



East Sheen Primary School

Behaviour and Discipline Policy

OUR SCHOOL RULES

- We listen in class.
- We follow instructions from all adults working in the school.
- We always walk around our school quietly.
- We keep hands, feet and objects to ourselves.
- We always speak kindly without teasing, name-calling or swearing.

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour and Discipline policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote a positive learning environment where everyone feels happy, safe and secure. Within the school community we aim to develop self-discipline by adopting the habit of mind, 'to stop and think' and encourage an attitude of personal responsibility and an awareness of the needs of others.

The school has a number of school rules; the class teacher discusses the school rules with each class. In addition to the school rules, each class may also have its own classroom code, which is agreed by the children. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of unexpected or anti-social behaviour, the class teacher may discuss these with the whole class during 'circle time' or the headship team may address these during assemblies. Children understand that school and classroom rules help children feel safe, happy and able to learn.

However, the primary aim of the Behaviour and Discipline Policy is not a system to enforce rules; it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn in an effective and considerate way. The school completed the 'Attachment Aware Schools Award' in 2023, and all staff should use this trauma-informed approach to creating relationships that support effective behaviour management with pupils. Staff understand that behaviours exhibited are often a result of underlying trauma or emotional distress and work hard to create an environment and culture of understanding and setting limits. Children are supported in their emotional regulation to thus regulate their behaviour in school.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

We use neutral language (including describing behaviours as 'expected/unexpected' rather than 'good/bad') and understand that emotional factors play a significant role in exhibited behaviours. This is the reason that children and staff use the Zones of Regulation to discuss emotions involved when considering observed behaviours. Children are taught to use the four coloured zones to understand and communicate their emotions.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. Children are given the opportunity to make choices and be accountable for them, to reflect upon behaviour and to exercise initiative and responsibility as appropriate to their stage of development.

The school rewards desired behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote desired and expected behaviour, rather than merely deter anti-social or unexpected behaviour.

When dealing with children all staff are aware that children may expect:

- to be listened to;
- to be spoken to in a reasonable tone of voice;
- to have their achievements regarding behavioural improvement valued;
- to be dealt with fairly;
- to be counselled when things go wrong and to be helped to understand why we have rules;
- to be given guidance and strategies to enable them to develop self-discipline and responsibility.

The school does not tolerate bullying of any kind. If we discover that an act of bullying - including online bullying, prejudice-based and discriminatory bullying - or intimidation has taken place, we act immediately to try to prevent any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. [See our [Anti-bullying policy](#)]

Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

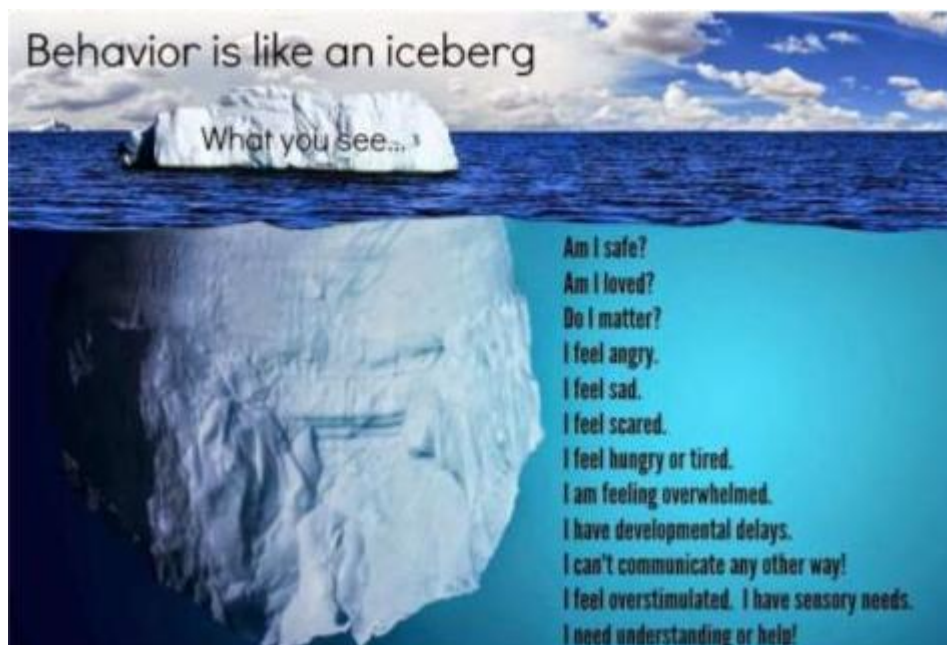
This policy is underpinned by the school's practice of: 'Assertive Discipline' and being 'Attachment Aware'

