

# Behaviour Management Policy

## Hill View Primary



**Policy Approved by Governors**

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# Reach for the stars.

## HILL VIEW PRIMARY SCHOOL

The governing body's key roles are: -

- To provide a strategic view
- To support and challenge

## BEHAVIOUR MANAGEMENT POLICY

### Principle

We recognise the importance of providing a safe, happy, secure environment through establishing a whole School approach to behaviour management, encouraging positive attitudes to achievement, increasing self-esteem, self-discipline and a sense of responsibility in thought, word and deed.

The development of positive social, emotional and learning behaviours is at the heart of our Behaviour Policy.

By raising the child's social conscience, we aim to create the conditions of an orderly community in which effective learning can take place and where there is a genuine desire to conform to the norm of social behaviour, both in and outside School. The School's values 'ASCENT' (Aspire, Success, Community, Excellence, Nurture, Trust) are central to our School in which 'Reach for the stars' is the principal decree.

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

Behaviour is a form of communication.

The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly.

Taking a non-judgmental, curious and empathic attitude towards behaviour.

We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. CYP with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

### **ASPIRE, SUCCESS, COMMUNITY, EXCELLENCE, NURTURE, TRUST**

By committing themselves to operating the system conscientiously, all staff act responsibly and model the behaviour they expect pupils to develop. Good discipline depends upon partnership with parents, carers, and the School.

***All adults who come into contact with the children have a collective responsibility for behaviour management within the School.***

NICE (National Institute for Health and Care Excellence) 2008 guidance recommends that primary education providers:

- create an ethos and conditions that support positive behaviours for learning and for successful relationships.
- provide an emotionally secure and safe environment that prevents any form of bullying or violence.

## **Aims**

- To have a consistent approach to behaviour throughout the School with parental cooperation and involvement.
- To promote good behaviour, self-discipline and respect.
- To prepare children for opportunities, responsibilities and experiences of later childhood and adult life, through the encouragement of self-control, problem solving and decision-making.
- To value everyone equally, enabling them to become independent and confident members of the community.
- To teach children to self-regulate and use strategies such as the 5 point scale (see page10) and emotion coaching to enable the children to recognize their own emotions and choices.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To raise awareness about appropriate behaviour.
- To allow children to learn by making choices. Children will be given the opportunity to reflect upon their behaviour and coached to make appropriate choices in the future.
- To raise children's self-esteem.
- To set clear boundaries of acceptable behaviour and to ensure safety.
- To help pupils, staff and parents / carers have a sense of direction and feeling of common purpose.
- To achieve an excellent standard of behaviour supported by pupils, parents / carers and staff.

## **Legislation and Statutory Requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Mental Health and Behaviours in Schools 2018
- Equality Act 2010
- Education Inspection Framework, Ofsted 2019
- Promoting Children and Young People's Emotional Health and Wellbeing: A Whole School and College Approach 2015
- Searching, Screening and Confiscation at School 2018
- Use of Reasonable Force in School 2019
- Behaviour and Discipline in Schools: Advice for Head Teachers and School Staff 2016

Key Points in the 'Education Inspection Framework' (Ofsted 2019) regarding behaviour and attitudes state;

- The provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct.
- Learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Learners have high attendance and are punctual.
- Relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.

'Teachers Powers within Behaviour and Discipline in Schools Advice for Head Teachers and School Staff' (January 2016) states:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the School rules or who fail to follow a reasonable instruction.
- The power also applies to all paid staff (unless the Head Teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in School or elsewhere under the charge of a teacher, including on School visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of School.
- Teachers have a power to impose detention outside School hours.
- Teachers can confiscate pupils' property.

It is important to highlight the Equality Act 2010 (the Act). The Act places a duty on Schools to take into account the circumstances and the needs of each student when managing behaviour issues. Thus, for a student with a known disability, treatment must be proportionate, in the light of the student's disabilities. The same treatment cannot simply be given to everyone in the same situation.

### **Planning for Excellent Behaviour**

- We make clear our expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set thorough example standards of behaviour.
- We praise good behaviour both privately and publicly.
- We deal with situations in a calm, firm manner avoiding confrontation where possible.
- We give frequent praise for good behaviour as well as for good work.
- We use positive language whenever possible and as often as possible.
- We think carefully about what we are saying and set realistic sanctions.

