

# Oriel Academy Behaviour Policy 2022/23



**Oriel Academy**  
**West London**  
an Aspirations Academy

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To be reviewed: September 2023

**ORIEL ACADEMY**  
**Behaviour Policy 2022/23**

**Principle:**

We believe in fostering and promoting the behaviours that facilitate the successful integration and development of personal, social and educational growth. We place the value and rights of the individual, the collective and the educational process at the centre of our model, so as to grow positivity and create a sense of community where stakeholders feel they belong and are able to thrive.

The rights and opportunities to learn are the entitlement of everyone.

*“The way students behave in school is strongly correlated with their eventual outcomes.*

*When behaviour in general improves throughout a school the impact is:*

- *students achieve more academically and socially*
  - *time is reclaimed for better and more learning*
  - *staff satisfaction improves, retention is higher, recruitment is less problematic.”*
- Tom Bennett, 2017*

**Introduction:**

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with behavioural issues is a school issue, not an individual teacher’s issue.

A school’s capacity to secure improvement and maximise its potential is dependent on providing an environment in which every member:

- feels physically and emotionally safe and secure
- consistently demonstrates mutual understanding and respect
- shows appreciation for contributions of others
- takes care of their physical surroundings
- learns together to achieve meaningful outcomes
- openly shares and communicates ideas, troubles, issues and suggestions
- shows confidence and self-reliance
- accepts personal responsibility and accountability for their attitudes and behaviour; and supports others during times of difficulty.

**Aims:**

- To make provision for a conducive learning environment in school by developing structures and practices that cater for and support all children within our community in adhering to, and taking responsibility for, their positive behaviour choices as promoted by our clear guidelines and code .
- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in behaviour and attitude to learning.
- For staff to try to raise the levels of pupils’ self-esteem and positivity.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children’s education and maintain standards of behaviour.

“We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.”

(Discipline in Schools - Elton Report)

Oriel Academy’s behaviour ethos is based on the promotion of positive behaviours among **all** members of the school community.

**Our purpose is:**

- to develop an awareness of the difference between appropriate and inappropriate behaviour
- to promote high expectations of, and maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour and in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential
- to understand the importance of accepting responsibility for actions and behaviour
- to take care of the school’s physical surroundings and personal property
- to make responsible and reasoned decisions and judgments

**Expectations of all staff and members of the Oriel community:**

- To display consistency and fairness when dealing with positive behaviours (rewards and praise) as well as negative behaviours (sanctions)
- Display a consistent approach towards the management of pupil behaviour across the phases of the school
- Develop a positive working relationship with parents, carers and any relevant outside agencies to create open dialogue and promote a consistent approach in using specific strategies for dealing with behaviour issues
- Consistently model respectful and appropriate interactions and avoid strategies/practices that may have the effect of demeaning or marginalising a pupil (e.g. use of sarcasm, shouting, publicly highlighting names for negative reasons...)
- Understand and demonstrate full responsibility with regard to duty of care and child protection management
- Communicate with the Principal and/or SLMT when and where support is necessary
- Allow opportunities for pupils to discuss, reflect on and take responsibility for their actions and behaviour through discussion and/or support
- Demonstrate the clear, accessible and shared code of conduct which is reinforced through our *Home/School Agreement*
- Provide a safe, secure and appropriate learning environment which is designed to enhance the delivery of the curriculum and promote a sense of wellness among all members of the school community
- As a team, understand that behaviour management is a responsibility of all members of the school community

**The Teacher’s Role:**

Teachers need to establish consistent levels of acceptable behaviour with the support of parents and Senior Leaders; positive expectations, praise and rewards are key to successful classroom management and should be used accordingly. Pupils need to know how to make positive behaviour choices.

Children need to receive consistent positive encouragement as a means of engagement and motivation- they also need to be taught to manage their own behaviour by taking responsibility for their choices. Teachers must recognise that negative behaviours and

disengagement can be impacted upon by effective conditions for learning (exciting learning journeys, pitch and pace of lessons, participation...).

