


Aldryngton Primary School				
Policy	S12	Behaviour, discipline and exclusion		
Approved	July 2023	Signed		
Website	Yes	Chair, Curriculum and Safeguarding Committee		
Review	Biennial	Next review	July 2025	

The approach chosen to manage behaviour at Aldryngton makes use of approaches from Paul Dix as well as ideas from the Therapeutic Thinking Approach. We follow national DfE guidance from 'Behaviour and Discipline in Schools' and 'Mental Health and Behaviour in Schools'.

This policy should be read in conjunction with the anti-bullying and physical intervention policies, which provides the details about the approach used to manage incidents of bullying and reasonable force/ physical contact.

The aim of the approach is to ensure that the entire school community is aware of what standard of behaviour is expected; how we seek to encourage positive behaviour and how we manage unacceptable behaviour.

Aldryngton has 3 rules for behaviour:

- Be ready
- Be respectful
- Be safe

This provides a simple, clear and consistent approach to behaviour for the school, its pupils, their families and staff.

Children are expected to complete assigned work in the expected time frame; maintain respectful behaviour towards peers and adults alike; exercise self-discipline appropriate to the stage of development; avoid bullying and prejudiced behaviour of any kind.

In order to develop a safe, positive learning environment, members of staff follow the five pillars of adult behaviour:

- Consistent, calm adult behaviour
- First attention for best conduct
- Relentless routines
- Scripting difficult interventions
- A restorative follow up

Our 'Behaviour Blueprint' is followed by all adults who work here. It clearly summarises our behaviour approach in action. Please see the next page for this:

Aldryngton Primary School Behaviour Blueprint

5 Pillars of Practice for All Staff <ol style="list-style-type: none"> 1. Consistent calm adult behaviour. 2. First attention for best conduct. 3. Relentless Routines. 4. Scripting difficult interventions. 5. Restorative follow up. 		
Rules Be Ready Be Respectful Be Safe	Rewards Positive reinforcement Acknowledgement Recognition board House points Private sincere verbal praise Positive referral to SLT Positive note home Positive phone call home Reward session Quality time with an adult Stickers/certificates	Stepped Sanctions <ol style="list-style-type: none"> 1. Reminder (remind of 3 rules. This can be done more than once. Use initiative). 2. Caution (clear verbal caution, outlining consequences if they continue). 3. Last Chance (final opportunity to engage, use scripted intervention). 4. Time Out (a SHORT time out of the room for the child to calm down. This may be with SLT if it was a major incident). 5. Sent to Another Class 6. Sent to Team Leader 7. Sent to Deputy Head/ Headteacher
Restorative Conversation <i>This should follow if a child reaches the time out or above stage, when the child is ready. SLT will support if it is a major incident.</i> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. Who has been affected? How? 4. What should we do to put things right? 5. How could we do things differently in the future? 		

If a child reaches Time Out, the behaviour incident must be recorded on CPOMS. Staff will also use professional judgement if any other sanctions are necessary e.g. losing break time. Some pupils may require a Behaviour Plan and personalised timetable to help them achieve individual targets. These will be distributed and communicated to relevant staff.

We also operate a red-card system where immediate help from SLT can be requested by sending a child with a red card to the office.

Class Charters

Our Class Charters are discussed and agreed by pupils at the start of each year with their teacher. Our three behaviour rules, Be Ready, Be Respectful, Be Safe are at the core of our Class Charters. Class Charters are displayed in the classrooms.

What we expect of parents and carers

All parents and carers are expected to:

- Support the school in its application of the Behaviour Policy;
- Talk to their children about the school's expectations of work and behaviour;
- Encourage children to discuss problems;
- Attend parents' evening and communicate with the school any concerns or issues which may affect their child's behaviour or learning;
- Ensure that their child attends every day and on time.

Equal Opportunities and Special Educational Needs

At all times teachers will consider factors that have contributed to the particular incident such as the child's level of Special Educational Need or their psychological and emotional circumstances.

Should any incidents happen repeatedly, a graduated approach will be followed and this may lead towards an Education Health Care Plan (EHCP) being applied for. The school could also decide to seek involvement from outside agencies. Parents will be fully involved in this process through discussion with the school team.

The school acknowledges its legal duties under the Equality Act 2010 in meeting needs of pupils with SEN.

Graduated response to tackling and supporting concerns about behaviour

Stage 1 Concern

If the class teacher has ongoing concerns about behaviour, they will call a meeting to discuss this with parents or carers. At this meeting they will share with you what their concerns are and agree a way forward. A meeting time will be set to review progress and see if the steps taken have had the right impact. At this follow up meeting, it will be decided, if steps taken have had the required impact. The outcome of this meeting will either remove the stage 1 concern status, keep it at stage 1 or move the concern to stage 2. If the decision has been made to escalate to stage 2, the review meeting will become a stage 2 meeting.

Stage 2 Concern

If there has been insufficient progress at stage 1, then a meeting will be held with the parent/ carer alongside the class teacher and the relevant team leader. At this stage, a more formal behaviour plan may be considered. At this point, a referral to the SEND register will also be considered. Initial actions to address behaviour will be reviewed and next steps planned. A meeting time will be set to review progress and see if the steps taken have had the right impact at this follow up meeting, it will be decided, if steps taken have had the required impact. The outcome of this meeting will either downgrade the stage 2 concern status, keep it at stage 2 or move the concern to stage 3. If the decision has been made to escalate to stage 3, the review meeting will become a stage 3 meeting.

