



Behaviour Policy

Governor Review Date	Autumn 2020
Review Frequency	Annual
Date for Next Review	Autumn 2021
Head Teacher Approval	Autumn 2020
Governor Approval	3 rd February 2021

Statement of ethos and values

At Caedmon Primary School, we believe that all members of our school community have a responsibility towards the creation of a positive and supportive learning environment. Teachers and support staff work to give every child the skills and confidence that will enable them to make choices in their lives; this extends to the choices that are made in terms of behaviour.

In the vast majority of circumstances and for the vast majority of pupils, we promote a consistent approach to dealing with all incidences of undesirable behaviour. We do, however, recognise that our pupils are individuals and that they each have unique strengths, areas of difficulty and, in some cases, very specific emotional/behavioural problems. We recognise that, at times, it may be necessary to be more flexible than usual if a child acts out of character and against the agreed rules. Consideration should always be given to the cause of unusual behaviour when dealing with a situation. Similarly, pupils with recognised and specific emotional/behavioural problems require a prescribed and planned response which must be followed by all staff members.

As well as the above, we ensure that we:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

Values & Principles

1. We value all the children in our school equally;
2. We aim to create a positive climate with realistic expectations;
3. We emphasise the value of being valued as an individual within the group;
4. We promote, through example, honesty and courtesy;
5. We provide a caring, effective learning environment;
6. We encourage relationships based on kindness, respect and understanding of the needs of others;
7. We ensure fair treatment for all, regardless of age, gender, race, ability and disability; and
8. We reward good behaviour rather than merely deterring poor behaviour.

Expectations

We set the following high expectations of pupil behaviour;

1. Pupils will treat all members of our school community with respect and kindness;
2. Pupils will adhere to school rules;
3. Pupils will adhere to playground rules when playing outside;
4. Pupils will adhere to the dining hall rules when in the hall;
5. Pupils will walk along corridors and respect that other classes will be working by walking around school silently;
6. Pupils will walk in the dinner hall, ensuring their chairs are stored safely and that they take their turn in the queue;
7. Pupils will enter the hall for assembly silently, in a calm manner;
8. Pupils will maintain the same high standards of behaviour in after school clubs as they do in school time;
9. Pupils will appreciate that they are representing the school when taking part in excursions and residential, maintaining an exemplary standard of behaviour throughout;
10. Pupils will use lesson time for 'learning';

Roles & Responsibilities

During their time at Caedmon Primary School, pupils are taught to take responsibility for their actions and behaviour. They are supported in meeting our high expectations by receiving support and guidance from all staff members;

Head Teacher

- Lead the development of a positive climate in which successes and achievements are celebrated;
- Establish what is acceptable and unacceptable conduct in school;
- Ensure that the school is a safe place for all staff members and pupils to attend;
- Lead the implementation of the contents of this policy and communicate its contents to all members of the school community;
- Establish positive and constructive relationships with parents/carers;
- Deal with incidents of high level behaviour and any behaviour referrals from class teachers;
- Fixed term and permanent exclusions when necessary.

Deputy Head Teacher

- Assist the head teacher in the development of a positive climate in which successes and achievements are celebrated;
- Assist the head teacher in deciding what is acceptable and unacceptable conduct in school;
- Ensure that the school is a safe place for all staff members and pupils to attend;
- Lead the implementation of the contents of this policy and communicate its contents to all members of the school community;
- Establish positive and constructive relationships with parents/carers;
- Deal with incidents of high level behaviour and any behaviour referrals from class teachers;

Teachers

- Ensure that pupils adhere to the school rules;
- Teach and model positive communication and conflict resolution strategies;
- Maintain a working atmosphere within the classroom with an appropriate level of noise for the activity.
- Ensure that pupils move around school in the expected manner, supervising them as they do so until pupils have reached their destination (e.g. playground, hall etc) and that another member of staff is ready to commence the supervision;
- Monitor pupils during assemblies, presentations etc;
- Intervene if a child is not meeting the expectations set out above;
- Reward pupils for good behaviour;
- Apply the agreed consequence(s) in the event of undesirable behaviour, ensuring that the reasons for the consequence(s) have been explained to the pupil in an appropriate manner and at a time when the pupil is calm and able to listen;
- Follow the 'planned response' guidance for pupils with recognised emotional/behavioural problems, located on their Individual Behaviour Plan;
- Refer to KS Leader/DHT/Head Teacher in the event of persistent high level behaviours;
- Communicate effectively and promptly with parents.