- Where possible teachers try to deal with situations themselves to enhance credibility and authority.
- We praise children who are doing the right thing as an incentive for others to follow.

Good, clear and consistent management both within the context of the classroom and outside the classroom are of paramount importance in establishing good practice of behaviour and discipline within the School. We believe in constantly being aware of the children's efforts and not letting their desire to improve in any area of the whole School curriculum go past without some form of praise.

## **Roles and Responsibilities**

Governing Body Responsibilities are:

- To review the behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

Head Teacher Responsibilities are:

- To review the behaviour policy in conjunction with the Governing Body and monitor the policy's effectiveness.
- To ensure that the School environment encourages positive behaviour and the staff follow procedures within this policy.
- To ensure that rewards and sanctions are applied consistently.

The Leadership Team (LT), Strategic Leadership Team (SLT) and the Operational Leadership Team (OLT), must be extremely visible. Their presence is an essential component of building and maintaining the learning culture.

Staff Responsibilities are:

- To treat all children fairly and with respect.
- To raise children's self esteem.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To aim to form a good relationship with parents/ carers so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual.
- To be aware of individual needs and provide a personalised approach.
- To record all behavioural incidents using the School procedure.
- To follow individual behaviour plans consistently.
- To 'notice' good choices, being explicit in descriptive praise and providing reward as reinforcement.
- To use the 5 point scale (see page 10) and restorative practices to enable children to recognize their own emotions, actions and to learn to self-regulate.

How do we respond to unsocial behaviour?

Staff must:

- Give a smile and a reminder to engage. Provide private verbal encouragement quietly to the child.
- Put yourself in the child's shoes; would you want to engage? Can the child actually access the task/learning? How can the learning be adapted for him/her? Does s/he need any further resources? Does s/he just need some adult help? Staff should consider and address these things.
- Consider whether there is anything else that may be worrying/upsetting the child. Does s/he need a walk and a talk with someone?

Class staff to talk to TAs/ SLT to see if they are aware of any family issues that have occurred today/recently.

- Give the child a job to allow them some space.
- Ensure someone helps the child catch up with any learning points later, so s/he is not starting at a point behind peers with any further learning.

Use the emotion coaching script/PACE approach and 5 point scale- which all staff should have available to them.

Behaviours that warrant a child to be put on the red light should be recorded on Arbor, informing of any actions taken to support behaviours shown.

High level behaviours that are consistent or cause harm (or may cause harm) should be recorded on Myconcern.

The Parents' / Carers' Responsibilities are:

- To inform the School of any changes in home circumstances that may affect behaviour.
- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in School.
- To foster good relationships with the School.
- To support the School in the implementation of this policy.
- To discuss any behavioural concerns with the class teacher promptly.
- To be aware of the School Rules and Expectations.

Consistently high expectations are the only high expectations that have long-term impact. Everyone in our School is responsible for behaviour; this message must be repeated and transmitted to all members of the School community.

The School Rules are:

Good looking – We look after our School inside and out.

Good listening – We listen carefully.

Good thinking - We are polite, kind and helpful.

Kind Words – We talk quietly in class.

Kind hands and feet – We walk quietly in school.

Working hard – We try our best.

- Children must not leave the School property without permission, after entering.
- Children are not permitted to use the adventure playground at the beginning and end of the day.
- Children do not use bikes or scooters on the playground at the beginning and end of the day.
- Children do not play with balls and other play equipment on the playground at the beginning and end of the day.
- Running within the building is dangerous and therefore, not permitted.
- The area to the rear of the building is out of bounds, without adult supervision, as is any fenced off area.
- Neither the gates nor perimeter fence should be climbed.

### **Children's Code of Conduct**

At the start of the School year, children discuss Classroom Rules and / or Rights and Responsibilities and set a Class Charter for their classroom based upon the School Rules. This encourages their ownership, interpretation at the appropriate level, consistency of key language, understanding of the Charter and a desire to conform.

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

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in cooperation with others. Praise should be used sincerely to encourage good behaviour as well as good work. Criticism should always be constructive and a private matter between teacher and child.

Children are expected:

- To treat others with respect.
- To follow the instructions of all School staff.
- To take care of property and the environment in and out of School.
- To co-operate with other children and adults.
- Be polite and considerate to everyone.
- Move around the School quietly and carefully.
- Respect other people, their space and property.
- Wear full school uniform and look neat and tidy.

