Policy pack for managing behaviour at Leighton Primary School

Incl: School aims & values
Rewards, recognition & Dojo
Sanctions Policy & Procedure 2022
Behaviour Stages Chart
Behaviour concerns procedure
Managing Behaviour at Lunchtime
Suspension & Exclusion Policy
Equality, Equity & Behaviour
Peer on peer, Anti-bullying & Racism Policy
Drugs Policy

ADOPTED BY GOVERNORS	Autumn 2022
REVIEW TIMETABLE	ANNUALLY
RENEWAL DATE	Autumn 2024

DOCUMENT CONTROL		
DATE	**NOTES**	**INITIALS**
01/22	Policy created following DFE information	EW
05/22	Updated following feedback from J WING	EW
06/22	Updated with values & consulted with staff	EW
08/22	Updated following DfE consultation	EW
10/22	P2, p3 & p9 updated following Team Teach Training on 30/9/2022	EW
01/23	P7 added in information about House points and Notes home	EW

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WHY?

'A clear school policy, consistently & fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times'.

https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools

We recognise experiences impact on emotions and feelings that are communicated in behaviours. believe that a therapeutic response to behaviour helps to develop positive feelings and leads to positive changes in behaviour.

WHAT?

Leighton Primary School's approach to behaviour is made of the following policies or procedures.

- Recognition
- Consequences
- Behaviour Stages Chart
- Behaviour concerns procedure
- Lunchtime Behaviour Policy
- Suspension & Exclusion Policy
- Peer on peer, Anti-bullying & Racism Policy
- Drugs Policy

Each of the individual policies within the pack for managing behaviour outlines the school's approach and supports the consistent management of behaviour at Leighton Primary School.

The team at Leighton utilise the positive behaviour management strategies that Team Teach promotes including: team building, personal safety, communication and verbal and non-verbal de-escalation techniques for dealing with difficult and dangerous behaviours which reduce the need for physical intervention.

Trained staff may be required to use positive handling techniques to resolve conflicts in safe ways and provide opportunities for repair and reflection for everyone involved. Physical intervention is only used as a last resort. At Leighton, positive handling is just one part of a whole-setting approach to behaviour management.

Actions taken will be in relation to pupil's conduct whilst in school, participating in school clubs before and after school and on school visits and residentials.

WHO HOLDS WHAT RESPONSIBILITIES

- Governors of Leighton are committed to ensure the safety, security and emotional wellbeing of the children we serve and staff we employ.
- All members of staff at Leighton understand their responsibility for responding to and understanding the causes of unacceptable behaviour and conduct.
- Everyone treats pupils equitably, with care for their safety, dignity and respectfully at all times.
- Team Teach certified staff are:
    - Mrs Emma Ward - Headteacher
    - Mrs Kirsten Bilby - SENCO
    - Mrs Jo Rose - SEMH TA
    - Mrs Rebecca Hutton - SEMH TA
    - Mrs Chloe Butler - 1:1 TA
    - Staff were certified on Friday 30th September 2022. This is valid until September 2024.
- Senior Leaders and Governors review the contents of this pack annually.

This pack forms part of the induction pack, is available on the school's website and a copy can be requested from the school office.

EQUALITY, EQUITY AND BEHAVIOUR

WHY?

Local, National and School data indicates that vulnerable groups including those with an identified special educational need, in care or eligible to pupil premium have higher incidences of exclusion and suspension.

At Leighton we recognise some behaviours are more likely to arise from types of SEN or disabilities or when external environmental factors or experiences have impacted on children.



WHAT?

Schools need to manage pupils' behaviour effectively, whether or not the pupil has underlying needs. We have a duty to individual pupils as well as the other pupils and staff at Leighton Primary School.

How we act if a pupil has an identified additional need, that at times affects their behaviour, requires a flexible, differentiated approach.

We have a duty in the Equality Act 2010 to make reasonable adjustments to policies, and practices.

Under the Children and Families Act 2014, we have a duty to use 'best endeavours' to meet the needs of pupils with SEN and where a pupil has an Education and Health Care Plan we are required to set out provision clearly in the plan (e.g. in the plan identify areas where a pupil finds being directed difficult, or transitions).

HOW?

At Leighton, we create a calm, orderly environment that promotes high expectations of behaviour and conduct by all members of the community.

At Leighton, we meet the requirements of the Equality Act 2010 by developing flexible Alternative Individual Education Plans (AIEPs) preventative plans that clearly identify how pupils respond to the school's behaviour policy and procedure (Graduated Response) in order to prevent or reduce the likelihood of significant behaviour incidents e.g. (this list is not all examples)

- Rest breaks
- Adaptations to timetable
- Breakout spaces

Additionally, following significant incidents of behaviour, school staff will facilitate a significant behavioural incident review. The purpose of the review is to:

- be curious
- identify triggers (using the STEPS toolkit or anxiety mapping)
- consider influencing factors and experiences
- consider if current strategies are still effective
- consider external agencies
- identify teaching opportunities for the individual that will lead to changes in behaviours
- identify response, reasonable adjustments and adapt provision
- additional support/ provision
- review physical intervention

Professional development plays a key role in supporting pupils. E,g. understanding conditions such as autism and recognising potential triggers for difficult and dangerous behaviours;

WHO?