### **Expectations of pupils**

All pupils are expected to:

- Follow the classroom and the school rules
- Show respect, tolerance and good manners at all times
- Demonstrate a positive attitude to learning and to school life
- Display a positive and accepting attitude towards difference
- Take responsibility for behaviour choices and admit to unacceptable behaviour
- Accept justified sanctions / consequences without inappropriate reactions
- Understand the need to rectify negative consequences by taking appropriate action (e.g. apologise)
- To follow and adhere to our codes: Behaviour for Learning Code, Transit Code, Line-up Code
- Share equipment and resources responsibly; participate positively when collaborating with others
- Look for and recognise the positive attributes/achievements in others

### **Expectations of all wider members of the school community:**

#### **Parents/Carers**

- Are expected to support children and staff through validating the school's rewards and consequences system
- Are expected to attend regular parent's consultation evenings
- Are expected to encourage their children to abide by and follow the school rules for the general wellbeing and good of all

### **Our School Code:**

At Oriol Academy, our behaviour ethos is based on following maxim:

***'Aim for the Stars: helping each other to get there'***

This is the idea that whilst we all may need help from time-to-time, we are also capable of providing help too, for ourselves and our community, to progress our situations and reach for our goals.

There are three key questions that underpin our behaviour approach:

- Are you helping yourself?
- Are you helping others?
- Are you helping your school?

These questions are posed to be meaningful to children and are the starting point for many conversations around behaviour choices. These questions, and the guidance that supports them, are aimed at:

- developing courtesy, good manners and mutual respect;
- protecting children from injury;
- developing care for equipment and resources;
- maintaining a hygienic, healthy environment;
- reducing anti-social behaviour.

## **OUR SCHOOL CODE:**

### **1. Are you helping YOURSELF?**

- Form positive relationships within your school community
- Push yourself to do better everyday
- Communicate positively with staff and peers
- Be where you are supposed to be, when you are supposed to be!
- Present yourself ready to be part of school life

### **2. Are you helping OTHERS?**

- Be a friend- help where you can
- Allow others to make the most of their opportunities
- Be mindful of how others feel, or what others may need
- Consider how your choices have consequences for others
- Be flexible in working with others- share what needs sharing!

### **3. Are you helping YOUR SCHOOL?**

- Be proud of your school and your community!
- Protect the school's equipment and resources
- Return what is borrowed, and leave what should not be removed
- Care for your environment to help it flourish
- Help others to maintain our place of learning

### **Making positive behaviour choices: whole-school approach**

In order to help children to recognise and understand how to make positive behaviour choices, the following three questions should be raised when a behaviour incident occurs. If the answer to any or all of the above questions is **No**, then a negative behaviour choice has been made. Adults in school must encourage and support children in making the right choice by using their professional judgment and following the school's practices and recording processes, using the language of the code at all times.

(The key questions and guidance should be displayed in all classrooms near the Reflection Table that each classroom has; the following codes should also be displayed in the classroom.)

	<p><b>CALM CORRIDORS</b></p> <p><b>Are you helping YOURSELF?</b></p> <ul style="list-style-type: none"> <li>✓ Keep to the left when walking calmly in the corridors</li> </ul> <p><b>Are you helping OTHERS?</b></p> <ul style="list-style-type: none"> <li>✓ Hold doors open for others and show good manners by giving thanks</li> </ul> <p><b>Are you helping YOUR SCHOOL?</b></p> <ul style="list-style-type: none"> <li>✓ Move around the school quietly, being mindful of others and respectful of school property</li> </ul>	 
	<p><b>LIKEABLE LINES</b></p> <p><b>Are you helping YOURSELF?</b></p> <ul style="list-style-type: none"> <li>✓ Walk to the position in the line requested by your teacher</li> </ul> <p><b>Are you helping OTHERS?</b></p> <ul style="list-style-type: none"> <li>✓ Stand still quietly, keeping your hands to yourself</li> </ul> <p><b>Are you helping YOUR SCHOOL?</b></p> <ul style="list-style-type: none"> <li>✓ Look to your teacher and be ready to listen</li> </ul>	
	<p><b>CLEVER CLASSROOMS</b></p> <p><b>Are you helping YOURSELF?</b></p> <ul style="list-style-type: none"> <li>✓ When asked for your attention, stop and empty your hands, fingers on lips</li> </ul> <p><b>Are you helping OTHERS?</b></p> <ul style="list-style-type: none"> <li>✓ Set an example by sitting quietly and looking at your teacher</li> </ul> <p><b>Are you helping YOUR SCHOOL?</b></p> <ul style="list-style-type: none"> <li>✓ Listen carefully for what happens next and be ready to learn</li> </ul>	

## Behaviour Policy

<b>Behaviour Guidelines</b>	<b>Rewards</b>
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This policy is built on positive behaviour management techniques and it is **very** important that praise and reward are used meaningfully. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes.

