



**PEAR TREE**  
COMMUNITY  
JUNIOR SCHOOL

*With trust & care we will grow & flourish*

# Behaviour Policy

Reviewed: September 2023

Next Review: September 2024

## Rationale

Our School Ethos sits at the heart of all that we value. We want to enable our diverse community to flourish through promoting personal values, enriching learning, showing ambition and respecting the rights of others. We promise to:

- **Instil personal values** and encourage children to show pride, passion and perseverance.
- **Enrich learning** so children can demonstrate enthusiasm, excellence and exploration.
- Have **ambition for all** to raise appreciation, aspirations and achievement.
- **Recognise the rights** of everyone to ensure children are ready, respectful, and responsible.

## Introduction

At Pear Tree we aim to create a caring atmosphere in which teaching and learning can take place in a **happy and safe environment**. In order to achieve this, we recognise the importance of a whole school policy that is supported and followed by the school community including children, parents, teachers, midday supervisors, other adults working and helping in the school and governors.

In producing the school behaviour policy, we have undertaken to ensure children have a right to learn, feel safe and the right to respect.

- **THE RIGHT TO LEARN** without undue, unreasonable, and unfair distractions and diversions from others. They also have a right to learn in an environment where their teachers do not create unnecessary anxiety or pressure through negative comparisons, overly negative feedback, or lack of consideration of their learning needs.
- **THE RIGHT TO FEEL SAFE** including their physical safety but also their emotional and social safety e.g. not be subject to teasing, name-calling, swearing, 'put downs' etc. This right also addresses any expression of harassment behaviour including racism.
- **THE RIGHT TO RESPECT/FAIR TREATMENT** for all members of the school community, including the children, to interact in a civil and respectful manner towards each other. With rights come RESPONSIBILITIES. In our school the children have a responsibility to care for themselves and others and to treat others and their belongings with respect.

It is our practice to promote and encourage good behaviour rather than simply punishing challenging behaviour, so we have a range of rewards for children of all ages and abilities. We recognise that some of our pupils have very low self-esteem and come from different backgrounds; therefore, as professionals, we must help them to develop a strong sense of self-worth.

Through the school curriculum, including our Personal Development curriculum, children are taught values and attitudes as well as knowledge and skills that will encourage self-discipline and teach them to respect themselves, others and property. In addition to this, some children will access targeted support through our Wellbeing Team, who will champion provision to meet their needs and support them to make positive choices.

## Pupil Expectations

Pupils will be expected to:

- **Respect** each other and be friendly, kind and fair.
- **Respect** teachers, other adults and fellow pupils by looking after each and understanding and celebrating each other's opinions, beliefs and differences.
- **Respect** the working environment (resources, equipment, other people's belongings,)
- Be **ready** to learn, by being well behaved, well-mannered and attentive.
- Be **ready** to learn by following instructions from the class teacher.
- Be **ready** to learn by keeping an appropriate noise level to the activity.
- Move around school in a **responsible**, safe and sensible manner.
- Solve problems and disputes in a **responsible** and fair manner; physical violence is not acceptable, neither is retaliation.
- Use sensible and **responsible** language; foul and abusive language must not be used.
- Not bring additional items into school; other than those stated by the class teacher.

## Teacher Expectations

Teachers will be expected to:

- Speak politely and positively at all times – even when pupils do not reciprocate.
- Be on time, everywhere.
- Catch children being good - focus on the things they do well and relate them to the rules – 'You are showing you are ready because...'
- Reward children when they have made the right choice. Use the class reward system/Marvellous Me points to reward identified good behaviour choices. Use the class recognition board when behaviour is 'over and above' or sustained.
- Give recognition when children achieve and share these achievements with their parents.
- Greet children every registration and check that they are happy and ready to learn.
- Remind children what the right choices are by relating to the rules – 'Be respectful by stopping when asked.'
- Escort children when they are walking as a class, through school. Children will be expected to walk single file, in a quiet and orderly manner – keeping to the left and showing 'fantastic walking.'
- Challenge poor behaviour in a calm, quiet manner; use the scripts provided (see behaviour toolkit)
- Follow the school sanction chart and record incidences as appropriate.
- Hold a repair meeting following incidences of poor behaviour.
- Contact parents when an incident of poor behaviour has been recorded.
- Ensure a calm end to the day with your year group at the end of the day.

## Parent Expectations

Parents and guardians are expected to:

- Work in partnership with staff to ensure good behaviour.
- Inform staff of any concerns  
Respond to concerns raised by members of staff.
- Ensure pupils come to school correctly equipped and prepared to work.