- Senior leaders will identify where training needs to be updated and ensure all staff are aware of the culture of the school and approaches to behaviour management through induction of new staff and refresher training.
- The SENCO and DHT (Safeguarding & Pastoral) is responsible for creating and implementing risk assessment, graduated response, proposing reasonable adjustments and informing parents.
- A combination of senior leadership and the Pastoral team will lead on serious incident reviews (Appendix 3) and make recommendations to minimise risk of repetition and liaise with parents. They will also be responsible for sharing this information with the Headteacher.
- The Headteacher is responsible for considering budgetary requirements
- The Pastoral team will continue any work deemed necessary to support the child's future in education.

REWARDS, RECOGNITION & DOJO AT LEIGHTON PRIMARY SCHOOL

WHY?

At Leighton we aim for all our young people to become confident individuals, successful learners and responsible citizens. We recognise the importance of developing children's internal drive (intrinsic motivation) to do something because it is interesting, challenging and absorbing will help them to develop their emotional, physical and educational health.

HOW?

RECOGNISING POSITIVE BEHAVIOURS AND CONDUCT AT LEIGHTON (PRESCHOOL - YEAR 6)

Children who display the desired behaviours and attitudes:



are placed on the values board in the classroom. When a child is placed on the values board individual DOJO points are awarded.

The school will celebrate children who have achieved recognition within their classes. Each week, classroom teams will nominate a child for additional recognition where they will be presented with a house point and certificate in assembly each week.

RECOGNISING EFFORT ACROSS THE CURRICULUM (RECEPTION - YEAR 6)

READING	WRITING	MATHS	SPORT	HOMEWORK	FOUNDATION
• Reader of the month	• Handwriting - Pen licence • Writer of the month	• Fluency • Multiplication	• Trophies • Person of the match	• Displaying good examples on the website	• Double Page Spread - good examples shared and postcard home sent

At the end of each term we will report children's effort and attitude to parents, including examples of where the children have demonstrated one or more of the desired behaviours.

At the end of the school year a celebration event is held to recognise achievements, progress and attitude to learning throughout the year.

CLASS DOJO POINTS AT LEIGHTON PRIMARY SCHOOL

EYFS - Y6

1 DOJO point is awarded when children:

- are placed on the recognition board
- read at home
- complete their homework
- effort and attitude

When children achieve 15-100 DOJO points they are awarded with the colour sticker by their class teacher.

When a child achieves 125 and 150 DOJO points they are awarded with a silver sticker or gold badge and certificate, from the Headteacher (or Deputy Headteacher if Headteacher is not available).

	15	25	50	75	100	125	150
AWARD	WHITE	YELLOW	ORANGE	RED	BLUE	SILVER	GOLD

DOJO tracks the collective total of points earned by each class. Class teachers and children will establish a DOJO goal with an agreed reward e.g. extra playtime, movie afternoon, Sport afternoon etc. The goal is clearly displayed in the classroom. When the goal is achieved the reward can take place. Parents are informed when their child's class reaches the goal.

House points

These are special awards. They can be award for the following:

1. Every 5 Dojo points = 1 house point
2. Children who are chosen to share their learning in the weekly sharing assembly
3. Children who receive a Values Certificate in sharing assembly
4. 100% attendance each term

House points will be counted each week and the numbers published on the website.

Notes home

The Headteacher will send a postcard home to families when a child is recognised for exceptional effort and/ or achievement.
Teachers will use Dojo to inform parents of things they are pleased with regarding their child.

SANCTIONS POLICY & PROCEDURE 2022

**This forms part of Leighton Primary School's management of behaviour

WHY?

'A clear school policy, consistently & fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times'.
https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools

We recognise the importance of helping young people realise the impact and potential consequences of their actions and behaviours.

HOW?

Using their professional judgement, taking into account individual circumstances of the child and the behaviour stages chart, staff will decide on the category of behaviour either low level or significant infraction. The behaviour stages chart contains examples of procedures and sanctions to support a consistent and fair approach. Where required the behaviour escalation chart will identify the next steps.

SANCTIONS

- Low level
    - Positive reinforcement, verbal reminders and reprimands
- Repeated Low Level
    - Setting written tasks
    - Loss of Privileges
        - Children may attend the 'Reflection Space' during play/ lunch time.
        - Children may be unable to after school clubs
    - 'Community Service'
        - Tidy the classroom
        - Litter picking at break times
- Significant infractions
    - Internal seclusion
    - Suspension
    - Exclusion

Removal from the classroom/ learning space is a last resort and can only take place in agreement with the Headteacher or Deputy Headteacher.

Staff will explain to the children why any sanction has been applied. Parents will be informed where a loss of privileges, community service, internal seclusion, suspension or exclusion is used.

Children are encouraged to reflect on their actions and conduct. The Y3 intervention space is the designated Reflection space at break times and is supervised by Senior Leaders or members of our wellbeing team to:

- discuss the behaviour, reasons
- support the children to develop strategies to manage feelings and behaviours
- have restorative conversations
- Support the children to complete a *Behaviour Reflection Sheet* (appendix 1)

Where children have an internal seclusion, this will take place in the space outside the Headteacher and Deputy Headteacher's office.

