



DISCIPLINE & BEHAVIOUR **POLICY**

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Good relationships are built on creating a sense of success and then noticing it.

Jenny Mosely

This policy provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. This policy links with the Anti-Bullying Policy, the Child Protection Policy and the Inclusion Policy.

Promoting positive behaviour is the responsibility of the whole school community.

AIMS

1. To create a secure and happy learning environment.
2. To help children acquire a set of values based on our Christian ethos and to give them confidence to make the right choices.
3. To help children develop self-discipline and feel good about themselves and to be able to celebrate the diversity of our local community.
4. To make teaching and learning effective.
5. To identify reasons for inappropriate behaviour and take appropriate action.
6. To promote positive 'behaviour for learning'.

OBJECTIVES

1. Ensure the school approach to discipline is used consistently by all the staff in the school.
2. Encourage positive behaviour and discourage negative behaviour.
3. Prevent bullying.

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4. Provide opportunities for children to reflect on issues relating to their behaviour and also to its impact.
5. Ensure parents feel motivated and confident that their children are growing personally, socially and academically.
6. Promote good citizenship and a sense of pride in our school.
7. Promote an environment based on mutual trust and respect.
8. Enable children to develop socially acceptable, responsible behaviour.

ORGANISATION

All members of the school community work towards the schools aims by encouraging acceptable behaviour in the following ways:

Encouraging Independence

- using support staff appropriately so children do not become too dependent
- using motivation sheets where appropriate
- providing a well organised classroom so children can organise themselves
- giving ownership of work
- involving parents as much as possible in discussions
- running a School Council, Faith Team, Online Safety Council, Peer Mentoring group
- setting homework tasks
- setting targets on provision plans

Modelling Acceptable Behaviour

- praising and rewarding good behaviour, individually and publicly
- being good role models
- providing opportunities for discussion in PSHE
- providing opportunities for role play
- helping to develop strategies to eliminate undesirable behaviour
- reading stories in worship and at other times that have a sound Christian basis
- providing social skills groups where appropriate
- working with parents
- providing a nurture group
- setting up a Home-School Agreement

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- facilitating 3 trips a year where children are recognised for being caring, considerate and courteous.

Raising of Self-esteem

- Providing social skills/emotional literacy groups where appropriate
- Providing a friendship club and nurture group
- Giving children roles and responsibilities
- Providing a sensory room
- Giving lots of positive praise and using reward stickers where appropriate
- Celebrating success publicly in Assembly and on newsletters
- Providing a wide range of after school activities
- Having a 'buddy' system for Year 3 and Year 6 and for new pupils entering a class during term time
- Providing a well ordered environment with clearly defined expectations
- Celebration Board

Equal Opportunities

- Ensuring all activities are offered to everyone whenever possible
- Being aware of different ways of learning
- Providing resources for a range of cultures and gender
- Providing differentiation of the curriculum
- Providing support and challenge where appropriate
- Treating all children and adults as individuals respecting their rights, values and beliefs
- Working as a team, supporting and encouraging each other

Giving Children a Voice

- Providing a School Council, Faith Team, Online Safety Council, Peer Mentoring group
- Discussing our Home-School Agreement
- Devising shared class rules
- Providing sessions in PSHE for children to express themselves
- Giving some choices in the curriculum
- Being a 'listener'
- Developing individual behaviour plans and programmes when appropriate

Curriculum

- Regularly reviewing curriculum to ensure appropriateness
- Ensuring flexible approaches are adopted for all children when needed
- Providing a creative, stimulating and challenging curriculum
- Ensuring all subjects are differentiated to meet the needs of all
- Providing an 'inclusive' curriculum

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Teaching Styles

- Providing a range of teaching and learning styles
- Adapting the curriculum appropriately
- Recognising the different 'intelligences' that affect learning

Playground Behaviour

- Providing clear guidelines to children and parents about expectations
- Celebrating good behaviour
- Monitoring behaviour to identify difficulties
- Providing activities to suit a range of needs
- Working with lunchtime staff to ensure a consistent approach
Providing 'buddies' and 'mentors' for children
- Providing a 'Friendship Club' for children who find playtime difficult
- Providing a nurture group and sensory room