### The 3 Guiding Principles & The 8 Conditions

We expect all children to 'Aim for the Stars' by following 'The 3 Guiding Principles and The 8 Conditions' at Oriel Academy.

#### The 3 Guiding Principles

**-SELF-WORTH**

**-ENGAGEMENT**

## **-PURPOSE**

### **The 8 Conditions**

- **Belonging** – We are a team
- **Heroes** – We are role-models
- **Sense of Accomplishment** – We are proud
- **Fun & Excitement** – We enjoy learning
- **Curiosity & Creativity** – We share ideas
- **Spirit of Adventure** – We take risks
- **Leadership & Responsibility** – We take charge
- **Confidence to Take Action** – We aim high

### **Classroom Behaviour Management Chart**

The Rocket Behaviour Chart will be displayed in every classroom from Year N to Year 6. Each child is allocated an Aspiration House named after an aspirational astronaut (**Sharman**-YELLOW, **Aldrin**- GREEN, **Peake**- BLUE, **Armstrong**- RED). Each child will have their own customised astronaut avatar representing their Aspiration House. These will be displayed on the class Behaviour Chart. Children will start the week on the Positive '**Fully allocated Aim for the Stars Time**' section of the Behaviour Chart in class. Children will, over the course of the week strive to keep their full Aim for the Stars Time by making good choices.

**NOTE:** For negative behaviour choices where a child has reached a SECOND REFLECTION (see below), they will be asked to move their avatar down the rocket, losing some of their Aim for the Stars Time; however, children will be encouraged to earn this time back by reforming their behaviour and making good choices. The intention for all class teachers is to catch pupils making the correct choices, thus enabling pupils to earn back their Aim for the Stars Time allocation and ascend up the behaviour chart.

At the end of each day, pupils that are owing time, will not have their avatars replaced back on the default 'base' position, but teachers will continue to monitor behaviour and look for opportunities to move their avatars up the Behaviour Chart.

Time increments taken from Aim for the Stars Time differ according to the Key Stage to take into account the age of pupils concerned:

**EYFS:** 1, 2 and then 5 minutes lost from the next break or lunch time

**KS1:** 5, 10 and then 15 minutes lost from Aim for the Stars Time

**KS2:** 5, 10 and then 15 minutes lost from Aim for the Stars Time

For pupils who continue to make negative choices, their avatar will be moved to the 'See SLT' step on the Behaviour Chart. Here, a Pink Behaviour Slip will be completed by the class teacher and pupils will be required to spend time reflecting on their behaviour in the resource room, supervised by the Class Teacher/Teaching Assistant or member of SLT, depending on the severity of the behaviours.

### **Aspiration House Tokens**

Alongside the in class Behaviour Chart, pupils will also be able to earn House Tokens for their House (Sharman, Aldrin, Peake, Armstrong).

Children will be awarded tokens, for displaying the positive behaviours outlined in The 'Aim For The Stars (The 8 Conditions For Success)' in and around school. All members of staff and SLT are responsible for catching these positive behaviours and awarding these tokens.

Tokens can additionally be awarded to promote the following:

- o Attendance – classes earn tokens for 100% attendance.
- o Transitions – classes earn tokens for quiet transitions in register order around school and to/from the playground.

o Uniform – classes earn tokens for all items of correct uniform being worn and PE kit on PE day.  
 Each class teacher will make a tally of the tokens each House has earned every week. The tally total will be collected fortnightly given to the Principal. The Principal will announce the leading house at the end of each half-term Celebration Assembly.  
 A running total of tokens will be displayed underneath the House Point Display in the large hall to motivate children to continue earning tokens.  
 At the end of each half term, the winning Aspiration House with the highest number of tokens will be rewarded with a mystery prize (e.g House picnic/ games afternoon/ wearing their House colour to school).

