



# The Croft Behaviour and Anti-bullying policy and Procedures

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## Key Document Details

**School Name:** The Croft Primary School

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**At the Croft, we recognise that all behaviour is a form of communication and ALL staff will respond appropriately to a child/children's individual needs. Teachers and Teaching Assistants are trauma informed.**

**Whole school rules:**

- **BEING KIND:** I will always use kind words, kind hands and kind feet to myself and to all others
- **MODEL OUR VALUES:** I will show tolerance, understanding, respect and patience to ALL I will always be honest in all that I say and do  
I will show resilience even when things get tough in learning or social times!
- **MAKING GOOD CHOICES:** I can be trusted to always make the sensible/right/good choices in all areas of the school
- **LISTENING:** I will always show good listening with all grown ups
- **SENSIBLE WALKING around the school:** I will ALWAYS move around the school in an appropriate way

**In order to celebrate positive learning behaviours and values we have the following approach: GOLD STARS**

- There will be three stars displayed in each classroom – bronze, silver and gold.
- Each morning, the children's names/photos will be next to the bronze star.
- The aim is to get to the gold. Once the children get to the gold star they receive a star/sticker on their individual sticker chart/bookmark.
- Once they get to the gold, they can then start back at the beginning and continue to aim to get back to the gold.
- Children will receive a certificate for every 10 stars achieved, hot chocolate with class teacher for every 25 stars and pizza with Mrs Murphy for 100 stars.
- The language we use is positive (eg please walk the corridor -not please do not run, please show me how you can focus on your learning-not Stop talking)
- We highlight the children making the right choices – we avoid singling out those who are not making the right choices.

**To celebrate academic learning: HOUSE POINTS**

- To celebrate a great piece of academic learning, a house point may be awarded and a coloured sticker to be stuck in book to show this.
- Our Houses are Farah (MO) Red, Adams (Nicola) Yellow, Hoy (Chris) Green and Simmonds Blue
- Children will add a cross to the 100 square for their house.
- When a house achieves 100 crosses on their 100 square that house will receive an in class reward e.g extra break time etc.
- The house with the most points as a school at the end of each term will receive a reward which will be decided in communication with the house captains.

**To celebrate other areas of learning:**

- Celebration assemblies to celebrate any out of school achievements

- Certificate and prize for every 20 reads completed at home.
- A book worm badge when completed 250 reads
- A book token when children achieve 300 reads.

Our focus will always be to celebrate positive behaviour and displaying positive values. However, there may be time when we need to give children a reminder to make the right choices.

### **Consequences for behaviour that is not in line with our expectations and CARE Values:**

Examples of behaviour that does not meet our expected standards include, but are not limited to the following. The following behaviours are for staff to consider the consequence to in relation to the child's needs, although additional needs will not be an excuse for negative behaviour.

Learning environment (in school or off-site)		
Low-Level (usually dealt with by staff member- TA/class teacher)	Mid-Level (usually dealt with by staff member- TA/class teacher or SLT)	High-Level (usually dealt with SLT or SLT are informed and actions agreed)
<ul style="list-style-type: none"> <li>• Behaving in an unfriendly way towards another child and excluding others Talking out of turn, calling out</li> <li>• Disturbing/disrupting the learning of other children</li> <li>• Being off task</li> <li>• Not telling the truth</li> <li>• Inappropriate wandering around the classroom during focussed learning time Teasing / name calling</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Ignoring instructions</li> <li>• Not respecting school equipment e.g. throwing equipment in class</li> <li>• Speaking disrespectfully</li> <li>• Behaving disrespectfully</li> <li>• Continuing to disturb the class</li> <li>• Physical contact with another child (low level)</li> <li>• Continuing to call others unkind names</li> <li>• Continuing to break rules</li> <li>• Continual teasing</li> <li>• Repeatedly shouting out</li> <li>• Purposefully not engaging in learning</li> </ul>	<ul style="list-style-type: none"> <li>• Serious damage to school equipment</li> <li>• Swearing including gestures</li> <li>• Intentionally hurting others</li> <li>• Fighting</li> <li>• Using racist or in appropriate language</li> <li>• Dangerous/Threatening behaviour</li> <li>• Throwing furniture</li> <li>• Verbally abusive language towards others</li> <li>• Acting dangerously</li> <li>• Consistent bullying</li> <li>• Physically hurting others</li> <li>• Continuing to ignore instructions</li> <li>• Stealing resources/others possessions</li> <li>• Purposefully leaving classroom without permission</li> <li>• Continuation of behaviours on return from an exclusion</li> <li>• Peer on peer sexual abuse</li> </ul>