Appropriate and expected behaviour is not simply achieved through establishing rules and boundaries for our pupils; it is fundamentally to do with children's understanding and willingness to accept agreed codes of behaviour as valuable and worth achieving. The implementation of Assertive Discipline sets out to establish a practice which is owned not only by staff but also by pupils. The school has adopted the Attachment Aware Schools Award approach to creating an environment where children feel safe and supported, and managing behaviour is based on establishing safe, consistent and understanding relationships.

Promoting these positive relationships, whereby we understand each other better, enables everyone to work together with the common purpose of helping all children to achieve their best. This policy supports the school community to collaborate in an effective way in a mindful, reflective manner. It supports the teaching of children in communicating their thoughts and feelings in a way that will be beneficial in their adulthood.

At East Sheen Primary School, we recognise that behaviour is communicative and often reflects an emotion or feeling. We also recognise that, as with academic achievement, children's emotional development is at different stages and they will be taught in line with their emotional level of need. This policy is grounded in the belief that children will develop their ability to co-regulate, and eventually, self-regulate their emotions and behaviour. Adult and child relationships are integral in this. Through coregulation of feelings, we believe that children become more independent, self-regulated and resilient learners and we recognise that positive attitudes to learning lead to happy, motivated and fulfilled children. We recognise the importance of consistent language and expectations in all classrooms, learning areas, communal areas and play areas.

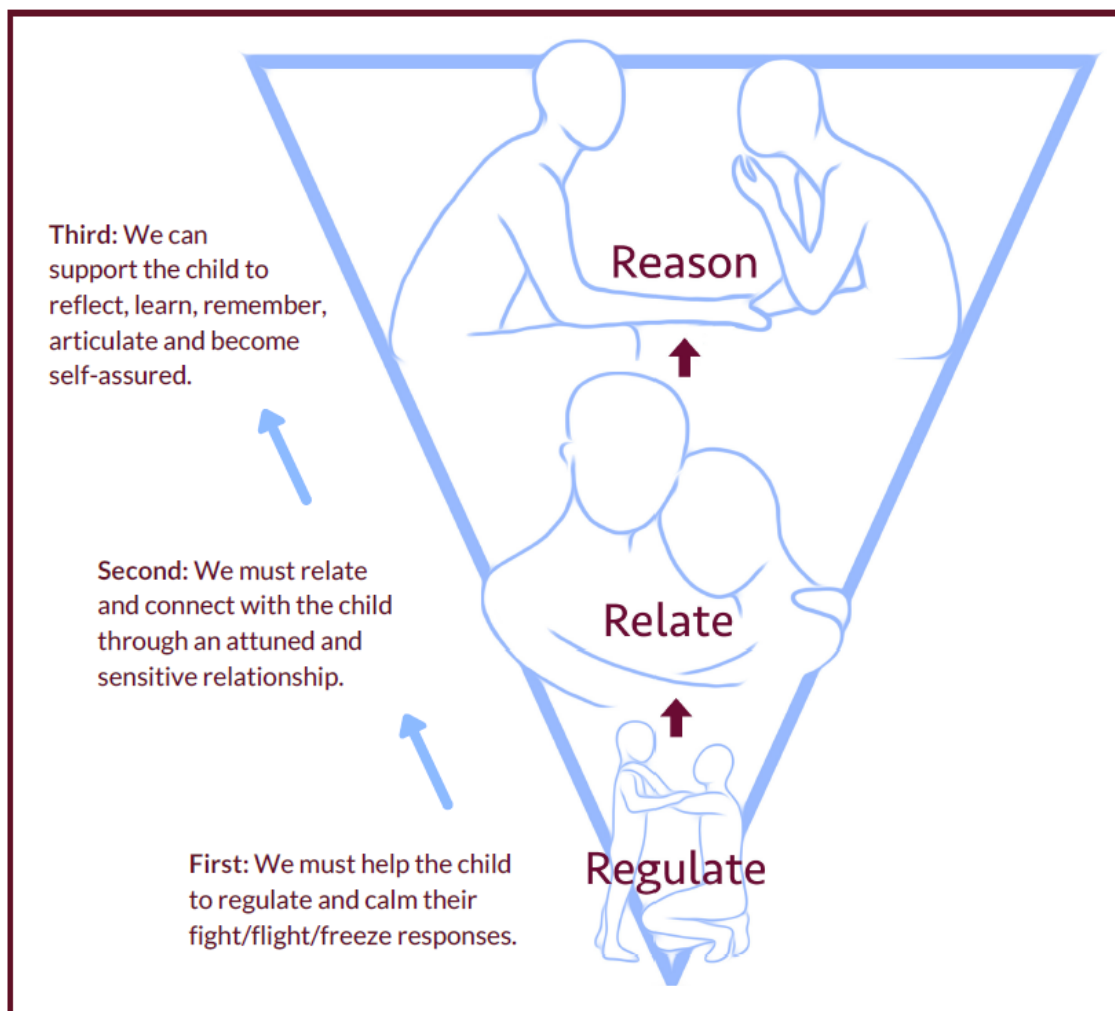
We also recognise that we sometimes differentiate our behaviour policy, as appropriate, to meet the needs of all children within our school community.