- Behave in an orderly and self-controlled way
- Accept sanctions when given.

Despite focusing on positive behaviour, we recognise that some children will choose not to follow our School rules. Sanctions are used in a balanced way and will focus on the act not the child. Children will be helped to understand why their behaviour is unacceptable,

Unacceptable behaviour is defined as:

- Disruption in lessons, corridors, at break time and at lunchtime.
- Non-compliance of classwork or homework.
- Poor attitude to learning.
- Poor attitude to others.
- Non-compliance and persistent breaches of school rules.
- Any form of bullying.
- Deliberate or malicious physical violence towards another person.
- Destruction of property.
- Swearing.
- Theft.
- Verbal abuse against a child or adult.
- Possession of prohibited items.
- Threatening physical or verbal behaviour.
- Refusal to co-operate with a member of staff.
- Running away.
- Rudeness or insolence to a member of staff.
- Sexual harassment.
- Absconding from the school grounds.

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

**Sexist comments** are those which discriminate based on sex, particularly against women.

**Sexism** also includes behaviour or attitudes that create stereotypes of social roles based on sex.

**Peer on peer abuse** -Please find further information regarding this in the schools safeguarding policy and the Keeping Children Safe in Education 2021 policy.

All staff and pupils are encouraged to call out and/or report any behavior that makes them feel uncomfortable, no matter how 'small' they think it is.

We let pupils know that we will:

Take their safety and wellbeing seriously



Listen to them

Act on their concerns

Not tolerate or accept abuse

If pupils make inappropriate comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction if needed

As a school we develop a culture and ethos of respect, tolerance, acceptance and diversity.

Our RSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

Please find further information regarding this in the schools safeguarding policy and the Keeping Children Safe in Education 2021 policy.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1014057/KCSI\\_E\\_2021\\_September.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSI_E_2021_September.pdf)

## Rewards and Sanctions

We understand that our pupils' happiness requires the presence of positive relationships. Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect pupils' relationships with peers must be built upon respect, trust, friendship and tolerance. At Hill View Primary, we believe in the power of positive and frequent praise for good and caring behaviour as an effective way of rewarding children and building relationships. All adults within the School environment have a duty to provide positive role models in all areas of behaviour, including visitors to the School.

Positive behaviours will be rewarded with:

- Praise.
- Wizard Certificates.
- ASCENT awards.
- Special responsibilities for class or whole School.
- 100 square and whole class rewards.
- Balloons and stickers in EYFS.
- Dojo's (a computer based praise system, where children's characters are awarded virtual points for demonstrating good behaviour choices and for modelling the school's ASCENT values).
- Name on the recognition or superstars board.
- Stickers.
- Phone calls home.
- Sharing exemplary behaviours, attitudes and work with a member of the SLT or OLT.
- Individual reward systems may be used.

Children who consistently manage their behaviour and demonstrate the School's ASCENT values well may have their name moved to the **Superstar or recognition board** in their classroom. The Operational Leaders and Assistant Head Teacher monitor behaviour regularly. All children who have demonstrated the ASCENT values and good behaviour (have chosen not to have their name on the red traffic light) for a half term receive an additional 15 minutes play at the end or the beginning of each half term (ASCENT time).

The School may use one or more of the following sanctions in response to unacceptable behaviour:

- Verbal reprimand.
- Reflection time.
- Loss of privileges including School visits.
- Repeating unsatisfactory work.
- Restorative actions / School based community service, such as picking up litter, tidying a classroom, helping clear up areas of the School.
- Sending the child out of class and into another class / other space.
- Expecting work to be completed at home, at break or / and at lunchtime.
- Letters or phone calls home to parents or carers.
- Report card.
- Remaining in School at the end of the day to catch up on work.
- Internal Exclusion.
- Fixed Term Exclusion.
- Permanent Exclusion.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been false, the Head Teacher will sanction the child in accordance with this policy. Malicious accusations may result in permanent exclusion. In these cases, the Head Teacher will also consider the pastoral needs of staff involved.

The Governing Body emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## **Pupil Support**

We aim to do as much as possible to demonstrate high expectations of all students and to scaffold the best behaviour that a student is capable of, otherwise there is a risk that some students with SEND will suffer from low expectations. We are consistent in our approach to apply consequences to students' actions. If a student misbehaves and no response follows, the student is encouraged to assume that the School does not mind. Worse, there is a possibility that the student will explore greater mis-behaviour.