Playground		
Low-Level (usually dealt with by staff member-TA/class teacher)	Mid-Level (usually dealt with by staff member-TA/class teacher or SLT)	High-Level (usually dealt with SLT or SLT are

		informed and actions agreed)
<ul style="list-style-type: none"> <li>Behaving in an unfriendly way towards another child and excluding others Play fighting / rough play</li> <li>Messing around in the toilet</li> <li>Disturbing/Disrupting other's games</li> <li>Not telling the truth</li> <li>Not following school rules</li> <li>Squabbling</li> <li>Unkind to others</li> <li>Name calling</li> <li>Not sharing</li> <li>Not lining up</li> </ul>	<ul style="list-style-type: none"> <li>Ignoring instructions</li> <li>Not respecting school equipment</li> <li>Speaking disrespectfully</li> <li>Behaving disrespectfully</li> <li>Continuing to disturb other's games</li> <li>Deliberate physical contact with another child</li> <li>Taking something that isn't theirs</li> <li>Continuing to call others</li> <li>unkind names</li> <li>Swearing</li> <li>Back chatting (disrespectful) to adults</li> <li>Pushing (consistently)</li> <li>Constantly going in and out of building</li> <li>Disrespectful towards school resources</li> </ul>	<ul style="list-style-type: none"> <li>Serious damage to school equipment</li> <li>Swearing including gestures</li> <li>Intentionally hurting others</li> <li>Fighting</li> <li>Using racist or in appropriate language</li> <li>Dangerous/Threatening behaviour</li> <li>Physically hurting others</li> <li>Continuing to ignore instruction</li> <li>Pushing (intending to cause harm)</li> <li>Continuation of behaviour</li> <li>Peer on peer sexual abuse</li> </ul>

### **Graduated Approach:**

At the Croft Primary, we use a graduated system for dealing with negative behaviour that follows these steps:

- Reminder of what constitutes good behaviour from a MDSA/TA/Class teacher
- Explanation of the impact of the poor behaviour and the expected behaviour that is desired
- Time Out (in or out of the classroom)
- Time Out (in partner classroom)
- Key Stage Leader/Phase Leader
- Principal/SLT
- Phone home/talk to home

All Behaviour incident logged on CPOMS. The class teacher must ensure they have spoken to the parent(s) of children involved in the incident on the day it has occurred and this is also recorded on CPOMS.

- If a child becomes withdrawn, or there are noticeable changes in their behaviours, the class teacher must contact the inclusion lead to discuss the behaviours and identify appropriate support to be put into place (for example, appropriate intervention strategies).
- If changes in behaviour become a pattern, staff members should consider whether the pupil may have an unmet need, and raise this with the SENCO in the first instance.

### **Use of Consequences:**

We use a Red/Yellow Card System within the class to mitigate any wrong choices of behaviour. Children are made aware of the consequences of their actions (both positive and negative)

The consequences vary according to the severity of the behaviour, but range from:

- A verbal warning with their name then placed on the red/yellow card
- Time out in another classroom
- Loss of privilege (play time/part of lunch time) *NB: children will always have an opportunity to eat their lunch*
- Reasonable adjustments as determined by the Principal/SLT
- Fixed-term exclusion
- Permanent exclusion

If there is a concern that a child is being bullied, staff members will follow the Anti-Bullying Policy. All incidents of significant negative behaviour (mid-level and high-level) will be recorded on CPOMS. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents/carers to arrange a time to discuss the situation further.

