatening behaviour against a pupil	aggressive behaviour, swearing, threatened violence, verbal intimidation
Verbal abuse/threatening behaviour against an adult	aggressive behaviour, swearing, threatened violence, verbal intimidation
Use or threat of use of an offensive weapon or prohibited item	carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns, carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, use of an offensive weapon
Bullying	verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, bi-phobic and transphobic bullying, bullying related to disability
Racist abuse	derogatory racist statements, racist bullying, racist graffiti, racist taunting and harassment, swearing that can be attributed to racist characteristics
Abuse against sexual orientation and gender identity (for example, LGBT+)	derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender), homophobic, bi-phobic and transphobic bullying, LGBT+ graffiti, LGBT+ taunting and harassment, swearing that can be attributed to LGBT+ characteristics
Abuse relating to disability	derogatory statements or swearing about a disability, bullying related to disability, disability related graffiti, disability related taunting and harassment
Sexual misconduct	lewd behaviour, sexual abuse, sexual assault, sexual bullying, sexual graffiti, sexual harassment
Drug and alcohol related	alcohol abuse, drug dealing, inappropriate use of prescribed drugs, possession of illegal drugs, smoking, substance abuse
Damage to property	damage includes damage to school or personal property belonging to any member of the school community, arson, graffiti, vandalism
Theft	selling and dealing in stolen property, stealing from local shops on a school outing, stealing personal property (from an adult or pupil), stealing school property
Persistent or general disruptive behaviour	challenging behaviour, disobedience, persistent violation of school rules, raising of fire alarms falsely
Inappropriate use of social media or online technology	sharing of inappropriate images (of adult or pupil), cyber bullying or threatening behaviour online, organising or facilitating criminal behaviour using social media
Wilful and repeated transgression of protective measures in place to protect public health	Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.

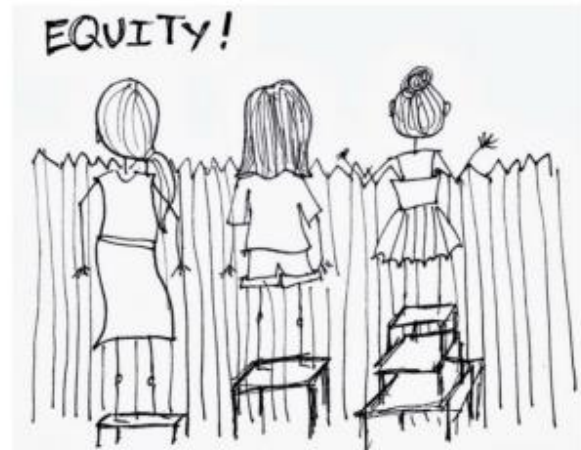
**General guidance on behaviour in schools and the exclusion process remains the same.**



## Appendix 1

# Using consistent language to support behaviour

1. What happened?
2. How did that make you feel?
3. How did it make the other person feel?
4. What can we do to put things right?
5. How can we do things differently next time?



Responses should be saved to CPOMS using STAR format.

### **Step 1 Redirection**

A visual cue to the child that you want them to make a good choice this could include

- a 'look'
- a visual point to what you expect.

### **Step 2 Reminder**

A reminder of the expectations Ready, Respectful, and Responsible delivered privately wherever possible. The adult makes the child aware of their behaviour. The learner has a choice to do the right thing. (Give take up time)

Praise them when they positively change their behaviour, acknowledging the positive change.

### **Step 3 - Warning: if the behaviour persists**

A clear verbal caution is delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The child has the choice to do the right thing. Children will be reminded of their good previous conduct to prove that they can make good choices

**Praise them when they positively change their behaviour, acknowledging the positive change.**

Ready  
Respectful  
Responsible  
Resilient

# Feelings Reflection

**What happened?**

**How do you feel?**



**What can you do next time?** (see appendix 1b for ideas)

**How do you feel now?**



**Are you ready to return to class?**





























**If no, consider the following:**

- Calm down time in the book nook with calming resources
- Choose one of the activities from appendix 2b
- Sensory Path