Teaching Assistants

- Model positive communication and conflict resolution strategies;
- Support the teacher in ensuring that pupils move around school in the expected manner, supervising them as they do so until pupils have reached their destination (e.g. playground, hall etc) and that another member of staff is ready to commence the supervision;

- If present, monitor pupils during assemblies, presentations etc;
- Intervene if a child is not meeting the expectations set out above;
- Reward pupils for good behaviour;
- Apply the agreed consequence(s) in the event of undesirable behaviour, ensuring that the reasons for the consequence(s) have been explained to the pupil in an appropriate manner and at a time when the pupil is calm and able to listen;
- Follow the 'planned response' guidance for pupils with recognised emotional/behavioural problems, located on their Individual Behaviour Plan;
- Refer to the class teacher in the event of children breaking the school rules;
- In the event of teacher absence, communicate effectively and promptly with parents.

Lunchtime Supervisors

- Model positive communication and conflict resolution strategies;
- Instigate and supervise playground games;
- Monitor pupils as they line up for lunch, walk through school to the dining hall, move around in the dining hall and sit at their tables;
- Intervene if a child is not meeting the expectations set out above;
- Reward pupils for good behaviour;
- Apply the agreed consequence(s) in the event of undesirable behaviour, ensuring that the reasons for the consequence(s) have been explained to the pupil in an appropriate manner and at a time when the pupil is calm and able to listen;
- Follow the 'planned response' guidance for pupils with recognised emotional/behavioural problems;
- Refer to the teacher on duty in the event of undesirable behaviour.

Parents

- Communicate concerns to appropriate members of staff;
- Support the school rules with regard to arriving and leaving school;
- Attend meetings arranged by members of staff and cooperate in devising strategies, planned responses etc which will address any undesirable behaviour.

Pupils

- Work hard to follow the school rules;
- Accept responsibility for their behaviour and their choices;
- Support the school rules with regard to arriving and leaving school;
- Respect the thoughts and feelings of all members of our school community

School Rules

At Caedmon Primary School, we have three sets of rules; classroom, playground and dining hall rules.

School Rules	Playground Rules	Dining Hall Rules
<p>I do as I am asked first time.</p> <p>I speak politely and kindly to others - I call people by their proper names and say please, thank you and excuse me.</p> <p>I keep my hands and feet to myself.</p> <p>I listen carefully when other people are speaking.</p> <p>I put my hand up when I want to speak.</p> <p>I work and talk quietly and let others concentrate on their work.</p> <p>I always do my best and try to finish my work on time.</p> <p>I help look after our school and other people's work and belongings.</p> <p>I walk in the corridors and the classroom.</p>	<p>I do as I am asked first time.</p> <p>I speak politely and kindly to others - I call people by their proper names and say please, thank you and excuse me.</p> <p>I keep my hands and feet to myself.</p> <p>I ask if I need to go to the toilet.</p> <p>I stay inside the safe area of the playground.</p> <p>I let others play their games without spoiling them.</p> <p>I help to keep the playground free from litter.</p> <p>I use the playground equipment safely.</p> <p>I ask a teacher to help if I am having an argument.</p>	<p>I stay in my seat and at the same table.</p> <p>I put my hand up if I need something.</p> <p>I only eat my own food.</p> <p>I use a quiet voice.</p> <p>I help keep the dining hall clean and tidy.</p> <p>I walk in the hall and corridors.</p>

We praise and reward acceptable behaviour rather than repeatedly focussing on undesirable behaviour.

We use the language of '**choice**' and stress that children must choose to either behave in an acceptable manner or accept the consequences. At all times, children are encouraged to '**fix**' their behaviour so that no further consequences need apply.

Rewards

Pupils are rewarded for good behaviour in the following ways:

- Each week, two pupils from each class are chosen to win the Caedmon Badge. In order to be eligible for the class badge, a pupil must receive no behaviour consequences for the week, be in school each day on time and have completed their reading each night. One pupil from the whole school is chosen to win the Head Teacher's badge, for doing something special over the course of the week.
- Children can earn 'behaviour' points by following class rules or meeting the expectations set out above. These points are recorded on a 'behaviour' chart which is displayed in each classroom. The child with the most points at the end of each week is announced as the 'best behaved' pupil that week. ;

- Each week, the child with the most behaviour points in each class is entered in to the 'behaviour' draw, which is drawn during celebration assembly every Friday. The winner receives a prize and each pupil is then given the school mascot to keep on their desk for the following week, as recognition for being well-behaved.
- Children can earn 'team points' for good work, working well as a team etc. This is then added to the team totals which are announced during assembly each week.
- When praising good behaviour, all staff members are specific (e.g. I really liked the way you walked sensibly to line up for dinner).
- Teachers may also use prizes or stickers, at their discretion, for 'star of the lesson' or 'star of the day'. There is no expectation for a staff member to do this.
- At the end of each half term, children who have received 5 minutes or no minutes over the course of the half term are invited to a Behaviour Party (KS1) or Behaviour Activity (KS2). Children with exemplary behaviour throughout the school year are invited to participate in an end of year behaviour reward.