Working with Parents/Agencies

- Keeping parents well informed of codes of behaviour
- Working with parents and pupils on individual behaviour plans and anger management programmes when appropriate
- Identifying individual children who need 'extra' support with referrals to the Specialist Teaching and Learning Service
- Discussing individuals at LIFT meetings to monitor progress and identify action
- Making referrals to outside agencies such as Thanet Early Help Team, Orchard house, NELFT, Social Services, Headstart, seeking further advice, where necessary, from the LA Exclusions Officer.
- Referrals to school counsellor

Social Skills

- Adopting a whole school approach to emotional literacy through social skills
- Providing opportunities during PSHE to discuss social skills
- Providing opportunities for role play/drama and discussion and group work as often as possible throughout the curriculum
- Providing out of school activities, such as discos and school trips where children can practice social skills
- Providing extra provision for individual children who need support in social skills
- Providing a nurture group and sensory room

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Classroom Organisation

- Providing a well ordered classroom where children can move freely and organise themselves
- Ensuring all activities have a 'structure' which is clear to children
- Ensuring all children know the expectations and code of behaviour in the classroom
- Encouraging the need to have respect for everyone and also for property

Rights, Rules and Responsibilities

The whole school has agreed that we all have the following rights:

A Right to be safe

- No use of physical contact
- Say no to bullying
- Always tell a member of staff when we need to solve a problem
- Stay within school boundary

A Right to learn

- Listen to instructions
- Ask questions, investigate and hypothesize
- Stay on task

A Right to respect

- Speak politely to others
- Make people feel good about themselves
- Make new members of school feel welcome
- Share with one another

A Right to have property kept safe

- Leave valuables at home
- Show respect for other people's property

A Right to move freely, subject to rules

- Walk, not run in the school building
- Be in the right place at the right time
- Leave and enter by the right doors

A Right to have disputes settled fairly

- Speak quietly, calmly and respectfully
- Give others their chance to speak
- Try to be honest with ourselves and with others

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1. A Right to Safety

Safety is our priority. It is not acceptable for physical force to be used at school, except defensively to prevent attacks upon individuals, or the damage of property. In either case the minimum possible level of force must be used. Pupils are not expected to stop fights; this is the responsibility of adults.

Aside from the above, physical contact is not acceptable, except where friendly, such as welcomes. Therefore, where a physical contact is objected to, it should stop immediately. Demanding things by threat of assault is unacceptable and should be reported to a member of staff. Similarly, bullying is not acceptable. There is a school policy regarding bullying (available from the school office).

Similarly any other behaviour which is dangerous, even unintentionally so, is unacceptable. Pupils may not bring dangerous objects or substances into school. Teachers have the right of 'in loco parentis' in school, which allows them to act as a parent, especially when pupils are in danger.

2. A Right to Respect

In addition to their personal safety, pupils and staff have a right to be treated with respect by others. We are aware that some forms of bullying involve not physical abuse but verbal attacks, gestures and looks. Therefore no-one should be subjected to ridicule or personal insult, about their family, age, race, culture, belief, gender, sexual orientation, appearance, or indeed, for that matter, about anything - humiliation breeds contempt and sarcasm damages self-esteem.

There is a school policy regarding Equal Opportunities, which sets down certain responses to disrespectful behaviour. This requires us to monitor and record instances of racist and sexist behaviour particularly, and to take action to reduce its occurrence. We recognise that staff have a responsibility to provide a good model to pupils by observing respectful behaviour. Shouting will be avoided if at all possible as we recognise it diminishes the individual.

3. A Right to Learn and to Teach

Aside from their personal safety, and their right to respect, the next most important right for all pupils in the school is the right to learn. They have a right to a broad, balanced and stimulating curriculum, which is accessible enough to be attempted and challenging enough to encourage learning. They have a right to be taught in a respectful manner.

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Similarly it is the right of all teachers in the school to work within an environment that promotes learning. They have a right to expect that pupils will co-operate with them and show reciprocal respect. Behaviour which disturbs that right is unacceptable.

4. A Right to Move Freely, Subject to Rules

Everyone is entitled to move freely about school, as long as that movement is consistent with the rights of others. Pupils are not permitted to be out of class during lessons except with the permission of a member of staff. Running within the school is a danger and is not allowed. During breaks pupils are not allowed in the school except with permission.