Developing strong and supportive relationships with children is the responsibility of all members of staff. The importance of knowing every child within a class and understanding their background and their needs are crucial to these relationships. Staff will seek to know every child in their care, to understand the child's perspective in a situation and strive to understand the child's feelings, whilst maintaining firm, consistent and fair limits of behaviour. Staff should be inquisitive about the children in their class and aim to unpick the behaviours that are shown by each child.

Staff develop empathic relationships with all children in their class and ensure that the expectations outlined in this policy are applied fairly in their classrooms. Class teachers and support staff have high expectations of all children in regards to behaviour and strive to ensure that all children work to the best of their ability. The staff are social, emotional and learning role models for all children. Class teachers and support staff treat all children in their classes with respect and understanding. They provide all children with consistency and routine, are calm in their approach and model the behaviour we wish to see. Staff will support children to develop a range of strategies to maintain positive behaviour and manage their emotions within school using Emotion Coaching. Staff use Dr Bruce Perry's 'three Rs' to support our practice in dealing with behaviour, and safe therapeutic areas, including 'regulation stations' are used by children when regulation may need to be supported.

From Dr Bruce Perry , Beacon House



Emotion Coaching

At East Sheen Primary School, our behaviour management policy stems from the premise that, whilst all emotions are acceptable, all behaviours are not. Class expectations and limits are generated by the children in each class, in line with the whole school expectations and the Jigsaw PSHE programme.. Expected behaviour posters are displayed in all learning areas in the school, and are age-appropriate for the children using that space. The behaviours are revisited with the children at the beginning of each half term and at other times when necessary. See [Appendices D and E](#) for the differentiated KS1 and KS2 posters.

We use emotion coaching to support children to understand, regulate and reflect on their emotions and their behaviour choices. Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of positive outcomes and increased resilience. Emotion Coaching uses moments of heightened emotion and the resulting behaviours to guide and teach the child about more effective responses to a situation.

The Steps of Emotion Coaching (CALM)

Connect: approach calmly – this enables the child to feel that they are with a safe adult and the situation does not then escalate. Connect with the child, take on the child's perspective and tune into your own emotions.

Acknowledge: acknowledge the child's feelings. This ensures that every child has the opportunity to share, learn and understand emotions in action (we might use pictorial prompts for children who are still developing their emotional vocabulary). Time for the child to feel calm is given if appropriate.

Limits: set limits and gather information. Give the child an opportunity to verbalise what they see the problem to be. Restate the problem and make it clear to the child that it is the choice that is unacceptable and not the child.

Make a plan: promote positive choices and give follow up support as necessary

We believe:

- If appropriate behaviour is rewarded, it is more likely to be repeated.
- Children need to understand that inappropriate behaviour will be acted upon through agreed sanctions and with subsequent expectations reinforced accordingly.
- Children should be spoken to in a way which both respects and encourages respect. Adults endeavour to avoid talking to pupils in a solely negative manner and adopt the approach outlined above.
- Children are entitled to be listened to fairly and their understanding of events considered.
- Appropriate behaviour is valued and children and adults are encouraged to respect one another. Everyone in our community works together to ensure that our school is a place where positive attitudes and relationships are fostered at all times.