At all times, all staff scaffold ways towards better behaviour for students as far as they are capable. It is unacceptable to accept mis-behaviour from any student who is capable of modifying their actions, and we look for ways to equip students with better skills, habits and qualities no matter their circumstances. Compassion, high expectations and wisdom must be

carefully blended to decide where this point lies for students with SEND in line with the Equality Act (2010).

Where appropriate, support and advice may be sought from other agencies.

## **Procedures**

Above all, staff must always ensure that learning is motivating and accessible and that nothing else has happened to cause the child to behave in this way. Learning may need to be adapted or support provided. An upset child may need a walk and a chat with an adult, reassurance through working near the teacher or beside a friend, or a promise that an adult will find time for them at a specified time.

- Verbal or visual reminder given to re-engage in learning.
- A reminder of positive praise that the child received for something specific in the past and how that made him/her feel.
- An invitation to work in a quiet area of the classroom
- An invitation to work in another classroom/space in the school (taking work and in the care of another adult). Explain to the child that because they are disturbing the learning of others as well as themselves, they are invited to learn somewhere else where they may be able to concentrate better and also others won't be interrupted (protective action).
- Use limited choice "Where shall we work, here or in the library? / I'm getting a drink, do you want water or squash?" If this is unsuccessful, staff can rephrase, "That's ok, you can sit there while I read the story, but I will need to make sure you've understood what happened in the story a bit later".
- Use language that disempowers the behaviour, "You can listen from there". If a behaviour is not dangerous, staff can choose to ignore it.

All poor behaviour incidents that are accompanied with a sanction will be recorded and logged by the teacher or adult managing the incident using the School systems and procedures. Teachers will inform parents / carers of all behavioural incidents that have received a sanction. Teachers will inform the Senior Leadership Team about persistent poor behaviour using the School systems.

Most unwanted, low-level behaviours will be managed through the use of the traffic light system, as detailed below and applied by either the class teacher or staff member working with the child at the time. If unwanted behaviours persist, the Operational Leader for the child's year group will offer further support.

If these behaviour choices continue or escalate, additional support will be provided by the Assistant SENDCo or behaviour mentor. If needed, further advice or support will then be sought from a member of SLT.

## **Traffic Light System**

Hill View Primary uses a traffic light system. We use traffic light colours to encourage children to make a positive choice in their behaviour. The following procedure is followed when children choose to not to follow a School Rule.

Children's names will start each session (morning, after break and after lunch) on the green traffic light.

This is the process of the traffic light system, if children choose to break the School or class rules or expectations.

1. Children will be reminded of the rule, but their name will remain on the green traffic light.
2. Children will be given a verbal warning and their name will be moved onto the next stage - yellow traffic light. This is non-sanctioned, allowing the child the opportunity to amend their behaviour by making the right choice.
3. The child's name will be moved to the final stage - red traffic light. This will be recorded on the School system and they will receive a sanction (see page 8). The sanction will be proportional to the behavior.

All incidents resulting in a red traffic light will be recorded in the Home School Diary or verbally shared, either face to face or through a phone call home.

Individual strategies and / or plans may be used to support children as needed.

### **Regulation Station**

A regulation station is a base within the classroom or suitable place in the school, that children and young people can access when they become overwhelmed and dysregulated, to help them calm.

The station should contain resources and materials to support pupils to identify and describe their feelings e.g. 5 point scale, faces, writing materials, as well as resources and materials for calming e.g. colouring, creative activities', sensory tools. The station can be supported by adults or peers as appropriate.

Use of the station should help raise awareness of the need to self-regulate, and promote the development of independence in identifying coping strategies.

### **Emotion Coaching**

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour. We advocate that our parents use this method too.

## Steps of Emotion Coaching

### Step 1

- **Recognising the child's feelings and empathising with them.**

### Step 2

- **Label the feelings and validating them**

(validating = let the child know why they might be feeling like this and that this is okay)

### Step 3

- **Set limits on the behaviour (if needed)**

### Step 4

- **Problem-solve with the child**

### Step 1 and 2

We recognise the child's feeling and empathise with these feeling and not the behaviour, which helps to acknowledge the feeling with them. We verbalise and label the feeling with the child, which validates to the child why they might be feeling that way and that it is ok to feel that way. We use the 5 point scale that all feelings link to, this supports the children to identify how their feeling links to an emotion. We acknowledge that the adult needs to make a connection with the child before any correction can occur. This is key to this first stage.