Bullying

Further information and guidance can be found in our Anti-Bullying Policy.

Consequences

Every member of staff expects **all pupils** to follow the rules. Any child who breaks a school rule will receive the consequence listed below. **Time cannot be earned back.**

EYFS Behaviour Management

The children are taught the school rules towards the end of the Nursery year.

All children in EYFS will be taught a range of calming strategies – the children will be supported to apply these strategies when behaviour has escalated. If there is an issue with a child's behaviour, a member of staff will work alongside them to follow the RULER process (Recognise, Understand, Label, Express, Regulation). Calming strategies will then be used and the child will return to their activity when they are ready to do so – they will be overseen by a member of staff following this.

In EYFS, parents/carers may be contacted to support staff with behaviour.

The classroom teacher will make phone calls home if required.

This approach is currently under review.

KS1 and 2 Consequences

If a child breaks a school rule, the following consequences will be applied:

1	Warning – "Think about which school rule you are breaking. Please make the right choice." If the pupil stops breaking the school rules, no consequence will be applied.
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If the pupil continues to break school rule, the following steps will be followed until behaviour improves.			
	In school	At playtime	In the dinner hall
2	5 minutes missed playtime, writing lines.	During outside times, if the children break a school rule they will be sent inside, to the member of staff who is	Wait until the last table in the row has gone for dinner before being allowed to join the queue.

3	15 minutes missed playtime, writing lines.	on indoor duty. They will miss the rest of that session, unless they have broken the hands and feet rule.	They will miss the rest of that session, unless they have broken the hands and feet rule.
4	Removal (working in another classroom or remove room for the remainder of the morning/afternoon). Conversation with parents (preferably face to face, but a phone call home if this is not possible, incident logged on CPOMS. The child will start a two week behaviour monitoring chart. Pupils from Year 1 – Year 4 will be removed for 2 mornings or afternoons. Pupils from Years 5 and 6 will be removed for 3 mornings or afternoons.		
A child breaks the rule 'I keep my hands and feet to myself' at playtime.		KS1 - The child will miss 2 days of playtime and dinner time, writing lines. The child will start a two week behaviour monitoring chart. KS2 - The child will miss 2 days of playtime and dinner time, writing lines. The child will start a two week behaviour monitoring chart.	

There are other consequences that are **additional** to those listed above. These are:

Warning	5 minutes	Removal from class
Given for breaking a school rule: Not speaking politely or kindly to others Not listening carefully when other people are speaking Not putting their up when they want to speak Not working or talking quietly Not letting others concentrate on their work Not trying to do their best	Given after a warning for repeated behaviour or immediately for one of the following: Talking in the corridor Swinging on a chair Running in the corridor Name calling Speaking when entering or exiting the dining hall at dinner time or for assembly Leaving the classroom without asking	Children will be removed from class for half a day for: Spitting on the floor Passing messages Talking about boyfriends/girlfriends Lying to a member of staff Children will be removed from class for a full day for: Swearing Destroying property Children will be removed from class for a two days for: A violent act or the threat of violence Use of racist, homophobic or offensive language Refusing or disrespecting a member of staff

		Walking away from a member of staff when being spoken to
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If it is deemed necessary to remove a child, they will work in another classroom in school away from their peers, with in a designated classroom.

Registration Class	Designated Classroom
Nursery	Reception
Reception	Nursery
Y1 and Y2	Year 4
Y3 and Y4	Year 6
Y5 and Y6	Year 2

In EYFS or Y1 (depending on the development of the child), a child's removal consequence may be shortened following discussion with the DHT.

If a child is removed from class or breaks the 'hands and feet' rule at break time or dinner time, they will begin a two week behaviour monitoring period. DHT will meet with the child on a regular basis over the two week monitoring period, to discuss their behaviour.

Please refer to the 'Behaviour Guidance' for further information.

Exclusion

Only the headteacher, or acting headteacher, can exclude a pupil from school. A permanent exclusion will be taken as a last resort.

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
 - If allowing the pupil to remain in school would seriously harm the education or welfare of others
- Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:
- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
 - Allow the pupil to give their version of events
 - Consider if the pupil has special educational needs (SEN)

For further information on exclusions, please see the exclusions section in the appendix.