All staff will use Arbor to log behaviour incidents. This helps to form a 'picture of behaviour' and can be used to identify; settings, location or time of the day, possible triggers and actions so strategic plans can be formulated or evidence gathered to engage the support of external agencies e.g. Local Authority Behaviour Panel.

Senior leaders will record physical intervention on Arbor.

When children repeatedly display unacceptable behaviours, school staff will follow the *Behaviour Escalation Chart for Classroom and Playground*. When necessary staff will seek support from the school's Pastoral team. The Pastoral team develops a package of support including wellbeing intervention plans, development of behaviour management plans (STAR/ ABCC), mentor support, parental support, referral to external agencies (e.g Behaviour Panel) etc.

Where children bring inappropriate items into school (e.g. bb guns, games consoles, phones (not Y6), lighters, knives, bladed instruments etc) the items will be confiscated and stored securely. An internal investigation will be initiated and a meeting arranged with the parent/carer.

Where unacceptable behaviour is the result of a disability or identified special educational need, Leighton will take regard of the needs outlined in the The Disability Equality Duty on schools (Part 5A of DDA 1995, inserted by the DDA 2005).

In the event of serious incidents, or when continued unacceptable low level behaviour is persistently displayed, school leaders will consider escalation of sanctions in line with school's suspension and exclusion policy that makes up part of this policy pack.

REVIEW?

This document is due for review in the Autumn Term 2023.

LEIGHTON PRIMARY SCHOOL - BEHAVIOUR STAGES CHART

BEHAVIOUR TYPE	RESPONSE	STAFF ACTION
LOW LEVEL		
Examples may include; shouting out, talking over teachers/ peers, not listening, ignoring direction, intentional wasting of resources	• Verbal acknowledgement of behaviour *'I can see you have chosen to shout out/ ignore what you have been asked to do'*. • Verbal reminder of correct behaviour/ reset expectations; *'You need to make the right choice and - describe simply the behaviour you expect'* • Thank the children for demonstrating the behaviour required. • **SANCTIONS** - Verbal reminders and reprimands	• Monitor attitude/ behaviour • Use positive reinforcement with peers to establish the expected attitudes/ behaviours • Where appropriate Restorative conversations take place facilitated by the class team.
CONTINUED / REPEATED LOW LEVEL		

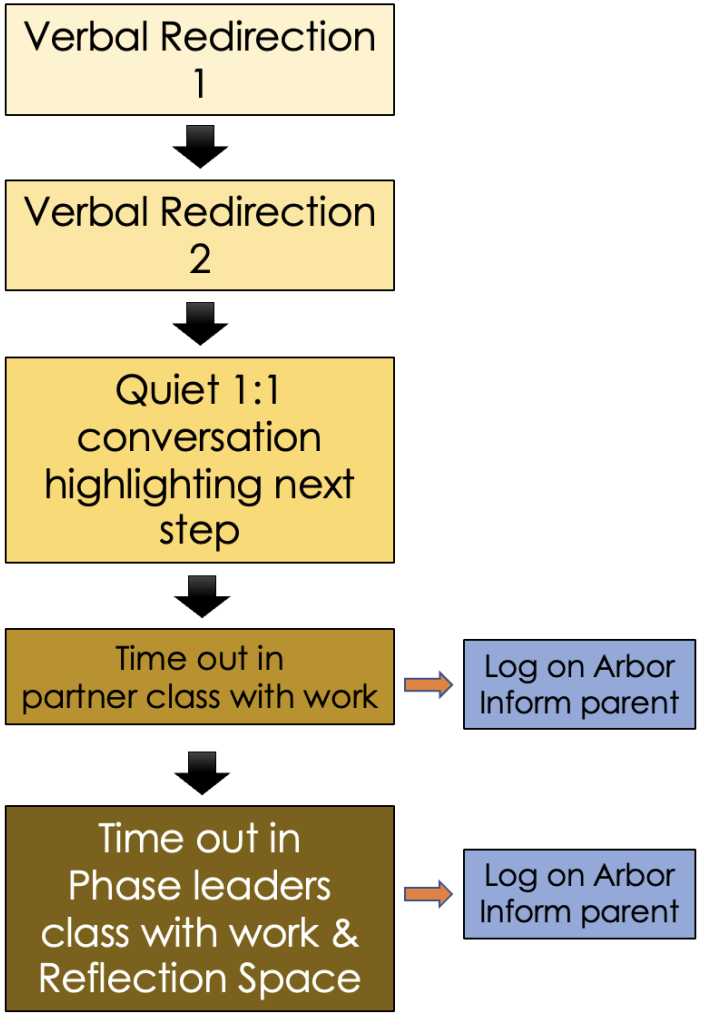
Continuing the behaviours listed above	• Inform the child that their chosen behaviour is unacceptable.
	• Provide the children with choices; You can choose to continue with the chosen behaviour and explain the sanction e.g. unable to go out to play because your choice is disrupting your friends learning
	• OR you can make the right choice (clearly explain what this is) and you will be able to go out to play with your friends.
	• I will give you a couple of minutes (sand timers help) to think about what you would like to do.
	• **SANCTIONS**
	  ○ Setting written tasks
	  ○ Loss of Privileges
	  ■ Children may attend the 'Reflection Space' during play/ lunch time.
	  ■ Children may be unable to after school clubs
	  ○ 'Community Service'
	  ■ Tidy the classroom
	  ■ Litter picking at breaktimes
		• Classroom staff will provide information as to why the child is needing to spend time in the Reflection Space and this is discussed with the child.
		• Individual behaviour charts shared with SLT
		• Staff supervising the reflection space will update the Arbor Incident log.
		• Agree the time missed with the child and explain rationale.
		• Class team to inform parents about incidents and sanctions either F2F or a telephone call.
		• Where appropriate Restorative conversations take place facilitated by the class team and or pastoral team