### **Consequences: All steps should be followed unless exceptional Circumstances**

- If a child does not respond to a reminder to change their behaviour and make a positive choice, their name will be added to a yellow card.
- If they continue to not make the right choice, their name will be moved to the red card. The consequence for this is missing 5 minutes of break/lunchtime.
- If a child displays persistently disruptive or dangerous behaviour they will be asked to spend some time elsewhere

Step 1- a different class

Step 2- a different year group but to remain in class (work or appropriate instructions for that child should be given to the teacher they are going to)

Step 3 – in a class with a member of SLT (work or appropriate instructions for that child should be given to the teacher they are going to)

Step 4- Mrs Murphy

- A behaviour plan can be put in place to encourage positive actions/right choices, these will be kept and scanned into CPOMS/kept in SEND file

### **Use of Reasonable Force:**

- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in
- DfEE 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, an adult, 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. This policy should be read in conjunction with the White Horse Federation policy on physical restraint of pupils. Any use of physical restraint will be recorded on CPOMS and in the school's Numbered and Bound Book.

### **Use of CPOMS**

- All negative behavioural incidents will be recorded on CPOMS
- Termly
- reports will be collated by Principal to address any trends

### **Managing challenging behaviour**

In a calm, clear and non-confrontational way give children

- In a calm, clear and non-confrontational give child -

- Instruction (\_\_\_\_you need to be.....) e.g sitting in your carpet space

-Give take up time and move away. Allowing trust to follow instruction

- Reminder of request

-Give take up time and move away. Allowing trust to follow instruction

- First warning- verbal (discreet) (\_\_\_\_this is your first warning, you need to be.....)

- Can we....

Maybe we can...

I wonder...

Let's try...

-step away

- Dependent on situation- offer a time out (reading)

Mia may show her donut to request this (adult to look at her and nod to accept this and allow up to 5 minutes on the donut)

- Second warning -verbal (discreet) (\_\_\_\_\_, this is your second warning, you need to be .....)

-step away

Offer for her to have some quiet time without adults talking at her. Remind her about her donut.

- To another class
- To SLT/AP
- To Head Teacher

Transitions for us mean big things like moving house or getting married. For children, an overwhelming transition can be as small as a change in play from one toy to another, the change from play to bedtime, a car trip, change of lesson, a new face in the classroom. Everyday experiences suddenly overwhelm their limited sense of resilience and their fear response may kick in, leading to challenging or unwanted behaviour. This may happen for a number of reasons:

- The child may fear that the change is going to be a negative one.
- They may have little experience of permanence.
- They may feel an overwhelming need to feel in control and prevent changes from happening by escalating their own behaviour to force an end to relationships.
- They may lack cause and effect thinking and so may not be able to visualise what a change will look and feel like.
- They may have an overwhelming need to be able to predict the environment (whether this forces a positive or negative consequence).
- They may experience sensory difficulties which leads them to feel overwhelmed by conflicting change.
- They may feel separation anxiety and try to keep trusted adults close by escalating their behaviour.

#### **What this might look like:**

- The child's behaviour escalates or changes dramatically when change is approaching, or following a change.
- The child uses delaying tactics to prolong the current status quo (taking longer in the toilet, delaying a start to tasks, refusing to come out of a room or go out to play etc).
- The child hides, runs away or goes blank when a change occurs.

#### **What can we do to mitigate this:**

- Keep in mind (or plot on a timeline) the potential triggers for the child.
- Give plenty of advanced warning of activity changes, even if it's something that happens at the same time every day.
- Use visual countdown timers, calendars where you can cross the days off (or count up to exciting events).
- Pause and reflect when you see a reaction. Think about what the child needs. What are they trying to tell you with their behaviour?
- Be proactive around times of change. Start to have conversations about what is coming up. Wonder aloud to keep up a narrative for the child, "I wonder if you're hiding because you're worried about what might happen?" or "I wonder if you're feeling anxious about the change that's coming up? Let's go through that change together."
- Avoid surprises and try not to use the word 'surprise' to describe change. Prepare for changes such as these. Ensure the child will feel safe after the change happens – emotionally and physically. Uncertainty is stressful; do they know what to expect? Support the preparations with visual cues.
- Talk through what is staying the same or how the child/adult will return to the same place i.e. "Next year, you'll be in the same classroom, but your teacher will change." Or, "First we'll go to the hall for assembly. Then we'll line up and walk back to class. You can hold Mrs. X's hand if that helps?"
- Empathise with the child – this is a big ask, and they may experience some big feelings, and that's ok. Ensure they know you'll get through the changes together, or describe who will be going through that change with them if you're not there.
- Make sure they know what is going to stay the same after the ending or transition i.e. "When we get back from lunch, we'll still be doing maths and you can still sit next to your friend X."