### Celebration/recognition of Success

- At the end of each week, a Celebration Assembly will be held on Friday afternoon to celebrate the achievements of pupils throughout the week. Certificates modelling the 8 conditions will be awarded to pupils showcasing these traits, along with certificates to celebrate other achievements.
- During each half term, KS1/EYFS and KS2 will have separate Celebration Assemblies, with a member of the SLT or Extended SLT leading. The final assembly of each half term will be a whole school assembly where the winning House will be announced.
- Aim for the Stars Time will commence throughout the school, from 2:20pm to 2:40pm every Friday. During this time, pupils missing Aim for the Stars Time will spend their time back in class, reflecting on their behaviour choices and making a commitment to changing their behaviour.
- Teachers will be required to complete a weekly log of children missing Aim for the Stars Time. Pupils missing their Aim for the Stars Time 3 times in a row will then be monitored and steps will accordingly be taken to support in school behaviour through use of the Positive Behaviour Report Card, until behaviour improves.

**Praise** has a reinforcing and motivational role. It helps a child believe he /she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

- . Favourable comments can and should be entered on pieces of work
- . School reports should comment favourably on good work, behaviour, involvement in and general attitude to school life
- . Recognition can be given to success of differing kinds in assemblies (e.g. presentation of swimming, cycling proficiency awards etc.)
- . Certificates for a variety of academic and non-academic achievements
- . Acknowledgement in weekly emails to parents
- . Children's work can/should be displayed as much as possible both in the classroom and corridors of the school
- . A visit to the Principal/SLT/ Team Leaders for commendations.
- . Specific privileges can be awarded to individuals/groups of children, e.g. in the use of computers, library, games equipment, 'Aim for the Stars Time' etc)
- . Opportunities for giving children greater responsibility in school should be fostered (e.g. Play Leaders, Monitors etc...)
- . Above all, praise and encouragement in and out of lessons should be used as much as possible

### **General:**

- . Sharing examples of good work and behaviour choices across classes and year groups
- . Verbal and written praise (comments in books, notes home, informing others/parents/carers of successes)
- . Stickers and stamps given

Aim for the Stars Time play reward

## Behaviour Policy

Behaviour Guidelines	Sanctions
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**The school has a zero tolerance approach to the following types of behaviour:**

- Causing physical injury to another person
- Using threatening behaviour
- Total refusal to follow instructions and do what is asked
- Theft or damage to property – please note if a child deliberately damages school property, the Senior Assistant Principal or Associate Principal may ask the parents to pay for the damage caused
- Discrimination e.g. racial, homophobic, cultural

### Sanctions:

In the use of sanctions, pupils learn from experience to expect fair and consistently-applied consequences which differentiate between the serious and the minor. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders, to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses for behaviour choices;
- Teach children to take responsibility for their behaviour choices;
- Provide every opportunity for children to correct their own behaviour choices, and make sensible choices to prevent further sanctions being applied;
- Minimise disruption to others, especially teaching and learning time;
- Allow early involvement of parents, line managers, SENDCo and support agencies;
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand *why* what they have done is not acceptable. It is imperative to separate the child from their choice: express your displeasure with the **action/behaviour** and never the **child** (e.g. *‘That was an irresponsible thing to do because...’* and not *‘You are an irresponsible boy’*).

### Staff should approach sanctioning in the following way:

- a. Class teachers should deal with the majority of incidents (and their consequences) during an appropriate moment (e.g. a few minutes of break...) and follow-up with parents face-to-face after school, or on the ‘phone if necessary.
- b. If the child is angry/not ready to talk, give them Reflection Time on the Reflection Table within the classroom or in another suitable, safe space; discussion should only be pursued when it is reasonable there is no point in trying to reason/discuss when the child is not ready/willing/able to.
- c. Remind the child of our three key questions and ask them how they can view the behaviour choice in light of the guidance.
- d. Use language such as ‘acceptable’ and ‘unacceptable’ in reference to

- positive /negative behaviour choices.
- e. Label the behaviour choice and not the child- explain it clearly that it is not the child personally that you are querying, but the actions/attitude and behaviours they have displayed.
  - f. Place the responsibility of the choice on to the child to try to help them see the consequences of their actions- it is important that each child understands the impact of their own behaviour choices in the situation.
  - g. In class, a *3-point Reflection System* should be used by the person in charge of teaching the class, where each *Reflection* offers the child an opportunity to correct or amend their behaviour
  - h. *Reflections* are reset at the end of each day to enable a new start and approach to behaviour the following day. (NOTE There should be no discussion around the 'rights and wrongs' of the decision to give a *Reflection* at this point- this can be done later at an appropriate time.)
  - i. A firm voice and considered use of volume can be effective; however, avoid shouting at a child at any time. Sanctioning a child is much more effective when an adult is calm, firm and insistent- shouting gives the message that you are not in control of the situation.
  - j. If a situation proves too challenging to deal with at that moment, the class teacher should send the child to the year group partner classroom (Reflection sheets or work can be completed there). If further support is required, then the class teacher seek the support of their Phase Leader, or the next available Phase Leader. If the situation escalates and further support is needed, a Senior Leader should be contacted.