Modifications

At times, it may be necessary to adapt the rules and consequences based on current behaviours. **This is at the discretion of the HT.** For example, if there was an issue with a significant number of children making inappropriate noises, then the HT or DHT may decide to apply the 5 minutes missed playtime consequence without warning. Children will be informed of any changes.

Football

If there are any issues with children playing football, a rota will be created with the children. If a child plays football and it is not their day, they will not be able to play for a week.

Record Keeping

Any instances of undesirable behaviour (warnings, 5 minutes, 15 minutes or removal) should be recorded on the class behaviour chart, which will be displayed on the wall in the classroom or on the teacher's desk. DHT will speak to any children who have an increasing number of logs on the class behaviour chart and monitor this informally. Removal from class or 'hands and feet' at playtime should be logged on CPOMS.

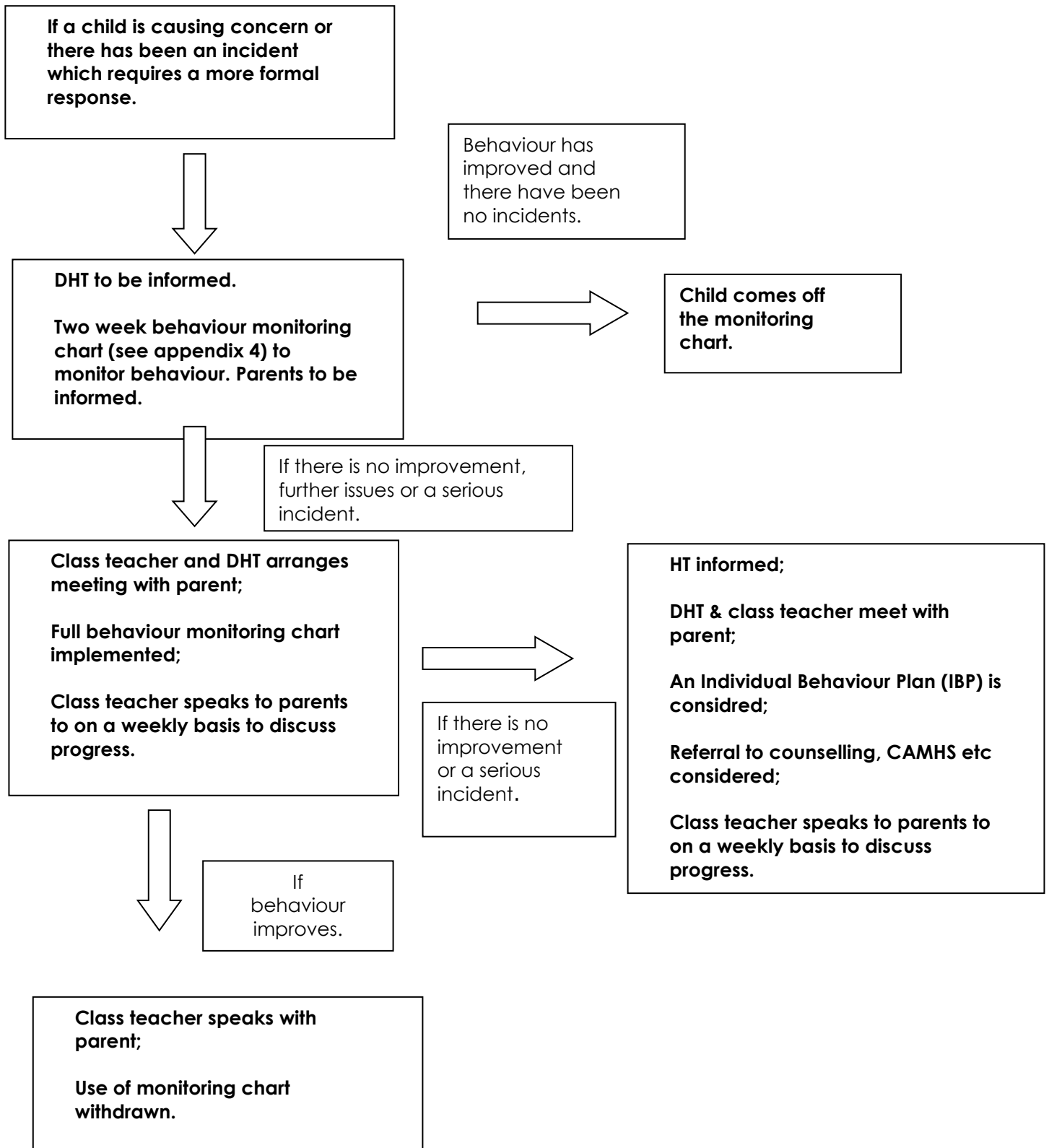
Class charts are collected, analysed and stored by the DHT. Start and end dates of any children who are on two week behaviour monitoring are also recorded and smiley face charts are saved.

