



Inspiring **Excellence,**
Inspiring **Partnerships,**
Inspiring **Individuality,**
Inspiring **Futures.**



Fitzwilliam Positive Behaviour Policy

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Positive Behaviour Policy

Contents

1. Purpose	2
2. Introduction.....	2
3. Aims of the policy	3
4. Purpose	3
5. The process.....	3
6. Roles and responsibilities	9
7. Fixed term or permanent suspensions.....	10
8. Drug and alcohol use.....	11
9. Malicious allegations against school staff	12
10. Behaviour outside school.....	12
11. Confiscation of inappropriate items.....	12
12. Power to use reasonable force	13
13. Appendices.....	14
14. Monitoring, Evaluation and Review.....	2



1. Purpose

This policy has been written in accordance with the **DFE “Behaviour and discipline in Schools” document, published January 2016**. This policy sets out that we should have:

- A strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Behaviour and discipline contribute to our duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010, to ensure that arrangements are made to safeguard and promote the welfare of pupils.
- It sets out the measure to promote good behaviour, self-discipline and respect; prevent bullying; ensure that pupils complete assigned work; regulate the conduct of pupils.
- Our policy promotes good behaviour among pupils.
- We set out disciplinary sanctions to be adopted if a pupil misbehaves. We have an effective anti-bullying strategy (see Anti bullying policy).
- Though we are not obliged by law to, we implement a home-School agreement with new starters at the School.

We have considered the following points that contribute to improving the quality of pupil behaviour:

- 1) A consistent approach to behaviour management
- 2) Strong School leadership
- 3) Classroom management
- 4) Rewards and sanctions
- 5) Behaviour strategies and the teaching of good behaviour
- 6) Staff development and support
- 7) Pupil support systems
- 8) Liaison with parents and other agencies
- 9) Managing pupil transition
- 10) Organisation and facilities

2. Introduction

Fitzwilliam Primary is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

We acknowledge the School’s legal duties under the Equalities Act 2010, in respect of safeguarding and in respect of pupils with special education needs (SEND).

3. Aims of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

4. Purpose

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms.
- Positively reinforces behavioural norms. Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

In writing this policy, we have looked for examples of best practice.

Outstanding Behaviour Policies:

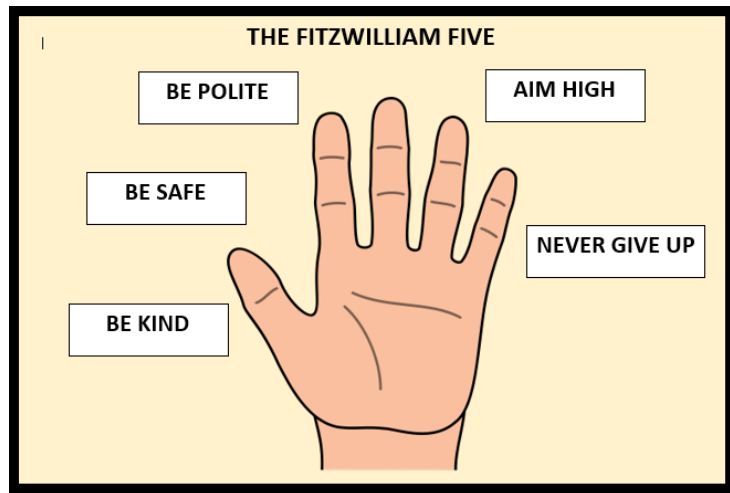
- Are simple, clear and coherent.
- Create problem solvers not process followers. Encourage professional judgement.
- Define technical building blocks of Behaviour Management. Make praise easy.
- Make emotional acceleration difficult. Address adult behaviour directly.
- Enshrine consistency.
- Allow positive professional relationships to flourish.