SIGNIFICANT INFRACTIONS		

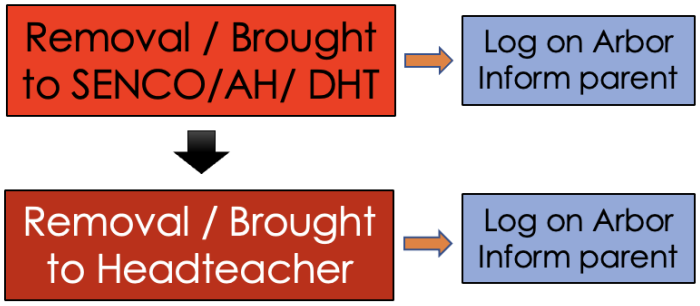
Examples may include but are not limited to unsafe behaviour, intentionally hurting others, swearing, fighting, peer on peer abuse, violence or bullying, racism, assault, sexual violence, sexual harassment, theft, spitting, leaving school site	• Explain the behaviour is unacceptable and why.
	• Inform the child of the sanction - 'because you have chosen to… then explain the sanction.
	• Inform the phase leader (agree next steps and agree investigation if required.
	• CPOMS if necessary
	• PHYSICAL INTERVENTION IS A VERY LAST RESORT - evacuate others from space in the first stance. If physical intervention is required due to safety concerns for staff/ pupils then staff trained in TEAM TEACH will support
	• **SANCTIONS**
	  ○ In discussions with Head or Deputy Headteacher an Internal seclusion may be given (usually 1 day) - add the information onto ARBOR
	  ○ A suspension or permanent exclusion can be given for a 'one off' significant incident.
		• Ahead of any suspension/ exclusion complete the HT checklist
		• Ensure ARBOR incident log is completed
		• Make contact with parent/ carer in person (phone call or F2F)
		• Reintegration meetings facilitate restorative conversations