## School rules:

- BE READY
- BE RESPECTFUL
- BE RESPONSIBLE

These rules will be displayed in each classroom and in prominent areas around the school. It is important that all children are familiar with the 3 key rules. It is the responsibility of the class teacher to establish these rules with their class and the responsibility of ALL staff to enforce these rules CONSISTENTLY.

## Class Rules

At the beginning of the school year, each class will devise their own class rules with the guidance of the class teacher. They will also display in their classroom and discussed regularly. Class rules will include in pupils' own words around the following themes.

- To **be ready to learn** by listening to others, putting up hands, taking turns, no name calling and not hurting others.
- To **be respectful** for property - take good care of the equipment the school building, ask before you borrow.
- To work hard.
- To talk quietly.
- To **be responsible by** walking inside the building and when entering and leaving.
- To be polite and helpful.

Rules need to be positive and precise. These classroom expectations around behaviour will go up in every classroom and are linked to our school behaviour reward and sanction system. (a template is provided for staff to use to produce these with their class)

Staff will actively promote these rules and encourage good behaviour by developing use of the following:

- Routines
- Responses
- Relationships

The Behaviour Toolkit will offer staff further guidance on each of these can be developed.

## **Reward System**

### **Weekly Recognition Assemblies**

At Pear Tree we have we have weekly recognition assemblies to recognise and celebrate progress and achievement in the following areas. One child per class will be selected for the following areas:

- Pear Tree Promise Awards
- Reading Champion Award
- Voice Champion Award
- English Champion Award

### **Termly Recognition Assemblies**

Three children from each class are selected by their class teacher for outstanding achievement.

### **Behaviour Recognition Board**

Every Class will have a recognition board for pupils who are consistently demonstrating behaviours from the Superhero Curriculum.

### **Individual Rewards**

Individual rewards are awarded to pupils through the use of 'Marvellous Me.' 'Marvellous Me' points will also be awarded around the school.

### **Whole Class Rewards**

Classes can earn pears given by their class teacher to receive a whole class reward (Max 2 times per half term). Class teachers will award pieces of a pear when the whole class behave exceptionally well. The pieces of pear will create a whole class pear.

### **Golden Table Award**

Weekly nominations by lunchtime staff for children that have consistently demonstrated the agreed expectations during break and lunch times. One child from each class will be selected to sit on the Golden Table every Friday.

### **Sanctions/Consequences**

There will be times when children show unacceptable behaviour (See appendix 2) and break the school rules. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. These boundaries must be stated firmly and clearly. For children to become responsible for their own behaviour there needs to be consequences to follow.

When school rules are broken, inappropriate behaviour must be challenged consistently. We must provide a negative consequence each time a child chooses to behave inappropriately. The child needs to understand that they have chosen to behave inappropriately and therefore there is a consequence for their action.

Sanctions are to be followed fairly and consistently.

'REMEMBER IT IS THE CERTAINTY OF THE CONSEQUENCES RATHER THAN THEIR SEVERITY THAT IS THE EFFECTIVE ELEMENT IN RESPONSES TO MISBEHAVIOUR' – Bill Rogers.

Staff will refer to the Sanctions Response Guide for guidance on how breaches of discipline should be dealt with (see appendix 2 and 3)

Minor breaches of discipline should be dealt with by the class teacher in a **caring, supportive and fair manner**. A child may be removed from their classroom, sent to paired class, or may receive intervention by support staff. However, it should be rare for a child to be sent to the Head or a member of the Senior Leadership Team.

Generally, children will be aware that they are responsible for their own actions and that breaking rules will lead to consequences. It is important that the teacher or teaching assistants deal with most behavioural issues within the class, as they need to establish their own discipline, being careful not to overuse. The member of staff issuing the sanction should always record the incident and follow up in accordance with school policy.

### Issuing Sanctions

It is important each time a child is given a sanction to relate the inappropriate behaviour to the school rule that has been broken.

- Refer to the child's actions to their own and others' rights and responsibilities.
- Establish the facts and ensure the child is given the right to reply.
- Use a calm, assertive approach that provides a good role model in terms of attitude, responses, and reaction.

*(Where possible, these should be done calmly and privately – and should take no more than 30 seconds away from teaching time)*

A script sharing actions and verbal reprimands are shown in appendix 3 and 4.

1. Non-verbal reminder
2. Verbal reminder – of correct behaviour choice
3. Verbal Warning – reminder of correct behaviour choice or sanctions.
4. Partner class
5. Time out with a member of the Leadership Team. Children will need to bring their work to complete. A restorative meeting will also take place during this time.
6. If a child has two recorded incidences in a week, Senior Leaders will see the child and inform parents via text, home schoolbook or phone call.
7. If a child is identified 3 times in a week or 5 times in a half term, they will be removed from the classroom for half a day.