In order to achieve this:

- Children are made aware of the five main school rules and encouraged through discussion to understand and value them.
- Each year group also establishes individual class rules. These may vary slightly, to ensure they are age-appropriate.
- Each Key Stage agrees and uses an appropriate range of rewards and sanctions designed to support and encourage expected behaviour. See [Appendices C – E](#).
- The school values are celebrated and children are rewarded for exhibiting behaviours in line with the school values, being **happy, curious, resilient and kind**. See [Appendix C](#).

Rewards and sanctions

The school acknowledges all the efforts and achievements of children regarding personal and behavioural development, both in and out of school. Our rewards/sanctions rhombus is on display in every classroom to ensure consistency, see [Appendix C](#). We praise and reward children for good behaviour in a variety of ways:

Rewards
Specific verbal praise
House points
Merit cards (KS2)
Stickers
Respect Tokens (happy, curious, resilient, kind)
KS1 and KS2 Reward assemblies-certificates presented
Sharing our successes with our class
Sharing our successes with the whole school
Photocopies of good work to go home
Teacher tells our parents/carers what we did well – ‘wow’ cards can be used
Whole class rewards (e.g. 10 class star treats)
Special time with a special person
Sent to another teacher to share success
Sent to Key Stage Leader to share success
Sent to Headteacher to share success
Headteacher awards
Given responsibilities
Work published – display, website, newsletter
Stickers for good behaviour or for showing positive attitudes during lunch breaks.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Sanctions
Warning-choice, opportunity to change/reflect
Reflection Time – minutes off playtime (reflection slips, cause and effect map completed)
Sent to another member of staff
Class teacher speak to parents
Time out of class to regulate
Child sent to Senior Leader
Child sent to Deputy/Headteacher
Deputy/Headteacher speaks to parents
Deputy/Headteacher writes to parents
Removal from the classroom / Internal exclusion*
Suspension
Managed move
Permanent exclusion

A Pastoral Support Plan will be put in place when a child is identified as likely to be permanently excluded – this is not a sanction. A Pastoral Support Plan will be put in place following a multi-agency meeting for any child facing the possibility of exclusion.

*Removal from the classroom (sometimes referred to as 'internal exclusion')

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a senior member of staff and will be removed for a maximum of one day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class:

- Meetings with mentors
- Referral to the Emotional Literacy Support Assistant
- Use of teaching assistants and support staff to run behaviour interventions
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMs.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. These are recorded by the headship team and reported to governors.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

We work with the local authority to categorise sexual behaviours into 'normal, inappropriate, problematic, abusive [and] violent'. The category of behaviour will determine whether the issue is managed internally or with help from external agencies (problematic – early help; abusive – refer to children's social services; violent – report to police).

Please refer to our [child protection and safeguarding policy](#) for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our [child protection and safeguarding policy](#) for more information on responding to allegations of abuse against staff or other pupils.

Suspension and Exclusion

Exclusion of a pupil is very rare. Only the headteacher (or acting headteacher) has the

power to exclude a pupil. A child may be excluded for a fixed period (called a 'suspension'), totalling no more than 45 school days in a school year.

Suspension would be for a particularly violent act towards another person, or for continuous lesser acts, particularly of aggression or violence. From the sixth day of a suspension, education will be provided.

The headteacher (or acting headteacher) may also exclude a pupil permanently. It is also possible for the headteacher (or acting headteacher) to convert a suspension into a permanent exclusion, if the circumstances warrant this.

There will always be every attempt to work with parents. The school will follow the [statutory DFE guidance](#) and written template from the Local Authority. The guidance outlines the school's need to consider safeguarding, any Special Educational Needs, or Looked After status when excluding.

Please note that 'internal exclusions' are not considered under this section, and you should refer to 'removal from the classroom' for information.

Use of reasonable force / positive handling

The school takes advice on reasonable force from the non-statutory guidance from the Department for Education ([here](#)).

Positive handling describes the full range of 'Team Teach' strategies that are used to de-escalate, defuse and divert in order to prevent violence and reduce the risk of injury to staff and children. Positive handling is underpinned by documentation which, in addition to allowing access to education for all, supports the child and aims to provide security and safety, allowing for recovery, repair and reflection for all concerned. All strategies to deal with challenging behaviour are based on providing the maximum amount of care, control and therapeutic support.

"I care enough about you to help you stay in control"

All the staff in the Special Resource Provision (Phoenix Room) and others in the school are trained in positive handling led by Team Teach trainers (www.team-teach.co.uk). The purpose of Team-Teach is to support adults' understanding and management of challenging behavior, teaching physical techniques within a holistic de-escalation approach, in order to encourage the promotion of socially acceptable behaviours for all concerned.