Where the behaviour of a child is a significant cause for concern, or their emotional and social needs require significant additional support, that child and the child's parents should be made aware of all concerns and their child's needs.

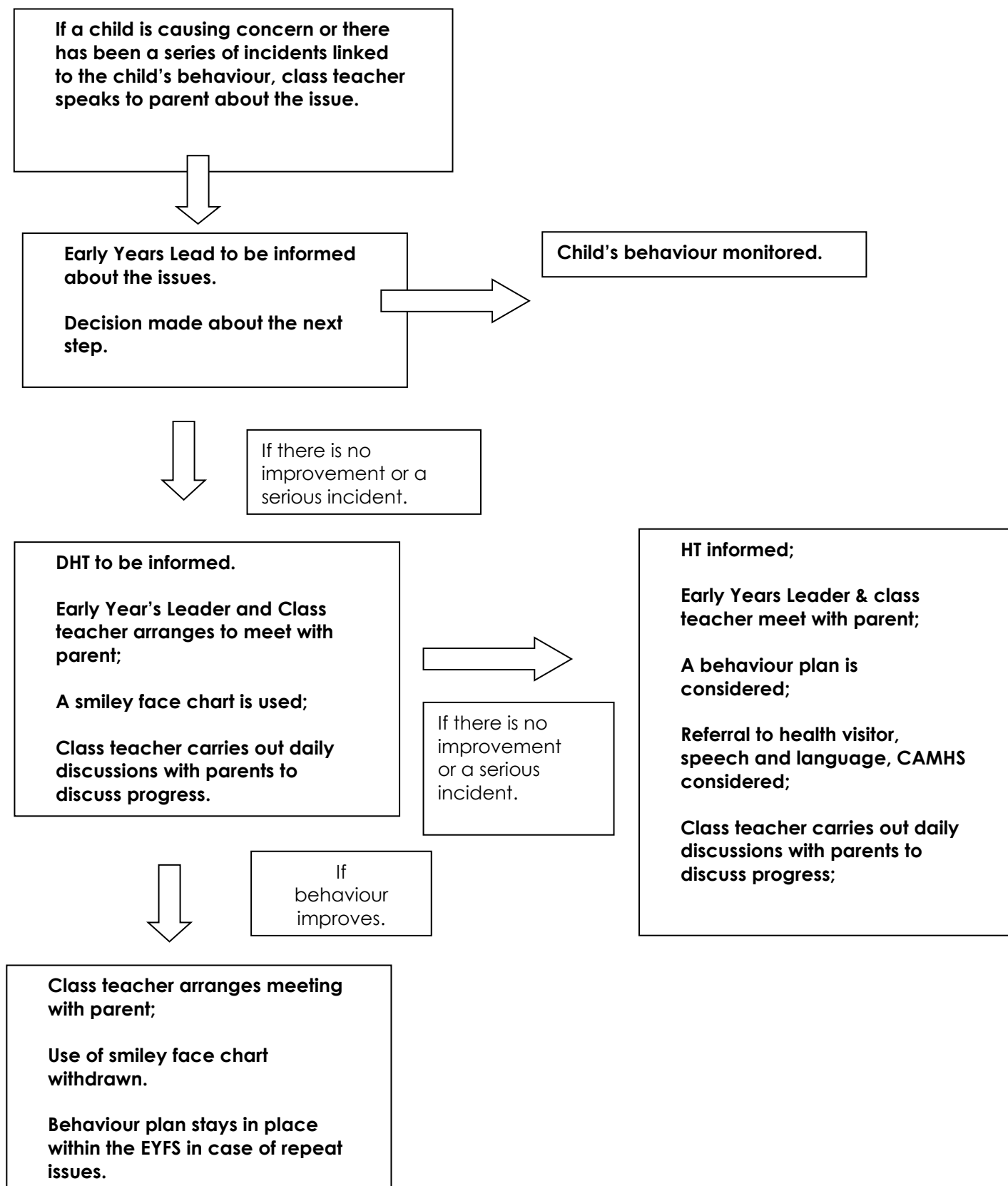
School will record any incidents or concerns, the steps taken to meet the pupil's individual needs, along with the outcomes of consultation with parents on CPOMS.

If an Individual Behaviour Plan (IBP) is deemed necessary (see flow chart on following page), this will be written in collaboration with the pupil and his/her parents and signed by the class teacher, parent and pupil. All staff members who work with the child will be directed to read the document to ensure consistency in approach.

Intervention Procedures for Pupils with Persistent Behaviour Concerns



Intervention Procedures for Pupils with Persistent Behaviour Concerns within the EYFS.