5. A Right to have Property Kept Safe

Property must be respected, whether it is that of the school, of staff or of pupils. Pupils' property is not allowed in school except with permission. The school does not accept responsibility for such property in school. Valuable items should never be brought into school without consent but, if with consent, they should be handed over for safe keeping. Damage, wilful neglect or theft will be seen as very serious matters and will be dealt with accordingly. Named Mobile phones will be kept in a drawer in the main office.

6. A Right to be Treated Fairly

Everyone has a right and a need to know the rules. To this end our rules are important procedures produced after proper consultation. Each class will devise their own set of class rules. When rules need changing, changes will grow from a democratic review procedure.

Rules shall be recorded in forms appropriate to specific audiences. Children in particular will need different forms of rules, which take account of their age and degrees of awareness. Parents and carers will be told of rules and informed of any changes. In addition to having written versions of rules, we will rehearse them verbally, regularly. Posters and cartoons may be needed to publicise rules. Children shall be introduced to rules on their entry to school.

Blanket punishments will not be given as innocent children will be resentful.

Any individual has a right to complain about a breach of rules where they are the injured party, and to expect redress where their complaints are justified. Ideally such complaints should be made at the time of occurrence, to a supervising

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adult. At the same time, there are expectations that such complaints shall be made reasonably; where complaints are made disrespectfully, they may well be ignored, though this is unlikely to be the case where the incident is a serious one. A separate policy outlines the rationale for dealing with racism (available from the school office).

In the event of a claimed breach of rules occurring, individuals accused have a right to hear the case against them and to present their response. Hearing of grievances will follow the 'chain of command' if necessary: class teacher, Head or Deputy Heads, Chair of Governors, Governing Body.

Roles and Responsibilities

The governing body is responsible for defining the principles underlying the school's behaviour and attendance policy.

The Headteacher is responsible for framing a policy which establishes an environment that encourages positive behaviour and regular attendance, discourages bullying and promotes race equality and, with other members of the senior leadership team, organising support for implementing the policy.

All staff (including support staff and volunteers as well as teachers) must ensure that the policy is consistently and fairly applied, including to all groups and communities, that pupils are taught how to behave well and are encouraged to attend punctually and regularly. As well as providing mutual support and in modelling the high standards of behaviour and punctuality expected from pupils.

The governing body, Headteacher and staff must ensure that all aspects of the school's behaviour and attendance policy and its application promote equality for all pupils.

The pupils are responsible for shaping and promoting the school's code of conduct and supporting staff and other pupils.

Parents and carers must take responsibility for their child's attendance and their behaviour inside and outside the school working in partnership with the school to maintain high standards of behaviour and attendance and contributing to the policy through consultation. They all receive information annually on the school's behaviour and discipline procedures both in leaflet form and on the Home School Agreement.

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Rewards

Our whole school environment is geared towards celebrating good academic and social practice. This is apparent firstly in the regular recognition and celebration by classroom teachers and support staff. Good work and good behaviour will be celebrated by being-mentioned in assembly. Often pupils receive rewards for achievements and these include stickers presented in assembly.

Each week one child will be nominated from each class for a Headteacher's Award. Their nomination will be either because they have been particularly kind, caring or considerate or because they have made a significant effort to improve their own behaviour or work. Headteacher Award books will need to be completed and returned to the office so that their names can be mentioned in assembly. A weekly GRIT Award celebrates those children that have shown resilience and perseverance.

For some pupils, informal and less structured situations are the most difficult to deal with. Playtime falls into this category, allows more physical and social interaction between pupils and, whilst vital, is where situations may get out of control. Some pupils may be unable to manage the freedom of these occasions, and so need our support in defining their own acceptable boundaries and finding constructive ways of playing.

There needs to be a balance between supervision and the facilitating of play. Equipment to make constructive play possible needs to be readily available, be stored accessibly and cared for. The school council is responsible for overseeing the care and storage of this equipment.

A pro-active approach is best encouraged by positive example and by the recognition and rewarding of appropriate behaviour. Whenever possible, responses to good behaviour will take precedence over punitive responses to bad; this is because though punishment may suppress unacceptable behaviour, only positive encouragement will fix good behaviour.

It is important to remember that good behaviour is what we expect at all times and will be celebrated, not necessarily rewarded.