5. The process

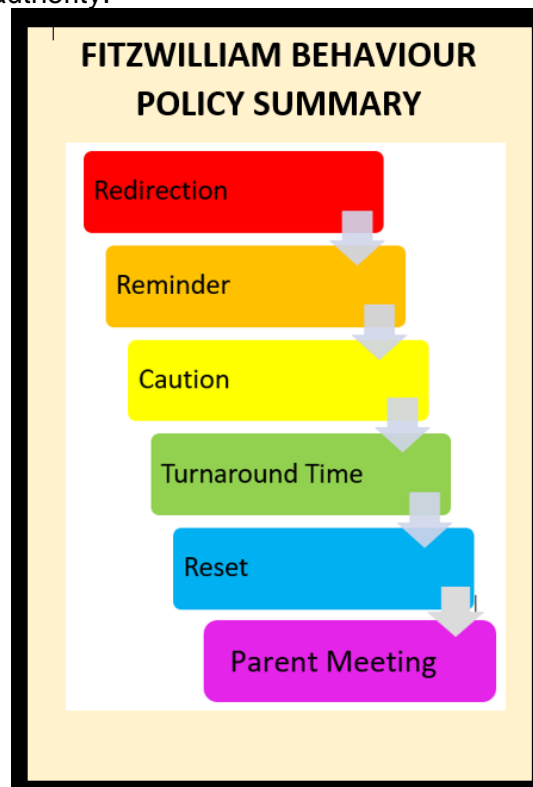
What our Positive Behaviour Policy in practice looks like

<p>How will staff behave?</p> <ol style="list-style-type: none"> 1. Be fair – use the behaviour policy for all. 2. Be calm – keep emotions in check. 3. Be kind and respectful to all. 	<p>What are the Fitzwilliam 5 Rules?</p> <ol style="list-style-type: none"> 1. Be kind 2. Be polite 3. Be safe 4. Aim high 5. Never give up
<p>All Staff, everyday...</p> <ol style="list-style-type: none"> 1. Refer to the Fitzwilliam FIVE" 2. Never ignore or walk past learners who are behaving badly. 3. Follow up every time, engaging with learners. 	<p>Senior Leaders, everyday...</p> <ol style="list-style-type: none"> 1. Take time to meet, greet and welcome learners at the beginning of the day. 2. Be a daily, visible presence around the site, especially at times of mass movement. 3. Regularly review provision for learners who fall beyond the range of written policies.
<p>Ways we recognise conduct that exemplifies our expectations.</p> <ol style="list-style-type: none"> 1. We present Headteacher awards to children displaying outstanding examples of our expectations. 	<p>What support do we provide beyond the classroom?</p> <ol style="list-style-type: none"> 1. There is a Learning Mentor to link home, school and external support to overcome pastoral barriers to learning.

<p>2. We celebrate progress, creativity, role model and perseverance weekly in our celebration assembly.</p> <p>3. In class, dojo rewards linked to our reward system are reinforced with positive day messages.</p> <p>4. Lunch staff have an instant reward system in the form of dojo points again linked to the Fitzwilliam Five</p>	<p>2. We access Education Psychology, Wakefield Exclusions and Behaviour Support Team to provide additional support where necessary.</p> <p>3. We also seek support from the Future in Mind and any other additional agencies as necessary.</p>
Steps to manage behaviour	Actions
Redirection	Gentle encouragement, a “thumbs up”, small act of kindness.
Reminder	A reminder of Ready, Respectful, Safe delivered privately if possible. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this level. Remind learner of past times when they have made right choice.
Caution	A clear verbal caution delivered privately, making learner aware of their behaviour and clearly outlining consequences if they continue.
Turnaround Time	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. Any learning time lost to be made up at break / lunch with the class teacher to ensure no work is missed, and teachers should let parents know at the end of the day. At break time and lunchtimes, a time out means standing at the side of the playground for 5 minutes reflection time.
Reset	The learner will be relocated within their base and given time to calm, reconsider their actions and complete work before re-joining their class.
Formal parent meeting	<p>A single serious breach of behaviour will result in a meeting with the class teacher, learner and pastoral welfare leader to set targets that will be monitored over the course of the rest of the term. In addition, persistent ‘low-level’ behaviour leading to reset sessions will trigger a formal meeting.</p> <p>If the breach happens outside, the child must immediately be brought inside to the learning mentor or SLT.</p>
Examples of breaches of the Behaviour policy that may result in immediate internal / fixed term exclusion and a formal behaviour meeting.	
<p>Sustained bullying / victimisation. Any form of racism/ homophobic language Violent or dangerous conduct affecting staff, members of the public or other learners – which will never be tolerated. Sustained disruption to learning or wilful damage to property. Drug / alcohol incidents as detailed in this policy. WE DO NOT TOLERATE SWEARING AND ANTISOCIAL LANGUAGE.</p>	



Consistency lies in the behaviour of adults and not simply in the application of procedure. A sustainable consistent approach ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept authority.