Guidance for Staff Members

Approaching a distressed/angry pupil

If it is obvious that a pupil is extremely distressed/angry, no problem can be resolved while they are in this state - the first priority of all staff members should be to assist the pupil in calming down. The staff member should approach the pupil calmly, with arms by their side and palms facing forward. A quiet, gentle tone of voice should be used, and the staff member should give reassurance that the problem can be sorted, that the staff member is there to help and they should provide clear instructions as to where they can go to in school to calm down. The pupil should be taken to an appropriate space and given some time to compose themselves. Only when a pupil is fully calm should the staff member attempt to resolve the situation. If a pupil refuses to follow the instructions as to where to move to, the staff member should seek support from the DHT or HT. If a child still refuses to comply, their parents/carers will be asked to come into school.

Refusal to comply with a request

If a pupil refuses to comply with an initial request, they should always be given 2 or 3 further opportunities. When giving a 2nd or 3rd request to a pupil, it should be done using a calm, controlled voice, the instructions should be very clear and the consequences of the refusal should be explained (e.g. I would like you to follow me into the classroom so that we can discuss what has happened. You have 5 minutes to do that. If you are not in the classroom in 5 minutes, the DHT or HT will be sent for.) If the pupil complies within the time limit, no further consequence for **refusing a request** need be applied but the teacher should still apply any consequence for behaviour which occurred prior to the refusal. If the pupil continues to refuse, the staff member should send for the DHT/HT.

Dealing with violent incidents

Pupils involved in violent incidents should be separated and sent to different locations in school immediately. If a pupil persists in violent behaviour when asked to stop, staff members should ensure other children are safe and seek support from the HT or DHT. Pupils should be given time to calm down before the staff member begins investigating the incident. When discussing the incident with pupils, the staff member should remain calm and use a controlled voice at all times. After investigation, the teacher should decide on the appropriate next step/consequence and explain it fully to the pupils involved.

Supporting colleagues

In order that all staff members feel empowered to deal with pupil behaviour in school, they should initially deal with incidents of undesirable behaviour independently. All pupils are aware that every member of staff has the same expectations of their behaviour and that they should respond accordingly. However, pupils sometimes respond to colleagues who have less contact with them (TAs and teachers working in alternate key stages or classes, lunchtime supervisors etc) differently and colleagues should be prepared to support them in these circumstances. Any intervention should not be seen to undermine the member of staff being supported and steps taken should adhere to the contents of this policy. If a member of staff notices a child in another class breaking a school rule that the class teacher hasn't noticed (e.g. talking in the line) then that member of staff should apply the correct school consequence to the child and explain the incident to the class teacher.

Screening and Searching

The following items are banned from the school site:

- Illegal drugs
- Any medicine which has not been prescribed to the student
- Tobacco
- Alcohol
- Fireworks

- Weapons (knives, firearms (including replicas) or any other item which is intended to be used as a weapon)
- Stolen items
- Pornography
- Substances or items which may be harmful or detrimental to good order and discipline

If found, items will be confiscated and a sanction may incur; Police may be informed. Teachers have the legal right to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

Students suspected of bringing a banned item onto the school site will be searched or screened, which staff are empowered to do.

If a student refuses to be screened or searched for banned items, they will be refused entry on to the school site (which the school has the legal right to do). This is not classed as an exclusion but an unauthorised absence.

Beyond the School Gate

School will not deal with out of school behaviour when it is a parenting (e.g: a child not following instructions at home) or supervision (e.g: a child has gone to play somewhere that they shouldn't) issue.

School will deal with out of school behaviour when it has a direct consequence on another child from school (e.g: a child hurts another child) or brings the name of the school into disrepute (e.g: a child is behaving in an anti-social way). In these instances, if the behaviour is reported to school, a consequence will be given in line with school policy.

This may include:

Any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing the school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

As a result of any of these behaviours, the Head Teacher or Deputy Head Teacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and may be invited into school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day.

Following any incident, the Head Teacher or Deputy Head Teacher will consider whether it is appropriate to notify the police or Community Support Officers of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always

be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

Use of 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.

All members of school staff have a legal power to use reasonable force.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

Members of staff 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 or classroom; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Misconduct

If a member of staff has been accused of misconduct, the member of staff will not automatically be suspended. The governing body will instruct the Head Teacher to refer to the DFE advice *'Dealing with allegations of abuse against teachers and other staff.'*

In any cases of allegations of misconduct, Redcar and Cleveland's Human Resources department will be contacted immediately to discuss pastoral care needed for the member of staff.