### Hierarchy

Hierarchy of steps should be followed throughout the day and start afresh each lesson. *In extreme cases the above hierarchy of sanction steps would NOT be followed, and children would be sent straight to a senior leader (See appendix 2).*

Whilst it is expected that most children will respond to our policy there will be occasions when individual children have additional needs with regard to the continuing unacceptable behaviour that they exhibit. As part of the approach within our policy of rewards and sanctions, we will use behaviour modification strategies.

## **Incidences of Bullying**

At Pear Tree Community Junior School, we are a TELLING school. This means that anyone who is aware of any type of bullying that is taking place is expected to tell a member of staff. When incidences are being investigated reference will be made to the Anti Bullying Policy for detailed guidance.

[anti-bullying-policy-v2.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)

## **Measures to Prevent Child on Child Abuse**

We recognise that pupils may become victims of abuse from other pupils. Child on Child abuse can include:

- Bullying (including cyber bullying, prejudice-based and discriminatory)
- Physical abuse (hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm)
- Sexual abuse
- Sexual harassment
- Sexual activity without consent –
- Consensual and non-consensual sharing of nudes and semi-nude images and videos
- Up skirting
- Initiation

(Taken from KCSIE 2022)

Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils will be sanctioned. All inappropriate language and behaviour should be challenged. Staff should never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or part of growing up. All staff will model manners, courtesy, and respectful relationships. Staff must report instances of child-on-child abuse through the normal safeguarding concern process and follow the Sanctions Response Tool kit (Appendix 3 and 4). Support must be provided to both the victim and perpetrator. In some circumstances, the Safeguarding Team will consider if a referral to children's social care and/or police may be appropriate.

## **Behaviour Incidents Online**

We expect pupils to adhere to the school values and exhibit the same standards of behaviour online as apply offline. The way in which pupils interact online with one another can have a significant impact on behaviour and culture in school. We will investigate and sanction a pupil when appropriate where online behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running or the reputation of the school. When an incident raises a safeguarding concern, child protection procedures will be followed.

## **Searching and Screening for Banned Items**

The Headteacher and members of staff authorised by the Headteacher have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that a pupil may have a prohibited or banned item.

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items

- Tobacco and cigarette papers
- Fireworks
- Pornographic images.
- Any article that has been used or is likely to be used to commit an offence, personal injury or damage to property.

Banned Items are:

- Vaping paraphernalia
- Mobile phones

### **Pupils' Conduct Outside of School**

School staff will discipline pupils for misbehaviour when the pupil is taking part in any school-organised or school-related activity. Non-criminal bad behaviour and bullying that occurs outside of school hours will be dealt with on a case-by-case basis in partnership with parents. Criminal behaviour will be reported to the Community Police.

### **Support Plans**

Each child is different, so it is important that the cause of the behaviour is investigated, and plans made to meet individual needs. The parents will always be involved at this stage and help from outside agencies may be sort including E.B.D. outreach support teachers from behaviour support the educational psychologist, the school nurse and the school doctor. All targets must be SMART - specific, measurable, achievable, realistic, time related.

### **Ultimate Sanction**

All efforts will be made and proactive steps will be taken to prevent suspension and permanent exclusion. However, extreme cases will result in suspension and permanent exclusion. Particular circumstances such as the severity of the misdemeanour, the child's prior behaviour history, any special educational needs and any safeguarding concerns will all be considered.

Should it prove necessary to suspend or permanently exclude a pupil, the school will follow the L.A. guidelines and Transform Trust addendum (see appendix 6).

Teachers need to keep a record of sanctions given to each individual per day for *monitoring* purposes using the forms provided, these include:

Behaviour Logs on ScholarPack, Racist Incidents, Bullying Incidents, Parent Meeting Form.

## Lunchtime Rewards and Sanctions

The use of rewards and sanctions used at lunchtime compliment those used during the rest of the day.

### **Rewards**

The midday supervisors will reward the children by verbal praise, giving extra responsibility and Marvellous Me points for:

- Being respectful
- Being helpful
- Playing appropriately
- Following instructions

### **Sanctions**

(See detailed response guide – appendix 3)

- 1. Non-verbal cues
- 2. Verbal Reminder – reminder of correct behaviour choice
- 3. If the offence is repeated then the child has 5 minutes time out with the MDS/TA. It is essential that the MDS/TA keeps track of the time. After 5 minutes the MDS/TA discusses again the reason for the time out in order to remind the child before allowing the child to return to play.
- 4. Any subsequent incidences will be reported to the Wellbeing Team who will intervene appropriately (intervention may include some time to reflect and repair with a member of the leadership team or by joining a targeted group) The incident will be recorded on ScholarPack.
- 5. If a child receives two incidences of repair and reflect time in a week, Senior Leaders will see the child and inform parents via text, home schoolbook or phone call.