All staff

1. Meet, greet and welcome learners at the door.
2. **Refer to** “Fitzwilliam Five”
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners; ensure to link these to **our “Character curriculum” and PSHCE curriculum, through which we teach what good** behaviour choices look like.
5. Use positive reinforcement throughout each session.
6. Be calm and give take up time when going through the steps. Prevent before sanctions are required.
7. Follow up every time and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

Middle and senior leaders

Leaders are not expected to deal with behaviour referrals in isolation; they work alongside colleagues to support, guide, model and show unified consistency to learners.

1. Meet, greet and welcome learners at the beginning of the day.
2. Be a visible presence around the site, especially at changeover times.
3. Celebrate staff, leaders and learner whose effort goes above and beyond expectations.
4. Share good practice.
5. Support staff with more complex behaviours.
6. Use behaviour data (in conjunction with pastoral staff) to develop provision and policy.

Recognition and rewards for effort

We celebrate and reward learners who exemplify and exceed our standards. We use a mixture of formal awards and informal personal praise, as we understand that this can be just as effective as a larger, more public reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners that are harder to reach.

School level:

- Weekly: Certificates for exemplifying positive learning behaviours (1 per class)
- Dojo rewards
- Prize when 100, 250 and 500 points achieved from our school reward shop
- Weekly Readers of the Week chosen from children who have read 3 times per week at home.

Class level:

- All classes to display the school values and refer to them during sessions.
- Classes also to display a child-friendly reminder of the behaviour sanctions.
- Lunchtime staff will have instant reward system for good behaviour



Managing behaviour in classes and around the School

Engagement with learning is always the primary aim. A gentle reminder or suggestion in the right direction is all that is usually needed for most children. We focus on praising the behaviour we want to see, with drawing attention from behaviour that is not appropriate wherever possible without affecting the learning of others. All learners must be given “take up time” in between steps.

Practical steps in managing and modifying poor behaviour

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger. Class teachers keep a log of any behaviour concerns and report this at weekly whole staff meetings. When children report other children hurting or upsetting them, these will be fully investigated.

1) **Reminder**

Fitzwilliam five delivered privately to the learner. The staff member makes the learner aware of their behaviour, and the learner has a choice to do the right thing.

2) **Caution**

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. Any triggers are removed by the adult where appropriate. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices. See the script below:

- a. *Gentle approach, personal, non-threatening, side on, eye level or lower.*
- b. *"I noticed you doing ... That breaks our ready / respect / safe rule."*
- c. *"If you choose to continue / do that again the consequence will be.... When I've talked to you about this in the past you made the right choice."*
- d. *"I'm going to give you a little bit of time and space to make the right choice." (30 seconds of take up time.)*

3) **TURNAROUND TIME**

Where poor behaviour choices continue, the child is asked to take time to 'TURNAROUND' their behaviour.

Class teachers should inform parents at the end of the day that this has happened.

- If at playtime, this is standing at the side of the playground.
- If in class, then the learner is to be asked to take this time in a quiet area of the classroom. This should be for no more than five minutes.
- See the script below:

- a. *I have given you a reminder and a caution that you were not being **ready / respectful / safe**. You are continuing to do*
- b. *I would like you to take five minutes at the side of the playground / in a quiet area of the classroom to think about this. I will let you know when you can re-join the session.*
- c. **(If in lessons)** *You will have to make up this lost learning time at play / lunch.*

4) **Reset**

Where a child does not make the right behaviour choice following reflection, they will be relocated to a calm area for a reset.

- a. *You have been given a reminder, a caution and time out because you were not being **ready / respectful / safe***
- b. *I would like you to go to the shared area / into School as your behaviour, choice is not correct.*
- c. **(If in lessons)** *You will have to make up this lost learning time and discuss this with Mr Yeadon/ Mrs Pugh at lunch.*



Positive Behaviour Policy

If a child refuses to comply with the instruction given at this stage, this will be grounds for the member of staff to request the additional support of the learning mentor, and a member of the senior leadership team if needed.

5) Formal behaviour meeting

Where there are significant concerns about a learner's ability to conform to our high standards, evidenced by a serious breach of behaviour or by repeated lower level incidences, a meeting with the teacher, learner, and pastoral welfare leader will be put in place. Targets will be agreed and monitored over the course of the term (see appendix one). There are proformas for these meetings along with behaviour contracts and behaviour report cards to enable the process to be consistent, structured and fair.

