

Thorner's Church of England VA Primary School

Behaviour and Exclusion Policy

1. Introduction

We aim to encourage children to be responsible for their own self-discipline and behaviour by providing them with a supportive and positive environment. They will be made aware of the impact of an individual's attitudes on the life of the whole school and encouraged to become responsible members of the school community. The Christian ethos of the school highlights our commitment to children as unique individuals and to helping them deal with all kinds of potential problems – including behavioural difficulties.

This policy is a statement of the aims and principles for encouraging good behaviour and positive relationships at Thorner's CE VA Primary School.

2. Rationale

Two principles underlie this policy:

- Children should know the difference between right and wrong. The children will be made aware of this principle through personal conversations with adults and children, daily acts of worship, circle-time in the classroom and the regular discussion and design of class rules.
- Good behaviour will be rewarded and attitudes falling short of what is expected will be subject to sanctions. Rewards and sanctions will depend on individual situations and personalities.

3. Aims

- To create an ethos that makes everyone in the school community feel valued and respected
- To promote good behaviour by forging sound working relationships with everyone involved with the school
- To promote self-discipline and regard for authority among pupils
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others
- To create a positive learning environment where children can work and play in harmony.

4. Positive Behaviour Management

All adults at Thorner's School believe that forging good relationships with pupils is key to promoting positive behaviour management.

Pupils respond best when they feel secure and valued. They feel more secure when they know what is expected of them, and when these expectations are consistent. Therefore, staff and pupils at Thorner's School work together to secure a clear understanding of behavioural expectations. Staff and pupils are encouraged to be clear about their roles and responsibilities for adhering to, and consistently applying the agreed policy for managing behaviour.

Discussions take place between children and staff about expectations, rewards and sanctions, in a calm and planned way. Rewards and sanctions are discussed and agreed by the whole school

community and these are explicitly taught to the children. We use specific and descriptive praise consistently to reinforce high expectations and appropriate behaviour.

High expectations of behaviour and good attitudes to learning are encouraged by the entire school community. Staff use praise when children meet the high expectations that we have at Thorner's School.

To promote positive behaviour management, staff will:

- Create attractive, tidy learning environments, ensuring that all learning spaces are well organised. This enables children to develop independence, allows them to move around freely and safely and encourages them to look after property.
- Plan differentiated work carefully to cater for all needs and abilities, ensuring all the resources needed for the lesson are in place before the lesson starts.
- Develop, establish and promote calm, quiet and purposeful environments. Staff keep calm at all times and talk to children with respect.
- Establish caring professional relationships with pupils and be role models of the school values.
- Model effective and professional working relationships with all other adults in the school, based on the principles of treating others with respect, fairness and dignity. We believe this is important as staff interactions should provide pupils with a template that they can aspire to emulate in their future relationships, whether academic, professional or social.
- Ensure that the children know the school's behaviour expectations and the consequences of making poor choices.
- Model positive language when setting behaviour expectations - 'say what you want to see,' for example, "Do listen", or "Walk smartly".

Rewards

- ✓ Stickers
- ✓ Smiley faces
- ✓ Praise
- ✓ Mention in assemblies
- ✓ Head's award or sticker
- ✓ Parents informed
- ✓ Permission given to choose favourite activity
- ✓ Thank you card
- ✓ House points

Sanctions

STAGE ONE: Class Teacher

Minor incidents that occur both in and out of the classroom are dealt with through a range of behaviour management strategies. These may include:

- × Verbal feedback
- × Warnings
- × Time-out
- × Missing playtime
- × Letter of apology to be written by child
- × Writing lines

STAGE TWO: Class teacher and colleagues

More persistent behavioural concerns may require the support of colleagues. Strategies may include:

- × Sent to Headteacher
- × Discussions with the child and advice given
- × Time working in another classroom
- × Meeting with parents

STAGE THREE: Parent and pupil interview with the Headteacher

If there is no improvement, despite the input of staff and parents, it will be necessary for the pupil and parents to meet with the Headteacher.

Extreme or dangerous behaviour, including any purposeful physical or verbal abuse towards pupils or staff, will be referred immediately to the Headteacher and the parents will be asked to attend a meeting as soon as possible.

Children may be placed on a daily behaviour plan which is completed by all staff working with the child and shared with parents

Internal and external exclusion

Following a culmination of events or a serious incident the Headteacher **may** decide to exclude a pupil internally or externally. Exclusions are used as a last resort and will only be used in response to a serious breach or persistent breaches of the school's behaviour policy. The statutory guidance within the DfE September 2017 document 'Exclusion from maintained schools, academies and pupil referral units in England' will be followed in the event of any exclusion.

Exclusion may be seen to be an appropriate course of action for the following reasons:

- Non-compliance with staff instructions
- Aggressive or violent behaviour towards children or adults
- Intentional racist or homophobic behaviour
- Intentional damage to school property

Internal exclusion: the pupil will be provided with work by their class teacher and will complete this in isolation from their class and under the supervision of a member of staff. Parents will be informed and invited to discuss the pupil's future behaviour.

External exclusion: this will be the final sanction, decided by the Headteacher. The Headteacher will inform the Governors of her action. Parents will be informed and invited to discuss ways to address the behavioural concerns. All decisions regarding exclusions will be made by the Headteacher

5. Playtimes and Lunchtimes

Playtimes and lunchtimes are closely monitored by teachers, teaching assistants and Lunchtime Supervisors who all follow the school behaviour policy.