Serious incident/unacceptable behaviours will be directed to a member of the Wellbeing Team straight away.

The Wellbeing Team will investigate incidents, which occur on the playground during a lunchtime session and log any incidences on ScholarPack. Alongside the leadership team, they will decide which action(s) needs to be taken, e.g. a child missing a subsequent break / lunchtime; being banned from the football pitch, an intervention being put in place, a child being timetabled for structured lunchtimes.

- The Leadership Team will record serious or persistent offences on ScholarPack.
- This will allow the Leadership Team to keep a track of persistent offenders / victims of unacceptable behaviours. The Leadership Team are therefore well placed to spot any bullying behaviours, which may be evident in some pupils and also will record racist incidents when they have been fully investigated.
- When behaviour incidents have been reported to a member of Senior Leadership, a parent /carer will be informed by telephone call / letter so as to involve parents fully in their child's learning journey.
- The Behaviour lead will analyse whole school behaviour on a weekly/half termly basis. Trends and ways to address these behaviours will then be fed back into school activities and foci.
- Constant disruptive lunchtime behaviour may lead to a letter to the parent or guardian stating that the child must go home for a fixed term exclusion for lunchtime.

## Defusing situations at lunch time

- Midday Day Supervisors/Support Staff/The Wellbeing Team will investigate complaints about incidents that occur at lunchtimes. Each individual case will be heard and then investigated (if necessary), so that the trust between children and adults continues to grow and flourish.
- When investigating, Lunchtime Staff will endeavour to get statements from independent witnesses.
- When several children are involved in a dispute, they may all want to tell the adult their side of the story all at once. Adults will need to ensure that children take it in turns to feedback.
- Sometimes, in the heat of the moment a pupil may walk away. Adults will ensure the pupil is given the necessary time they need to calm down and reflect, before they then address the issue.
- Comments made during the 'heat of the moment', will never be taken personally.
- Although we expect all pupils to behave there will be some who struggle to make the right behaviour choices for a number of reasons e.g. delayed social development. All lunchtime staff will be notified about these children and wherever possible will give them extra attention and praise when they make the right behaviour choices.

## Positive Handling

This guidance is based on best practice provided by Nottingham City RPI Solutions on de-escalation and positive handling. It should be referred to by all schools within Transform Trust.

### **Best Practice De-escalation Skills and Techniques**

Underpinning the success of managing the diverse needs that will be present in each classroom is the skill of the teacher in intervening early to de-escalate situations calmly when they arise. Remaining calm and professionally detached is not natural and therefore it is a skill that will need to be practiced.

Below are some examples of techniques that can be used:

- Stay calm
- Keep a neutral facial expression
- Be aware of personal space
- Distract/divert
- Reassure pupil
- Use a low voice
- Use non-judgemental language
- Give them a 'way out'
- Give them time to follow instructions

### **Things to avoid:**

- Do not make threats you cannot carry through, such as threatening to exclude the child.
- Do not be defensive or take it personally. What is being said may seem insulting and directed at you, but this level of aggression is not really about you.
- Do not use humour unless you are sure it will help and you have a very good relationship with the child.
- Do not use sarcasm or humiliate the child.

### **Strategies for Dealing with Challenging Behaviour**

If any of the above de-escalation strategies do not have a positive effect, some or all of the following approaches will be taken according to the circumstances of the incident:

a) Verbal acknowledgment of unacceptable behaviour with request for the pupil to refrain and, if appropriate, move to a designated safe space; this involves negotiation, care and concern.

b) Further verbal warning stating:

- That this is the second request for compliance.
- An explanation of why observed behaviour is unacceptable.
- An explanation of the sanctions and what will happen if the unacceptable behaviour continues.

c) Warning of potential need to intervene physically and that this will cease when the pupil complies. If possible, summon assistance. It must be remembered that the restraint is a safeguard, not a sanction and the child should be told that the reason for positive handling is to protect them not to punish them. At this point, it may be necessary to remove other children from the scene for their own protection.

d) Physical intervention. Reasonable physical intervention using the minimum degree of contact to prevent a child harming him or herself, others or property.

## The Use of Positive Handling

The use of positive handling will always be a planned response. All other behaviour management strategies will be used before physical intervention.

Steps to be taken before using physical controls.