### **SANCTIONS PROCEDURE**

Children should be familiar with our procedures and **know what will happen next** if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

The behaviour policy will be followed consistently by all members of the school community at all times during the day.

At Oriel Academy we expect high standards of behaviour from all the children at lunchtimes and expect them to treat lunchtime supervisors in the same manner in which they would treat teaching staff.

School Midday Supervisory Assistants (SMSAs) and Teaching Assistants (TAs) on lunchtime duty will be led by the Senior School Midday Supervisory Assistant, Mrs Ellis, and will also follow the behaviour policy. We believe it is important for the children to see Teaching Assistants, SMSAs and teachers, working together to ensure consistency across the whole school day.

At lunchtime, children, where appropriate, will be given verbal warnings and time out.

SMSAs or TAs will inform the class teacher about behaviour incidents at the end of lunchtime by completing a Pink Slip as appropriate.

The Senior Lunchtime Supervisor may remove a child from the playground and involve a

member of the Senior Leadership team if the behaviour involves:

- Physical violence towards another person.
- Bullying
- Discrimination e.g. racial, homophobic

## **Behaviour Policy Steps for Sanctions**

*If unacceptable behaviour occurs, in the first instance:*

**Class Teacher to use regular strategies** (polite requests, warnings (no more than two), repositioning, separating etc).

### **FIRST REFLECTION (The final warning)**

Use the agreed phrase, **'Strike one; this is your final warning. Do you understand?'** Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

### **SECOND REFLECTION (Break/lunch-talk to teacher; Avatar moved down)**

- . Child to speak to Class Teacher about behaviour when appropriate
- . Class Teacher should inform the child of the reasons behind their decision and encourage the child to reflect on their own behaviour choices
- . Child remains on their SECOND REFLECTION for the rest of the day

### **FINAL REFLECTION (Reflection Table; Avatar moved down again)**

- . Up to a maximum of 1 hour working alone without causing disturbance.
- . Removal of next playtime and loss of Reach for the Stars Time.
- . Pink Slip filled in by Class Teacher; office to record on SIMS

#### **If negative behaviour persists, then the following should be actioned:**

- a. If a situation proves too challenging to deal with at that moment, the class teacher should send the child to the year group partner classroom (Reflection sheets or work can be completed there).
- b. If further support is required, then the class teacher seek the support of their Phase Leader, or the next available Phase Leader.
- c. If the situation escalates and further support is needed, a Senior Leader should be contacted.

#### **For a regular offender:**

- . Discussion with Team Leader/SENDCo; consider School Action of the Code of Practice.
- . Begin monitoring to identify areas of concern / possible causes/ appropriate targets with use of a Behaviour Contract.
- . Parents informed by letter/ phone call that behaviour is a cause for concern.
- . Parents discuss concerns, agree targets/support/.
- . Consider alternative strategies, inform other agencies.
- . Access to extra-curricular/enrichment activity linked to improvement.

### **In instances of persistent, unacceptable behaviour: Behaviour Contract (On Report)**

- . Behaviour Contract- meeting with parents/child to agree clear and achievable targets for behaviour (maximum of three- see Behaviour Contract)
- . Clear rewards/consequences identified for success/failure (Behaviour Contract concluded after two weeks; break time/lunchtimes missed)
- . Daily feedback to child (verbal); weekly feedback to parents (phone call)
- . Behaviour Contract to last a minimum of two weeks

## **Behaviour Contracts**

At Oriel Academy, we understand that all children can make bad choices whether it be on the playground, in the classroom or at home. We endeavour to ensure that every child that leaves our school has been equipped with the ability to understand how to make the best choices for themselves. Where appropriate, we use the approach of a Behaviour Contract to ensure that children are aware of what they need to do in order to fulfil their potential for their futures. A Behaviour Contract ensures that any child can be given the support and guidance to make the right choices via a target and faces system (see example below).