Sanctions

1. Warning
2. Time out in class (5 minutes)

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3. Out to nominated staff member, documented in file by them. Class teacher, or member of staff in charge of PPA, to inform parents by phone initially and letter if necessary. Child to complete exit form. Child to stay with staff member for 30 minutes of missed learning. Child to miss next lunch time play to complete missed learning time. Extreme disruption, abusive or aggressive behaviour sent to Head or Deputy Head and could lead to:
 - Immediate contact with parents/carers.
 - The setting up of a behaviour plan
 - An internal exclusion.
 - Missing out on class treats e.g. school trips.
 - In extreme cases this could result in an immediate exclusion.

Playtime Sanctions

1. Warning
2. Time out on Playground (5 minutes)
3. At lunchtime, if behaviour is repeated, they will be sent to an adult for 30 minutes. From 12.00 - 12.25 member of SLT. 12.25 - 12.55 pupils to be sent to End Classroom.
4. Extreme disruption, abusive or aggressive behaviour sent to Head or Deputy Head and could lead to:
 - Immediate contact with parents/carers.
 - The setting up of a behaviour plan
 - An internal exclusion.
 - Missing out on class treats e.g. school trips.
 - In extreme cases this could result in an immediate exclusion.

Exclusion

The following procedures are based on the latest statutory guidance, which came into effect 10th February 2015.

We will always try to intervene early where there are behavioural problems and make every effort to control situations before exclusion becomes the only option available. An exclusion may be given if there is a serious breach of this behaviour policy or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school. Procedure for implementing an exclusion is provided below in Appendix A.

A permanent exclusion for a first or one off offence may be given for the following reasons:

- Serious actual or threatened violence against another pupil or member of staff

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- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

The school will always consider alternatives to exclusion before reaching a decision. Exclusion will not be used for:

- Failure to do homework or to bring in dinner money
- Poor academic performance
- Lateness or truancy
- Breaches of school uniform rules, or rules on appearance
- Punishing pupils for the behaviour of their parents

Exclusion will often be the end of a disciplinary process, preceded by other sanctions and efforts to modify behaviour. Occasionally the behaviour of a child will be such that exclusion will be an immediate response. Such action will be exceptional and generally relate to extreme behaviour, constituting a serious breach of school rules.

However the Headteacher reserves the right to exclude where the health, safety, welfare or education of others is threatened by the action of the child.

Parents will be notified of the reason for the exclusion. Before the child is readmitted to school a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour pattern is not repeated. A written record of the discussion and commitments to the pastoral support plan, by both the parents and the school will be made.

Including Pupils on Educational Visits

Christ Church CE Junior School fully supports the availability of education visits to all pupils and recognises that children with additional needs, including those with challenging behaviour, should not be unnecessarily excluded. Reasonable adjustments will be made to accommodate pupils with additional needs, such as 1:1 support. However, if the safety of a pupil (or others) cannot be guaranteed because of his/her inclusion in the visit, then that pupil will not be included in the visit. Further guidance can be found in our school Educational Visits Policy, Equal Opportunities Policy and Inclusion Policy.

Parental Involvement

All parents will be given a guidance leaflet on behaviour and discipline. Some children may not respond to the procedures. These children will be given an individual behaviour programme and parents will be informed. Parents will be given an opportunity to discuss their child's behaviour and consider links

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between behaviour and other experiences in their child's life. A home/school contact book will be started and parents will be asked to meet the class teacher weekly to monitor their child's behaviour.

Outside Agencies

Any worries about any pupil will be discussed with the SENCO. There are times when outside agencies will be required. This will be the result of discussion between the Class Teacher, SENCo or Learning Mentor and Head teacher. Teachers will document evidence of behaviour carefully so that it can be collated when required.

The use of Force to control and or restrain pupils

There are a wide variety of incidents in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. Generally there are 3 main categories:

1. Where action is necessary in self-defence or because there is an imminent risk of injury for example
 - A pupil attacks a member of staff, another pupil or is self harming
 - Pupils are fighting

2. Where there is an assessment that risk of injury, or significant damage to property for example
 - A pupil is engaged in, or is on the verge of committing deliberate damage to property
 - A pupil is causing, or at risk of causing injury or damage by accident or by rough play, out of control behaviour or the misuse of objects
 - A pupil is running in a corridor or in a way which he or she might have or cause an accident likely to injure him or herself or others
 - A pupil tries to leave the school without permission and such an action is judged to put them at risk within the community

3. Where a pupil is behaving in a way that is compromising good order and discipline
 - A pupil persistently refuses to obey an instruction or leave the classroom
 - A pupil behaves in a way that is seriously disrupting a lesson

Reasonable Force

The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. Any use of force must always be the minimum required to achieve the desired result.