ESCALATION CHART OF BEHAVIOURS IN CLASS

LOW LEVEL INFRACTION

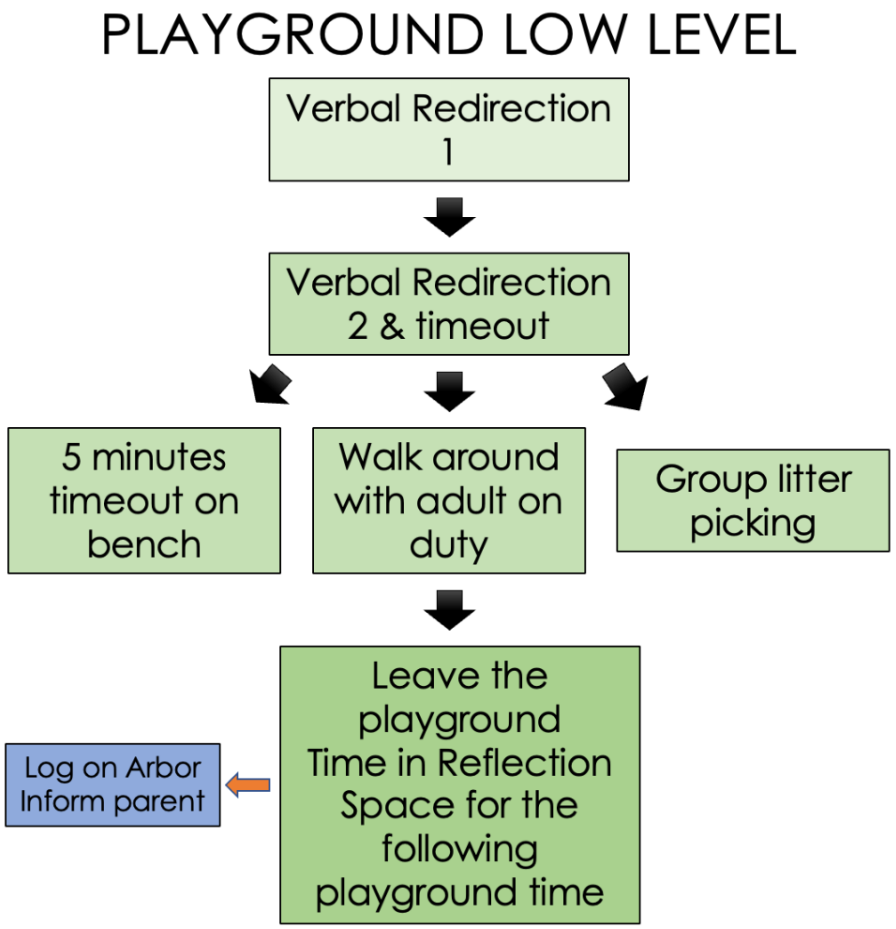


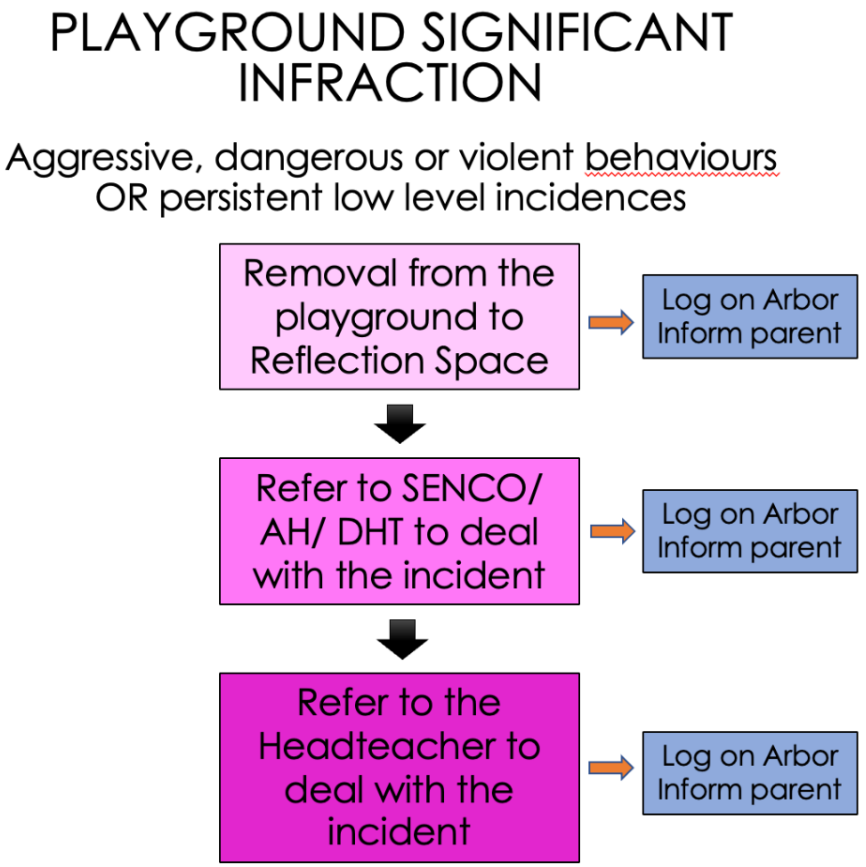
SIGNIFICANT INFRACTION OR PERSISTENT LOW LEVEL



Where a child is referred to the Headteacher, the behaviour is risking the safety of the children, other children or staff. Consequences of these behaviours include the consideration of suspension or exclusion.

ESCALATION CHART OF PLAYGROUND INCIDENTS





MANAGING BEHAVIOUR AT LUNCHTIME

WHY?

'A clear school policy, consistently & fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times'. https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools

WHAT?

Leighton's lunchtime behaviour policy forms part of the whole school's policy and has been developed to ensure high expectations of behaviour are demonstrated throughout the school day, in and outside of the school building.

HOW?

- Children are supported at lunchtimes by a team of midday supervisors.
- All staff will ensure high expectations of behaviour and conduct are met.
- Positive behaviours and conduct are acknowledged.
- Communication between midday staff and classroom teams will be maintained.
- Children are expected to treat all staff members respectfully and are required to follow directions from all staff within the school.
- Specific year groups are allocated to specific playgrounds

LOW LEVEL UNACCEPTABLE CONDUCT

- Where a child displays low level unacceptable conduct, follow the guidance set out on the BEHAVIOUR STAGES CHART.
- If behaviours continue the child is accompanied to the lunchtime reflection space (Y6 shared area).
- The behaviour is logged on Arbor
- Where another child is involved, the adult supervising the reflection space will facilitate restorative conversations.
- The classroom team is made aware of the lunchtime behaviours.

SIGNIFICANT UNACCEPTABLE CONDUCT

- The unacceptable conduct is investigated by members of SLT overseeing the lunchtime reflection space.
- If a child can not be safely withdrawn from the playground a member of SLT will be called upon to support.

SUSPENSION & EXCLUSION AT LEIGHTON PRIMARY SCHOOL

WHY?

'A clear school policy, consistently & fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times'.

https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools

WHAT?

This forms part of the school's management of behaviour pack and outlines:

- two types of suspension
- one type of exclusion
- how an when these options can be used to manage behaviour
- the school's reintegration procedure

All decisions in relation to suspension and exclusion are made on a case by case basis and at the discretion of the Headteacher.

WHO?

- Senior Leaders (Headteacher/ Deputy Headteacher) are responsible for agreeing to any suspension or exclusion, informing relevant authorities and ensuring parent/carers are informed of the reason, the education expectation during the period of suspension/ exclusion and the parents right to appeal.
- A combination of Leadership and Wellbeing team will lead on investigations and liaise with parents.
- Senior Leaders are responsible for facilitating reintegration meetings.
- Where necessary, the wellbeing team will continue any work to support the children's education and reduce likelihood of repeated suspension or exclusion.