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.
- Give clear directions for the pupil to stop.
- Remind the pupil about rules and likely outcomes.
- Remove an audience or take the vulnerable pupil to a safe place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive guidance to escort pupils to somewhere less pressured.
- Ensure that colleagues know what is happening and call for help.

At our school we believe that the use of positive handling is only necessary to prevent a pupil from:

- Committing a criminal offence.
- Injuring themselves or others.
- Causing serious damage to property, including their own.
- Emergency situations that will prevent a child from harm.
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in the classroom during a teaching session or elsewhere on the school grounds or off-site on an educational visit.

Named individuals are trained in de-escalation and positive handling techniques. This training will be refreshed annually, and a record of their training will be kept in the school. In the event of using positive handling then only the trained techniques will be used as part of a planned response. It should be used only to control or restrain and never with the intent to cause pain or harm. Staff should always avoid touching or holding a pupil in a way that might be considered inappropriate.

In using Positive Handling, the level and duration of the physical intervention will always be the minimum necessary to restore safety. In any action, due regard has to be taken to the age, understanding and sex of the pupil. Knowledge of the pupil is a key factor in the judgements that will be made. Whenever positive handling is used, staff will keep talking to the pupil. Staff should speak calmly as a way of reassurance e.g. 'I am doing this to keep you safe'.

Most children who may require positive handling will have an Individual Handling policy (IHP) in their file detailing strategies and techniques used. A risk assessment will have been first completed on the child. The IHP and outcomes of the risk assessment will be shared parents/carers and other relevant parties.

## **Recording Incidents**

Where there has been a positive handling incident, check both the child and adult are ok and no further assistance is needed, and where necessary report any injuries.

The following process then needs to take place:

1. The incident must be reported immediately to the Headteacher/Deputy Headteacher. In the event of their absence, a member of the senior leadership team must be informed.
2. The handling log must be completed by the staff involved as soon as possible after the incident on ScholarPack and using Transform Trust online forms.
3. In the event of an injury occurring, the appropriate accident/personal contact incident reporting procedures must be followed. Parents/carers of the pupils involved will be advised of an incident as long as this will not put the child at any risk of serious harm. It may be necessary for it to be followed up by other action and/or pastoral support.

## **Monitoring and Review**

Whenever a member of staff has occasion to use positive handling, this will always be recorded and documented. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour can only be contained using positive handling. This process will address patterns of incidents and evaluate trends which may be emerging.

## **Complaints**

The availability of a clear policy regarding Positive Handling and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be dealt with under the school's Complaints Procedure. The Chair of Governors will be informed of complaints, but other governors will not be involved as a complaint may require further action on their part.

## Appendices

1. Behaviour on a page summary
2. Sanctions Flowchart
3. Sanctions Response Guide for the Classroom
4. Sanctions Response Guide for Break/Lunch Time
5. Positive Handling Plan
6. Trust Exclusion Addendum



Vision  
 To develop independent learners who show pride, passion and perseverance. They consistently show the skills of the Pear Tree Promise through their attitudes to learning.



**Superhero Actions**  
 Created at the start of the year in collaboration with the class and then displayed alongside the code and powers. Reinforced with the Superhero Curriculum.

- Rewards**
- Recognition Board
  - Recognition Assembly
  - Marvellous ME
  - Golden Table



**Mantras**

Praise in Public; Reprimand in Private  
 Fair Does Not Mean Equal  
 Positive Language  
 If You Can Predict It, You Can Prevent It  
 Happy When They Get It Right; Calm When They Get It Wrong  
 The Problem Is The Problem, Not The Child  
**ACE: Authentic, Consistent, High Expectations**  
 Analyse, Don't Personalise

**Building Relationships**

Catch them being 'good' – recognise positive behaviours  
**Meet and greet** at the start of the day.  
 Hold a 'repair' meeting following incidents of poor behaviour.  
**Contact** parents when a recordable incident has happened.