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Force should be applied in a manner that attempts to reduce rather than provoke a further aggressive reaction. The use of the voice is likely to be the most effective tool to use to de-escalate the situation. Holds and restraints should be chosen with this in mind.

Recording and Reporting

A written record of any occasion when the use of force has been made will be kept. It will include:

- The names of the pupils involved
- The names of all staff involved, including witnesses
- When and where the incident occurred
- The reason that force was used and the nature of the force used, degree and type of hold
- The antecedents, details of incident, including what was said
- Pupil response and outcome of incident
- Details of any injuries
- Details of damage to property

Pastoral Support Programme

Christ Church is a caring school. All members of staff, teaching and nonteaching, work very hard to foster a happy, supportive and caring environment with a positive atmosphere. However, we recognise that not all children find it easy to cope with certain aspects of being part of a school community. Children identified as having difficulties, by staff or parents, will be offered support of a pastoral nature. Children can be helped to acquire techniques that allow them to develop coping strategies, which empower them to deal with social and emotional issues. Support can be given to individuals or to small groups of children, depending on the level or nature of need. A Learning Mentor responsible for this area will be involved in devising any support programme.

Monitoring

The governing body has a general responsibility for directing the conduct of the school and should support the Headteacher and staff in monitoring high standards of discipline.

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The Senior Leadership Team will monitor behaviour at their weekly management meeting.

Our success is achieved not in the absence of problems but in the way in which we deal with them.

Policy reviewed January 2020
Signed (Headteacher/Chair of Governors)

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Date.....

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Our discipline structure is based on our Christian values

Rules Every class has their own set of “Learning Rules” which cover:

- A right to be safe
- A right to learn
- A right to respect
- A right to have property kept safe
- A right to move freely, subject to rules
- A right to have disputes settled fairly

Sanctions

If a child breaks a rule they will be given a warning

If they continue to break the rule they will get five minutes ‘TIME OUT’ in their classroom, when they will work on their own

If they then repeat the inappropriate behaviour they will be sent out to a senior member of staff. They will have 30 minutes ‘TIME OUT’ and they will make up the time in their lunch hour. At this stage parents will be notified.

For extreme disruption, abusive or aggressive behaviour the child will be sent to Head or Deputy Head and could lead to:

1. Extreme disruption, abusive or aggressive behaviour sent to Head or Deputy Head and could lead to:
 - Immediate contact with parents/carers.
 - The setting up of a behaviour plan
 - An internal exclusion.
 - Missing out on class treats e.g. school trips.
 - In extreme cases this could result in an immediate exclusion.

Playground Behaviour

We aim for all our children to have a happy and positive experience at playtime.

These are our rules for playtime:

Be polite

Be kind

Be respectful

Follow rules

Stay in safe places

All behaviour on the playground is closely monitored and parents informed if their child’s behaviour continues to be a cause for concern

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Parental Involvement

Should a child misbehave in class and need to be sent out parents will be informed as soon as possible either by telephone or letter.

Should behaviour not improve parents will be invited in to draw up a plan of action, which could involve outside agencies.

We always like to know if circumstances at home change which may affect behaviour.

Rewards

We are continuously recognising good behaviour by celebrating with the children and the rest of the class.

Bullying

Our message is quite clear –

If you do not like what someone is saying or doing you have two choices:

walk away
tell an adult

If you walk away and the person continues your only choice is

TELL AN ADULT

We will always act on information and investigate

Bullies will not be tolerated at Christ Church; we need to know who they are – we will act! Support will be given to the child who is being bullied, parents will be notified and “bullies” will be punished appropriately and monitored closely!

Our success is achieved not in the absence of problems but in the way in which we deal with them.

We are always very happy to hear your views about the way we deal with discipline and behaviour.