HOW?

INTERNAL AND FIXED TERM SUSPENSION

- If a child demonstrates significant unacceptable behaviour, a decision to impose an internal or fixed term suspension may be considered. This decision is made by senior leaders within the school following an internal investigation.
- The details, including the reasons will be communicated with parents/ carers and children as soon as reasonably possible. Social worker and Virtual School Headteachers will be notified if relevant.

INTERNAL SUSPENSION

- An internal suspension is when a child attends school however completes their learning in another space within the school. For the period of the internal suspension the child is not permitted to access the learning within the classroom alongside their peers. They will have their lunchtime and break time separately from their peers.
- In the case of an internal suspension, normal class work will be set.

FIXED TERM SUSPENSION

- A fixed term suspension is when a child is sent home for a specific period of time and not permitted in school for that time.
- In order to ensure fair access to all children, the school will provide appropriate work to be completed at home during the fixed period of suspension.
- Following a fixed period suspension a reintegration meeting will be arranged and details shared with parents/ carers.
- The Headteacher retains the authority to end suspensions early.

PERMANENT EXCLUSION

- The decision to permanently exclude a child will be made by the Headteacher when Leighton Primary School's behaviour management policy has been seriously breached and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others within the school. This could be a one off incident.
- The decision to permanently exclude will be taken when all the facts and evidence has been collated and reviewed. This may be after a 5 day fixed period suspension while investigations are being carried out.
- The police may be contacted if necessary.
- If a child has been subject to more than 15 days of suspension in any term, this could result in a Permanent Exclusion from the school.
- The Headteacher retains the authority to withdraw an exclusion..

Where a child is at risk of permanent exclusion or following a significant incident school leaders will:

- formulate a graduated response
- Investigate an incident by getting witness statements form stakeholder involved to identify triggers and how the behaviours escalated
- Consider the reasonable adjustments that can be made to prevent a repeat of the incident (e.g. alternative provision, reduced timetable etc.)

Where a reduced timetable is considered, applications to the local authority are made for all pupils

PEER ON PEER, SEXUAL VIOLENCE, BULLYING AND RACISM

WHY?

Peer on peer abuse, sexual violence, sexual harrassment, bullying and racism can have massive negative effects on the lives and learning of children, their families and teachers. As such these behaviours are not tolerated at Leighton Primary School.

WHAT?

This policy works alongside the Leighton's Safeguarding Policy and explains the actions school will take in the event of an incident of this nature. Any investigations that take place will be followed through and recorded by the relevant persons. Any actions taken will be decided on a case by case basis. Any actions will be authorised by the Headteacher in line with further guidance from Peterborough Local Authority where required.

WHO?

The Senior Leadership Team are responsible for agreeing any actions, informing relevant authorities and ensuring that parents/carers are informed of the incident and any follow up actions. If suspensions or exclusions occur, then educational arrangements would be made based on the processes outlined in the suspension and exclusions policy.

A combination of senior leadership and the Pastoral team will lead on investigations and liaise with parents. They will also be responsible for facilitating reintegration meetings.

The Pastoral team will continue any work deemed necessary to support the child's future in education.

HOW?

In the event of an act of peer on peer abuse, sexual violence, sexual harrassment, bullying or racism, or a combination of these, then the following procedures would take place.

Investigation - A full investigation into the event would take place, to be led by our Wellbeing leader and Senior Leadership Team. During the investigation, a risk assessment will be undertaken to ensure that all parties involved are kept safe and where needed they will be separated.

Decision - Any decisions made will be at the discretion of the Executive Principal and will be discussed with relevant children and parents.

Sanctions - Any sanctions that are implemented will be decided on a case by case basis taking all investigation findings into account. The outcome may result in a type of suspension or exclusion outlined in our suspension and exclusion policy.

External Agencies - Depending on the individual case, it may be the decision of the school to involve the police or relevant external agencies to offer support or further guidance on the case. This will be communicated with all parties involved.

Support - Where appropriate, the parties involved will be provided with ongoing support, either internally through our mentors and wellbeing team, or through external agencies offering ongoing support to help move forward.

DRUGS

WHY?

Drugs are an issue in society at present and children may be placed, at some stage in their life, in situations where drugs are involved. Drugs may be classified as: alcohol, prescribed drugs, legal or illegal, they take many forms they are described by the World Health Organisation as "a substance, which on entering the body, changes the way that the body functions".

WHAT?

This policy forms part of Leighton's whole School Behaviour Policy and aims to:

- Educate our children factually, non-judgmentally and with the inclusion of key partner agencies
- To have a clear strategy for dealing with drug related incidents WHO? - All staff are responsible to be vigilant against drugs
- Senior Leadership Team will oversee any action
- Outside agencies will be contacted for support

HOW?

The actions taken by the Senior Leadership and Pastoral team may vary depending on the specific case. The table below offers some standard actions that could be followed.