- Consider having their ending or transition at a different time from everyone else so that they don't absorb the anxieties of others
- After the event, use 'Naming the Need' and empathic reflection to help the child to explore their feelings around the change/contact/ transition i.e. "I think you might be very cross with me today because you saw your dad last night and you are missing him. That must feel really sad!" Remember that children often have conflicting loyalties and confused feelings towards each of the relationships they hold during times of change. Avoid planning exciting or distracting activities and allow for some 'quiet time' for reflection and reintegration.

### **Parental Meetings**

- A phone call will be made to parents with Behaviours that results in a consequence, behaviour plan or internal exclusion, this will be carried out by a class teacher or SLT depending on severity of incident
- If behaviours persist, a face to face meeting will be requested of the parents

**We want to ensure all children show behaviours that enable them to communicate and behaviour through each key stage and each phase of their lives.**

### **Fixed-term and permanent exclusions**

(The School must follow the statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' DFE-00184-2017 when considering an exclusion)

The principal has the legal authority to permanently exclude a pupil from school. However, this may only be done following discussions with the CEO who will provide advice and ensure that the statutory guidance has been followed. The principal must receive written authorisation from the CEO prior to finalising a permanent exclusion. The principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

If the principal excludes a pupil, s/he informs the parents without delay, giving reasons for the exclusion and the period of a fixed term exclusion or, for a permanent exclusion, the fact it is permanent. At the same time, the principal makes it clear parents' right to make representations about the exclusion to the governing board, how any representations should be made; and where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend the meeting.

The principal informs the LA and the governing board about any permanent exclusion, fixed term exclusions beyond five days in any one term and any exclusion which would result in the pupil missing a public examination or national curriculum test. The CEO must be copied into all such correspondence.

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

The governing board has a discipline committee which is made up of between three and five members. This committee considers the reinstatement of an excluded pupil on behalf of the governing board.

When the committee meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the committee decides that a pupil should be reinstated, the principal of that setting must comply with this ruling.



## **Anti -Bullying Procedures Aims and objectives:**

At The Croft Primary School , bullying is unacceptable and can damage children's individual and educational needs. We therefore do all we can to prevent it, by developing a school ethos in which bullying is not tolerated under any circumstances. This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Our Values at The Croft Primary School, encourage all members of our community to 'be the best version of themselves, all of the time.' We do this through the teaching and living of our Values which encourage our pupils to take care of themselves, others and the environment they live in. Safeguarding and ensuring the well-being of our pupils is the most important work that we do as a school and we use our Values as a vehicle to promote a sense of inclusion and support our children's personal development, well-being and safety.

### **Our School:**

- Discusses, monitors and reviews our Anti-Bullying Policy on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate. A Definition of Bullying: Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect children's experience of bullying and evidence gained from extensive research in this area.

The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour
- It is usually repeated over time



- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

### **Forms of Bullying**

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

**Physical** – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.

**Verbal** – by being teased in a nasty way; insulted about their race, religion or culture; called names in other ways that discriminate or having offensive comments directed at them. Indirect – by having nasty stories told about them; being left out, ignored or excluded from groups.

**Electronic / 'cyberbullying'** – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones or other electronic devices.

### **Specific Types of Bullying**

The school recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children. These include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being of higher ability
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying.
- Derogatory language – relating to race, religion, culture, special educational needs, disability, age, gender, sexual orientation, appearance, health conditions, family/home circumstances.

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring-leader, who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around. We positively encourage all pupils to take responsibility for their behaviour and its consequences and to make a commitment to take action to end the bullying and provide support for the bullied pupil.

### **Preventing, Identifying and Responding to Bullying We will:**

- Work with staff and outside agencies to identify all forms of prejudice driven bullying.
- Seek pupil's views on our school and how happy and safe they feel.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying and child on child sexual abuse through the curriculum, displays, peer support, inclusion team support, NSPCC Talk PANTS, PSHE and RSHE lessons, the School Council and consistent use of the school's CARE Values.
- Train all staff to identify bullying and follow school policy and procedures on bullying.
- The work of the Learning Mentor to ensure that vulnerable children are supported and protected from bullying or becoming a bully.
- Actively create "safe spaces" for vulnerable children.