### Step 3

We then set limits on the behaviour, discussing that although it is ok to feel a particular way it is not ok to then.....

We believe that there needs to be rapport between the child and adult before any reason can be unpicked and discussed. This is crucial to this stage.

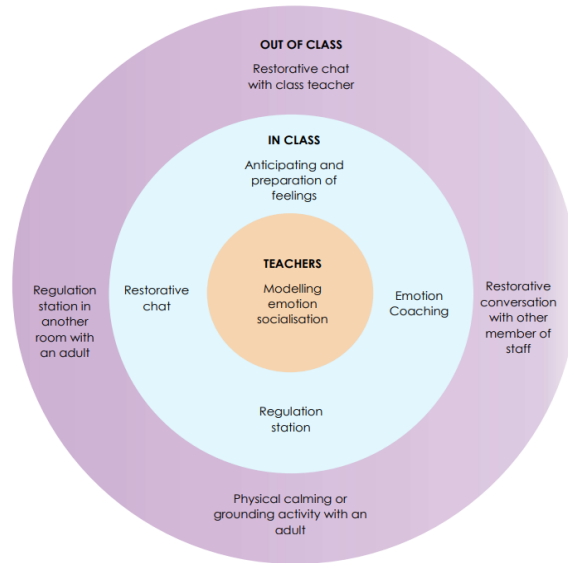
### Step 4

We would then aim to problem solve with the child supporting them to identify how to make the situation better, identifying what needs to happen as a result. This aims to empower the child to do something positive about their behaviour and supports them to self regulate if faced with a similar situation in the future. The more exploration and modelling of emotional problem solving a child receives the more empowered they become in identifying their own feelings and emotional regulation.

To help children learn to understand how a feeling relates to an emotion, children are encouraged to reflect on which point they are in using the 5 point scale.

## Emotion Coaching Provision Map

The relationship a class teacher forms with pupils is central to the pupils personal social and emotional development. Class teachers are expected to use a range of approaches set out in the provision map to support the development of pupil self-regulation, as set out on the following page. The teachers have guidance on how to use and support children using the 5 point scale.



## 5 Point Scale

It is not uncommon for some individuals to have problems with understanding how their behavior affects themselves and others. In addition, they frequently battle with anxiety and have difficulty regulating their emotions and stress levels.

As a result, they repeatedly struggle in social situations. The behavioural support known as the Incredible 5-Point Scale, created by Kari Dunn Buron and Mitzi Curtis (2003), provides a visual representation of social behaviours, emotions, and abstract ideas. It is a simple scale used to teach social understanding. Kari stresses that "the scale is about breaking social and emotional concepts into 5 parts. It is a teaching tool."

The Incredible 5-Point Scale simplifies behaviours by assigning them a number and /or colour. A scale is created for a specific individual or group of individuals and tailored for a specific situation or behaviour.

The Incredible 5-Point Scale can be applied prior to, during, or after an event or situation. As a proactive behavioural support, it can be employed prior to an event to remind an individual of behavior that is and is not acceptable for the event. During a situation, the support can provide a visual reminder of the individual's behavior at that specific point in time. Finally, after a situation, it can serve as an evaluation tool.



## Relationships

All staff are responsible for adhering to positive practice that promotes a pupil's ability to engage in, and access their learning. This is based on the understanding that pupil's best achieve, develop and reach their true potential when staff are fair, flexible, trustworthy, respectful and model positive relationships.

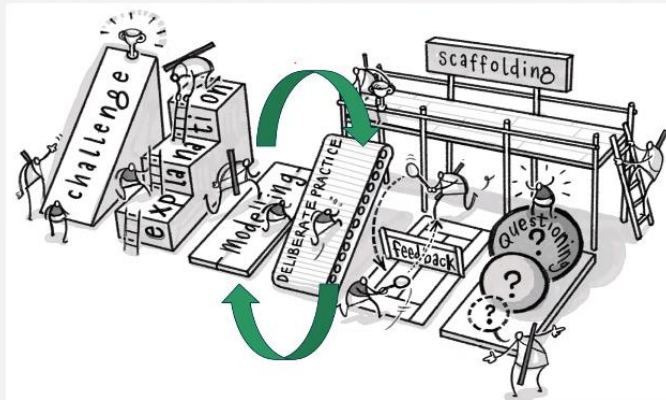
'The ability to form meaningful relationships is fundamental to mental health and happiness. It's the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others' (TISUK 2019)

'Just one emotionally available adult in school, community or home can make all the difference.' (TISUK 2019)

As a school, we use a PACE approach to enable all adults to relate to the children in the school, to teach them to regulate or enable them to self-regulate and to then reflect on choices made.