ALLEGATION OR SUSPENSION	• Act immediately • Inform SLT • Have two staff present this can be important if any future allegations are made • Investigate the child behaviour/ appearance/ actions • Record everything that is done as a description of events on CPOMS/Arbor
DISCLOSURE	• Act immediately • Where appropriate investigate (non-leading questions) or refer to SLT or wellbeing team. • Refer on CPOMS (follow up with a verbal message to ensure quick pickup).
INFORMING PARENTS	• Senior Leadership will decide when appropriate to inform parents • Offer of support will be set up by the wellbeing team.
INVOLVING POLICE	• Police will be contacted regarding a pupil who has been found in possession/suspected possession of an illegal substance • Police will be contacted regarding a pupil who has been found supplying or is suspected of supplying an illegal substance • A member of the Senior Leadership Team or the Wellbeing Lead will contact the police

CURRICULUM

Leighton's curriculum endeavours to improve children's knowledge of the risks of drugs. Through weekly PSHE, guest speakers and sessions co-ordinated with specialists we aim to arm our children with the necessary knowledge to make effective life choices and communication channels to use to share any concerns or questions they may have.

SANCTIONS

The use of drugs in school may result in fixed term suspension or permanent exclusion. The Senior Leadership Team can also decide to permanently exclude any pupil supplying drugs or being involved in bringing drugs onto the premises.

APPENDIX 1 - BEHAVIOUR REFLECTION SHEET

NAME:	CLASS: DATE:
WHAT HAPPENED?	WHY DID YOU MAKE THIS CHOICE?
HOW DID YOU FEEL? DESCRIBE YOUR FEELINGS & EMOTIONS HOW DO YOU THINK THE OTHER PERSON FELT?	BECAUSE I MADE THIS CHOICE… (outcome of my behaviour)
I NEED TO APOLOGISE TO…	NEXT TIME I WILL… I CAN GO TO … WHO I KNOW WILL HELP ME.
PUPIL SIGNATURE	STAFF SIGNATURE

APPENDIX 2 - HEAD TEACHERS' CHECKLIST BEFORE DECIDING TO EXCLUDE FOR ANY PERIOD OF TIME

It is important to give consideration to the following questions before deciding to exclude for any period of time.

	YES	NO
Did the pupil's behaviour directly result in the incident?		
Was the behaviour significantly out of line with the school's behaviour policy?		
Does the pupil's presence seriously harm the education/welfare of pupils/others?		
Is this as a last resort following a wide range of other strategies that have been unsuccessful? Or Is this a serious first or 'one off' incident?		
Is exclusion the appropriate response? Factors to consider: ● Exclusion has not been considered in the heat of the moment? ● All options to ensure that an appropriate, engaging curriculum has been explored? ● Has a thorough exploration of circumstances been carried out? ● Has the situation been considered in light of policies and discrimination? ● Has the pupil's perspective and account of events been encouraged / heard / recorded? ● Are there any mitigating circumstances or any provocation relevant (bullying, harassment etc)?		
Has this pupil had multiple exclusions and if so have they proved an effective intervention?		
Has there been involvement from Behaviour and Inclusion Officer?		
Has a Pastoral Support Plan been implemented?		
Have alternatives to exclusion been considered (e.g. restorative approach, mediation, internal exclusion, alternative provision, managed move)?		
Standards of proof:		

On the balance of probabilities, did the pupil do it?		
Special Considerations (SEN/Disability/Vulnerable Groups)		
Has the pupil been treated less favourably? Have reasonable adjustments been made for this pupil? Has your school reviewed policies, practices and procedures?		
Does this pupil have Special Educational Needs / Disabilities? Have issues of SEN or a disability been taken into account and reasonable adjustments put in place? (Equality Act 2010)		
Does this pupil have an EHCP? If so, have you contacted the SAT Casework Officer? Has an emergency annual review been called? *See DfE Exclusion Guidance 2017 - page 11*		
Is this pupil a (LAC/CiC) Looked After Child/Children in Care? If so, have you contacted the social worker and Virtual School to discuss? *See DfE Exclusion Guidance 2017 - page 11*		
Safeguarding: If this pupil is subject to a Safeguarding or a Child in Need Plan? Have you spoken to the Social Worker?		
Is there an Early Help Assessment (EHA) for this young person? Is the EH District Team?		
Where the family's first language is not English – Have you taken steps to ensure that the process is fully understood?		
Appropriate length of exclusion considered? Is this for the shortest possible time?		

APPENDIX 3 - REINTEGRATION MEETING FOLLOWING A SUSPENSION OR EXCLUSION

DATE OF MEETING:

PEOPLE PRESENT:

PUPIL DETAILS
PUPIL'S NAME: **ADDRESS:** **DATE OF BIRTH:** **YEAR GROUP/TUTOR:** **NAME OF PARENT/GUARDIAN:** **CONTACT DETAILS:**
IS THE PUPIL IN CARE? **IS THE PUPIL SUBJECT TO A CHILD PROTECTION PLAN?** **IS THE PUPIL IDENTIFIED AS HAVING SPECIAL EDUCATIONAL NEEDS (SEN)?** **IF YES, PLEASE GIVE DETAILS:**

DETAILS OF SUSPENSION OR EXCLUSION
DATE OF EXCLUSION: **DATE OF RETURN TO SCHOOL:** **TOTAL NUMBER OF DAYS EXCLUDED:** **REASON FOR EXCLUSION:** INCLUDE A FACTUAL RECOUNT OF THE INCIDENT.