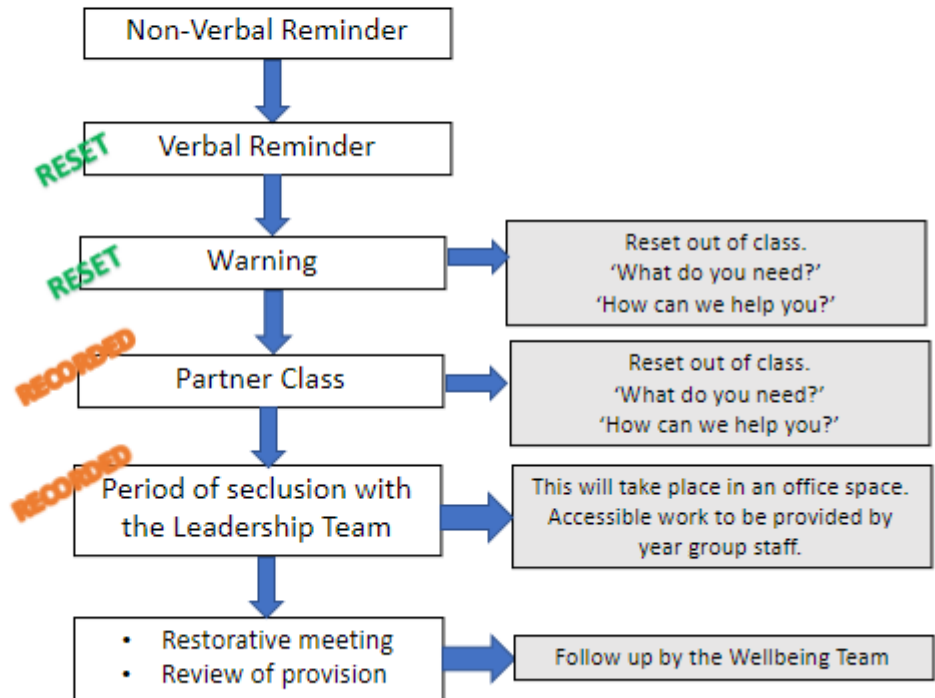
**Pear Tree Community Junior School**  
**Sanctions**



**Ready**

**Respectful**

**Responsible**



Response Guide

| Stage   | Response Guide/Script   |
|---|---|
| <p style="text-align: center;">1</p> <p style="text-align: center;">Non-Verbal Reminder</p> | <p><b>Use proximity.</b><br/>Strategically move across the students to prevent issues from escalating.</p> <p><b>The look.</b><br/>Strategic use of gestures e.g. lingering eye contact can let a student know that you are aware of their behaviour and persuade them to comply with expectations.</p> <p><b>Tapping on the desk or work/finger click</b><br/>This is not an agitated action; it is a quiet, low-key reminder of what the student needs to be doing.</p> <p><b>Point to visual displays</b> of class expectations.</p> |
| <p style="text-align: center;">2</p> <p style="text-align: center;">Verbal Reminder</p>     | <p>Are you ready_?<br/>Please could you show me you are active listening.<br/>What should we be doing right now?</p> <p><b>Highlight exemplary behaviours around the class.</b><br/>Well done___excellent active listening.<br/>Great teamwork_____.<br/>Fantastic start_____.</p>  |
| <p style="text-align: center;">3</p> <p style="text-align: center;">Warning</p>             | <p>Please think carefully about the choices you are making.<br/>What can I do to help you make this better?<br/>How can we make this better?<br/>This is your final warning.</p>  |
| <p style="text-align: center;">4</p> <p style="text-align: center;">Reflection Time</p>     | <p>You have continued to disrupt our learning time.<br/>Please take some time out to reflect on your behaviour choices.<br/>You need to_____.</p> <p>Your behaviour choices will be recorded in the class behaviour book and your parents will be informed. How do you think they will feel?</p>  |

Response Guide

| Level 1   | Response Guide  |
|---|---|
| Refusal to follow instructions given by adults.<br>Disturbing others from learning (e.g. calling out, making loud noises, misusing equipment).<br>Inappropriate language.<br>Poor attitude.<br>Improper use of equipment.   | 1) Non- verbal reminder<br>2) Verbal reminder<br>3) Warning<br>4) Time out away from others   |
| Level 2   |   |
| Repeat of above behaviours  | Removal from the playground by a member of the Well-Being Team.<br>Sent back to the playground after a period intervention.<br>Logged onto scholar pack by Well-Being Team.<br>Phone call made to parents by Class Teacher/Year Group Leader.   |
| Level 3   |   |
| Causing physical harm to others / fighting<br>Damage to school property.<br>Continued refusal to complete tasks.<br>Absconding  | Immediate removal by a Senior Leader.<br>Recorded onto scholar pack.<br>Phone call made to parents by Senior Leader.<br>Period of seclusion from lunchtimes.<br>Review of lunchtime interventions.  |
| Level 4   |   |
| Causing physical harm to adults and other children.<br>Highly disruptive behaviour e.g. extensive damage to school property.<br>Persistent offensive / abusive language.<br>Racist, religious, homophobic incident.<br>Extensive damage caused to school property.<br>Being unsafe or causing others to be unsafe.<br>Offensive weapon brought to school. | Immediate removal by a Senior Leader.<br>Recorded onto scholar pack.<br>Phone call made to parents by Senior Leader.<br>Fixed term exclusion or education off site.<br>If a fixed term exclusion is made, then record on: <ul style="list-style-type: none"> <li>•My Concern</li> <li>•With Transform Trust</li> <li>•With Local Authority</li> </ul> |