It is about how adults show restraint rather than apply it!

Positive Handling Plans include relevant information about each pupil and are available to members of staff working with them. Where necessary, daily briefing sessions are held in the morning to update staff on current issues and share information. Debrief sessions take place after a crisis with the pupil(s) involved, reflecting on how the crisis was managed by all involved and identifying any points of review or learning. Such occurrences are recorded in an incident book which allows us to monitor behaviours and interventions and reflect upon these.

All pupils who have been identified as presenting a risk should have a Positive Handling Plan. The plan details any:

Behaviour triggers;
Effective strategies;
Preferred physical interventions;
Strategies to avoid.

Positive Handling plans result from multi-professional collaboration in association with parents and the child (if appropriate). They are regularly reviewed and altered depending on the child's changing needs.

At times there may be unforeseen or emergency situations which cause the need for physical intervention. The key principles are that any physical intervention should follow a dynamic risk assessment and be:

In the best interest of the child;
Reasonable and proportionate;
Intended to reduce risk;
The least intrusive of those options available which are likely to be effective.

People take time to recover from a serious incident. Immediate action should be taken to ensure medical help is sought if necessary. All injuries should be reported and recorded using the school system (injury in itself is not evidence of malpractice). Time needs to be found for both staff and students for recovery and for the possible depression that will follow a distressing incident as well as the time needed to repair relationships. The outcome of a serious incident can be learning, growth and strengthened relationships.

Schools have a legal duty to make reasonable adjustments for disabled children and children with Special Educational Needs; when force is necessary it must be used in ways that maintain the safety and dignity of all concerned.

If a pupil complains when force is used upon them, the complaint will be investigated thoroughly and speedily. The school has a formal Complaints Procedure, which outlines how the staff, parents and young people can express their concerns appropriately. Any staff concerns regarding the welfare of children should be taken to the designated person for child protection. The school will refer to guidance contained in, 'Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors' (Part four 'Keeping children safe in education') and our Child Protection and Safeguarding Policy. Suspension is not an automatic response when a member of staff has been accused. As employers, schools and local authorities have a duty of care towards their employees. It is important that school provides appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Power to search and confiscate

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

The role of the staff

It is the responsibility of all staff to ensure that the school rules are enforced in the school, and that each class behaves in a responsible manner during lesson time and when moving around school.

The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

Staff treat each child fairly and enforce the classroom code consistently, with respect and understanding. Staff use the above, relationships-based approach to supporting emotional regulation.

If a child misbehaves repeatedly in class, the class teacher may begin to keep a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if poor behaviour continues, the class teacher seeks help and advice from a senior leader and then the Headship Team.

For pupils who display continuous disruptive behaviour and where internal school sanctions are not effective, the class teacher liaises with the Headship Team and the school Special Educational Needs Co-ordinator [SENCO] who may make referrals to external agencies. In consultation with parents/carers, the needs of a child may be discussed with: the education social worker; educational psychologist; Mental Health Support Team; school nurse or LA behaviour support service.

The class teacher reports to parents 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.

Staff are responsible to one another for being consistent in their management of assertive discipline to ensure that pupils understand, have continuity and clear expectations.

The role of the Headship Team

It is the responsibility of the Headship Team 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 Headship Team to ensure the health, safety and welfare of all children in the school.

It is the responsibility of the Headship Team to ensure that staff and children are consistent in the operation of and understanding of assertive discipline.

The Headship Team keeps records of all reported serious incidents of misbehaviour.

The Headship Team will respond to any acts of serious misbehaviour and has the responsibility for giving fixed-term suspensions to individual children. This will usually start with an Internal Exclusion Plan, where the child spends the day with either the headteacher or deputy headteacher. For further repeated or very serious acts of anti-social behaviour, the Headship Team may permanently exclude a child.

The role of parents

Parents are asked to read and accept our 'Home School Agreement', which includes the school rules, when their children start at school. We expect parents to support their child's learning, and to co-operate with the school.

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have a concern 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. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Parents will be encouraged to work in partnership with the school to overcome any behaviour problems their child may demonstrate which require more than routine teacher intervention.