Self regulation involves controlling one's behavior, emotions and thoughts in the pursuit of long term goals. More specifically, emotional self-regulation refers to the ability to manage disruptive emotions and behaviours.

Making every lesson count: *Model, practice, model, practice*



**'Relationships are the vehicles for social and emotional growth.'**

David Taransaud

## Report Card

Children who are persistently on the red traffic light will be put onto a report card to monitor their behaviour more closely. Specific targets will be set and the child must report daily to a member of the School Leadership Team who will monitor their progress. The report card is sent home for the parents / carers to check and comment.

## Internal Exclusion

The Head Teacher, Deputy or Assistant Head Teacher may use internal exclusion for serious incidents. Internal exclusion can last for one session including break, a whole morning session including break, whole morning session including break and lunchtime or whole day sessions, depending on the severity of the behaviour.

During an internal exclusion:

- Work is set by the class teacher.
- Child has no contact with own class or classmates.
- There is no access to playground, extra-curricular or enrichment activity.
- Parents/ carers informed.

## Fixed Term Exclusion

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

- In response to a serious breach of the School's Behaviour Policy.
- If allowing the pupil 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 Teacher. Most exclusions are of a fixed term nature and are of short duration (usually between one and three



days). The DfE regulations allow the Head Teacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year (School Exclusion Policy 2019).

## **Permanent Exclusion**

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

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant unacceptable behaviour.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence.

## **Absconding**

Pupils can be brought to School from 8.30am where we expect their adult to remain with them until they enter the School building at 8.40am. Once pupils are on the School grounds, they are to remain on the School premises until 3.15 for EYFS and Key Stage 1 and 3.20pm for Key Stage 2 (or until their club has finished).

School will maintain a secure environment. The playground exits (when not in use) will be locked during the normal School day. The car park gates will remain open during the day to allow deliveries and visitors to enter the School. The main entrance door is only to be opened by a member of staff. All attempts will be made to support all children so that they feel happy, supported and safe at School.

## **Absconding Procedures**

If a pupil is suspected of leaving the school site without permission:

1. The member of staff will alert the Head Teacher or Deputy Head Teacher in their absence.
2. If there is no doubt that the pupil has absconded, the School will contact the pupil's parent / carer to inform them and call the police. Staff will not chase the pupil, as this could lead to the pupil wandering further afield. However, discretion with this will lie with the Head Teacher who may choose to divert from normal policy, using their professional judgement, their knowledge of the child and the particular situation.
3. If the child is within an easy distance of the School, staff do not engage in conversation.
4. If the pupil returns of their own volition, parents / carers and (if necessary) the police will be informed.
5. If the child absconds, the Head Teacher will consider further sanctions and meet with the parent / carers.

The Head Teacher is responsible for all decisions made when a child absconds from School.

Parents / carers of pupils are responsible for supporting the work of the School. They are responsible for encouraging their children to keep to all School procedures and policies.

Once the School has informed the parents / carers that their child has absconded, parents and carers are responsible for actively supporting the School with the subsequent procedures and actions. This could include coming to School to help secure the safety of the child after they have absconded as well as meeting with the Head Teacher in order to agree subsequent actions.

### **Safety Guidelines**

The Department for Education (2013) states that reasonable force and restraint may be used to prevent a pupil from doing, or continuing to do any of the following:

- Injuring themselves or others.
- Causing damage to property, including the pupil's own property.
- Engaging in behaviour prejudicial to maintaining good order and discipline.

Therefore, if a member of staff believes a child may damage his or herself, another child or property, they may be removed physically using the minimum amount of force necessary.

Monitoring and reporting behaviour patterns

Every adult is able to report behaviour using our online monitoring system. This system is monitored by the senior leaders. The Assistant Headteacher produces a record of any behaviour patterns emerging to the senior leadership team where strategies are implemented and adapted to suit the children's needs.