### Positive Handling Plan

| Name   | Year Group                | Class   | Date                      |
|--|---------------------------|---|---------------------------|
| Triggers /Behaviours / Situations likely to result in Physical Intervention: What is the behaviour like?<br>When does it occur? Where does it occur. |                           |   |                           |
| <b>Strategies to be used (before physical intervention)</b>  |                           |   |                           |
| Leave time (to regulate)   | Distraction               | Verbal reminder                                 | Remove stimulus           |
| Leave physical space   | Reassure/success reminder | State alternatives/consequences/ choices/limits | Repeat request            |
| Talk calmly  | Give a count              | Other staff intervene                           | Praise partial compliance |
| Other Strategies   |                           |   |                           |
| <b>Preferred Handling strategies to be used.</b>   |                           |   |                           |
| Preferred Handling Strategies  |                           |   |                           |
| Friendly Hold (arm around shoulder)  |                           | Shield  |                           |
| Walking  |                           | Double elbow                                    |                           |
| Single elbow (guiding the child along)   |                           | Seated hold                                     |                           |
| Standing   |                           | Double seated hold                              |                           |
| Other  |                           |   |                           |
| Debriefing process following incident. What care is to be provided e.g. space, talking through what has happened.                                    |                           |   |                           |
| Signature  | Parent/Guardian           | Date  |                           |
| Child  | Headteacher               |   |                           |

# Transform Trust

## Exclusions Policy –

### Addendum to Schools

## Behaviour Policy

| Policy Number | Author                  | Publication Date  | Review Cycle |
|---------------|-------------------------|-------------------|--------------|
| 210           | Chief Operating Officer | V1 September 2022 | Annual       |

#### [Exclusions Policy Addendum to School's Behaviour Policy](#)

#### **Introduction**

Transform Trust's exclusion policy aims to set out the process that will be followed and the additional considerations around suspensions and exclusions that the school will apply. Good behaviour and self-discipline lead to effective learning and help prepare children for life beyond the school gate.

Where our approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

We will always have regard to the Statutory Guidance on Suspensions and Exclusions (July 2022) when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulation 2012 (as amended).

This policy should be read in conjunction with the Behaviour Policy and the SEND Policy.

### Application of policy

This policy applies to all members of the school community. We will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parents and pupils.

### Types of Exclusion

Suspensions and permanent exclusions are different:

- a. **Suspensions** (previously called fixed-term exclusions) are where a pupil is prevented from attending the school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. A pupil may receive a maximum 45 days of suspension in an academic year before being permanently excluded.
- b. **Permanent exclusions** are where, subject to a decision of the governing body to reinstate the pupil, the pupil is prevented from attending the school again. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

### Roles and Responsibilities

All members of the school community are expected to follow this policy. Roles, responsibilities and expectations of each section of the school community are set out in detail below.

#### a. The Headteacher

All decisions to suspend or permanently exclude a pupil will be taken by the Headteacher after considering all the circumstances. Every decision made will be proportionate to the seriousness of the behaviour with reference to the school's behaviour policy.

#### b. The Governing Body

The governing body is responsible for forming committees to review exclusions and suspensions when it is required to do so, it is requested by parents, or it is, in its view, prudent to review an individual decision. In each case, the decision of the relevant committee formed by the governing board will be to decide whether to uphold the exclusion or suspension, or instead to reinstate the pupil to the school.

#### c. Parents

Parents will be informed without delay of any suspension or exclusion and there is an ability to make representations in regard to any suspension or exclusion decision. Details will be provided on the rights parents have with every letter that is sent from the Headteacher.

#### d. Pupils

All pupils of the school are expected to follow the expectations regarding their behaviour to ensure that all pupils can learn and participate in school life effectively. Where those expectations are breached, the behaviour policy will apply.

## **CCTV, Witness Evidence and Pupil Views**

The school uses Close Circuit Television (**CCTV**) within its premises. This is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. If CCTV is relied upon for a decision on a suspension or exclusion, then it will be shown in some format (redacted as necessary) at any Governor review meeting. Please see the schools CCTV policy and privacy notices for more information.

Where witness evidence is relied upon, whether that be from a pupil or a staff member, the statement(s) will be provided at any governor review meeting. All statements will be signed and dated unless the Headteacher has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals.

Before taking a decision to suspend or exclude and where appropriate, the Headteacher will take the pupil's views into account, considering these in light of their age and understanding, and inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil will be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. The Headteacher will also take account of any contributing factors identified after an incident of misbehaviour has occurred.