REVIEW OF CURRENT ATTENDANCE

ATTENDANCE THIS TERM	ATTENDANCE THIS YEAR
NUMBER OF DAYS ABSENT:	NUMBER OF DAYS ABSENT:
ATTENDANCE (%):	ATTENDANCE (%):

REVIEW OF ACADEMIC PROGRESS

Subject:	Target grade:	Current grade:	Comments:
READING			
WRITING			
MATHS			

TARGETS FOR BEHAVIOUR AND LEARNING

Area for development	Current score (0-10); 0=never, 10=always	Target score (0-10) 0=never, 10=always	How will we achieve this? Support/ adjustements	Timescale/review date

Graduated Response - how does the child respond to the Behaviour Policy and Practises

E.g. Staff to be aware that xx can find it difficult to remain on task and can be distracted by both internal and external stimuli. What works best is to ask xxx if he knows what he needs to be doing.

- *If he is to be given a detention it should not be given during one of his training sessions*
- *Opportunities to develop cooperative working with peers e.g. Lego therapy*

Interval and lunchtime practices

- *It's helpful for xxx to have some structured lunchtimes e.g. homework club, or extra-curricular activities*

Managing all key transition points

- *Helpful to greet xxx at the door and ensure he has the right equipment for the lesson.*

ADDITIONAL COMMENTS

Pupil's comments:	Parent/guardian's comments:	School's comments:
PUPIL SIGNATURE	**PARENT/ GUARDIAN SIGNATURE**	**SCHOOL SIGNATURE**

APPENDIX 4 - Serious Incident Review Form

PUPIL DETAILS
PUPIL'S NAME:
ADDRESS:
DATE OF BIRTH:
YEAR GROUP/TUTOR:
IS THE PUPIL IN CARE?
IS THE PUPIL SUBJECT TO A CHILD PROTECTION PLAN?
IS THE PUPIL IDENTIFIED AS HAVING SPECIAL EDUCATIONAL NEEDS (SEN)?
IF YES, PLEASE GIVE DETAILS:

DETAILS OF SUSPENSION OR EXCLUSION
DATE OF INCIDENT:
FACTUAL RECOUNT OF THE INCIDENT:
STAFF INVOLVED IN THE INCIDENT:
CONSEQUENCE FOLLOWING THE INCIDENT:

REVIEW OF CURRENT ATTENDANCE	
ATTENDANCE THIS TERM	**ATTENDANCE THIS YEAR**
NUMBER OF DAYS ABSENT:	NUMBER OF DAYS ABSENT:
ATTENDANCE (%):	ATTENDANCE (%):

REVIEW OF ACADEMIC PROGRESS			
Subject:	**Target grade:**	**Current grade:**	**Comments:**
READING			
WRITING			
MATHS			

SCHOOL RESPONSE FOLLOWING THE INCIDENT TO REDUCE LIKELIHOOD OF REPETITION OR RISK OF EXCLUSION				
Area for development	**Current score (0-10); 0=never, 10=always**	**Target score (0-10) 0=never, 10=always**	**How will we achieve this? Support/ adjustments**	**Timescale/review date**

Graduated Response - how does the child respond to the Behaviour Policy and Practises

E.g. Staff to be aware that xx can find it difficult to remain on task and can be distracted by both internal and external stimuli. What works best is to ask xxx if he knows what he needs to be doing.

- *If he is to be given a detention it should not be given during one of his training sessions*
- *Opportunities to develop cooperative working with peers e.g. Lego therapy*

Interval and lunchtime practices

- *It's helpful for xxx to have some structured lunchtimes e.g. homework club, or extra-curricular activities*

Managing all key transition points

- *Helpful to greet xxx at the door and ensure he has the right equipment for the lesson.*

ADDITIONAL COMMENTS		
Pupil's comments:	**Parent/guardian's comments:**	**School's comments:**
PUPIL SIGNATURE	**PARENT/ GUARDIAN SIGNATURE**	**SCHOOL SIGNATURE**

APPENDIX 5 - Managing Behaviour at Leighton Poster

Managing Behaviour
At Leighton

OUR APPROACH

There are whole school standards and expectations we all follow.

Class Charters set out each classes agrees standards and expectations.

A clear escalation of sanctions.

The behaviour stages helps identify the behaviour & provides consistency.

Children are awarded Dojo points to positively

Fresh starts whenever needed.

START

Restorative conversations are carried out.

Welcome the children with a smile and a greeting.

ACCOUNTABILITY

Everyone is accountable for behaviour and helping children to feel safe, happy and secure.

Children are encouraged to make the 'RIGHT CHOICES' & understand the outcomes of their choices.

Incidents are monitored. Seclusions & Exclusions are reported to Governors & DfE.

Staff follow school policy and seek support as required.

SUPPORT

Panel convenes to develop strategic consistent approaches to reduce incidence behaviour.

External agencies work with some children using a range of therapeutic approaches.

Learning Mentor work with children.

Feelings and emotions work helps children create their own tool box.

PARENTS

Conversations inform & discuss possible reasons.

Individual plans are developed in partnership.

Home school agreement sets out expectations of all stakeholders.

Develop strategies that can be used consistently at home and at school.

HELP