Behaviour at playtimes and lunchtimes is expected to support an ethos in which:

- The children have active and enjoyable playtimes and lunchtimes where they feel safe and are well cared for
- Incidents reported by the children are listened to and acted on
- The children are free to play in an environment that challenges poor behaviour and where any form of bullying or victimisation is unacceptable

6. Behaviour Support

If a child has difficulties in making the right choices the school will consider an Individual Behaviour Plan. An IBP is drawn up by the school, pupil and parents. It will outline what the difficulties are and the strategies proposed by the school and parents to help the child. The impact of the IBP will be monitored and evaluated. Further advice may be sought from external agencies if necessary.

7. Searching Children

The school has the right to search any child, with their consent, if we believe that the child has something that infringes school rules. A search would only be undertaken by members of staff and, where possible, with prior parental consent.

8. Anti-Bullying

Bullying behaviour is not tolerated at our school. Our approach for dealing with such behaviour involves initial discussion with the victim and perpetrator/s and with parents if appropriate. We use a problem solving approach where children can be involved in finding solutions.

Any bullying occurring out of school will also be investigated in accordance with government recommendations.

9. Exclusions

The school reserves the right to exclude a pupil for a short or longer period of time where negative behaviour has been severe and has had a damaging impact on others.

1. Aims

Our school aims to ensure that:

The exclusions process is applied fairly and consistently

The exclusions process is understood by governors, staff, parents and pupils

Pupils in school are safe and happy

Pupils do not become NEET (not in education, employment or training)

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: Exclusion from maintained schools, academies and pupil referral units (PRUs) in England.

It is based on the following legislation, which outline schools' powers to exclude pupils: Section 52 of the Education Act 2002, as amended by the Education Act 2011 The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on: Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at parental responsibility for excluded pupils Section 579 of the Education Act 1996, which defines 'school day' The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014

3. The decision to exclude

Only the headteacher, or acting headteacher, can exclude a pupil from school. A permanent exclusion will be taken as a last resort.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to exclude a pupil will be taken only:

In response to serious or persistent breaches of the school's behaviour policy, and

If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked

Allow the pupil to give their version of events

Consider if the pupil has special educational needs (SEN)

4. Definition

For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

5. Roles and responsibilities

5.1 The headteacher

Informing parents

The headteacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

The reason(s) for the exclusion

The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent

Information about parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this

How any representations should be made

Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative

provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

The start date for any provision of full-time education that has been arranged

The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant

The address at which the provision will take place

Any information required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing the governing board and local authority

The headteacher will immediately notify the governing board and the local authority (LA) of:

A permanent exclusion, including when a fixed-period exclusion is followed by a decision to permanently exclude a pupil

Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term

Exclusions which would result in the pupil missing a public examination

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

For all other exclusions, the headteacher will notify the governing board and LA once a term.

5.2 The governing board

Responsibilities regarding exclusions are delegated to the governing body of Thorner's School consisting of at least 3 governors.

The governing body has a duty to consider the reinstatement of an excluded pupil (see section 6).

Within 14 days of receipt of a request, the governing board will provide the secretary of state and Dorset Council with information about any exclusions in the last 12 months.

For a fixed-period exclusion of more than 5 school days, the governing board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the exclusion.

5.3 The LA

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

6. Considering the reinstatement of a pupil

The governing body will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

The exclusion is permanent

It is a fixed-term exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term

It would result in a pupil missing a public examination or national curriculum test

If requested to do so by parents, the governing body will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a pupil missing a public examination, the governing body will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the chair of the governing board (or the vice-chair where the chair is unable to make this consideration) will consider the exclusion independently and decide whether or not to reinstate the pupil.

The governing body can either:

Decline to reinstate the pupil, or

Direct the reinstatement of the pupil immediately, or on a particular date

In reaching a decision the governing body will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

The governing body will notify, in writing, the headteacher, parents and the local authority of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the governing body's decision will also include the following:

The fact that it is permanent

Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:

- The date by which an application for an independent review must be made
- The name and address to whom an application for a review should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the local authority to appoint an SEN expert to attend the review
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review

· That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review

That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of

discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

7. An independent review

If parents apply for an independent review, the local authority will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the governing body of its decision to not reinstate a pupil.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governors category and 2 members will come from the headteacher category.

A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer

School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time

Headteachers or individuals who have been a headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

Are a member/director of the local authority or governing board of the excluding school

Are the headteacher of the excluding school, or have held this position in the last 5 years

Are an employee of the local authority or the governing board, of the excluding school (unless they are employed as a headteacher at another school)

Have, or at any time have had, any connection with the local authority, school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality

Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

Uphold the governing board's decision

Recommend that the governing board reconsiders reinstatement

Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

8. School registers

A pupil's name will be removed from the school admissions register if:

15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or

The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made, the governing board will wait until that review has concluded before removing a pupil's name from the register.

Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

9. Returning from a fixed-term exclusion

Following a fixed-term exclusion, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate.

The following measures may be implemented when a pupil returns from a fixed-term exclusion:

Agreeing behaviour in line with the behaviour policy

Putting a pupil 'on report'

Internal isolation

10. Monitoring arrangements

The head teacher monitors the number of exclusions every term and reports back to the governors. They also liaise with the local authority to ensure suitable full-time education for excluded pupils.

This policy will be reviewed by the headteacher every 2 years. At every review, the policy will be approved by the governing body.

Please read this policy in conjunction with our Anti-Bullying Policy and our Home School Agreement Policy.

In accordance with the Equality Duty we seek to ensure that all pupils achieve their best, according to their capabilities and regardless of their special needs, disability, gender, race, culture, social, economic, ethnic, religious background and denominational diversity.

Thorner's CE VA Primary School recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

Date reviewed and adopted by Governing Body: March 2024
Date to be reviewed: March 2025