Appendix 1

Our School Rules

- I do as I am asked first time.
- I speak politely and kindly to others - I call people by their proper names and say please, thank you and excuse me.
- I keep my hands and feet to myself.
- I listen carefully when other people are speaking.
- I put my hand up when I want to speak.
- I work and talk quietly and let others concentrate on their work.
- I always do my best and try to finish my work on time.
- I help look after our school and other people's work and belongings.
- I walk in the corridors and the classroom.



Appendix 2

Our Playground Rules

- I do as I am asked first time.
- I speak politely and kindly to others - I call people by their proper names and say please, thank you and excuse me.
- I keep my hands and feet to myself.
- I ask if I need to go to the toilet.
- I stay inside the safe area of the playground.
- I let others play their games without spoiling them.
- I help to keep the playground free from litter.
- I use the playground equipment safely.
- I ask a teacher to help if I am having an argument.



Appendix 3

Our Dining Hall Rules

- I stay in my seat and at the same table.
- I put my hand up if I need something.
- I only eat my own food.
- I use a quiet voice.
- I help keep the dining hall clean and tidy.
- I walk in the hall and corridors.

Appendix 4

Management of Behaviour Monitoring (Smiley Face) Charts

If a child has had a period of unsettled behaviour which has not been resolved by normal discussions or support, a behaviour monitoring chart may be needed.

A monitoring chart provides the following benefits.

- Home/school contact.
- Individual targets relating to the areas of difficulty.
- Opportunities to celebrate success.
- Close monitoring of unacceptable behaviour.
- Clear end goals.
- Consistency in approach from other staff members.

If a teacher has a growing concern about a child or there is an incident which requires a more formal response, the child should be **monitored for 2 weeks** with the monitoring chart.

If, after the two weeks monitoring, there is no improvement or there is a serious incident, the child's behaviour should be discussed with the teacher, DHT and parents with the child placed on a 'full' chart.

The DHT will distribute smiley face charts at the beginning of each week and collect them at the end of the week. They are to be completed as follows:

- A maximum of two targets relating to the child's particular difficulties will be given. These are to be linked to the school rules (e.g. 'I will keep my hands and feet to myself').
- The daily target that the child will work towards (out of 7 for a monitoring chart and out of 11 for a 'full' chart). This will be decided by the DHT.
- If the child meets their target at the end of the day, this should be acknowledged by the class teacher in the form of a stamp or sticker on the chart.
- Targets are progressive. On a two week chart, if a child meets his or her target each day, a higher target will be set for the following week. On a full chart, if the child meets his target for ten constructive days then a higher target will be set. If a day is failed then the child goes back to day one. When the child achieves ten consecutive days on full marks minus one, then the chart will be discontinued.

- If the child is well behaved during the period of time, they will be awarded a smiley face. If the child receives a warning, they will be given a straight face. If the child receives 5 minutes or 15 minutes, a sad face will be drawn on the chart.

Key Stage One staff will provide feedback to parents daily, as children are collected from school. Key Stage Two staff will provide feedback daily if the child is collected from school. If the child is allowed to walk home alone, a copy of their chart will be sent home at the end of each week.

It is the class teacher's responsibility to complete the chart each day, ensure that other adults who work with the child are aware of the chart and the reason for it and to send a copy of the chart home on a weekly basis.

Parents and child should be made aware that the purpose of the chart is to monitor poor behaviour so that it can be dealt with appropriately but, just as importantly, to support and reward good behaviour. This may take the form of certificates, stickers, stamps, sending to DHT or HT for praise.

Parents should be encouraged to discuss events and outcomes with the child each day.

If a child comes off a chart after a long period, it may be necessary to keep a 'watching brief' over their behaviour for a number of weeks in order to support good behaviour through the transition. Possible approaches may include:

- Daily praise for continuing settled behaviour
- Continuing weekly visits to the DHT / HT.

Smiley Face Charts

- Monitoring chart
 - Full chart
 - EYFS chart
- Personalised chart











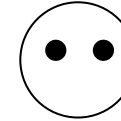






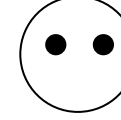

















Name _____

Monitoring Chart

Week beginning _____

The behaviour I will improve: I will

Target _____

	9.00	10.00	10.45	11.00	12.15	1.00	2.00	3.00
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Name _____

Week beginning _____

The behaviour I will improve: I will _____


Target _____




































	9.00	9.30	10.00	10.45	11.00	11.30	12.15	1.00	1.30	2.00	2.30	3.00	
Monday													Total
Tuesday													Total
Wednesday													Total
Thursday													Total
Friday													Total























This is _____'s Smiley Face Chart



Behaviour Target

out of 7 

	RWI	Areas	Literacy	Lunch	Maths	Areas	Home-Time
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