If a child is put onto a Behaviour Contract it should be recorded on SIMS by the Class Teacher/office. The parent(s) of the child put on a Behaviour Contract should be informed via a phone call home from the Class Teacher to explain the purpose of the Behaviour Contract and the expectations of the child in order to come off of the contract after a week. The reason for the child being put on the Behaviour Contract must be made clear to the parent and how this process is designed to help the child to improve their own behaviour choices before anything becomes too serious. Parents must understand that this is a positive way of helping their child (not a negative chastisement!) and that their child's behaviour choices will be monitored and rewarded/sanctioned accordingly. At this point there is no need to formally meet with the parent(s), however if the child remains on their Behaviour Contract for longer than 2 weeks, a formal meeting must be organised with the parent to discuss the child's behaviour choices further.

Behaviour Contracts provide a simple, yet effective way of monitoring behaviour for individuals who need additional support with making the right choices. It is a manageable, clear and consistent way for all teaching staff to ensure that they are aware of the expectations of the individual child. All teaching staff are expected to fill in the Behaviour Contract consistently (using the face system and numbering any targets not met during the session).

### **ORIEL ACADEMY BEHAVIOUR CONTRACT**

*Review **DAILY & WEEKLY***

*This contract has been developed to help you to make **good choices**. A photocopy of this must be taken home at the end of each week. ☺☺☺ symbols will be used to track your behaviour choices in lessons and any ☹ or 😞 faces must be ticked by the teacher in charge and lead to the next break time being missed. This contract will be reviewed daily. You are responsible for keeping this report safe and showing your parents/carers every week.*

**Name:**

**Date:**

**Week:**

**Target: To achieve ALL smiley faces (☺) for my behaviour choices**

- 1.** I will stay in my seat and not wander around the classroom.
- 2.** I will respect the adult in charge and follow instructions.
- 3.** I will put in my best effort in all lessons.



## **Behaviour Policy Exclusions**

### **Internal Exclusion** (up to 5 days)

- . Parents informed by letter.
- . Child has no contact with own class or classmates.
- . No access to playground, extra-curricular or enrichment activity.

### **Fixed Short Term Exclusion** (up to 5 days)

- . Parents, Chair of Pupil Discipline Committee, LA Officer informed by letter.
- . Parents may make representations to Pupil Discipline Committee.
- . Pupil Discipline Committee may meet but cannot reinstate.
- . Upon return to school, child stays on Contract or BSP for a minimum of four weeks.

### **Fixed Long Term Exclusion** (up to 45 days per year).

- . Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- . Discipline Committee meet (parents/child or representative may attend/make representations).
- . LA Officer must be invited to attend but may not reinstate.
- . Discipline Committee either reinstate or uphold the exclusion.
- . Upon return to school or if reinstated child stays on Contract or BSP for a minimum of eight weeks.

### **Permanent Exclusion**

- . Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- . Discipline Committee meet and consider all representations and reports (parents/child may attend).
- . Discipline Committee either reinstate or uphold exclusion.
- . Parents notified of right to appeal.
- . If appeal is successful, or reinstated, the child stays on Contract or BSP for the maximum 16 weeks.
- . If appeal unsuccessful, we remove the child from school roll.

Only the Principal, or acting Principal, can exclude a pupil from school and this must only be on disciplinary grounds. A permanent exclusion will be taken as a last resort. Serious incidents need to be treated on an individual basis and the circumstances investigated. We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. The school will only permanently exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in the school's Behaviour Policy, have failed to be successful, or in response to a one-off very serious incident.

The following examples of behaviour may lead to the school's decision to permanently exclude a pupil:

- Any incident which poses a risk to other pupils or members of staff, e.g. using or bringing a weapon onto the premises
- Any incident which breaches the law
- Serious deliberate damage to school property

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Persistent and severe bullying
- Verbal and physical abuse
- Constant disruption
- A single, serious and major incident, e.g. serious assault on another individual leading to injury

Before deciding whether to exclude a pupil, either permanently or for a fixed-term, the Principal will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN) or is a looked after child

## **Behaviour Policy**

### **Vulnerable children**

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with, or being assessed for, statements of SEN and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents/ carers are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- . Home / School link books
- . Behaviour Contracts
- . Regular meetings/ phone calls home