Serious breaches / incidences of violent behaviour

This is an incident that may lead to an internal or fixed term exclusion. Incidences of serious or repeated disruption to other children's learning can also be grounds for internal or fixed term exclusion. These can include:

- **Repeatedly talking over a classmate or member of staff, ignoring requests to stop**
- **Refusing to follow an instruction from a member of staff**
- **Seriously interrupting the learning sequence of other children**
- **Using equipment or resources in a way that causes harm or damage to self, others or property**
- **Being disrespectful to staff or children**
- **Playing in an unsafe way**
- **Putting themselves or others at risk of harm**
- **Using foul language**
- **Violence or aggression towards others**

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may remove the other children from the setting and call upon a member of the Leadership team. We will physically intervene only when absolutely necessary, and in accordance with the appropriate government guidance (Please see our Positive Handling Policy). All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our School do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

IF POSITIVE HANDLING IS USED IN ANY WAY PARENTS WILL BE INFORMED AND THE APPROPRIATE PAPERWORK COMPLETED.

If a child threatens, hurts or bullies another child, the behaviour is reported immediately to the Headteacher. Such behaviour is investigated fully in order to determine the appropriate level of punishment. Acts of deliberate aggression or repeated acts of aggression or bullying will automatically warrant an internal or external exclusion. This is determined by the Headteacher and senior management team depending on the circumstances around the individual and the incident. Exclusions of any kind are always reported to parents and in the case of external exclusions also to governors and the LA. Parents are then required to attend meetings to discuss ways to improve future behaviour of their child. (See Anti-bullying policy for further information.)

Children on 'Reset' will not be prevented from leaving the room of their own free will, unless in exceptional circumstances (for example serious risk or harm to either the child or others). We will ensure the health and safety of pupils and any requirements in relations to safeguarding and pupil welfare. We ensure children are kept in seclusion no longer than is necessary, and that their time spent there is used as



constructively as possible. We allow pupils time to eat or use the toilet.

Where a child causes harm to another child at lunch or playtime, and this behaviour is repeated, the Headteacher may set up alternative provision over this period, for example working with the Learning Mentor, in order to seek to correct this behaviour through positive supervised play experiences. The Headteacher will not allow a child to play freely with other children until he/she is reasonably sure that the child is able to do so without harming others. Where parents do not agree to this, Fixed-term exclusions that incorporate lunchtimes will be used to ensure the safety of all children.

6. Roles and responsibilities

The role of the class teacher

It is the responsibility of class teachers to ensure that the School rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. A visual display should be present.

The class teachers in our School have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents and responds according to our stages set out above. Parents will be informed by class teachers when a child has had to miss any play or lunchtime.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-School policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the School behaviour policy consistently throughout the School, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the School. The Headteacher is the School Child Protection Designated Officer.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher arranges regular behaviour management training updates, at least once a year for all staff members who work with children.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher or in their absence the Assistant Head has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour,



Positive Behaviour Policy

including disruption to learning, acts of poor conduct both in lesson and on the playground, and acts that may damage property and resources. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the School governors have been notified.

5 The role of parents and carers

The School collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at School .

We explain the School rules and expectations in the School Behaviour Policy which is available on the website, and we expect parents and carers to read them and support them.

We expect parents and carers to support their child's learning, and to cooperate with the School. We try to build a supportive dialogue between the home and the School, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the School has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the School. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher followed by, if necessary, the School governors, as per the Multi School Trust Complaints Procedure available on the website.

We will inform you if:

- Your child has had a reset session.
- Your child has made a serious breach of the behaviour policy

6 The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the School's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher will take this into account when making decisions about matters of behaviour.

- by the Wakefield Employee Terms and Conditions - see 6.2 below);

7. Fixed term or permanent suspensions

Fixed-term and permanent exclusions

We do not wish to exclude any child from School , but sometimes this may be necessary in order to ensure the safety of children and staff and to ensure that children are able to learn without fear or disruption. The School has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on Schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their

exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from School. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one School year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher is off-site, a member of the senior leadership team must contact the Headteacher in order to discuss any situation that may result in an exclusion before a decision is taken.

If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The School informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

8. Drug and alcohol use

It is the policy of this School that no child should bring any drug, legal or illegal, to School. If a child will need medication during the School day, the parent or guardian should notify the School and ask permission for the medication to be brought. This should be taken directly to the School office for safekeeping. Any medication needed by a child while in School must be taken under the supervision of a teacher or other adult worker.