**Use a timer and revisit ‘How do you feel now?’ after 5 minutes**

## When I feel upset, sad, or unfocused at school I can:

- BREATHE. As I zoom my attention to my breathing, I will take extra long out-breaths. 
- Squeeze a stress ball or use another teacher-approved fidget. 
- Doodle, draw, or color. 
- Invent a secret hand signal with my teacher that communicates I need help. 
- Write down my thoughts or questions if my teacher can't address them right away. 
- Imagine a peaceful and calming place. 
- Ask permission to take a short walk down the hallway or up & down the stairs. And then return. 
- Stretch. 
- Think of or write a list of 3 positive things in your life. 
- Read in a quiet spot. 
- Visualize a person who supports me and cheers me on. 
- Use a break card to let my teacher know I need a break and then use a timer to remind me when to return. 
- Ask my teacher to break down the assignment into smaller chunks so it's not so overwhelming. 
- Drink water. 
- Push against the wall as hard as I can and then relax my body. 
- Listen to calming music with headphones. 
- Move away from the distraction or person who is bothering me. 
- Ask to deliver books to the library or another class. 
- Volunteer to help clean or organize the classroom. 
- Remind myself it's ok to make a mistake. 
- Take a 3-5 minute break in the designated classroom peace corner. 
- Ask my teacher for help if I feel upset or overwhelmed. 
- Write a letter. 
- Zoom in on my senses: noticing 5 things I see, 4 things I feel, 3 things I hear, 2 things I smell & 1 thing I taste. 
- Tell myself a positive affirmation or mantra. 
- Slowly trace my hand with my finger, breathing in, as I trace my fingers going up...breathing out, as I trace my fingers going down. 



**Appendix 3**

# Behaviour Support Plan

PUPIL NAME: CLASS: YEAR GROUP:	
Date of birth: Date plan starts: Date of next review:	<b>Medical conditions/needs:</b>  <b>Staff working with the pupil:</b>
Challenging behaviour What does it look like? What triggers it?	<b>Targets</b> What are we working towards? How do we get there?
Strategies for positive behaviour How do we maintain positive behaviour? <ul style="list-style-type: none"> <li>Phrases to use</li> <li>Rewards, motivators</li> </ul>	<b>Early warning signs</b> How do we prevent an incident? <ul style="list-style-type: none"> <li>What to look out for</li> <li>How to respond (reminders, alternative environment)</li> </ul>
<b>Reactive strategies</b> How do we diffuse the situation? <ul style="list-style-type: none"> <li>What to do and what not to do</li> <li>Phrases to use</li> <li>Calming techniques</li> </ul> At what stage should another member of staff be informed? Who should this be?	<b>Support after an incident</b> How do we help the pupil reflect and learn from the incident?  Is there anything that staff can learn about working with this pupil?
Agreement: Parent name  Parent signature Date	<b>Staff name</b>  <b>Staff signature</b> <b>Date</b>

*\*Scan & Upload to CPOMs once signed*



## Appendix 4

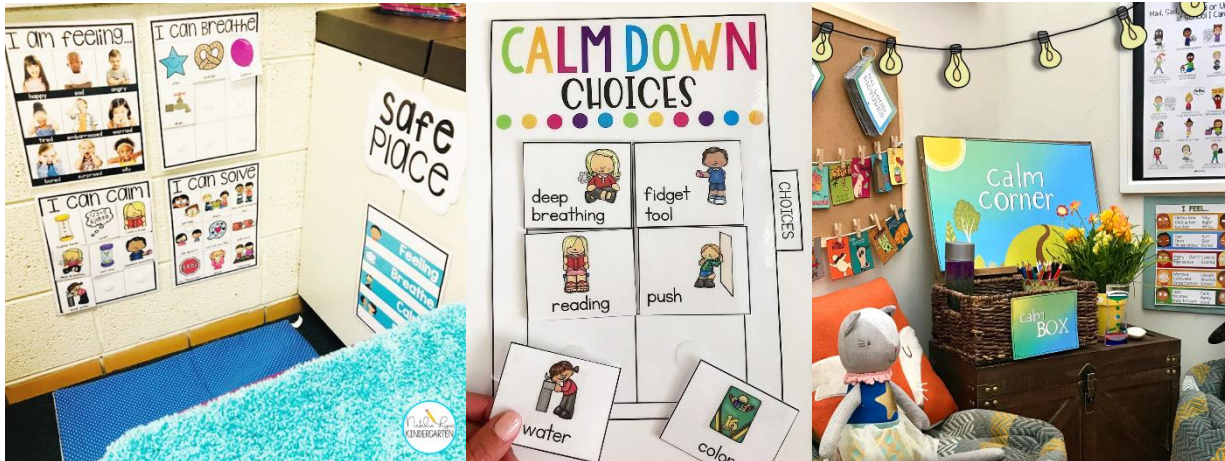
### Calm Down Corner

A calm down corner is a designated space in each classroom (Book Nook) where children can go to take a break and regulate their emotions so that they are ready to reflect on their behaviour and return positively to their learning.

Our calm down corner has a container filled with items to help the children. With these calm down tools and resources, children can identify how they are feeling, read a social story, select a calm down choice, select a breathing exercise, or read a checklist to ensure they are ready to go!

These tools and resources can include:

- Emotional check in poster/5-point scale
- Social story
- Breathing exercise cards
- Sensory/fiddle toys



## CALM DOWN CORNER TOOLS





Appendix 5

**Display Leaves and Gold Star**

(double click each image for printable PDF)