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. It is the responsibility of individual governors to fully understand the rationale and purpose of an Assertive Discipline Policy.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Pupils' conduct outside of the school gates

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It could adversely affect the reputation of the school

➤ The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

From 'Behaviour in Schools':

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online which could affect the school culture. Schools should have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Monitoring

The Headship Team monitors the effectiveness of this policy on a regular basis. They report to the Governing Body on the effectiveness of the policy and, if necessary, they make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records more serious classroom incidents. The Headship Team records those incidents which are brought to its attention and are deemed more serious. CPOMs is used as a way of logging behaviour incidents online.

The Headship Team keeps a record of any pupil 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.

Support Structures

Year Six children may be appointed as House Captains. These change each term. House Captains are appointed because they have shown themselves to be responsible and caring. House Captains help with monitoring the school and playgrounds during playtimes, lunch break and at the end of assemblies. They are expected to show a good example to younger children in the school. Playground Buddies are used as positive role models for younger children at lunchtimes.

We have a Pupil Leadership Team which enables our children to have a say in our school rules. The Pupil Leadership Team helps children take ownership of the rules and develops a feeling of being valued. Teaching staff and governors hold veto over any decision made by the council but good reasons will always be given.

Review

The whole staff and Governing Body review this policy at least annually or earlier, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Approved by Governors: Spring 2026
Next review Date: Spring 2027

Appendix A:

Checklist of actions to consider prior to exclusion:

1. Full consultation about the pupil's difficulties with:
 - the pupil
 - parents
 - class teacher
 - SENCO
 - head and deputy headteacher

2. Has all possible action within the school been taken and fully documented? (Not all actions listed below will be appropriate). For example:
 - specific goal setting with the pupil and all appropriate staff aware of goals, including lunch time supervisors;
 - self-report by the pupil;
 - emphasis on building positive behaviour (including written evidence) linked to regular meetings with pupil, parents and teachers involved;
 - support from SENCO;
 - contract between pupil/parents/school;
 - individual behaviour programme/risk assessment (all appropriate staff to be aware);
 - home-school programme with parent reward for success;
 - supervision during break times;
 - positive letters home when behaviour is appropriate;
 - guidance for parents on how to support the pupil, e.g., with reading, homework;
 - counselling with teacher;
 - social skill development from teacher.

3. Use of SEND Code of Practice.

4. Consultation with, for example:
 - E.W.O.
 - learning support service
 - educational psychology (School Psychological Service)
 - child and family consultation service
 - social services
 - school medical services