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Appendix A

Rationale

This policy deals with the policy and practice which informs the School's use of exclusion. It is underpinned by the shared commitment of all members of the School community to achieve two important aims:

- 1) The first is to ensure the safety and well-being of all members of the School community, and to maintain an appropriate educational environment in which all can learn and succeed;
- 2) The second is to realise the aim of reducing the need to use exclusion as a sanction.

Introduction

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

- (a) In response to a serious breach of the School's Behaviour Policy;
- (b) If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.

Exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Head, the Deputy Head who is acting in that role).

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Behaviour Policy: _ Verbal abuse to Staff and others

- _ Verbal abuse to students
- _ Physical abuse to/attack on Staff
- _ Physical abuse to/attack on students
- _ Indecent behaviour
- _ Damage to property
- _ Misuse of illegal drugs
- _ Misuse of other substances
- _ Theft
- _ Serious actual or threatened violence against another student or a member of staff.
- _ Sexual abuse or assault.
- _ Supplying an illegal drug.
- _ Carrying an offensive weapon.
- _ Arson.
- _ Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour.

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

Exclusion procedure

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Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).

The DfE regulations allow the Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term or missing a public examination. The Governors have established arrangements to review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately where possible. A letter will be given to parents to explain the reasons for the exclusion. Parents have a right to make representations to the Governing Body and the LEA as directed in the letter.

A 'Return to School Meeting' will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate.

If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, a Pastoral Support Plan will be drawn up. This needs to be agreed with the School, student and parents.

A fixed term exclusion will usually take the form of an "internal" exclusion. However, in some circumstances, either because of the severity of the incident or because of practical or logistical constraints, such an exclusion will result in the student being required to remain at home.

During the course of a fixed term exclusion where the student is to be at home, parents are advised that the student is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/guardians.

Permanent Exclusion

The decision to exclude a student 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

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been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).

2. 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 student for a first or 'one off' offence. These might include:

- _ Serious actual or threatened violence against another student or a member of staff.
- _ Sexual abuse or assault.
- _ Supplying an illegal drug.
- _ Carrying an offensive weapon *.
- _ Arson.

The School will consider police involvement for any of the above offences. * Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well being of the School.

General factors the School considers before making a decision to exclude. • Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Head will:

- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account the Pupil Behaviour Policy, Equal Opportunity and Race Equality Policies. • Allow the student to give her/his version of events.
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

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

Exercise of discretion

In reaching a decision, the Head will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

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In considering whether permanent exclusion is the most appropriate sanction, the Head will consider

- a) the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour Policy and
- b) the effect that the student remaining in the School would have on the education and welfare of other students and staff.

Nonetheless, in the case of a student found in possession of an offensive weapon, whether there is an intention to use it or not, it is the School's usual policy in this particularly serious matter to issue a permanent exclusion. In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Pupil Discipline Committee, when it meets to consider the Headteacher's decision to exclude. This Committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the student's School record, witness statements and the strategies used by the School to support the student prior to exclusion.

Alternatives to Exclusion

Alternative strategies to exclusion are included in the Pupil Behaviour Policy. The School would intend to work closely with the Local Authority and other primary schools to undertake managed moves where such a course of action would be of benefit both to the student and the two schools concerned. However, the threat of a permanent exclusion will never be used as the means to coerce parents to move their child to another school.

Behaviour Outside School

Students' behaviour outside School on school "business" for example school trips and journeys, away school sports fixtures or a work experience placement is subject to the School's Behaviour Policy. Unacceptable behaviour in these circumstances will be dealt with as if it had taken place in School.

The school's response to **non-criminal** inappropriate behaviour and bullying which occurs off the school premises, and which is witnessed by a staff member, is that it shall be dealt with as if it had taken place in School, for example, if a child is:

- Travelling to or from school and could adversely affect the reputation of the school or poses a threat to another pupil or member of the public.
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

In all cases of misbehaviour the school can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff

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member. If parental permission is given for the child to walk to and from school unescorted, responsibility for behaviour lies with parents/carers. Similarly at school events outside of school hours, where children accompany parents/carers, if bad behaviour occurs there is an expectation that parents/carers take responsibility for their child's actions.

Any reported **non-criminal** inappropriate behaviour and bullying which occurs off the school premises will be investigated by the school, and will be responded to in consultation with parents/carers.

The school advises parents/carers to contact the police in response to any potential **criminal** behaviour that occurs when children are travelling to or from school.

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