## **Reintegration Strategy Meetings following Suspension or Off-Site Direction**

Where a pupil is suspended or is directed to be educated off-site, upon return to the school both the pupil and parents will be invited to a reintegration strategy meeting. The purpose of the meeting is to:

- offer the pupil a fresh start;
- help them understand the impact of their behaviour on themselves and others;
- teach them to how meet the high expectations of behaviour in line with the school culture;
- foster a renewed sense of belonging within the school community; and
- build engagement with learning.

so that further suspensions are not needed. School staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral of practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success.

The school used various measures to support a pupil's successful reintegration including:

- daily contact with a designated pastoral professional in-school;
- use of a report card with personalised targets leading to personalised rewards;
- ensuring the pupil receives academic support upon return to catch up on any lost progress;
- planned pastoral interventions;
- mentoring by a trusted adult or a local mentoring charity;
- regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage; and
- informing the pupil, parents and staff of potential external support.

Whilst reintegration meetings are highly encouraged by the school and the Trust, pupils will not be prevented from being admitted to the school or being put in mainstream classes because a meeting has not taken place.

## **Suspensions before a Permanent Exclusion**

In exceptional circumstances, pupils may receive a suspension prior to a permanent exclusion. For each decision, the Headteacher will send the relevant letter setting out the rights of parents. A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately after the suspension had ended. Exceptional circumstances may include where further evidence has come to light or where the incident was serious and time is required to fully investigate the circumstances and consider alternatives.

## **Directing Off-Site and Managed Moves**

Before taking any decision to permanently exclude a pupil, the Headteacher will consider whether a direction to attend alternative provision and/or a managed move as part of a planned intervention would be a reasonable alternative that should be considered.

In the case of directing a pupil off-site to alternative provision, the aim of any direction is for it to be used as a short-term measure as part of the school's behaviour management strategy to improve a pupil's behaviour where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. While parental consent is not needed, discussions would take place with parents to feed in their views about the options.

For a managed move to take place there needs to be agreement between the school, the parents and the new school that a managed move should occur. Before a managed move is agreed to, the pupil attend the new school for a trial period to ensure that the new school would be suitable for them. We will share relevant information with the new school and check that they have an integration strategy. At the end of this period, the relevant parties (including the parents) will review the placement before a decision is taken about whether the move becomes permanent.

## **Independent review panels (IRPs)**

Our school and/or the Trust arranges its own IRPs, and requests for an IRP where a permanent exclusion has been upheld should be made to the Headteacher within 15 school days.

Further details on the role and powers of IRPs can be found in Part Ten of the Statutory Guidance on Exclusions.

## **Reconsideration by the Governing Body**

Where an IRP either recommends reconsideration or quashes the initial decision of the governing body, the decision will be considered within 10 school days. This may involve a rehearing with oral evidence given by the school and parents or may be a reconsideration with only the governing body members and the Governance Professional present.

## **Complaints**

If parents have any concerns or complaints over the application or implementation of this policy or feels that they are being pressured into a managed move, they should raise their concerns with a staff member or the Headteacher in accordance with the Trust's Complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusions statutory guidance will be followed.

## **Equality impact**

The school does all it can to ensure that its policies do not discriminate against pupils or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics. This includes race, religion, disability, sexual orientation, and sex.

## **Monitoring arrangements**

Our Local Governing Body and the Trustees of the Trust review data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate. The following are monitored by the to ensure the processes and support for pupils are appropriate:

- the interventions put in place for pupils at risk of suspension and permanent exclusion;
- the processes in place for determining and reviewing directions to alternative provision and that such placements are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it;
- the full-time educational provision for pupils of compulsory school age from the sixth consecutive school day of a suspension, in particular checking the provision is suitable and quality-assured to ensure that:
  - any previous placements have been evaluated, including support for any applicable SEND;
  - there is a process in place to monitor the pupil's attendance and behaviour at the provision;
  - the correct attendance code is being used;
  - the pupil's child protection file and any other information relevant to the pupil's safeguarding and welfare has been securely transferred to their new setting as early as possible;
- whether there is any variation within the year on suspensions and permanent exclusions and the characteristics of pupils;
- the cost implications of directing children to be educated off-site in alternative provision and whether there are any patterns to the reasons or timing of moves;
- whether the school register and absence codes have been recorded correctly;
- how the behaviour policy is applied and specifically its consistency;
- the circumstances in which pupils receive repeat suspensions;
- whether Personal Education Plans for looked after children have been reviewed on a termly basis.

### **Monitoring and Review of this Policy**

This policy may be amended at any time to take account of changes in legislation. The normal cycle of review for this policy will be annual.