### **Involvement of Pupils We will:**

- Regularly canvass children's views on the extent and nature of bullying.
- Ensure children know how to express worries and anxieties about bullying.
- Ensure all children are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve children in anti-bullying activities in school.
- Offer support/intervention to children who have been bullied.
- Work with children who have been bullied in order to address the concerns that they have.

#### **Liaison with Parents and Carers We will:**

- Ensure that parents / carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively Responsibilities

The whole school understands that bullying is not tolerated, that we have a zero-tolerance approach to bullying, and understands the steps that will be taken to both prevent and respond to bullying.

#### **The role of governors /The governing body**

Supports the Principal in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately. The governing body monitors any incidents of bullying reported to them and reviews the effectiveness of the school policy every 2 years. The governors require the Principal to keep accurate records of all incidents of formal and recognised bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies. The governing body will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Principal and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body

#### **The role of the Principal**

- a) It is the responsibility of the Principal to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Principal reports to the governing body about the effectiveness of the anti-bullying policy on request.
- b) The Principal ensures that all children understand the definition of bullying, know that it is wrong and that it is unacceptable behaviour in this school.
- c) The Principal ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- d) The Principal sets the school climate of mutual support and praise for success to making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour
- e) The Principal works collaboratively with Senior Leadership and Inclusion teams to ensure that this policy is upheld.

#### **The role of the teacher and teaching assistants**

- a) Teachers and teaching assistants in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep a record on CPOMS of all incidents that happen in their class and that they are aware of in the school.
- b) If teachers and teaching assistants witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Inclusion lead, the teacher informs the child's parents.
- c) A record is kept on children's individual records on CPOMS, of bullying that occurs outside lesson time, either near the school or on the children's way home or to school or online. If any adult witnesses an act of bullying, they should inform the Inclusion lead who records the event on CPOMS.
- d) If, as teachers and teaching assistants, we become aware of any bullying taking place between members of a class, we deal with the issue immediately, in liaison with Inclusion lead. Appropriate support for the victim of the bullying will be put into place, and consequences for the child who has carried out the bullying will be implemented. We spend time talking to the child who has been bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Senior Leadership team. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the school may contact external support agencies.
- e) Teachers support all children in their class and establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

### **The role of parents/carers**

- At the Croft we work collaboratively with all parents/carers, to enable a positive working relationship to ensure children understand their good behaviour choices are followed at home and school.
- We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. 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 any concern about the way that their child has been treated, they should V1 – Sept 2015 initially contact the class teacher.
- If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The role of governors**

- The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness.
- The principal has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the executive principals about particular disciplinary issues. The executive principals must take this into account when making decisions about matters of behaviour.
- Fixed-term and permanent exclusions
- Only the executive principal has the power to exclude a pupil from school. The executive principals may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The executive principals may also exclude a pupil permanently. It is also possible for the executive principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the executive principal excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the principal makes it clear to the parents/carers 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 executive principal informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the executive principal.
- 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 in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the executive principal and principal of that setting must comply with this ruling.

### **The role of the executive principal**

- It is the responsibility of the executive principal, under the School Standards and Framework Act 1998, to ensure that the principals and staff 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 executive principal to ensure the health, safety and welfare of all children in the school.
- The principal supports the staff and the executives by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The principal keeps records of all reported serious incidents of misbehaviour. These are discussed, monitored and reviewed by the executive principals

- The executive principal is the only person who has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the principal may permanently exclude a child. Both these actions are recorded and reported to the LA and Governors.

#### 18. Legislation and statutory requirements

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

Behaviour and discipline in schools Searching, screening and confiscation at school

The Equality Act 2010 Keeping Children Safe in Education

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:

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

DfE guidance explaining that academies should publish their behaviour policy and antibullying strategy online This policy complies with our funding agreement and articles of association.

#### **Monitoring**

- The principals and the executive principals monitor the effectiveness of this policy on a regular basis. The executive principals also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- Each school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The principal records those incidents where 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 incidents book .
- The executive principals keep a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. V1 – Sept 2015
- 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 consistent

#### **Review**

The governing body reviews this policy every two years. They 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.