The School will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into School for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the School premises illegal drugs. Any child who is found to have brought to School any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the School until a parent or guardian of the child has visited the School and discussed the seriousness of the incident with the Headteacher.

If the offence is repeated, the child will be permanently excluded. If a child is found to have deliberately brought illegal substances into School, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the School. The police and social services will also be informed

9. Malicious allegations against school staff

We are required under the DFE guidance document “Behaviour and discipline in Schools” document, published January 2016 to set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against School staff. **This includes comments made on social media.**

This is a very unlikely occurrence in our School, however if it were found that this had happened we would:

- Immediately act on stage 5 of the disciplinary process – i.e. consider this a serious breach of the School behaviour policy
- Call a formal behaviour meeting for parents to attend
- The Headteacher would consider the seriousness and nature of the allegation, and consider whether it constituted grounds for an internal or fixed-term exclusion.

10. Behaviour outside school

Teachers have the power to discipline pupils for misbehaving outside of the School premises “to such an extent as is reasonable”. This includes misbehaviour when:

- Taking part in any School -organised or School -related activity
- Traveling to and from School when wearing School uniform or when in some other way identifiable as a pupil at the School

It also includes misbehaviour **at any time** when:

- It could have repercussions for the orderly running of the School or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the School

In all cases, the teacher can only discipline the pupil on School premises or elsewhere when the pupil is under the lawful control of the staff member.

Where misbehaviour occurs in these circumstances, the teacher would use the steps set out in the School Behaviour Policy detailed above to provide a proportionally appropriate sanctions.

11. Confiscation of inappropriate items

Under the **general power to discipline** (Section 94 of the Education and Inspections Act 2006) members of staff are enabled to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. They are protected from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Power to search without consent for “prohibited items” (Section 550ZA (3) of the Education Act 1996 are provided, for

- Knives and weapons (these will be handed to the police)
- Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images (these will be handed to the police)
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the School rules which has been identified in the rules as an item which may be searched for.

We will refer to “Screening, Searching and Confiscation – advice for Headteacher’s, staff and governing bodies” to support us in application of this aspect of the policy.

12. Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher and authorised School staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for any additional items that the School has determined can be searched for without consent.

We refer to “Use of Reasonable Force – advice for School leaders, staff and governing bodies” to support us in our application of this aspect of the policy.

10 Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The School keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the class incidents book. All details which are not minor will be recorded on CPOMS.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the School policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the School abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

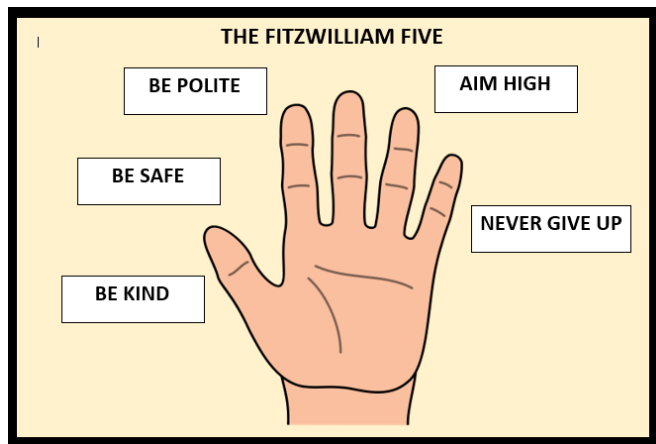
The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

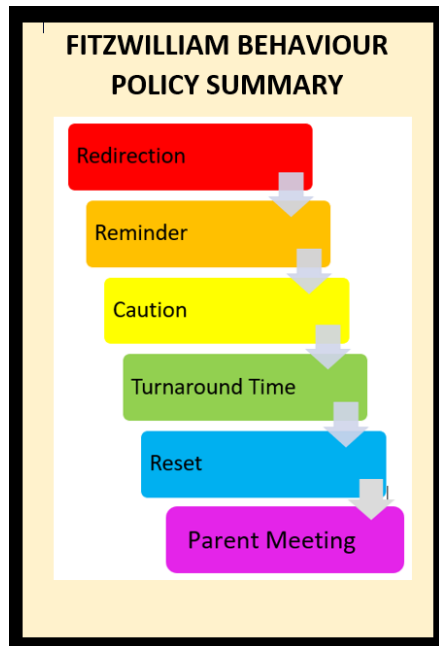
This policy should be read in conjunction with:

HS-001	Health and Safety policy
HS-002	Alcohol and Drugs Misuse policy
HS-007	Education Visits policy
HS-021	Risk Assessment policy
HS-022	Security policy
HS-026	Violence in School's policy
HS-028	Managing Violent and Abusive Visitors in School s policy
SCP-001	Safeguarding and Child Protection policy
SCP-003	Anti-Bullying policy
SCP-004	Attendance and Truancy policy
SCP-008	E-safety policy
SCP-010	Missing Child policy
SCP-011	Teaching and Learning policy
SCP-014	Positive Handling policy
SGS-005	Complaints policy
SGS-007	Disability Equality Scheme and Disability Accessibility Plan for Pupils
SGS-008	Equality Objectives policy
SGS-020	SEN policy
SNS-009	SMSC policy

13. Appendices

Display for pupils







Appendix 1: Formal Behaviour Meeting proforma

FORMAL BEHAVIOUR MEETING

Name of pupil:		Date of meeting	
Year:		Attended by:	

Reason for meeting (issues/ triggers)

What would improvements in this look like (refer to Ready, Respectful, Safe)?

What support will the School provide?

What support will parents / carers provide?

What improvements have been evidenced (refer to targets set above)

Further action: no further action OR behaviour contract to be put in place

Appendix 2: Behaviour Support Plan

BEHAVIOUR SUPPORT PLAN

Name of pupil:		Date started:	
Year:		Written by:	

Background and current support:

<p>In the classroom:</p> <p>External interventions:</p>

sanctions in place as required. You will have a weekly discussion with a member of staff during the period that your child remains on this plan.

Actions to be taken	Details
Part time timetable to be put in place to support pupil to have a positive experience of school.	
1:1 support in class for lessons from learning mentor for 2 sessions a week	
Intervention group re lego therapy 2x per week	
Visual timetable to be in place with now and next	
Time out breaks to be included into the timetable	

Behaviour policy and sanctions:

If I....	Then I will.....
Do not complete my work during the lesson	Complete my work during my own time.
Do not follow instructions	Receive a reminder, Receive a second reminder Reflection Pay time back

Support plan agreed on :

Signed by parent:

Signed by headteacher:



Positive Behaviour Policy

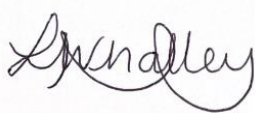

Appendix 3: Positive Handling Plan

Individual Positive Handling Plan			
Name:		Completion Date:	
Year group:		Completed by:	
Environments & Triggers			
Describe the situations which have or may lead to an incident occurring:			
Behaviour & Risk			
Identify and describe the type of behaviour to be managed			
Verbal Abuse	Spit	Slap	Pinch
Punch	Kick	Clothing grab	Arm grab
Body holds	Hair grab	Neck grab	Bite
Weapons/Missiles thrown	Self-Harm	Other	
Description of behaviour:			
What is the level of risk associated with the behaviour:			
Low	Medium	High	
Prevention			
Describe any changes to routines, personnel or environment which may reduce the likelihood of a serious incident occurring.			
De-escalation – Build Up / Pre-incident			
Verbal advice and support	Use	Avoid	Contingent Touch

Individual Positive Handling Plan			
Firm clear directions		CALM talking / Stance	
Negotiation		Time Out	
Limited Choices		Withdrawal	
Distraction		Consequence	
Diversion		Humour	
Reassurance		Success Reminders	
Planned Ignoring		Other	
Describe interests, words, and objects etc which may divert attention from, or diffuse, an escalating situation.			
Restrictive Physical Intervention (RPI)			
Identify the agreed RPI to be used in response to the specified behaviour.			
Steer Away (Caring C's – One Person)	Use	Avoid	
Friendly Hold (Two Person)			
Standing Single Elbow (Two person)			
Figure of Four (Two person)			
Standing Double Elbow (Two Person)			
Sitting Single Elbow (Two person)			
Changing Face / Colleague Help Script			
Restrictive Physical Interventions Not to Be Used			
As a result of the Person's health or past experiences are there any Restrictive Physical Intervention techniques which should not be used with the individual?			
Technique Not To Be Used	Reason		

14 Monitoring, Evaluation and Review

This policy will be reviewed annually by the headteacher and agreed by the Governing Body.

Signature Headteacher:	
Signature Chair of Governing Body:	
Date :	22.9.23