Stage 3 Concern

If there has been insufficient progress at stage 2, then a meeting will be held with the parent/ carer alongside the class teacher and either the Deputy Head or Headteacher. At this stage, a formal behaviour plan will either be reviewed or introduced, if not already in place. A referral to the SEND register would also be considered if the child is not already on the register. Actions to address behaviour so far will be reviewed and next steps planned. This may involve referrals to outside agencies. A meeting time will be set to review progress and see if the steps taken have had the desired impact. At this follow up meeting, it will be decided if steps taken have had the required impact. The outcome of this meeting will either downgrade the stage 3 concern status or keep it at stage 3. If a child remains at stage 3, they are at risk of an exclusion.

Special Programmes

Some children have special needs in relation to their behavioural and emotional difficulties. We aim to address these through a range of intervention programmes such as social skills, anger management, mentoring and behaviour plans. An assessment of risk may be completed for pupils whose behaviour poses a risk to themselves or others. Depending upon the outcome, a positive handling plan may be devised. The school would require families to be supportive of this process.

Physical Intervention

Physical intervention should only be used within the strict safety guidelines laid out in our Physical Intervention Policy. All staff are required to be familiar with the contents of this policy and are to abide by it at all times.

Sexual Harassment/ Violence

Sexual harassment or violence (including online abuse) is not tolerated at the school. Our PSHE including RSE policy stipulates our carefully sequenced curriculum to educate pupils. All staff are expected to log any suspected or confirmed cases of sexual harassment or violence on our online behaviour log (CPOMS) using the specific category. All cases will be investigated in full and sanctions put into place if appropriate to do so.

Confiscation of Inappropriate Items

On occasions, it may be necessary for staff to confiscate items brought into school by children. Items such as mobile phones, toys, electric games, sweets and chewing gum are not allowed. Consumables will be disposed of or will be retained by staff to be collected from the school office by a responsible adult. Staff reserve the right to search pupils where they reasonably suspect that "prohibited items" may be in a child's position. These could be items which are stolen, illegal or dangerous e.g. drugs, weapons, cigarettes, fireworks or pornographic images.

Behaviour Outside School

Behaviour expectations outside school remain the same as in school. A risk assessment may be carried out on children who pose a risk of unsafe behaviour on school trips.

Internal, Fixed Term External and Permanent

Incidents which warrant internal or external exclusion are at the discretion of the Headteacher and the Local Governing Body. The child will be provided work throughout internal and external exclusions.

The following types of behaviour may result in an internal and/or external exclusion:

- A serious attack on another pupil;
- Physically attacking a member of staff;
- Persistently disruptive behaviour which negatively impacts on the learning of others;
- Bringing into school an offensive weapon, drugs, alcohol, matches or a lighter;
- Danger to themselves or others.

The length of the exclusion is at the discretion of the school, who will operate within DfE guidelines.

Fixed-Term Exclusion

What constitutes serious behaviour?

- 1) Aggressive behaviour (e.g. hitting, pulling hair, kicking, pushing, using abusive language);
- 2) Physically disruptive behaviour (e.g. smashing, damaging or defacing objects, throwing objects, physically annoying other pupils);
- 3) Socially disruptive behaviour (e.g. screaming, running away, absconding from school site);
- 4) Authority-challenging behaviour (e.g. refusing to carry out requests, exhibiting defiant verbal and non-verbal behaviour);

The length of exclusion will be decided by the Headteacher after an appropriate investigation, including any confidential information available, has taken place. If the Headteacher excludes a child, parents will receive:

- An exclusion letter, outlining the reasons for exclusion, the length of exclusion and the child's expected date and time of return.
- Work for the pupil to complete.
- A date and time for a reintegration meeting, which the parent/carer is expected to be present.

Only the Headteacher or Acting Headteacher of the school has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

It is the school and Governing Body's duty to arrange education from the sixth consecutive day of a fixed period exclusion.

Parents/carers of the child are expected to attend reintegration meetings.

If a child is deemed to be at risk of permanent exclusion, an individual programme will need to be put in place to support the child and their family. The individual programme will take into consideration the needs of the child and family.

Our school is committed to working very closely with every child and their family to bring about an improvement in the child's behaviour so that fixed term and permanent exclusions can be avoided.

Permanent Exclusion

A child may be at risk of permanent exclusion if there is:

- A serious breach, or persistent breaches of the school behaviour policy
- Where a pupil's behaviour means allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others such as staff and pupils in the school. (DfE Exclusion Guidance May 2023)

The decision to permanently exclude would only be taken after an appropriate investigation had taken place and the child given the opportunity to give his/her version of the events unless the child was in immediate danger.

In all cases, the governing body will have been informed of this potential decision.

Only the Headteacher has the power to permanently exclude. 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 permanently excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

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

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the local authority and consider whether the pupil should be reinstated.

If the appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

The school keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. This data is collected by the governing body and also shared with the local authority.