5. Network meetings
Pastoral Support Plans

Appendix B – Written Statement of Behaviour Principles

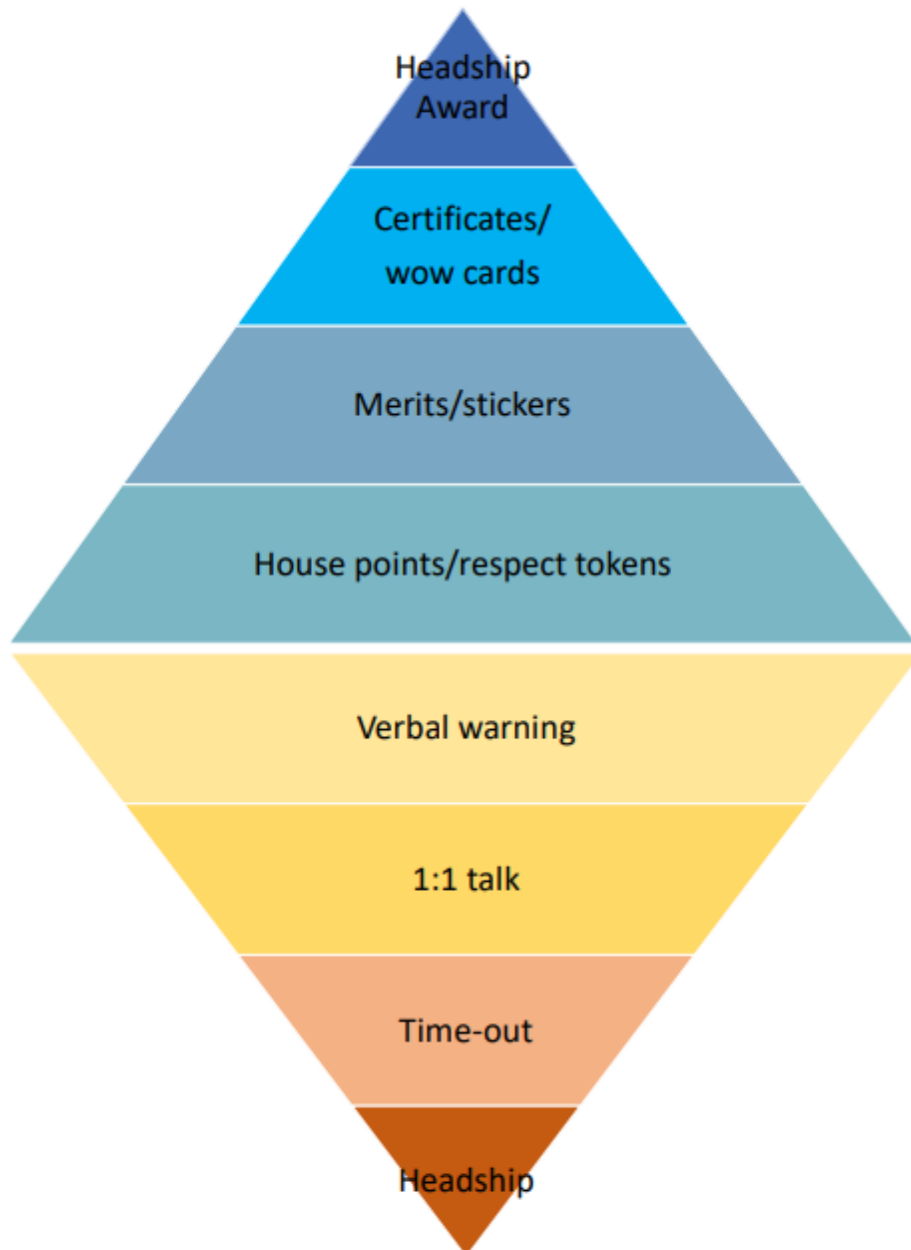
- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort, and statutory guidance is followed
- Pupils are helped to take responsibility for their actions and encouraged to self-regulate behaviour
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The behaviour policy is underpinned by the school vision and values, enabling and promoting children to be happy, curious, resilient and kind
- Setting expected behaviour in this policy enables children to feel happy, safe and able to learn most effectively.
- All staff understand that the school's approach to behaviour is trauma informed and attachment aware.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the CFC committee and the Full Governing Body annually.

Appendix C – reward/sanction rhombus

Behaviour Chart



Appendix D – KS1 un/expected behaviour poster

Expected behaviour



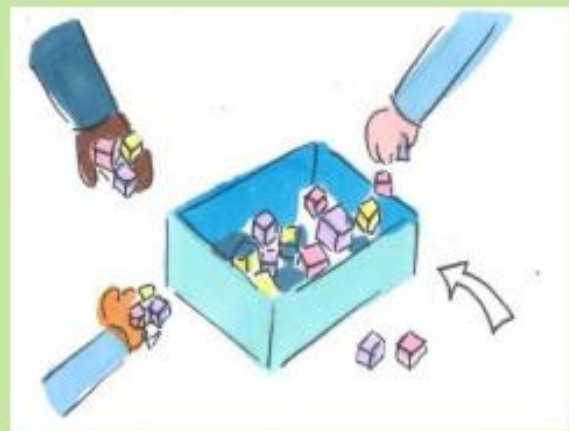
Good listening



Good sitting



Lining up nicely



Taking care of our school



Being Kind / Helping each other



Unexpected behaviour



Not listening



Not sitting nicely



Not lining up nicely / Running and being noisy inside



Damaging school property



Being unkind / Not helping each other



Appendix E – KS2 un/expected behaviour poster

Expected Behaviour

Being engaged in learning



Focusing on tasks



Being polite to adults and children



Being a role model to other students



Responding positively and sensitively to difficult situations



Working well within a group



Completing work with pride and care



Helping others



Showing kindness and respect



Taking care of our school



Moving sensibly



Being safe with our bodies



Unexpected Behaviour

Being disrespectful



Using unkind hands



Running/shouting in hallways



Not focusing on work



Swearing/rude language



Interrupting learning or spoiling work



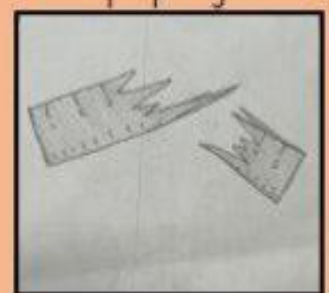
Leaving the classroom



Bullying



Damaging school property



Racist behaviour



Ignoring instructions