's Smiley Face Chart		Date:	
Journey to school	9:00 – 9:15	9:15 – 9:30	9:30 – 9:45
			
9:45 – 10:00	10:00 – 10:15	10:15 – 10:30	10:30 – 10:45
			
10:45 – 11:00	11:00 – 11:15	11:15 – 11:30	11:30 – 11:45
			
11:45 – 12:00	12:00 – 12:15	Dinner time	1:15 – 1:30
			
1:30 – 1:45	1:45 – 2:00	2:00 – 2:15	2:15 – 2:30
			
2:30 – 2:45	2:45 – 3:00	Sticker or stamp	Total
			22

Exclusions

1. Aims

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents and pupils
- Pupils in school are safe and happy
- Pupils do not become NEET (not in education, employment or training)

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

It is based on the following legislation, which outline schools' powers to exclude pupils:

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)

This policy complies with our funding agreement and articles of association.

3. The decision to exclude

Only the headteacher, or acting headteacher, can exclude a pupil from school. A permanent exclusion will be taken as a last resort.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

4. Definition

For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

5. Roles and responsibilities

5.1 The headteacher

Informing parents

The headteacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent

- Information about parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing the governing board and local authority

The headteacher will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is followed by a decision to permanently exclude a pupil
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the pupil missing a public examination

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

For all other exclusions, the headteacher will notify the governing board and LA once a term.

5.2 The governing board

Responsibilities regarding exclusions are delegated to Caedmon Primary School Local Governing Body.

The Caedmon Primary School Local Governing Body has a duty to consider the reinstatement of an excluded pupil (see section 6).

Within 14 days of receipt of a request, the governing board will provide the secretary of state with information about any exclusions in the last 12 months.

For a fixed-period exclusion of more than 5 school days, the governing board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the exclusion.

5.3 The LA

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

6. Considering the reinstatement of a pupil

Caedmon Primary School Local Governing Body will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term
- It would result in a pupil missing a public examination or national curriculum test

If requested to do so by parents, Caedmon Primary School Local Governing Body will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a pupil missing a public examination, Caedmon Primary School Local Governing Body will consider the reinstatement of the pupil before the date of the examination. If this is

not practicable, the Caedmon Primary School Local Governing Body will consider the exclusion and decide whether or not to reinstate the pupil.

Caedmon Primary School Local Governing Body can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date

In reaching a decision, Caedmon Primary School Local Governing Body will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

Caedmon Primary School Local Governing Body will notify, in writing, the headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, Caedmon Primary School Local Governing Body decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - The date by which an application for an independent review must be made
 - The name and address to whom an application for a review should be submitted
 - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
 - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the academy trust to appoint an SEN expert to attend the review
 - Details of the role of the SEN expert and that there would be no cost to parents for this appointment
 - That parents must make clear if they wish for an SEN expert to be appointed in any application for a review

- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

7. An independent review

If parents apply for an independent review, the academy trust will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by Caedmon Primary School Local Governing Body of its decision to not reinstate a pupil.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governors category and 2 members will come from the headteacher category.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a director of the academy trust, or governing board of the excluding school
- Are the headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the academy trust, or the governing board, of the excluding school (unless they are employed as a headteacher at another school)

- Have, or at any time have had, any connection with the academy trust, school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

8. School registers

A pupil's name will be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made, the governing board will wait until that review has concluded before removing a pupil's name from the register.

Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

9. Returning from a fixed-term exclusion

Following a fixed-term exclusion, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate.

The following measures may be implemented when a pupil returns from a fixed-term exclusion:

- Agreeing a behaviour contract/Individual Behaviour Plan
- Putting a pupil on a period of behaviour monitoring
- Internal isolation (remove)

10. Monitoring arrangements

The Deputy Headteacher monitors the number of exclusions every term and reports back to the headteacher and governors. They also liaise with the local authority to ensure suitable full-time education for excluded pupils.

This policy will be reviewed by the Deputy Headteacher] every year. At every review, the policy will be [approved by and shared with the Caedmon Primary School Local Governing Body.

11. Links with other policies

This exclusions policy is linked to our

- Behaviour policy
- SEN policy and information report
-

Appendix 1: Independent review panel training

The Streele River Academy Trust must ensure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing exclusions, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of headteachers, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the

need to act in a manner compatible with human rights protected by that Act

Every care has been taken in the compilation of this policy and the information provided is correct at the time of publication.

Any policies that have been referred to in this policy are available on the school website (www.caedmonprimaryschool.co.uk) or are available upon request from the school office. Written information that is normally provided by the school can be provided in alternative forms.